

eVIEWS

An interview with Nancy Goodman. Nancy speaks quite quickly, so we've reduced the time of the audio to just over 7 minutes listening time.

GLOSSARY

satisfying	fulfilling
to require	to compel
banquet waitress	server at functions, parties, etc.
nun	woman belonging to religious order
K12	school education from kindergarten to grade 12
to get certified	to reach an officially recognised level
hireable	attractive to potential employers
to seek	to look for
to take to sthg	to enjoy and perform well (in the early stages)
middle school	grades 7 and 8 (U.S.)
high school	grades 9, 10, 11 and 12 (U.S.)
kids	children/ teenagers
worthwhile	rewarding
youth	age group between childhood and adulthood
moody	prone to (usually bad) moods (to be in a good/bad mood)
outward	visible
freshmen	grade 9 (US)
sophomores	grade 10 (US)
rewarding	enriching
quirky	awkward, peculiar
one-on-one	one teacher and one student
joy	pleasure
to blossom	to develop, to bloom
whereas	"when in fact", "on the other hand"
math	mathematics
per se	as such
to turn s.o. onto sthg	to introduce s.o. to something you like

COMPREHENSION QUESTIONS

Before listening: What adjectives would you use to describe the teenagers (ages 12-18) you know? What would be the good and not so good points of teaching teenagers? Think of something that you find/ have found satisfying and something that you find/ have found rewarding. What is the most worthwhile thing you have ever done? Do you think you are a moody person? Can you think of anyone you know that you think is moody?

Comprehension Questions

1. Listen to Nancy's answer to the first question (up to ...and really liked working with middle school kids and high school kids). What order did Nancy do the following things?
 - a) get certification for K12 English as a second language
 - b) work as a banquet waitress
 - c) live in Barcelona
 - d) go to Milwaukee
 - e) teach at university level in a private catholic school
1. Why did she do each of the above?

e.g. She got certification for K12 English as a Second Language so she could get a better job.

Listen to Nancy's answer to the second question and answer the following:

2. Which of the following reasons does she give as to why she likes working with high school children?
 - a) you're doing something worthwhile
 - b) the children are very enthusiastic
 - c) you watch them grow into adults
 - d) they usually work hard
 - e) their English improves a lot
 - f) they respect authority
 - g) they're fun
 - h) she learns from them
 - i) they interact well
 - j) she identifies with them
 - k) she remembers being young herself
 - l) she likes becoming friends with them
1. And which of the reasons above does she give as to why she likes working with middle school children?
2. What has happened to the little boy from Yemen (Ahmed) and the little boy from Korea (Jaho)?

3. How are these 2 children different?
Ahmed comes from and is very..... He really likes
to
Jaho had a fantastic and is a
strong but barely
4. Who does Nancy teach Spanish to?
5. Why does she find that interesting?

COMPREHENSION ANSWERS

1. Nancy: lived in Barcelona,
went to Milwaukee,
worked as a banquet waitress,
taught at university level in a private catholic school,
got certification for K12 English as a second language.
2. She lived in Barcelona because she is very interested in Hispanic culture.
She went to Milwaukee because there is a large Spanish-speaking population.
She worked as a banquet waitress to supplement her income.
She had just returned from Barcelona and needed a job so she taught at a private catholic school
She got certification for K12 English as a second language so she could work in a public school and get a better job.
3. She likes working with high school children because:
you're doing something worthwhile,
you watch them grow into adults,
their English improves a lot.
4. She likes working with middle school children because:
they respect authority,
they're fun,
she learns from them,
they interact well.
5. They have developed a strong friendship based on helping each other
6. "...Ahmed comes from, he comes from money. The culture itself is not a highly sophisticated one, whereas the other boy, Jaho, comes from Seoul, and had a fantastic educational background, is one of the strongest kids in the school in the area of math. And he's a very strong reader, but barely speaks..."
7. Nancy has taught Spanish to American high school kids.
8. She enjoys telling them about her time in Barcelona and introducing them to her love of Hispanic culture.

LESSON PLAN

1. Talk about teaching teenagers. Do students know anyone who does this? What are the good and not so good points of this? Think of adjectives to describe any teenagers that they know (or themselves). What are students' clearest memories of being a teenager? Who was the teacher who they most remember? What made this teacher so memorable?
2. Go through the glossary. Check pronunciation and meaning. You could make this more interesting by cutting up words and definitions and getting students to try and match them.
3. Read Q1 and 2 which are related to Nancy's answer to eViews first question.
4. Listen and answer Q1 and 2. Check answers. Repeat and pause if necessary.
5. Read the other questions. Predict the answers to Q3, 4 and 8. Listen to the rest of the interview and answer the questions. Check answers. Repeat and pause if/ where necessary.
6. There are several examples of past perfect tense in Nancy's answer to the first question. You may like to focus on these and comment on usage.
7. The following are recent news stories (or you can get more up-to-date ones by going to the education section of any on-line news service). Students work in pairs or groups of 3 and choose 5. They say what they think the story was, or might be about and comment on it. Then they form new groups and compare what they came up with. Bring the class together by commenting on some of the more interesting ones.

Dropped male volleyballer complains of sexism

A 17-year-old boy has filed a complaint of sexism with the Massachusetts Department of Education after failing to make his school's all-girl volleyball team.

Head cleared in slap case to remain suspended

Head teacher Marjorie Evans, who was cleared of slapping a 10-year-old pupil, is to remain suspended from work until at least next month.

School forgets to tell boys they've graduated

Three US high school students have missed out on the chance of going to college this year after their school forgot to tell them they had graduated.

Sixth-formers expelled for having sex in bedsit

Two public school pupils in the UK have been expelled for having sex in a study room.

Schoolboys shoot each other after arguing

An argument between two students in New Orleans, ages 13 and 15, escalated into a gunfight on the grounds of a middle school, critically wounding both boys.

Pupils tune into a new type of homework

Pupils at a Birmingham school can opt out of doing written homework - by singing a song instead.

School doesn't give children a break

A New Zealand school has cancelled its pupils' playtime

Schoolgirl removes shirt in sexism protest

A US girl has been suspended from school for taking off her shirt during a gym class.

Too few children walk to school - survey

More than four in five children face a journey of less than two miles to school yet fewer than half walk or ride bikes to get there, says a survey.

Schools cancel trips to 'heretical' Jesus play

Scottish schools are pulling out of trips to see a new play which features Jesus getting a girlfriend pregnant and portrays disciple John as a homosexual.

TRANSCRIPTION

eV How did you get involved in secondary education? How and why?

Nancy When I left Barcelona and I went back to the United States looking for a job... because I'd had more experience with Spanish at that point, because I'd become more fluent in Spanish... I thought one of the best things to do would be to go to Milwaukee, and look for something in the Milwaukee area which has a very large Hispanic population. Some place where I might make use of my Spanish and get involved with either bilingual education there, or teaching Spanish there. And Milwaukee does have a very large Spanish-speaking population. So... I went back there, and taught at the university level at a private catholic women's college, for a couple of years. And while that was a very satisfying experience, in some respects, the pay was quite poor. So it required that I work weekends as a banquet waitress to supplement my income which is not unusual... not unusual in that private catholic schools are very poor paying. It's run by the nuns who are, of course, supported by the church, and all of the money that goes into a private catholic school really goes into the school itself, not the paying of the teachers, because the nuns of course are not working for money. And so it required many, many hours. It required me having a second job as well, and I thought after a couple years of that... that the best thing I could do was go back and get my certification to go into K12 education, although I'd taught at the college level before, and had my four years of experience teaching over here. In the States, to teach K12 in the public schools, you need to have special certifications. So I went back to school, and I got certified for K12 English as a Second Language, and 612 Spanish, which I thought would make me the most hireable, when it comes to going out and actually seeking a job, on the job market. And even though I'd taught adults before, I wasn't really quite sure how I was going to respond to working with middle school kids or high school kids or anything like that, but I found having done my student teaching, that I really took to it very well, and really liked working with middle school kids and high school kids.

eV What is it you like about working with high school kids?

N I think the fact that, first of all you feel you're doing something really worthwhile. I mean it's a very satisfying profession. You know... you're working with the "youth of America" or whatever, and you feel like you're really doing something that's worthwhile and... High school kids can be a bit moody. They're not really known for their outward enthusiasm about things... but... I really enjoy sort of watching them go from being freshmen to sophomores to juniors to seniors and... sort of how they progress as adults. And one of the pleasures in my profession, is that... because I work at the middle school and the high school, there are kids I can start working with in seventh grade, and still be working with when they're sophomores at high school. And I've seen them progress from... early adolescence to.. sort of being young adults. And I've seen, for me what is particularly satisfying, is

seeing the tremendous progress that a non-speaker of English can make, from the time they're twelve to the time they're sixteen or seventeen, what can be done in the period of time and... Even the kids I no longer work with, when they're at the high school level, I see them in the halls or whatever and they say, "Oh hi Miss Goodman!" And I get to see them grow up, I get to see them mature and... sort of follow their little academic careers as they go... and I find that very rewarding. And the middle school kids, and I'm talking about kids in the seventh grade and eight grade, that's what we consider middle school in the United States... They're just fun. They really don't even have control of their... their hormones at that age. They're very quirky, they're very... emotional, but they're wonderful because they're enthusiastic and yet they respect authority. They still respect their parents, they still respect their teachers and... They're just great fun to watch... and to teach, and I feel like I learn from them as much as they're learning from me, particularly because I'm teaching kids from all over the world. And one of the most rewarding things I think for me is to watch the way they interact with each other. If I'm working with a group of kids and one is from Korea and one is from Japan and one is from Russia, I really enjoy watching them interact with each other and they become this little... subculture... and really identify with each other cause they might be the only kids in the school who don't speak English as a first language and... For example this year, I've been working with two kids. I worked with one on one last year with a little boy from Yemen, and a boy from Korea, who didn't know each other. And this year I worked with them together and they've just formed this fantastic friendship. And it's just been a joy to watch that blossom and to see the way that they've become... friends. Each of them have their own strengths in English... different strengths and different weaknesses, and come from very different cultures... Yemen is... Well, the family Ahmed comes from, he comes from money. The culture itself is not a highly sophisticated one, whereas the other boy, Jaho, comes from Seoul, and had a fantastic educational background, is one of the strongest kids in the school in the area of math. And he's a very strong reader, but barely speaks, whereas Ahmed, the one from Yemen, is very social and... He really likes to talk and is very good with idiomatic expressions and things like that, but he's not very good with reading or math or things like that. So they help each other out a lot, and they're a lot of fun to watch so... I think for me generally speaking. I don't know if I would find it so rewarding just to teach middle school per se, but to be teaching kids for whom English is a second language in middle school, and watch those same kids go up to the high school is very interesting... I have taught high school Spanish to kids from the area where I'm working, so you're talking about American kids learning Spanish, and that's a different kind of satisfying. I find that very interesting just to be turning those kids on to my great love of Hispanic culture, and the music and... just to be able to tell them about my experiences living over in Barcelona and things like that. That's really a lot of fun.

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