



Life cycle: School's out

Inglés 2º de Nivel Intermedio B2

Enseñanzas
Oficiales de
Idiomas

Lesson

Life cycle
School's out



Focus on

“

Education is the most powerful weapon which you can use to change the world

Nelson Mandela



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Do it yourself

Decide if the following statements refer to the UK, the USA, both or neither.

1. There are **state** and **private** schools.
2. Most people go on to university after school-
3. You can leave school at the age of 14.
4. The compulsory education system is divided into primary, middle and high school-
5. All state schools are **comprehensive** (= pupils of all abilities study there)-
6. There are several **public schools** like Harrow and Eton-
7. There are some **faith schools**, that is, schools where entry is based partly on religious grounds.
8. Religion is a compulsory subject.
9. At the age of 12, pupils are separated into those who will probably go to university and those who will probably do **vocational training**.
10. The top universities are private-
11. **Degree courses** at university usually last 3 years.

2. In the US, 69.2 % enrolled in at least a 2 year course after high school. In the UK, only 27% in 2017, a record year.

11. Degree courses in US are usually 4 years long.



Now discuss the above statements with regard to the Spanish education system.



Imagen de creación propia



Imagen de creación propia



Imagen de creación propia

Talk to your partner about the following questions. Talk for about 5 minutes.

- In your opinion, what makes a good student?
 - And what makes a good teacher?
 - What subjects were you good at? Why?
 - What subjects were you bad at? Why?
 - What realistic changes would you make to your country's attitude toward education?
 - Do you know how you learn best?
-

1. A for effort



Do it yourself

Below are some idioms related to education. Match the idioms to their meanings by writing the right number in the spaces provided.

Expression Letter Meaning

- | | | |
|--------------------------------|--------------------------|--|
| 1. (give someone) | <input type="checkbox"/> | A. to complete a lot of material in a class or course |
| A for effort | | |
| 2. To call the roll | <input type="checkbox"/> | B. To read a lot |
| 3. To cover a lot of ground | <input type="checkbox"/> | C. to stop attending school |
| 4. To pass with flying colours | <input type="checkbox"/> | D. to study hard |
| 5. To drop out of school | <input type="checkbox"/> | E. the recognition given to someone who has tried hard to do something even though he or she may not be successful |
| 6. To draw a blank | <input type="checkbox"/> | F. to memorize |
| 7. To hit the books | <input type="checkbox"/> | G. to be the teacher's favourite student |
| 8. To learn by heart/by rote | <input type="checkbox"/> | H. to call the names of students on a list and expect them to answer if they are there |
| 9. To be the teacher's pet | <input type="checkbox"/> | I. to pass an exam or a subject easily and with a high grade/score |
| 10. To be a bookworm | <input type="checkbox"/> | J. to be unable to answer a question |

Expression Meaning
1. (give E. the recognition given to someone who

someone) has tried hard to do something even though
A for effort he or she may not be successful

2. To call H. to call the names of students on a list and
the roll expect them to answer if they are there

3. To cover a lot of ground A. to complete a lot of material in a class or
course

4. To pass with flying colours I. to pass an exam or a subject easily and
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5. To drop out of C. to stop attending school
school

6. To draw a blank J. be unable to answer a question

7. To hit the books D. to study hard

8. To learn by heart/by rote F. to memorize

9. To be the teacher's pet G. to be the teacher's favourite student

10. To be a bookworm B. to read a lot



Moving on

Practice using these and other idioms [here](#).



Do it yourself

Many people believe that our schools are failing to recognize creativity and we're failing to prepare the next generation for the challenges that lie ahead. Sir Ken Robinson, PhD is an internationally recognized leader in the development of creativity,

innovation and human resources in education and in business. Watch his famous 2006 TED talk and fill in the missing words in the extract (3:28 to 6:21).

http://embed.ted.com/talks/ken_robinson_says_schools_kill_creativity.html

Sir Ken Robinson
Do schools kill creativity?

I heard a great story recently -- I love telling it -- of a little girl who was in a drawing lesson. She was six and she was at the back, drawing, and the teacher said this little girl hardly ever paid attention, and in this drawing lesson she did. The teacher was and she went over to her and she said, "What are you drawing?" And the girl said, "I'm drawing a picture of God." And the teacher said, "But nobody knows what God looks ..

When my son was four in England -- actually he was four everywhere, to be honest. If we're being strict about it, wherever he went, he was four that year. He was in the Nativity play. Do you remember the story? No, it was big. It was a big story. Mel Gibson did the . You may have seen it: "Nativity II." But James got the part of Joseph, which we were about. We considered this to be one of the lead parts. We had the place full of agents in T-shirts: "James Robinson IS Joseph!" He didn't have to speak, but you know the bit where the three kings come in. They come in gifts, and they bring gold, frankincense and myrrh. This really happened. We were sitting there and I think they just went out of , because we talked to the little boy afterward and we said, "You OK with that?" And he said, "Yeah, why? Was that wrong?" They just switched, that was it. Anyway, the three boys came in -- four-year-olds with on their heads -- and they put these boxes down, and the first boy said,

"I bring you gold." And the second boy said, "I bring you myrrh." And the third boy said, "Frank sent this."

What these things have in common is that kids will take a . If they don't know, they'll have a go. Am I right? They're not frightened of being wrong. Now, I don't mean to say that being wrong is the same thing as being creative. What we do know is, if you're not prepared to be wrong, you'll never come up with anything original -- if you're not prepared to be wrong. And by the time they get to be adults, most kids have lost that . They have become frightened of being wrong. And we run our companies like this, by the way. We mistakes. And we're now running national education systems where mistakes are the worst thing you can make. And the result is that we are educating people out of their creative capacities. Picasso once said this -- he said that all children are born artists. The problem is to remain an artist as we grow up. I believe this , that we don't grow into creativity, we grow out of it. Or rather, we get educated out of it. So why is this?



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You are now going to talk about your school class for 3-4 minutes. You can use the following as guiding questions:

- How many students were there in your school class?
- Who was your favourite teacher? Why?
- Do you still keep in touch with your classmates? How?
- Who was the teacher's pet in your class?
- And who was a bookworm?
- Which subjects did you use to pass with flying colours?

- Did you use to learn new information by heart? Did you use other learning techniques? If so, which ones?
-

1.1 Bilingual



Reading Activity

Just like students in Spain study English as a foreign language, students in the US take Spanish as a World Language.



Imagen de creación propia



Imagen de creación propia

The Spanish language is the second most used language in the United States. There are more Spanish speakers in the United States than there are speakers of Chinese, French, German, Italian, Hawaiian, and the Native American languages combined. According to the 2012 American Community Survey conducted by the U.S. Census Bureau, Spanish is the primary language spoken at home by 38.3 million people aged five or older, a figure more than double that of 1990.[1][2]

There are 45 million Hispanophones who speak Spanish as a first or second language, [3] as well as six million Spanish language students,[4] composing the largest national Spanish-speaking community outside of Mexico and making Spanish the Romance language and the Indo-European language with largest number of native speakers in the world.[5] Roughly half of all U.S. Spanish speakers also speak English "very well," based on the self-assessment Census question respondents.[6]

The Spanish language has been present since the 16th and 17th centuries with the arrival of Spanish colonists in areas that would later become the states of Florida, Texas, Colorado, New Mexico, Arizona, Nevada, Utah, and California and of the Spanish explorers - who explored areas of 42 states-. Also west of Louisiana Territory was Spanish between 1763–1800 (year of the French recovery of territory), after the French and Indian War.

After the incorporation of these states to the U.S. in first half of 19th century, the Spanish language was later reinforced by the acquisition of Puerto Rico in 1898 and later waves of emigration from Mexico, Cuba, and elsewhere in Latin America, to the United States beginning in the second half of 19th century to the present-day.



The Dual Program



1. What is the first thing the students do at the beginning of the school day in all schools in the US?

2. What is dual immersion?

3. When is the best time to learn a language according to the school teacher in the video?

4. What is the goal of the programme?

5. What drawbacks are there to two-way immersion programs, according to critics?

6. Are all schools in the US favouring foreign languages?

1. They say the [Pledge of Allegiance](#).

2. Students study important subjects in Spanish half of the time, and then in English for the other half.

3. Before the age of 8.

4. To teach low-income Hispanic pupils a strong base of English (social and academic) for which they need a strong base in their own language.

5. Bilingual programs discourage Hispanic students from learning English.

6.No. Some schools are cutting foreign languages to save money. Additionally, some states are passing 'English only' laws.

1.2 How interesting!



SHOWING INTEREST

We often use short questions to keep a conversation going and to show interest.

- Oh?
- Really?
- Is that right?
- Oh yeah?
- Oh really?

(the intonation is rising)

We also use echo questions to show interest or surprise.

- She is visiting relatives in Peru.

-Is she? How interesting!

-I found out I got the job.

- Did you? That's great!



Do it yourself

Fill in the gaps in the short questions with these words.

what-mean-going-come-as sort-else-way-that-like

1. How's it ?
2. Why's ?
3. Like , exactly?
4. How do you ?

5. What's the teacher ?

6. What are you doing?

7. Such ?

8. How ?

9. In what ?

1. What of dancing?



Respond to speaker showing interesting using echoing.

- I saw Frank yesterday.
- I'm thinking about going to the Middle East for my holidays.
- As a matter of fact we lost out to a Chinese supplier.
- Looks like I'm not getting that promotion.
- These politicians are so out of touch.

- Did you?
 - Are you?
 - Did you?
 - Aren't you?
 - Are they?
-



Do it yourself

Match the two parts in the conversation and then choose one and continue it with a partner.

1. I've just come back from a very successful business trip. ☐ Holy Cow! Can you?

2. I can speak four languages. ☐ OMG! No way!
☐ In the toilet!
haha

3. John lost his job. ☐ Have you? Where did you go?
4. You're not a morning person, right? ☐ Right, not at all.
5. I dropped my phone in the toilet. ☐ Oh no. What happened?
-



Choose a topic and decide what you want to say.

- something you are/aren't looking forward to.
- your work or studies.
- a place you love going to.
- something interesting you've done lately.
- your plans for next weekend.

Work in pairs. Take turns to start a conversation. Ask each other questions to keep the conversation going. Use the language in the previous exercises.

2. Homeschooling



Reading Activity

Homeschooling – that is, parent-led home-based education – is an age-old traditional educational practice that a decade ago appeared to be cutting-edge and “alternative” but is now bordering on “mainstream” in the United States. It may be the fastest-growing form of education in the United States. Home-based education has also growing around the world in many other nations (e.g., Australia, Canada, France, Hungary, Japan, Kenya, Russia, Mexico, South Korea, Thailand, and the United Kingdom).

There are about 2.2 million home-educated students in the United States. There were an estimated 1.73 to 2.35 million children (in grades K to 12) home educated during the spring of 2010 in the United States (Ray, 2011). It appears the homeschool population is continuing to grow (at an estimated 2% to 8% per annum over the past few years).



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Families engaged in home-based education are not dependent on public, tax-funded resources for their children’s education. The finances associated with their homeschooling likely represent over \$16 billion that American taxpayers do not have to spend since these children are not in public schools

Homeschooling is quickly growing in popularity among minorities. About 15% of homeschool families are non-white/nonHispanic (i.e., not white/Anglo).

A demographically wide variety of people homeschool – these are atheists, Christians, and Mormons; conservatives, libertarians, and liberals; low-, middle-, and high-income families; black, Hispanic, and white; parents with Ph.D.s, GEDs, and no high-school diplomas.

The most common reasons given for homeschooling are the following:

- customize or individualize the curriculum and learning environment for each child,
- accomplish more academically than in schools,
- use pedagogical approaches other than those typical in institutional schools,

- enhance family relationships between children and parents and among siblings,
- provide guided and reasoned social interactions with youthful peers and adults,
- provide a safer environment for children and youth, because of physical violence, drugs and alcohol, psychological abuse, and improper and unhealthy sexuality associated with institutional schools, and
- teach and impart a particular set of values, beliefs, and worldview to children and youth.

Source: <http://www.nheri.org/research/research-facts-on-homeschooling.html>



What about Spain? Is homeschooling legal in Spain?

In December 2010, the Spanish Constitutional Court handed down a sentence that leaves homeschoolers in an insecure legal position. In a case before the Constitutional Tribunal, the court denied parents the right to educate their children at home.

The Court also stated that there is nothing unconstitutional about homeschooling in and of itself, just that the current education law cannot be used to provide legal basis for the decision to homeschool. In its ruling, the court invites the Spanish legislature to write legislation concerning alternative education options, specifically, home education.



Reading Activity

Read these texts, in favour of and against homeschooling, and then answer the questions

Why I homeschool

This week, pupils across the country are heading back to school after the Christmas break. But my children won't be among them. That's because I've taken the decision to teach them at home, and I don't regret it one bit.

I was a schoolteacher for 15 years and generally it was a very positive and fulfilling experience. However, one thing that really grated on me was the repeated mantra, "black boys are failing". Yes, statistics have shown that at GCSE level black boys may not be performing as well as they could be. But this blanket statement does

may not be performing as well as they could be. But this blanket statement does not recognise the many examples of outstanding successes, and I fear that too often the general story can be inadvertently imposed on individual black boys to undermine their progress.

This came home to me after I sat through a school inset meeting. The visiting trainer asked: "Which group of children are failing?" In chorus my colleagues erupted: "Black boys!" The trainer corrected them: "No, it is now white working-class boys." And these teachers' perceptions came at a time when the few black male pupils at our school were not performing worse than others and were, in some cases, excelling.

Shortly after, my eldest boy received five out of 20 for a maths test, and we began to see a downward trend in his grades. So, my husband and I arranged a meeting at his school. The teacher was somewhat surprised at our concern and said: "Your son is doing well." What? Did the teacher really think that only knowing answers to 25% of test questions was acceptable? Was this really the expectation for my son, and could it be part of the "failing" legacy?

I decided there and then that I was not prepared to have my boys in a system in which they were exposed to such low expectations. Taking our children out of school was a huge step. I realised that the buck now stopped with me – I could never again attribute success or failure to the school system.

The journey has been challenging. To teach my youngest son how to write often caused us both a great deal of frustration. But I remember the morning I put my hand over his to start writing his name, and he shrugged me off saying: "I'll do it." I smiled all day thinking, yes, I have achieved something.

Being mum, teacher, dinner lady and friend to my boys would at the end of most days leave me frazzled. At times I would even resent my husband as he left for work because I knew he was going to have "adult" conversation and the next eight to nine hours was me and the children alone. And each year I still nervously prepare for our annual inspection from the department of education by getting all of the boys' work ready and making sure my marking is up to date. I have held my breath many times as she questions the boys one by one about whether they still enjoy being home schooled: I once cringed as my son said he "wasn't allowed to play or do anything fun", which, of course, was a slight exaggeration.

Despite this, home schooling my sons for the last three years has allowed me to appreciate my time with them. I can teach them about their history, who they are and where they fit into this society. If one of the boys doesn't grasp a concept, I have time to patiently go over and revisit the problem, free of the demands put on teachers in school.

Do I get fed up and annoyed? Of course! Is home schooling difficult sometimes? Yes! But the joy of reading the email that told me that my eldest son had got into one of the top selective secondary schools in our area was priceless.

one of the top selective secondary schools in our area was priceless.

I certainly don't believe that Britain's school system is broken. I have enjoyed many years teaching in the primary and secondary sectors and it has excellent teachers and practitioners who give pupils a good education. However, I would have been doing my children a disservice to remain in a system that is so quick to tell them they are failing.

I have found the transition of teaching in a classroom to teaching my children at home relatively smooth, but I recognise that this is not an option for everyone. However, I do believe we must do whatever is necessary to protect our boys from the dangerous failure mantra, and start speaking about the success of black boys.

Source:adaptado de Deborah St Cyr en [The Guardian](#)

Homeschooling is a bad idea, says expert

With teachers on strike, many parents wish they could fill the gap by teaching their own children. Provided there is a clear enough programme of work to follow parents will do just as well as a nonexistent teacher. But this itch to teach is not confined to strike periods. It goes on all the time. Hardly a day passes without a request for a work programme, recommended textbooks, teaching machines for home use, and so on. All over the country there are parents trying to turn their homes into schools. It is a move which the Advisory Centre for Education has always resisted. Parents and teachers have their separate roles. By keeping to these roles parents and teachers satisfy two essential needs of children.

Most readers are probably happy to be parents to their children without any desire to take over the complex and exhausting job of being a teacher. Such readers may be more than a little surprised at some of these examples.

The one that sticks in my mind most concerns a professional man with several children under 5. Somehow he had heard that children of this age need pre-school education, so he wrote for advice. But not any advice. He wanted films to leave running while he went about his business. This is what I call the sponge theory of education. The brain, so the theory goes, is a clean empty sponge to be filled by mere contact with any material. Incidentally, this theory gives rise to a common misconception about learning: namely that we absorb all that we are exposed to, undisturbed, uncensored.

The theory is wrong on two counts. First, we only absorb a small portion of what we see and hear. Second, we distort information as we learn it. We colour it with our prejudices, we censor it with our conscience, we adapt it according to our previous knowledge and experience.

Fortunately, for the children concerned, there are no such films available, and what

Fortunately, for the children concerned, there are no such films available, and what the children do need is available, if only in limited supply: playgroups. Children of 3 to 5 need contact with other children; they need carefully selected junk to play with; above all they need to do things.

Another case came to us too late. The damage was already done. A boy of 11 had very determined parents. They had suffered from the ravages of Europe by war and were determined to make a new, successful life in England. So, too, would their son. To make sure he was successful they coached him at home in five subjects - regular lessons on top of a five-and-a-half-day school week with homework. The saddest part was that the boy had a nervous illness which the parents didn't connect with this high-pressure life.

Both these cases are extremes, but they illustrate the principles well enough. In the pre-school period children are not bookworms or film-goers. They are active, inquiring doers. They need to play and to chatter. It is unlikely that a child of this age will learn much just by observing. Once a child is at school there is a second principle. That a full school day is enough for anyone. School provides a certain range of activities, home provides the rest. If home is all schoolwork this leaves a child no time for playing football, watching television, reading, or helping mother with the cooking.

Another important point is the total disregard for school work shown by most cramming parents. A few days ago I received a one-sentence letter which asked me to recommend a maths textbook. No more - no age of child, no mention of the child's ability or achievement, no mention of the course used at the school. To suggest any book in such circumstances would be quite irresponsible. Such a parent must consult the child's maths teacher for advice.

There is, however, one type of teaching which most "Guardian" parents offer their children: teaching a child to read. Whether or not children should start learning to read before they go to school is debatable. There is no easy answer. We have had letters about pathetic cases of good pre-school readers being forced through "Janet and John" Book One by rigid teachers. In these circumstances only the most determined parent can reach a satisfactory solution with the school. Many children are capable of reading before 5; quite often they demand to be taught to read. I cannot see how a parent can refuse such a demand but I do see the difficulties created by pre-school reading. Will the school use the same approach? Will the teacher make allowance for the 5-year-old's reading ability?

But whether or not parents should teach their children to read before they start school, they should certainly help with reading once reading is begun at school. This seems to me to be the only clear-cut case for home teaching. All other forms are invariably cramming and pushing and are rarely in the child's interest



Do it yourself

Text 1

1. The writer is a full -time teacher

☐ True ☐ False

False

She was.

2. Black children in Britain are doing worse at school than their white peers.

☐ True ☐ False

False

3. The writer feels that her child's teacher had low expectations for him.

☐ True ☐ False

True

4. The writer feels jealous of her husband.

☐ True ☐ False

True

5. The writer's son resents not being able to play with other children.

☐ True ☐ False

False

Although he commented something similar to the inspector, the writer says it's an exaggeration and there's nothing in the text to suggest resentment.

6. The writer recognises that homeschooling isn't an option for everyone.

☐ True ☐ False

True

Text 2

7. Educational authorities in general oppose combining the role of parent and teacher.

☐ True ☐ False

True

8. The "sponge theory" is wrong because it ignores the distortions that humans make to input.

☐ True ☐ False

True

9. According to the writer, homework should not be given as pupils do enough at school.

☐ True ☐ False

False

The writer says "If home is all schoolwork this leaves a child no time for playing", which is not the same as recommending banning homework.

10. Parents should consult with the child's teacher before buying text books to use at home.

☐ True ☐ False

True

☐ True ☐ False

False



Student A

You are the head teacher of a primary school. Your partner is thinking about taking her 9-year-old child, Carl, out of your school and homeschooling him. You think this is a terrible idea. You must try to talk him/her out of it. Think of convincing arguments.

Student B

You are unhappy with the schools in your area (and you certainly can't afford a private school). You used to be a teacher and you are thinking of homeschooling your 9-year-old child, Carl. You think you could definitely do a better job of it than the teachers and this way you get to spend more time with him. Be prepared to justify your decision to the head teacher of Carl's school.

3. Think. Change. Do.



Focus on



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What are the words for the following definitions?

- An amount of money that an organization gives to someone so that they can study at a university or college
 - A college building where students live
 - The building of a college or university and the land that surrounds them
 - A social organization for male students at some US universities
-



Do it yourself

Let's learn some words related to University.

Read about Holly's experience at University. Write the appropriate number in the boxes provided in order to complete the sentences below. There are two words you do not need to use.

01. lecture 02. campus 03. hall of residence 04. graduate
05. fees 06. tuition
07. scholarship 08. grant 09. fraternity 10. sorority 11. state university
12. professor
13. lecturer 14. degree

This is my first year at University, I am studying with a , which I am very grateful for, because otherwise I



Imagen de Ken Colwell en [Flickr](#) . Licencia [CC](#)

would have had to ask for a loan in order to pay the for my . I have enrolled at New York State University, a is a public funded university supported by a specific state. Life here's good, I stay in a so I spend all day on . Next year I will probably share an apartment with three of my college friends. As for the academics, my favorite is Dr. Evans, I always try not to miss a single I am also involved in other activities with friends from Uni. My brother Matt, who is older than me, belongs to a , which is is called Alpha Tau Omega. He suggested that I should join a , which is the same kind of organization but just for girls. Belonging to these organizations allows us to gain an opportunity for leadership development, academic support, community service, friendship, and social growth. In four years time I will be a University and will have earned my !

This is my first year at University, I am studying with a **scholarship** , which I am very grateful for, because otherwise I would have had to ask for a loan in order to pay the **fees** for my **tuition** . I have enrolled at New York State University, a **state university** is a public funded university supported by a specific state in the US. Life here's good, I stay in a **hall of residence** so I spend all day on **campus** . Next year I will probably share an apartment with three of my college friends. As for the academics, my favorite **professor** is Dr. Evans, I always try not to miss a single **lecture!** I am also involved in other activities with friends from Uni. My brother Matt, who is older than me, belongs to a **fraternity** , which is is called Alpha Tau Omega. He suggested that I should join a **sorority** , which is the same kind of organization but just for girls. Belonging to these organizations allows us to gain an opportunity for leadership development, academic support, community service, friendship, and social growth. In four years time I will be a University **graduate** and will have earned my **degree!**



- What's the difference between a [degree](#) and a [career](#)?
- What's the difference between a [professor](#) and a [lecturer](#)?
- Is there any difference between [a College and a University](#)?
- What's a [grant](#)? And a [scholarship](#)?



Moving on

You can do more vocabulary practice if you go to [this site](#).



Talk about the following questions:

- What are the pros of going to university? Are there any cons?
 - How much does it cost to go to university for a whole year in your country?
 - Do many people continue to Higher Education in your country? Is it considered better to go to university than study vocational training?
 - How do young people in your country decide whether to go to university or not? Do they get any help from adults?
 - What should you take into consideration before deciding which university course to choose?
-

3.1 University life



Watch this video and choose the ideas you hear out of the ones given below.

[Enlace a recurso reproducible >> https://www.youtube.com/embed/tpW4WcRWKXA](https://www.youtube.com/embed/tpW4WcRWKXA)



Introduction to university life

Video alojado en [Youtube](#)

1. Some of the advantages of studying abroad are meeting new people and different countries and cultures.
2. Students can have the opportunity to belong to a club or organization in the US.
3. There are three elite universities in the US.
4. There are at least six thousand institutions in the US.
5. In an American University you can go to sports events, learn a new language, taste food from different countries, among others.
6. In the US you can combine your subjects as you please.
7. Students in the US were able to have Michelle Obama as a guest speaker.
8. The number of international students in the US has decreased in the last few years.

Here are the ideas that were said in the video:

1. Some of the advantages of studying abroad are meeting new people and different countries and cultures
2. Students can have the opportunity to belong to a club or organization in the US
3. There are three elite universities in the US
5. In an American University you can go to sports events, learn a new language, taste food from different countries, among others
6. In the US you can combine your subjects as you please



Culture counts

Fraternities have a history in American colleges and universities and form a major subsection of the whole range of fraternities. In Europe, students were organized in nations and corporations since the beginnings of the modern university in the late medieval period, but the situation can differ greatly by country.

In the United States, fraternities in colleges date to the 1770s, but did not fully assume an established pattern until the 1820s. Many were strongly influenced by the patterns set by Freemasonry. The main difference between the older European organizations and the American organizations is that the American student societies virtually always include initiations, the formal use of symbolism, and the lodge-based organizational structure (chapters) derived from usages in Freemasonry and other fraternal organizations such as the Odd Fellows and Knights of Pythias.

The oldest active American college fraternity is the Kappa Alpha Society founded in 1825 at Union College, followed closely by Sigma Phi Society (1827) and Delta Phi Fraternity (1827) at the same school. Other fraternities are also called literary societies because they focus on the literary aspect of the organization and its role in improving public speaking.

A sorority is an association composed of women who have common interests or who share a common trait. One of the most famous types is the North American college sorority, although similar college groups can be found in other regions of the world as well. Women can also form social associations outside of the college framework. The primary goal of such groups is to create a bond among the women through their

common membership. Though these associations are typically composed only of women, some do allow men to join.

In college sororities, prospective members usually attend events during a period early in the semester that is designated as “rush week.” During rush week, people can visit different groups to get a feel for each one's members and style. If a student wants to join, she submits an application, and the existing members vote on the applications at the end of rush week, using their interactions with prospective members as a guideline. Many also have academic requirements, such as a minimum grade point average.

Source: <http://en.wikipedia.org/wiki/Fraternity>

<http://www.wisegeek.org/what-is-a-sorority.htm#didyouknowout>

[Enlace a recurso reproducible >> https://www.youtube.com/embed/RhA9u53p0nk](https://www.youtube.com/embed/RhA9u53p0nk)



Fraternity and sorority life

Video alojado en [Youtube](#)

3.2 Deciding which road to take



Culture counts

Oxbridge



King's College, Cambridge

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The word Oxbridge is a combination of the names Oxford and Cambridge, the most prestigious and oldest universities in Britain. Both are state universities and entrance is open to all. Entry in the past was via exam but nowadays it is based on an interview and the requirement to obtain 3 A's in the A level exams taken by British pupils at the end of their 2 year post compulsory education course (usually at the age of 18). Each university is actually a series of colleges: at Cambridge there are 31, possibly the most famous being Trinity, King's and John's while 3 of them (Newnham, Murray Edwards and Cavendish are for women only. Oxford has 38 colleges, all mixed. Would-be students apply to the colleges, then, rather than the University itself. Applications is very competitive- in 2016 there were over 6 applicants for each place at Oxford. In recent years, both Oxford and Cambridge have been named world's best university (though how this is decided is somewhat contentious).



Do it yourself



You are going to hear a discussion on why minority students are underrepresented at Oxbridge. Listen and choose the correct answer.

1. The organisation Target Oxbridge helps

- ☐ a. Black and other minority students to apply for Oxbridge.
- ☐ b. Only black pupils prepare for Oxbridge.
- ☐

c. Underprivileged pupils who otherwise would not consider applying to Oxbridge.

Wrong

Correct Option

Wrong

Solution

1. Wrong
2. Correct Option
3. Wrong

2. Over a 10 year period, numbers of black undergraduates admitted to Oxbridge

- ☐ a. increased by 1%
- ☐ c. doubled.
- ☐ b. went up over 50%.

Wrong

Correct Option

Wrong

Solution

1. Wrong
2. Correct Option

3. Wrong

3. The percentage of black students getting 3 As at A level

- ☐ a. is the same percentage as blacks doing A levels in total.
- ☐ b. is nearly 5%.
- ☐ c. is less than the percentage of black students at Oxford.

Wrong

Wrong

Correct Option

Solution

- 1. Wrong
- 2. Wrong
- 3. Correct Option

4. Getting into Oxbridge , according to the expert, depends on:

- ☐ a. the location of your school, your influences and your exam results.
- ☐ b. how well you are taught, who influences you and what your school is like.
- ☐ c. depends on class, race and your teachers.

Wrong

Correct Option

Wrong

Solution

1. Wrong
2. Correct Option
3. Wrong

5. The expert mentions Zadie Smith, the writer,

- ☐ a. as someone who was good enough to go to Cambridge but wasn't encouraged to try
- ☐ b. because she is a black author who went on to publish a book once she left Cambridge.
- ☐ c. as someone whose example black students can think about emulating.

Wrong

Wrong

Correct Option

Solution

1. Wrong
2. Wrong
3. Correct Option

6. According to one of the speakers,

- ☐ a. the problem of black underachievement at school is constantly being reviewed.
- ☐ b. underlying ability is more important overall than class.

- ☐ c. rich people are spending a lot of money to safeguard their children's education.

Wrong

Wrong



[>> Documento de descarga](#)

Solution

1. Wrong
2. Wrong
3. Correct Option



Reading Activity

University fairs

Sixth-formers are spoilt for choice when it comes to making decisions about their future. “There’s an amazing array of options available to Year 12 students,” says Fred Binley, head of UK student recruitment at Lancaster University.

A baffling array, in fact, which is why a visit to an education convention can prove invaluable. These events offer students the opportunity to meet representatives from universities, gap-year organisations and student finance bodies, and to start having conversations about their next steps.

Education conventions come in various shapes and sizes — from large-scale events that include seminars and workshops to smaller fairs run by schools and colleges. Among organisers of such events, Ucas is the major player, staging up to 50 each

year at locations all over the country. These conventions bring together hundreds of different educational institutions offering thousands of courses, and an overall footfall of around 260,000 is anticipated this year.

Students can talk to Ucas advisers about research and application processes, and there is also a “careers zone” dealing with routes into employment. “That might be an apprenticeship or sponsorship through a university, with a direct employment opportunity at the end of it,” explains Phil Ross, head of events at Ucas. “The focus is on higher education, but we understand that different things suit different people.”

The Ucas-run fairs roll out until the end of June in England, Wales and Northern Ireland, and then pick up in Scotland through August and September. The first 2013 convention begins today at Olympia in London, running until Friday (visit ucas.com/conventions for further details).

Education conventions are increasingly popular and over the past two years Ucas has seen a 25 per cent increase in the number of institutions exhibiting. Schools often pile their Year 12 pupils on to coaches and escort them to their nearest education fair, but the events are free and open to anyone, so students can make their own arrangements if they prefer.

“Parents are very welcome too, but they tend not to come to the larger fairs as these are usually held during working hours,” says Barrie Clark, student recruitment manager at Swansea University. However, smaller, school-based conventions sometimes run into the evening.

Parents bring a different perspective, adds Clark.

“While students are usually interested in the entry requirements for university courses, parents want to talk more about finances, accommodation, safety, the cost of student living and employability. Those things are important because they are different nowadays from when they went to university themselves.”

The broad aim of the conventions, however, is to help Year 12 students start thinking about their future. “Some want to have an in-depth chat, while others prefer just to gather some literature to mull over,” says Clark.

Either is fine — but come with a plan. “Don’t just grab 120 prospectuses and leave. Prepare in advance and compile a list of about 15 institutions that offer your chosen subject and that interest you,” says Clark.

Think about the questions you might ask about courses and universities, advises Binley. “Do you want to study in a city or on a campus? How will you be assessed? What percentage of graduates from the course go into certain careers? The exhibitors will have facts and statistics at their fingertips.”

To that list, Ucas’s Phil Ross adds: “Find out more about the university’s location and size, whether accommodation is guaranteed for the first year, what sports facilities are

available, the male to female ratio and the amount of contact time you can expect with tutors. Aim to build a picture beyond what you'll get from a prospectus."

But don't be too rigid in your approach, says Clark. "One of the virtues of the higher education fair is the great possibility of serendipity. Something might catch your eye — a university or a course you haven't heard of. If it piques your interest, find out more."

Binley agrees: "You don't have to do a three-year degree on campus. You can study while you're earning, take placements in industry or split your time between a UK university and one overseas. For those students who are unsure about their future, conventions can really get the ball rolling."

Keep it moving back at home, too. "Students can tweet us questions or comment on Twitter or Facebook," says Binley. "They can sign up to receive emails and newsletters from universities, and TheStudentRoom.co.uk is a good website where students help each other out.

"A convention is the start of the process. Students who visit leave with a clearer picture of what their next steps should be."

Source: <http://www.telegraph.co.uk/education/universityeducation/9888732/How-to-survive-university-fairs.html>

After reading the text, answer the following questions:

1. What do University fairs offer students?
2. Does the fair provide just information about Higher Education?
3. Other than students, who is also invited to participate in the fair?
4. What is a good idea before you go to a fair?
5. Are University fairs worth a visit?

1. What do University fairs offer students? The opportunity to meet representatives from universities, gap-year organisations and student finance bodies, and the opportunity to start having conversations about their next steps.
2. Does the fair provide just information about Higher Education? No, there is also a 'career zone' where students can obtain information about employment.
3. Other than students, who is also invited to participate in the fair? Parents
4. What is a good idea before you go to a fair? It's a good idea to gather information about the universities that might interest you, and also to prepare some questions you will ask at the fair

5. Are University fairs worth a visit? Definitely. Students leave with some clear ideas of what step to take next.

3.3 Here or there?



Reading Activity

Read the following article about studying abroad:

Why study abroad?

With tuition fees on the increase, it's tempting to **up sticks** and study at a university abroad. More and more English students are leaving the UK for **the lure of** an education overseas, from the red bricks of Ivy League American universities to the cheaper fees of Dutch institutions.

Approximately 22,000 UK students are currently studying in other countries, so you certainly aren't the first to consider it.

So what are the benefits? Going international shows flexibility and maturity. It might even **give you an edge**, as many employers are looking for people with international experience and language skills. Equally, it's a way of sampling education you wouldn't experience in the UK, and it's a way of escaping escalating tuition fees.

Research

You'll need to start planning way ahead. You should research countries and their educational institutions. Be careful when choosing an institution, you'll need to make sure it is properly accredited in your country of study.

Check The Times Higher Education World University Rankings to see where different universities rank. It sounds obvious but before you go bounding into anything you need to make sure your chosen institute welcomes international students.

Other countries might have different educational values and systems. For example, UK universities are largely about independent study, whereas some other foreign universities put more emphasis on teacher-directed education and set texts.

Be sure to find out what kind of learning the university champions and whether you think that will suit you. This means checking out the course too. Research the different modules you can take, figure out if it's predominantly project or coursework-based, and find out how the course is assessed. Acclimatising to a different educational culture might be tougher than you think.

You'll also need to check out whether the qualification you'll receive is accredited. For example if you want to work in the UK afterwards, you'll need to make sure your qualification is recognised. Contact UK NARIC (National Academic Recognition & Information Centre) to get advice on the recognition of foreign qualifications in the UK. The Bologna Process has made most degrees across Europe more comparable, but unfortunately this doesn't apply to other international degrees.

If you're planning on studying outside of the EU, the **likelihood** is that you'll have to apply for a student visa. You might have to arrange a residence permit and complete other **paperwork** too. Each country comes with its own **red tape**, so get in contact with the ministry of education in that country, or the international office at your chosen institution. Otherwise, you could try contacting the embassy or consulate in the UK for help.

Applying to university abroad

Very few countries have a centralised application process like UCAS (aren't we great?), so the likelihood is that you'll have to apply to individual institutions. Get to know the country's individual admissions systems. For example, Australia has a centralised admissions centre for Australian permanent residents, but international students are usually accepted directly by individual institutions.

There may be different entrance requirements for different courses, so make sure you swot up on them before you apply. For example, studying in Barcelona might be *fantástico* but you might have to take a Spanish language test to see if your Spanish skills are **up to scratch**.

You'll need to find out whether the foreign universities will accept your current qualifications in the admission process and whether any supplementary tests are required. The best thing to do is contact the individual institutions themselves and ask them what you'll need to do.

Will I need to speak another language?

A growing number of universities in non-English speaking countries have courses taught in English. Yet, that doesn't mean you can **get away with** speaking English all the time; you'll be living in a foreign country, so you'll need a good basic knowledge of the local language (speaking very loudly and slowly in English simply won't work). Taking a language course before you go is definitely advisable. You'll also need to acclimatise to a new culture, which can be quite challenging in itself.

Many institutions will require you to show a basic grasp of the language. But don't worry, many offer language courses alongside your degree to help develop those language skills. There'll also usually be plenty of help for foreign students adjusting to different cultural and academic customs.

Funding for international students

Check out the price tag. Depending on what country you go to, tuition fees could be higher or lower than they are in the UK. Make sure you check how much they charge international students, and find out if your chosen institution offers any scholarships, grants or bursaries for foreign undergraduates.

Remember, you won't be eligible for a student loan from the UK government, so it's important that you plan out exactly how you're going to fund your time at university. For instance, if you're going to a country in the EU, you might be able to get financial help from the appropriate agency in the country.

Here's how your rights currently stand: you can't be charged higher tuition fees than domestic students, you're entitled to the same grants to cover the costs of fees (although not any maintenance or support loans), and you'll also have the right to work in the country. Some countries even provide maintenance grants to foreign students, although this is not the case for every EU country.

Outside the EU, you'll find yourself subject to different procedures. Different countries will have different rules about your right to work and your access to funding. You're also likely to be charged higher tuition fees than domestic students. Of course, it's not just about budgeting for tuition fees; you'll need to take into account other living costs, such as accommodation, food and travel.

A few charities and education trusts offer grants for overseas students. There are some overseas bodies that award funding; for example, the Fulbright awards scheme in the US, the Commonwealth Scholarships and Fellowships Plan, or EU schemes for postgraduate students such as the Marie Curie scheme.

And finally...

If you don't fancy **going the whole hog**, plenty of UK universities allow students to spend a year studying abroad as part of the Erasmus scheme.

Source: <http://www.allaboutcareers.com/careers-advice/choosing-a-university/going-to-university-abroad>



Do it yourself

Answer the following questions according to the text above.

1. Going to a university abroad will help you get a job in the future.

☐ True ☐ False

True

Many employers are looking for people with international experience and language skills.

2. Chances are whichever University or College you choose to go to the system will be similar to that in the UK.

☐ True ☐ False

False

UK universities are largely about independent study, whereas some other foreign universities put more emphasis on teacher-directed education and set texts.

3. To study in some universities overseas you might have to go through a lot of paperwork.

☐ True ☐ False

True

The likelihood is that you'll have to apply for a student visa. You might have to arrange a residence permit and complete other paperwork too.

4. It is not necessary to know the language of the country in which you are going to be an international student.

☐ True ☐ False

False

Many institutions will require you to show a basic grasp of the language.

5. The UK gives loans to students so that they can study abroad.

☐ True ☐ False

False

If you are a UK student, you won't be eligible for a student loan from the UK government.

6. They can charge you more to study abroad in the EU than their own people.

☐ True ☐ False

False



Look at the words in bold in the text above. From the context, guess the meaning. Then check your answers.

*...it's tempting to **up sticks** and study ...abroad*

*the **lure** of..*

give you an edge

likelihood

paperwork

up to scratch

get away with

going the whole hog

up sticks (verb) :o take all the things that you own and go and live in a different place (informal)

the lure of= the temptation, attraction of

give you an edge = give you a competitive advantage

likelihood =(from *likely*)probability

paperwork = documents that need completing

red tape = bureaucracy (negative)

up to scratch = sufficiently good.(informal)

get away with= to do something successfully although it is not the best way of doing it

going the whole hog= to do something as completely as possible (informal)



Student A

Your child only just managed to get into university. You want him/her to study abroad for a variety of reasons (financial, linguistic, etc.) However, he/she doesn't seem too keen on the idea. Try to sell him/her this wonderful opportunity.

Student B

Your father/mother have suggested that you go and study in another country but you really don't fancy the prospect. What about your friends, boy/girlfriend, freetime activities? And why do your parents want you to go? Try to convince them that you want to stay.

4. So and so



so + adjective/adverb

We use "so" with adjectives/adverbs to show feelings or extreme effects.

I have been working since 7 this morning. I'm so tired!

Why are you driving so fast?

Kate is so beautiful. I can't believe she's single!

My daughter studied so hard for her exam.

so + quantifier + noun

So can also be followed by the quantifiers ("many", "much", "little", etc.) to indicate extremes of quantity

Mary has so many talents!

With three kids and a full-time job, my sister has so little free time.

I have so few memories of my childhood.

The children watch so much television.

so + that

So + adjective/adverb/quantifier + that indicates result or consequences. That is often omitted.

The music was so loud (that) I couldn't hear my own voice.

He was driving so fast (that) he had an accident.

There were so many people at the concert that we actually felt frightened.

so much for

i) Indicates that one has stopped talking about something: *So much for the text. Now let's move on to the layout.*

ii) Indicates that an idea has not been successful: *So much for that idea!*

Such

such + adjective + noun

Such is used like *so* but there must also be an adjective and noun in the phrase. Note the presence of the indefinite article with singular countables.

I have such a wonderful family.

It's such a wonderful day.

They are such lucky people.

We cannot use *such* with quantifiers like *much*, *many*, etc, except *a lot*.

There were such a lot of people there that I knew I would never find Mary.

such + adjective + noun + that

Like *so that*, it indicates an extreme leading to a result.

It was such a beautiful day that we decided to go to the beach.

Dave has such a small car that he doesn't have to spend much money on petrol.

It was such a good meal that we made it again the next night.

such + judgmental noun

With judgemental nouns, *such* gives emphasis.

I have never liked John. He is such a loudmouth!

You are such a clown! Are you ever serious?

such + noun

This means *of this type*.

I've never seen such workmanship. It's brilliant!



Do it yourself

Choose the correct word, *so* or *such*.

1. Mary has a cool car.
2. She has much money she doesn't know what to do with it.
3. They drove slowly I thought they'd never arrive.
4. You're a whinger! Stop complaining the whole time!
5. The film was good I saw it 5 times.
6. much for John's promise to phone us!
7. He's a fluent speaker that you think he's from there.
8. Most people never discuss topics in class- it's too difficult.
9. How could you say horrible things to me?
10. I don't know if this is a good idea.



Imagen de Ramdlon en [Pixabay](#). [Dominio Público](#)



Rewrite these sentences using the word in brackets.

E.g.: John was so successful as a singer that he became very famous (such) > John was such a succesful singer that he became very famous.

1. They flew really high. They started to run out of oxygen. (so)
2. That plan didn't work (so much for)
3. The work was very difficult. They didn't finish it in time.(such)

4. James is a real idiot. (such)

5. John and James are such clever people. They got into Oxford easily.(so)



Moving on

For further practice:

[Practice 1](#)

[Practice 2](#)

Bite size



So and such.



Words related to university and studies



The use of echo questions and expressions of surprise and interest to keep a conversation going.



Oxfordbridge. Fraternities and sororities.

Printable version

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