

## Lesson plan | Knowledge is GREAT

**Topic** Education in the UK

**Level:** Intermediate +

**Time:** 1 hour

### Objectives:

- To practise using adjectives to describe feelings
- To give a short presentation about something that the student has learned
- To discuss the different ways of accessing knowledge
- To read a text about Education in the UK and understand it by converting it into a poster

### Introduction

This lesson is about learning and education with a focus on Education in the UK. It develops the use of adjectives to describe feelings as well as speaking and reading skills.

The students' own experiences and opinions form the basis of all discussions

### Procedure

#### Warmer (5 mins)

##### Task 1

- Handout task 1 and ask students to make sentences from words in the word cloud. Make sure the paper is folded so students do not see the poster yet.
- Now show the 'Knowledge is great' poster and elicit the phrase, 'Home to four of the top ten universities in the world'.
- As a group, discuss the questions which follow.

#### Vocabulary (10 mins)

##### Task 2

- Ask the students to write down adjectives on the scroll to say how the poster makes them feel.
- Write up all the words that they say on to the board. Check meaning and pronunciation.
- Tell the students that before they learn more about education in the UK, they will discuss their own experiences and opinions on learning.

#### Word matching game (15 mins)

##### Task 3

- Photocopy Worksheet 2 on to card and cut up to create sets of cards.
- Put students into pairs and give each pair a set of cards.
- Tell students to match up the cards into three columns of word, pronunciation and meaning.
- Monitor and check pronunciation.
- Add a competition element and tell students that the winner is the first pair to match the cards correctly. Feedback as a group.
- Students complete the chart on Worksheet 2 individually.

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- Tell the students to add any of these new words to the scroll where they wrote their feelings about the poster.

### Speaking (10 mins)

#### Task 4

- Either in the same or different pairs, ask the students to complete Questions 1 to 3, where they discuss feelings about the poster, consolidating the vocabulary from the previous sections. They also give a short talk to each other before moving on to discussion questions.
- Monitor and provide content-based feedback if students require it.
- Listen and make notes of common errors.
- Elicit content feedback and promote group debate about why knowledge is great and how access to knowledge has changed over the years.
- Feedback any common errors that the teacher noticed during pair discussion.

### Reading (15 mins)

#### Running Dictation

#### Task 5

- Put several copies of Worksheet 3 on the wall in a nearby corridor.
- Put students in pairs, one *writer* and one *runner*.
- The writer sits at his/her desk and waits for the runner to run to the wall, read the text and come back with information about the UK Education System.
- The writer listens to the runner's information and starts to draw the UK Education System in chart form.
- The runner can go back to the text on the wall as many times as they want until the pair is happy that they have included all relevant information.
- The runner fetches a copy of the text and they pair check that all the information is correct.
- The students make a colourful poster from their notes which is then displayed on the classroom wall. This could be completed for homework.
- If the students would like to make an interactive online poster, they can use 'Glogster'. Here's a link to show you how to use it:  
<http://www.teachingenglish.org.uk/activities/using-glogster-creating-interactive-online-posters>

### Cooler (5 mins)

#### Bingo with the video

#### Task 6

- Hand out the Bingo cards provided in Worksheet 4, enough for one per student.
- Play the video: <http://www.ucas.tv/ucas/video/zdNfj>
- Students watch the video and cross off words on the grid as they hear them. Play until one student has crossed off all the words in one line and shouts 'Bingo!'.

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The game continues until one student crosses off all the words on their grid and shouts 'Bingo' or 'Full House'. This person is the ultimate winner.

### Extension activities

The teacher can set the extension activities to promote further learning by organising the discussion activity and encouraging students to prepare a talk to present in the subsequent lesson.

### Answer key

#### Task 1

The four UK universities in the World's Top Ten are:

- The University of Cambridge
- The University of Oxford
- Imperial College London
- UCL (University College London)

See the link below for rankings:

<http://www.topuniversities.com/university-rankings/world-university-rankings/2011>

#### Task 3

Word	Meaning
ambitious	Someone who wants to be very successful
studious	Someone who enjoys studying or spends a lot of time studying
anxious	Someone who is worried and nervous
curious	Someone who is interested in learning about people or things
industrious	Someone who works hard
bored	Someone who feels tired, unhappy and uninterested
powerful	Someone able to control things
scared	Someone who feels worried about something that they are going to do
excited	Someone who feels happy and excited

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### Differentiation

For early finishers, elicit that several of the words end with the suffix 'ious'. Ask them if they know more and signpost them to <http://wordsendingin.com/ious.html> to check.

### Task 4

#### Speaking

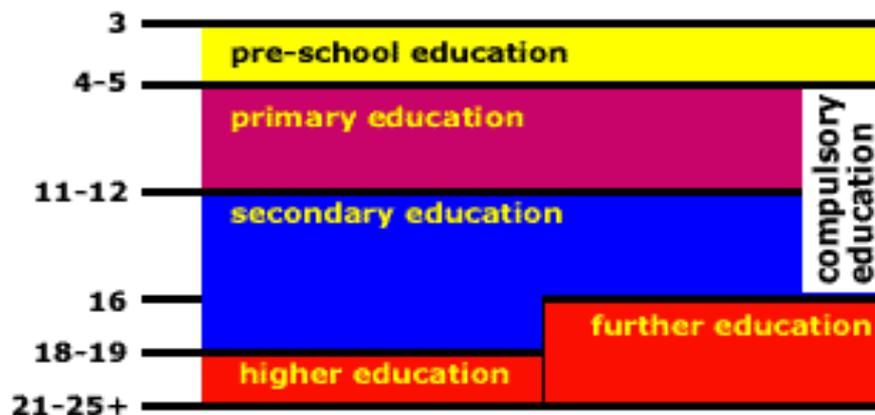
These question types are commonly found in academic speaking tests where they begin by asking the students to respond personally, before moving on to more abstract discussion.

- In question 1, remind them to use the vocabulary they have just been studying.
- In question 2, remind students to give reasons for their answers during the presentation.
- In question 3, encourage students to think about whether having knowledge really is great. Consider the phrase, 'Ignorance is bliss'. Also, discuss how technology has changed how and when people access knowledge.

### Task 5

#### Reading

This task is based on a running dictation, where usually the runner is required to dictate the text that they read, word for word. In this case, the runner is just required to understand the general concepts and transfer this information. The kind of chart that you might expect the students to produce could be similar to this.



Source of image: <http://www.britishcouncil.org/portugal-educacao-primario-secundario.htm>

### Task 6

#### Bingo

Word list to match the video and Bingo cards provided in Worksheet 4:

entry requirements  
agent  
ucas.com

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social facilities  
entry profiles link  
accommodation  
completed application  
cost of books  
language qualifications  
course search  
online services  
24 hours a day  
international students  
scholarships  
study skills support  
course fees  
recognised  
travel costs  
UK Border Agency  
students' societies  
British Council  
immigration  
academic advisors  
living costs  
international offices

To create further bingo cards so more students can play whilst watching the video, copy the list of phrases above and generate bingo cards by pasting here: <http://print-bingo.com/blank-bingo-cards.php>

### To play Bingo without the video

- Tell the students to write their own Education word list which can be used to make Bingo grids. Copy and paste the students' list here:

<http://print-bingo.com/blank-bingo-cards.php>

- Randomly call out words from the list until one student crosses off all the words in a line and shouts 'Bingo'.
- Continue calling out words until one student has crossed off all the words on their card and they shout 'Bingo' or 'Full House'. This is the ultimate winner.