

# UNIT 10 WHY GO TO SCHOOL?

## UNIT OVERVIEW

In this unit, students will:

- 🎧 Read the extracts by Mariko, Jin, and Zhijun.
- Answer open-ended comprehension questions to show understanding of the story.
- 🗣️ Consider four alternative opinions about the three students' comments, and decide who makes the strongest point.
- Study the Opinion Network to learn expressions for agreeing with someone or for showing uncertainty.
- Extend the Topic by talking about reasons for going to a university.
- Read a Culture Corner extract about “status” universities in different countries.
- Share ideas about their priorities in school.
- Watch a follow-up video extract from Justin giving his views about reasons for going to a university.
- Take the Unit Test.

### Authors' Introduction

Go to [impactseries.com/issues](http://impactseries.com/issues) to listen to Junko's unit introduction.

### The Issue

In this unit, three university students discuss the meaning of university education. Mariko, from Tokyo, just wants to enjoy her college life. For Jin, from Korea, getting good grades to get a good job is his goal. Zhijun, from Taiwan, is studying hard and saving money to start a company. This unit reminds the students of their goals for going to a university. Why do they go to a university? What are their priorities? How should students spend their time at the university?

### Questions Raised

- Why do you go to a university? What are your goals?
- How seriously do you study? Do you spend a lot of time on part-time jobs? Do you enjoy college life? Do you party a lot? Do you travel? What are your priorities in school?
- Why do people go to a university? How should they spend their time at the university?

### To Keep in Mind

- If your students are at a junior college, vocational school, community college, or university, let them talk about their school life. If your students are in high school, let them imagine life in college.
- If you have a mixed-age group, let them talk about university students in general.
- Some students pay their tuition themselves by working hard. If you have such students in your class, ask them how their university lives are, if they don't mind sharing with the class.

## TEACHING GUIDE

### Getting Ready

→ Have students work in pairs. Don't spend too much time here—do this part lightly. For Question #1, if you have only local students, change “students in your country” to “students in (*country name*).”

🗣️ **Teaching tip:** For Question #2, after the pair work you can ask the whole class to raise their hands to see how many think they are serious students.

## Situation

→ Have students look at the photos of the three students, Mariko, Jin, and Zhijun. Then let them go over the four questions in the Check Your Understanding section (page 47) before listening to the recording. Have them make guesses. Then have them listen to the recording and read the Situation at the same time. Check how many they could guess right.

**Teaching tip:** Have students work in groups of three. Each student will pretend to be one of the students in the Situation and will read his or her part. After one finishes reading, the other two have to ask questions, such as: “Jin, what class do you like best?” or “What kind of part-time job do you have, Mariko?” The student has to make up an answer to each question.

## Check Your Understanding

**Answer Key** (sample answers)

1. She needs money to travel, party, and have fun.
2. They study hard.
3. He has no social life, no friends.
4. Mariko: get a job. Jin: get a good job. Zhijun: start his own company.

## What Do You Think?

→ After you check students’ understanding of the story using the comprehension questions, students rate the opinions of Susan, Luis, and Ken. Then they move to Activity B and share their opinions in pairs.

**Teaching tip:** In addition to the sample expressions in Opinion Network section, students can practice such expressions as “I think \_\_\_\_’s idea has the strongest point” or “Who do you think has the strongest point?”

**Culture point:** Zhijun mentions he wants to succeed to honor his parents. This idea is often observed in Asia. What about other parts of the world? Do your students have the same idea?

## Extending the Topic: Why go to university?

→ Have students work individually when choosing the top three reasons for going to a university, and in pairs (or threes) for the follow-up discussion. They have to reach an agreement on their group’s top three choices, and then report them to the class.

If there is time, do the Extra Activity, which is a debate. “The judge” has to decide who has made the better argument and give reasons.

## Culture Corner

You can do this Culture Corner as a whole class. You can start by asking the students which university they consider to be the number one “status” university in their country. Then you can read the names of the universities on the list and ask if students can quickly name the country where the university is located. You may want to ask the class why people want to go to “status” institutions.

## Extra Activity: Debate

If there is time, consider doing the Extra Activity, a debate. Set up the debate by dividing the class into groups of four. Two students (students A and B) must assume the belief: University study is the most important thing for young people today. The other two students (students C and D) must assume the opposing belief: University study is not so important for young people today. Note: even if students prefer the opposite position, assigning the positions randomly can be good practice for developing patience when dealing with people who have opposing ideas.

Give the groups time to prepare a list of reasons and then present their reasons. The opposing group should take notes and prepare any questions they might have. Repeat the same method for the second group. You can allow the groups to argue back and forth a number of times until they are finished, or you can set a time limit. Encourage the students to be respectful of opposing viewpoints.

## Sharing My Ideas: My priorities in school

### → Choose

Begin by having the students select three of the priorities from the Extending the Topic section. Then explain that they are going to give a presentation about their priorities in school.

### → Prepare and Rehearse

Your students should use the Speaking notes and Language Hints to prepare the speech. They should put the three priorities in order of importance and give their reasons. Go over the Presentation Tip together before they begin preparing, since it relates to note-taking and organization.

When students are ready, they can practice giving the presentation to a partner. Listeners must answer the three questions in the Listener task and give their opinion of the presentation. Give students plenty of time to improve their notes before moving on to Step 4.

### Sample Presentation

*My top priority at school is to study hard because I want to get a good job when I graduate. However, to get a good job, I need to have a part-time job now because many companies want students who have some work experience. That's why I work part-time twice a week in the evening. That is my second priority. I use the money from my part-time job for having fun, like traveling or going out with friends, because I also want to enjoy life. I think that is my third priority. But I never forget that my top priority is studying hard and getting a good job.*

### → Present

Have students change partners, or put them in small groups. Be sure that students have read and understood the Listener task before they begin presenting. Encourage good listening habits by asking the listeners to take notes.

If you are using the assessment guide below, go over each point with the whole class before students begin their presentations. (This could also be done during the Rehearse step so that students have time to prepare for or practice each assessment point.) Be sure to remind your students that communicating their ideas is more important than trying to use perfect English!

### Assessing the Activity

Create a handout with a rating grid such as the one below, or simply write it on the board. (Note: For more information on student assessment and ways to modify the assessment system, see Assessing the Activity, Unit 1.)

- |   |           |
|---|-----------|
| 1 – The presenter talked about three priorities.            | ★ ★ ★ ★ ★ |
| 2 – The presenter gave good reasons for each priority.      | ★ ★ ★ ★ ★ |
| 3 – The presentation was well organized.                    | ★ ★ ★ ★ ★ |
| 4 – The presenter did not read word for word from the page. | ★ ★ ★ ★ ★ |
| 5 – The presenter smiled at the audience.                   | ★ ★ ★ ★ ★ |

When students are working in pairs, have each student evaluate the other. If a student presents in front of a small group or in front of the class, have each student evaluate him or her. A rater can give up to 5 stars for each category, so the maximum score for any presentation is 25 stars.

Of course, you can also give your own assessment, along with positive suggestions for how the presenter can improve next time.

## PERSONAL OPINION

→ If you have downloaded the video clip or have access to the Internet in class, play the video clip. The first time, have the students watch with books closed. Ask questions to see if the students have understood the gist of Justin's opinion. Then have them look at the summary. See if they can fill in the missing words. Play the extract once or twice more. Then check the answers.

### Answer Key

Justin

In my opinion, these four years of university are supposed to be a training ground for our brains. We have to spend these four years learning, studying, growing, treating our brains like the gardens that they are. If we don't, then we will spend the rest of our lives with no conversation, no interests, no hobbies.

And in the end, when we want to find a partner for life or interesting friends, we won't be able to find any. Why not? Because we won't have any powers of conversation ourselves, so we won't be able to discuss anything intelligently. If we go to see a film and somebody says, "What do you think of that film?", we'll say, "Huh, I don't know." So, in my opinion, Mariko is completely wrong. She should dedicate herself to her studies. She should grow. And she should think about the future.

### Video Script

Well, although I just said that the situation was interesting, what, what I meant was that it's very relevant to, to my job as a university teacher and to the students that I have every day. However, in my opinion, it's not interesting at all. It's, it's surely so obvious that these four years are a training ground for our brains. If we don't spend these four years learning, studying, growing, treating our brains like the gardens that they are, we will spend the rest of our lives with no conversation, no interests, no hobbies.

And in the end, when we want to find a partner for life or, or interesting friends, we won't be able to find any because we'll have no powers of, of conversation ourselves, we'll be able to discuss nothing. If we go to see a film and somebody says, "What do you think of that film?" we'll say, "Huh, I don't know." So I think Mariko is completely wrong. She should study. She should grow. And she should think about the future.

## UNIT TEST

→ Make copies of the Unit Test for each student. Distribute the copies and allow about 15 minutes for the class to complete the test. Correct the test in class.

**A. Understanding the Situation:** The focus is on understanding the story in the Situation. Students answer five multiple-choice questions.

**B. Vocabulary:** The focus is on understanding vocabulary from the Situation or the Extending the Topic sections. Students match three words with their definitions.

**C. Expressions:** The focus is on checking students' understanding of expressions or phrases from the What Do You Think? and Opinion Network sections. Students answer two multiple-choice questions.

### Answer Key

- A. 1. b    2. a    3. c    4. c    5. b  
B. 1. c    2. d    3. a  
C. 1. b    2. a

## LINKS

If you would like the class to do additional research on college life goals, here are some useful links:

College Summers—5 Smart Ways to Spend Your Summer:

<http://collegelife.about.com/od/academiclife/qt/smartsummer.htm>

Managing Your Time and Study Environment:

<http://www.bucks.edu/~specpop/time-manage.htm>