

UNIT 4

LET'S CHANGE OUR SCHOOLS



“Nea Pedagogiki”

- 1.1 Read a short extract from “Nea Pedagogiki” (Nikos Kazantzakis, “Anafora ston Greco”) in which the author gives an account of his school experiences at the end of the 19th century. What do you think the ‘new’ teaching approach was all about?



Στην Τετάρτη Τάξη βασίλευε και κυβερνούσε ο Διευθυντής του Δημοτικού. Μας είχε έρθει σπουδασμένος από την Αθήνα κι είχε φέρει, λέει, μαζί του τη Νέα Παιδαγωγική. Θαρρούσαμε πως θα 'ταν καμιά νέα γυναίκα και την έλεγαν Παιδαγωγική· μα όταν τον αντικρίσαμε για πρώτη φορά ήταν ολομόναχος· η Παιδαγωγική έλλειπε, θα 'ταν σπίτι. Κρατούσε ένα στριφτό βούρδουλα, μας έβαλε στη γραμμή κι άρχισε να βγάζει λόγο. Έπρεπε, λέει, ό,τι μαθαίναμε να το βλέπαμε και να το αγγίζαμε ή να το ζωγραφίζαμε σ' ένα καρτί γεμάτο κουκκίδες. Και τα μάτια μας τέσσερα· αταξίες δε θέλει, μήτε γέλια, μήτε φωνές στο διάλειμμα· και σταυρό τα χέρια.

- 1.2 How did the teacher apply this ‘new’ approach in his classes?
- 1.3 Compare Kazantzakis’ classroom reality with yours. How have things changed since then?
- 1.4 Interview your parents or grandparents about their school life. Ask them about the following aspects: school subjects, discipline, books and materials, classrooms, dress code, length of the school day and school year, etc. Share your findings in class.



In this Unit you will:

- read about school life
- listen to students from another country talk about their school
- talk about schools of the past and schools of today
- write a report about your school
- participate in a debate

- At the end of this Unit, you should be able to:
- give advice
 - express obligation, necessity, prohibition and possibility
 - ask for, give and refuse permission
 - compare and contrast schools
 - make suggestions
 - define people and things and offer details

LESSON 10 • LOOKING AT OTHER SCHOOLS

Lesson 10 Looking at Other Schools

Speak 1 A school is...

A school is not just a building; it is much more. What makes up a school? Fill in the blanks in the picture below with your ideas.



Read 2 A completely different experience

This is an extract from Joan Benoit's high school journal. Read it and answer the following questions.

1. The writer talks about two of the schools she went to. How did she feel about each one?
2. What was the impact of each school building on the writer?
3. How did the students' behaviour change in the new school? Why?
4. What does the writer say about rules in both schools?
5. Why was the headmaster right in trusting the students?

As an adult I can understand my junior high school teachers, but it was hard to be their student. The building was overcrowded – we were still waiting for the new high school to open – dark, old and depressing. We didn't have any extracurricular activities to enjoy after school, so we all came and went at the same hours. We did everything together, day after day. We were a jumpy, bored mob – it was no wonder that they needed so many rules to keep us in line.

Going into high school was a completely different experience. Suddenly, we had choices to make; nobody was telling us where to be and what to do all the time. The headmaster of the school felt that we should be given more control of our time in school. The high school offered a series of mini-courses in English and Social Studies from which we could pick and choose. In free periods we could elect to swim, study in the library, sit out on a sunny hillside, eat, or do anything else that didn't involve leaving campus, disturbing classes, or breaking rules.

People told the headmaster he was wrong. They said high school kids would tear the building apart unless they were kept under the strictest discipline. Here the town had spent a fortune to build a new school and he was going to let it be destroyed.

But they underestimated us. We were grateful for the building and for the freedom to experiment with it. We understood that Mr. Raynolds was depending on us to behave like responsible people ...

From: 'MVP' by Joan Benoit

LESSON 10 • LOOKING AT OTHER SCHOOLS




Mini project: My school now and then

- 3.1 Research the history of your school building and make a poster showing the changes it has gone through over the years.
- 3.2 Write a journal entry about how your school makes you feel.



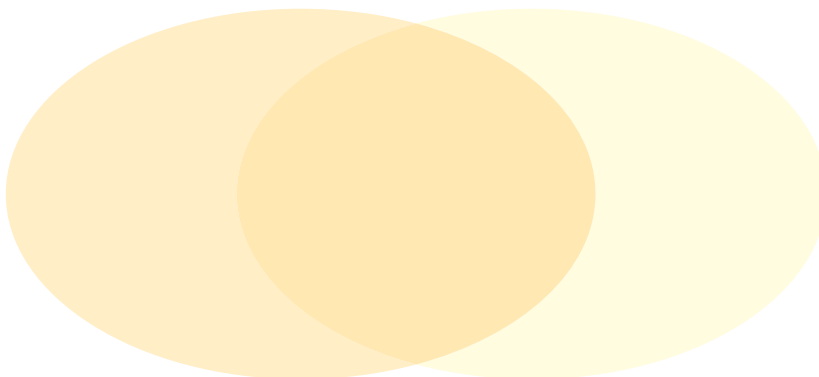
A school from Finland

- 4.1 You are participating in a video conference with the Strömberg school in Finland. Listen to some of the students talk about their school life. As you listen, complete the text below with the relevant information.

The Strömberg School		
<p>Relationships Students all know each other. They call their teachers by (1)..... They (2)..... with their teachers and other students.</p> <p>Subjects / Activities Students don't have to (3)..... much. They learn by doing things. (4) and maths are taught in the classroom. There are also (5)..... for magazine-making, handicrafts, music, drama and science.</p>	<p>Facilities There is a library for studying. Students can grow vegetables in the school garden. There are special rooms for (6)..... with sofas for reading and chess tables. There is a cafeteria where hot meals are served. There is a gym and a large (7) where the students play football.</p> <p>Responsibilities The students have to do lots of (8)..... like taking care of the garden, the aquarium, helping in the kitchen and recycling.</p>	<p>Local community The school is open to the local community. For example, parents visit the school to talk about their jobs.</p> 

- 4.2 After the video conference, your teacher asked you to make a presentation of the similarities and differences between the Finnish school and your own. Make a diagram like the one below and fill in the information you have about the two schools.

The Strömberg School **Both schools** My school



Useful expressions

Both
 ... the same ... as ...
 ... also ...
 ... similar (to) ...
 ... while / whereas ...
 On the one hand, ...
 On the other hand ...
 However, ...
 On the contrary, ...

- 4.3 Now use your notes to talk about the two schools. The expressions in the box will help you.



LESSON 10 • LOOKING AT OTHER SCHOOLS

5 Language focus

5.1 Look at the examples and match the verbs in bold with their use.

1. You **must** always be on time for class.
2. You **mustn't** use a calculator during the maths test.
3. You **have to** hand in your homework by the deadline.
4. You **don't have to** wake up early. It's a holiday tomorrow.



These verbs are called **modal verbs**. They are used to express:

- a. prohibition
- b. lack of necessity
- c. obligation / necessity

REMEMBER!!!

Present must / have to	Past had to
----------------------------------	-----------------------

5.2 Read the following sentences and match the halves. What is the difference in meaning?

- | | |
|--|---------------------------------|
| 1. You mustn't speak during the test ... | a. if you don't want to. |
| 2. You don't have to speak in front of the class... | b. because this is not allowed. |

5.3 Read the examples below with two other modal verbs: **should** and **ought to**. Tick the sentence on the right that has the same meaning as the sentence in bold and complete the rule in the box.

1. You were up studying all night again! **You should go to bed earlier!**



- a. It's a good idea for you to sleep earlier.
- or...
- b. You must sleep earlier. It is a rule.

2. Honey, look at poor Georgia! She has studied so hard! **She ought to take a break!**



- a. She must take a break. It's a rule.
- or...
- b. The right thing is for her to take a break.

Should and **ought to** are followed by and are used to give

LESSON 10 • LOOKING AT OTHER SCHOOLS

5.4 Read the following sentences. Is there a difference in meaning?

- You **mustn't** be late for classes. The teacher will not let you in.
- You **shouldn't** be late. You'll miss the beginning of the film.

5.5 Read the dialogue below and complete the rule.



NOTE

- You'd **better** take the history course (= should)
- You'd **better not** waste your time (= shouldn't)

had better (not) + bare infinitive
is another way to give

Grammar Reference, pp. 171-172

write 6 School rules

6.1 The children in this class are misbehaving. What rules are they breaking? Make a list.

SCHOOL RULES

e.g. *Students mustn't eat in the classroom.*

-
-
-
-
-
-



6.2 Why do you think the students are acting like this? How can their behaviour change? Suggest ideas.

LESSON 11 • CHANGE THROUGH TIME

Lesson 11 Change through Time



Moving forward...



1.1 Here is an extract from an article about a new trend among students. Read it and discuss in pairs what changes the writer is talking about. Share your ideas in class.

NEW YORK TIMES

August 17, 2006

Back to School, with a Laptop

It used to be that getting ready for another school year meant buying a few new No.2 pencils, spiral notebooks and a lunchbox. Not anymore. Young children and teenagers, as well as college students, are going to school with more electronic gadgets than ever.

.....

Another change is that the newest tech devices are not aimed at just older students anymore. While laptops are still most useful for those going off to college, younger students are starting to use them as well. The technological era has truly taken off!

Adapted from: New York Times

1.2 Which electronic gadgets do you think the writer is referring to? Do you have any of these gadgets? What do you use them for?

1.3 Look at the pictures below showing students from the past and the present. Compare and contrast the photos to say how students in the past were different from today's students.

e.g. Students didn't use to have computers.



1.4 Listen to a student talk about technology in education. Which technological means are used in her friend's school? Tick the appropriate pictures.



1.



3.



5.



2.



4.



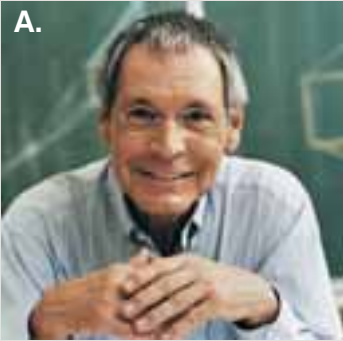
6.

Listen 2 The challenge of change

2.1 Listen to a journalist interviewing three people at a forum on 'Technology in Education'. Match the speakers 1-3 with the photos A-C.

Speaker

A.



Dr. Richard Newton
(headmaster
of a secondary school)

Speaker

B.



Jason Collins
(a university student)

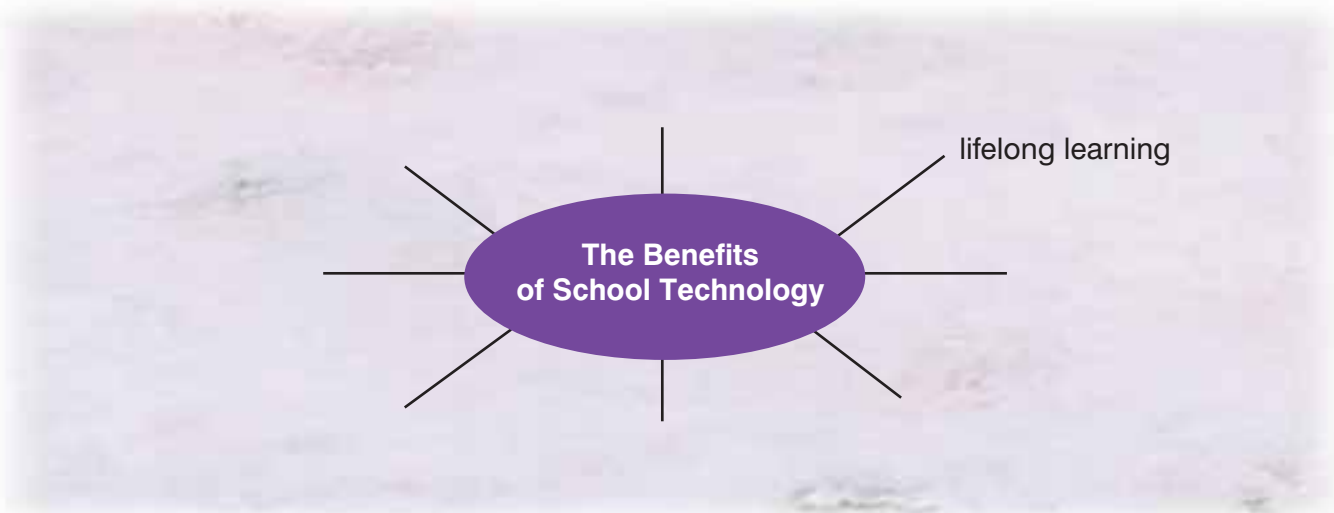
Speaker

C.



Jim Brown
(father of High School
students)

2.2 Listen to the interview again and take down notes to complete the spider diagram below. Compare your answers with your partner's.



Speak 3 What do you think?

Work in pairs. Do you think that technology helps you learn better? Can you think of any disadvantages of technology? Share your ideas in class.



LESSON 11 • CHANGE THROUGH TIME



4 When the answer is only a click away...



4.1 Read the advertisement below about a new kind of board. What is it? How can it be used in the classroom? Discuss.



New!!! Innovative!!! Modern!!!

Why do teachers worldwide use our TECH Board interactive whiteboard?

Mainly because:

- it motivates learners!
- it makes presentations lively!
- it reduces the need for note-taking!
- it makes it easy to use web pages in class!

Interactive whiteboards are becoming one of the most powerful interactive learning tools in education.

INCREDIBLY EASY TO USE!!!

The touch-sensitive board connects to your computer and digital projector which displays the image from the computer screen onto the board. You can then control the computer directly from the display on the board, write notes in digital ink and save your work!

If you can use a computer, you can use a TECH Board!

Order your TECH Board NOW!!!

Contact us at: 0034213245 or at whitetech@hotmail.com

4.2 The Ministry of Education is going to equip all schools with modern technological means. Students have been asked to suggest what their school needs the most. Suppose you are members of your school committee. Get into groups of four. Two of you take role A and the other two take role B. Prepare your arguments to support your point of view and act out your roles.

ROLE A:

You and your partner think that an interactive white board is what your school needs the most. Try to persuade the other members of the committee. Come to an agreement.

ROLE B:

You and your partner think that new computer software and CD-ROMs is what your school needs the most. Try to persuade the other members of the committee. Come to an agreement.

Useful expressions

Making suggestions

I think we should...
Perhaps it would be better if...
In my opinion it would be more useful...

Responding to suggestions

You're probably right.
That's a great idea!
I don't think that...
I'm not sure this is a good choice.
I'm afraid I disagree!

LESSON 11 • CHANGE THROUGH TIME

5 Language focus

5.1 Read the following examples, circle the sentence a. or b. that is closest in meaning to the modal verbs and complete the rule.

- School **could be** a place that opens up new fields of knowledge.
- Students in ten years **may enjoy** the benefits of these changes.
- Our teacher **may give** us back our tests today.



We **might use** laptops in our school some day.

- a. It's certain that these things will happen.
- b. It's possible that these things will happen.



The modal verbs **could, may** and **might** are followed by and express in the present and future.

Can I see the answer?

Hurry up!...



5.2 Read the examples and complete the rule.

Could I please use the restroom, Miss?...

No, George. Please wait for the bell...



Hmm...

May I please leave now, sir?

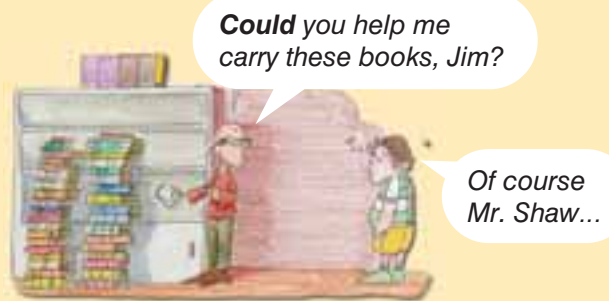


Can, could and **may** are also used to ask for

NOTE
May I.....?
is used in formal situations.

LESSON 11 • CHANGE THROUGH TIME

5.3 Read the examples below and find one more use for **can** and **could**.



Can and **could** are also used in questions to make
Could is more formal and more polite than **can**.

Grammar Reference, p. 172

6 Future changes

6.1 Look at the pictures below. What might these schools be like in 20 years? Think in terms of

buildings

number of students

facilities

dress code

equipment



6.2 What changes do you expect to see in your own school in a few years from now?

7 Writing a report

7.1 The headmaster of a school in New Zealand is thinking of starting 'after school clubs' for his students. He asked them to think of ideas and write a report making suggestions. Here is the report the student committee wrote. Read it and answer the questions. Compare your answers with your partner's.

1. What is the topic of this report?
2. What is the reason for writing this report?
3. What is the main idea of each paragraph?

7.2 Look at the underlined words and expressions and explain what they are used for.

7.3 The headmaster of your school has asked you to write a short report suggesting what new equipment your school needs. As member of the student committee, write your report describing the present situation and suggesting what equipment you would like to have. Justify your choices.

Make notes first and plan your report. Look at the 'Useful tips' for help.

Think about what kind of information you would like to include in the report.

- What is the topic of your report?
- Who are you writing this report for?
- What kind of equipment is there already in your school?
- What else do you need to get?

7.4 Write your report.



From: The Student Committee
To: Mr. Willis

Subject: "After School Clubs"

The purpose of this report is to present our suggestions for the creation of 'after school clubs' in our school. We have many different interests and we would like the clubs to offer a variety of activities so there is something for everyone.

Our school has no 'after school clubs' at present. Although the idea has come up in student committee meetings several times, unfortunately, nothing has been done so far.

To begin with, many students have expressed an interest in putting on plays or shows, and a DRAMA CLUB would give them the opportunity to do so. Furthermore, it could help raise money for charity, or entertain students with performances at the end of the year. It would be a good idea if there were a COMPUTER CLUB, too. Students could get together and do projects in the computer lab, or get in touch with computer clubs from other countries! Finally, we would like to suggest an ART CLUB. It would be a good idea for those of the students who are artistic. They could come up with imaginative ways to decorate our school. In addition, they could have 'Art Evenings', to exhibit their work to their parents and peers.

These are just a few ideas of course. The possibilities are endless and we are all very anxious to see the 'after school clubs' become a reality.

USEFUL TIPS

1. Make sure you know the reason you are writing your report and who you are writing for.
2. Reports should not be very informal.
3. Think about what you want to say and make a list of your ideas grouping similar ones into paragraphs. Write different paragraphs for different ideas.
4. Make your comments and suggestions clear and specific.
5. Give your report a general title. You can also give each paragraph a heading to make your report easy to read.

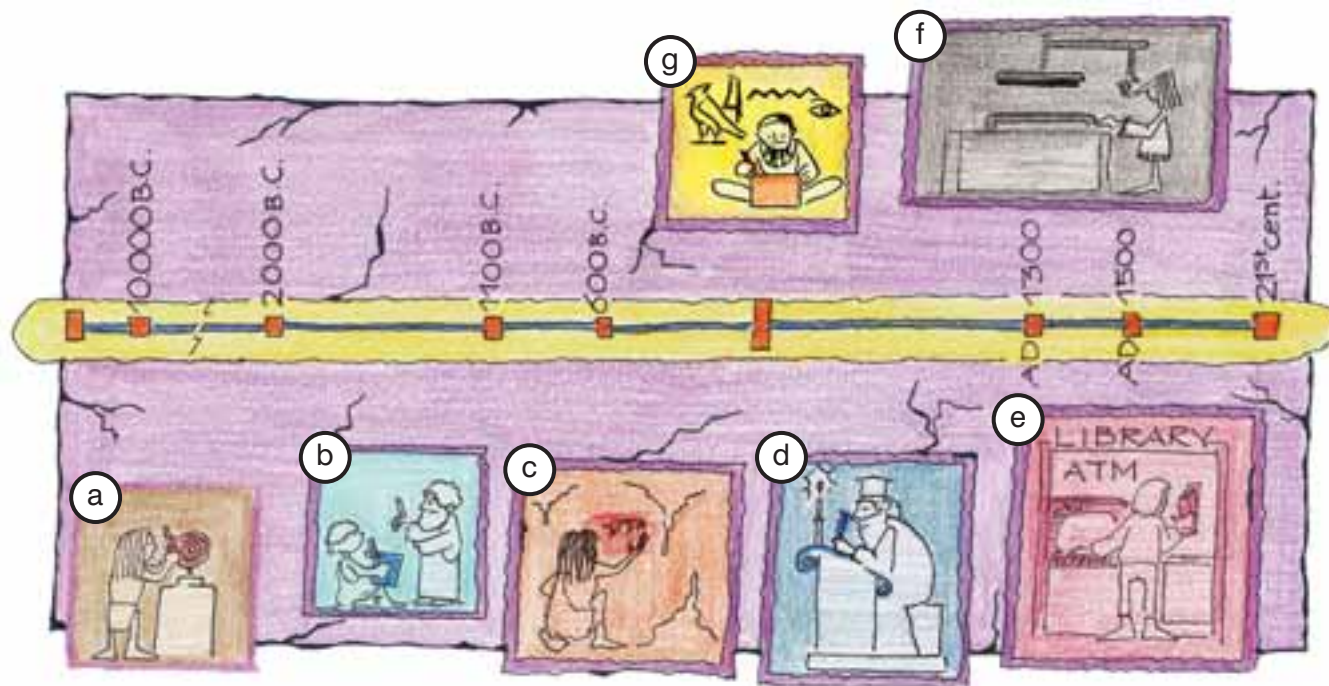
LESSON 12 • CHANGE: AN ONGOING PROCESS

Lesson 12 Change: An Ongoing Process



From linear A to e-books

1.1 How much do you know about the evolution of writing and books? Match each picture with the appropriate date on the time line below. Compare your answers with your partner's.



1.2 Do the questionnaire below. Then, listen to a dialogue between Michael and his History teacher to see if your answers were right.

QUESTIONNAIRE

- The oldest writing to date comes from...
 - 5500 BC
 - 3500 BC
 - The Middle Ages
- The first writing in horizontal lines came from...
 - Mesopotamia
 - Greece
 - Byblos
- Books were printed with movable metal letters...
 - after the 15th c.
 - before the 15th c.
 - until the 15th c.
- Writing books by hand was time-consuming and this made them...
 - durable
 - revolutionary
 - expensive
- Unlike e-books, traditional books...
 - can't be read on a screen
 - are cheaper
 - can be sent electronically
- An e-book doesn't have...
 - illustrations
 - chapters
 - paper pages

LESSON 12 • CHANGE: AN ONGOING PROCESS


 Read 2 Just put it in writing

2.1 Read the texts about the history of writing and printing and complete the table on the next page.

History begins with writing. It is this invention which allowed man to advance at a rate that would have been unthinkable in prehistoric times! The oldest known writing in the world are carvings and marks on a limestone tablet which was found in Mesopotamia and is estimated to be about 5,500 years old. Sumerian scribes slowly developed these symbols into a kind of writing which is known as cuneiform. This writing spread widely in the Near East, while the ancient Egyptians developed a type of picture-writing: the hieroglyphic script. The first writing, however, to be written consistently in horizontal lines, were two forms of syllabic script used by the Minoans on the Greek isle of Crete in 1500 BC. Because of this, these two forms are known as Linear A and Linear B. Another important early syllabic script was that used in the Phoenician city of Byblos – from which comes the word 'Bible', meaning 'book'!



cuneiform writing



*Johann Gutenberg
(1397-1468)*

The most important invention of the Middle Ages was printing. Until the 15th century, all European books were either copied by hand or printed from wooden blocks that had been carved with the text of an entire page. Both these methods were extremely time-consuming and books were very expensive. Johann Gutenberg, who was a German goldsmith, was the first European to produce movable, metal letters, which could be used again and again. He converted a wine press into the first printing press and found a durable metal to make the letters from. Gutenberg's invention turned out to be revolutionary: books could now be printed cheaply and in great numbers. Mankind began to rush forwards!

In our days, electronic books, better known as e-books, have begun to revolutionise the way people read. What are e-books? They are books in digital format, meaning that they can be viewed on a computer screen, or even the latest cell phones! Like traditional books, they have titles, pages, chapters, and illustrations. Unlike traditional books, they can be ordered on-line and they are delivered electronically to your computer. They are more convenient than books, since it is much easier to carry around a laptop rather than dozens of heavy books... They are also cheaper than conventional books, which makes them an attractive alternative to consumers. As we sail towards a society that will surely be based on electronic information, e-books will undoubtedly take on a more important role in our lives.



Adapted from: Reader's Digest History of Man, "The Last Two Million Years" and www.en.wikipedia.com

LESSON 12 • CHANGE: AN ONGOING PROCESS

	Time period	Area/region	Invention	Who
a.		Mesopotamia		
b.	1500 BC			
c.			printing	
d.		–		–

2.2 Read the following statements and write True (T), False (F) or Not Mentioned (NM).

1. Egyptian hieroglyphic script is similar to cuneiform.
2. Linear A, Linear B and the script used in Byblos are types of syllabic script.
3. The word 'book' comes from the Greek language.
4. The invention of the printing press made books cheap.
5. E-books are more expensive than traditional books.
6. People will slowly stop reading traditional books.



3 What do you think?

1. Why is Mesopotamia mentioned in the text? Where does its name come from? Why do you think writing started there?
2. Why was the invention of the printing press revolutionary?
3. Why will e-books play an even more important role in our lives in the future?

4 Texting: An alternative way of writing



- 4.1 What is texting? When is it used?
- 4.2 When young people text their friends, they often use acronyms such as AFAIK (as far as I know) or emoticons such as :-| (bored). Look at the message on the screen of the mobile phone. Can you guess what it means?
- 4.3 Work in pairs. Match the acronyms with their meanings and look at the emoticons. Use some of them or others you may know to write a message to another pair. Exchange your messages and write a reply.

Acronyms		Emoticons	
1. BFN	a. Just kidding	:~)	I'm happy / Hello
2. CU	b. Take care	:-(I'm sad
3. 2MRW	c. Thanks	>:-	I'm angry
4. IDN	d. Never mind	xoxo	hugs and kisses
5. JK	e. Bye for now	!:-)	I have an idea
6. NM	f. I don't know	?^	What's up?
7. TC	g. See you	=:-O	I'm scared
8. THX	h. Tomorrow	:~)	cute

LESSON 12 • CHANGE: AN ONGOING PROCESS

5 Language focus

5.1 Look at the sentences below. The underlined clauses are examples of relative clauses.

- The person who invented printing was Johann Gutenberg.
- Books which can be read on a computer are called e-books.

Can you underline the relative clauses in these sentences?

- People who don't like carrying around heavy books prefer e-books.
- These are the novels which are the most popular among children.
- The stories that the teacher read to us were really exciting.
- Do you remember the writer that I talked to you about?



5.2 Circle the relative pronouns **who**, **which** and **that** in the relative clauses above and underline the words that come before them. What does each relative pronoun refer to? Complete the rule.

A **relative clause** gives extra information about the people or things we are talking about.

We use: **who** to refer to

which to refer to

that to refer to

5.3 Look at the examples below. Is the relative pronoun the **subject** or the **object** in each relative clause? When can we omit the relative pronoun?

- The author **who won the prize** gave an interview on TV.
- The author (**who**) **we met** at the bookstore won the prize.
- The books **which were sold** at the exhibition were very interesting.
- The books (**which**) **we bought** were very interesting.

Grammar Reference, p. 172

REMEMBER!!!

- Do you know the bookstore **where** I usually go?
 - He's the author **whose** last book won an international prize.
 - I can't remember the date **when** the exhibition started.
- We use:
- for **place**
- for **time** and
- for **possession**.

6 Forward to a paperless school

Match the parts to make complete sentences.



- | | |
|---|--|
| 1. Electronic books are a trend | a. whose students hand in their homework on discs instead of papers. |
| 2. Susan Driscoll,, plans to release many textbook titles in electronic form. | b. where notebooks are being replaced by laptop computers. |
| 3. Oldfields is one of the schools | c. which is going to expand in the future. |
| 4. "I encourage my students to be paperless", said the biology teacher | d. that is designed specifically for reading e-books. |
| 5. 2006 was the year | e. who is president of Worth Publishers |
| 6. Download your e-books onto a tablet device | f. when the National Digital Library for disabled people was created in Paris. |

LESSON 12 • CHANGE: AN ONGOING PROCESS



Project time: Time for debate!!!



Do you know what a **debate** is? It is a contest in which two opposing speakers or groups each make speeches to support their side on a specific issue. Since they disagree on the issue, they must present solid arguments in favour of

their side. At the end of the debate, judges decide which group was more persuasive.

Look at this statement:

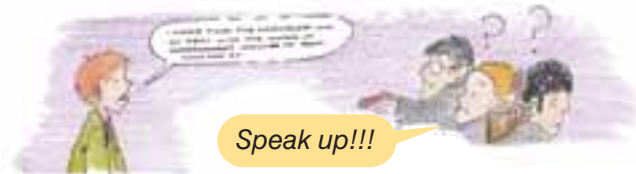
“Teachers cannot be replaced by computers”

Are you **for** or **against** this opinion? Take a side, get into groups and prepare to debate this issue.



How to prepare for a debate

- Research your topic using available resources.
- Prepare your arguments and support them with evidence. Try to predict what the other team’s arguments and responses may be and prepare for those, too.
- Prepare a set of questions for the other team.
- Prepare an outline summarising your position.



How to conduct a debate

Speeches can last up to 2 minutes.

Speech 1: The team who is **in favour** of the issue speaks first (proposition team). A speaker from this team introduces the topic and analyses the team’s first arguments.

Speech 2: The team who is **against** the issue goes next (opposition team). A speaker from this team states and analyses their first arguments.

Speech 3: The **second speaker of the proposition team** states and analyses the rest of the arguments.

Speech 4: The **second speaker of the opposition team** states and analyses the rest of the arguments.

There is a 5-10 minute break for each team to prepare their final speech.

Speech 5: The **opposition team** opposes the proposition team’s arguments and summarises their own speech to show why their point of view is better.

Speech 6: The **proposition team**, in turn, opposes the opposition team’s arguments and summarises their own speech to show why their position is better.

Go to page 160 of your book for helpful tips and an evaluation form.



Unit 4 Review

1. Vocabulary

Complete the exchanges with words which have a similar meaning to the words in bold.

1. – The new teacher’s lessons are **really interesting**.
– I agree. I found his lessons **m**.....
2. – He has **improved a lot** this term.
– Oh yes! He has made great **p**.....
3. – Do you think **traditional** methods are better?
– In my opinion both **c**..... and modern methods can be useful.
4. – My students didn’t seem to **understand** the lecture.
– Yes. Although they listened carefully, I think they didn’t **t**..... all the information.
5. – They always **work well together**.
– I don’t think so. When they have to **c**..... they often quarrel.
6. – I’m not **going to** science class today. I have to do a project on history.
– Really? I am going to **a**..... all my classes because I’ve finished my project.
7. – I think we **didn’t realise how difficult** this project was going to be!
– You’re right. We **u**..... its difficulty and now we’re running out of time!
8. – The students of this class work **in a very controlled way**.
– They’re **d**..... and well-behaved.

... / 8

2. Language focus

2.1 Put an appropriate relative clause (a-g) in each sentence.

1. The teacher has become headmaster.
2. The computer room has got new laptops.
3. The students will get a scholarship.
4. The job requires previous experience.
5. The writer has written many best sellers before.
6. The day was the most tiring day in my life.
7. The pupils mustn’t leave the room before 12 o’clock.

- a. whose reports are excellent
- b. where we do our projects
- c. which you applied for
- d. who are taking the test
- e. when we took our final exam
- f. who taught us maths last year
- g. who won the prize

... / 7

2.2 Complete the second sentence so that it has a similar meaning to the first one, using the words in brackets.

1. It isn’t necessary for us to wear a uniform. (have)
We.....a uniform.
2. Don’t miss any more classes. (must)
You any more classes.
3. It’s possible we will make presentations. (may)
We..... presentations.
4. Perhaps we will go on excursions abroad. (might)
We excursions abroad.
5. I advise you to borrow some books. (should)
You books.
6. We should help mum with the chores. (ought to)
We chores.
7. You must hand in your assignments by the deadline. (better)
You..... by the deadline.

... / 7

3. Everyday English

Expand the questions to ask for permission and give or refuse permission in an appropriate way.

1. can / borrow/ history book? (yes)
.....
.....
2. could / invite friends / for the weekend? (no)
.....
.....
3. is it OK / go cycling / after school? (yes)
.....
.....
4. may / use / your phone? (yes)
.....
.....

... / 8

SELF-ASSESSMENT

4. Writing

Write a short report for a teen magazine on what facilities there are in your local sports centre and what you think should be done to improve those facilities (about 100 words).

.....

.....

.....

.....

.....

.....

.....

... / 10

0-15: 🌑	16-20: ☹️	21-25: 😐	26-30: 😊	31-35: ★	36-40: ★★
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Tips to learn

Work by yourself and tick the sentences that are true for you. You can discuss your answers in class.

Listening

When doing a listening activity in English,

- I read the information given to prepare for what I am going to hear.
- I think about the topic to predict what the listening text is going to be about.
- I try to understand the main ideas.
- I listen carefully for the information I need to find.
- I don't worry if I miss some important information. I try to get it the second time I listen to the text.
- I think that listening work helps me improve my pronunciation and intonation.
- other

Look back at the listening work you did in Unit 4. Was it difficult or easy to do? Did you enjoy it? Why / Why not? How can you improve your listening ability?

Reflecting on your Learning

Tick the sentences that are true for you.

At the end of Lessons 10, 11 and 12, I think I can

- | | |
|---|---|
| <input type="checkbox"/> compare my school with other schools | <input type="checkbox"/> give advice |
| <input type="checkbox"/> talk about changes in education | <input type="checkbox"/> define people and things and offer details |
| <input type="checkbox"/> ask for, give and refuse permission | <input type="checkbox"/> make suggestions |
| <input type="checkbox"/> write a report | <input type="checkbox"/> participate in a debate |
| <input type="checkbox"/> act out a role-play to reach a common decision | <input type="checkbox"/> express obligation, prohibition, necessity and possibility |