

## UNIT 12: PRACTICE

### ***Pre-reading*** \_\_\_\_\_

A. Discuss in pairs/groups/as a class.

1. Did you like studying English at junior high school?
2. If you did, why?
3. If you didn't, why didn't you?

B. Read the unit title and the sub-headings in the reading passage. What do you think you are going to read about?

### ***Skim reading*** \_\_\_\_\_

Skim the reading passage. Answer *True* (T) or *False* (F). Kate writes about:

1. the transition from primary to junior high school. T/F
2. Miss N's teaching methods. T/F
3. a spelling competition. T/F

### ***Reading for detail*** \_\_\_\_\_

Search for information relating to these statements. Answer *True* (T) or *False* (F).

1. The students had fun studying English at primary school. T/F
2. It took one term for the 1<sup>st</sup> years to learn to write the alphabet. T/F
3. Kate helped a 3<sup>rd</sup> year boy write his own speech. T/F

### ***Vocabulary*** \_\_\_\_\_

Find these words in the reading passage and, with a dictionary, write the meaning.

grasp [2]		literally [8]	
horror [2]		index finger [9]	
transition [3]		complicit [12]	
apathy [4]		unfortunately [18]	
military [5]		emphasise [19]	
recruit [5]		competition [21]	

## **Reading passage**

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Download audio: <http://www.eurasianeditions.com/runningintoyourself.html>

### ***From having fun to being drilled***

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Now that I was teaching at a primary school I grasped the true horror of the transition from primary school to junior high school, which probably explains the apathy in English classes. The kids go from having fun in their last years of primary school to being drilled like military recruits as 1<sup>st</sup> years at junior high school.

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### ***Practice, practice***

Miss N literally spent a month teaching the 1<sup>st</sup> years to write the Roman alphabet. She counted “One, two, three!” and moved her index finger in the air to form the letters, mirrored by the students. They didn’t move on to learning basic expressions until they had all passed a test on the alphabet. I felt terrible about being complicit in this! It killed any enthusiasm the students might have had about English lessons.

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### ***Trained parrot***

In September I began coaching four motivated students who turned up to practise a speech in their lunch breaks. The 3<sup>rd</sup> year boy who had been chosen during the school-wide audition was learning a speech about Martin Luther King. I explained the text and he repeated after me beautifully. Unfortunately, when we discussed which words to emphasise I realised that he hadn’t actually taken in the meaning of individual words or sentences. The whole thing was an exercise in sounding right and winning a competition, not speaking English! It was very disappointing.

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## Comprehension

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### A. Vocabulary in context

1. Kate uses, 'now' (line 2), to show:
  - a. she was teaching at a primary school now.
  - b. she had started teaching at a junior high school but now she was teaching at a primary school.
  - c. she didn't understand why students were apathetic about English at junior high until she started teaching at a primary school.
2. Guess the meaning of, 'take in' (line 19).
  - a. repeat
  - b. produce
  - c. understand
3. Guess the meaning of, 'go' (line 4).
  - a. to travel from one place to another
  - b. to travel from one time to another
  - c. to change from one situation or condition to an opposite one

### B. Answer *True* (T) or *False* (F).

- a. English teaching was different at the primary and junior high school. T/F
- b. Miss N thought every student should learn at their own pace. T/F
- c. Kate was at first impressed to hear the boy repeat the speech. T/F

### C. Understanding cause and effect

Match 1-4 with a-d using *because* or *so*.

- |   |  |               |   |   |
|---|--|---------------|---|---|
| 1 | Kate thought students at junior high school were apathetic about English           | because<br>so | a | she felt uncomfortable in the classroom.                  |
| 2 | She disagreed with the way English was taught                                      | because<br>so | b | of the way they were taught.                              |
| 3 | Four students had been chosen to represent the school in an English speech contest | because<br>so | c | he was speaking without understanding what he was saying. |
| 4 | Kate was disappointed with the 3 <sup>rd</sup> year boy                            | because<br>so | d | Kate helped them prepare in their lunch break.            |

**Writing** \_\_\_\_\_

1. What was the difference between the class atmosphere in primary school and junior high school?

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2. *Your experience:* Write about an English class you enjoyed and one you didn't. What was the difference between them?

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**Summary** \_\_\_\_\_

Choose the best summary of the reading passage.

- a. Miss N made the students learn the alphabet, copying her as she moved her finger in the air to form the letters. When Kate was helping a boy learn a speech about Martin Luther King, she found that he could repeat the speech beautifully but did not understand what individual words meant.
- b. Kate was shocked to see the change in teaching methods from primary school - where they had fun - to junior high school – where they were drilled and lost interest in learning English. She was also disappointed to see a boy repeat a speech without understanding what he was saying.

**Speaking: role play** \_\_\_\_\_

You start going to a music class, but your teacher makes you practise scales before letting you sing your favourite songs. Talk to your teacher.