

6

Doing it Right!

»» Get ready!

Write a word from the box in each gap to complete the sentences.

classmates • pupils • rules
subjects • terms • uniform

- 1 Your _____ are the people in the same class as you are.
- 2 School _____ include maths, science and English.
- 3 In the UK, most schools have three _____ a year.
- 4 Schoolchildren are also called _____.
- 5 School _____ is special clothing you wear at school.
- 6 The school _____ tell you what you can and can't do.



Reading

- 1 **KEY** Read this online article quickly and for each question, choose the correct answer A, B or C.
 - 1 From the article, one reason for going to a new school is ...
 - A you don't like your old school.
 - B your family moves to a new area.
 - C you want to get better grades.
 - 2 What does the article say about your old friends?
 - A Forget about them.
 - B Visit them when you can.
 - C Talk to them about things.
 - 3 You can find people who are like you by ...
 - A following the school rules.
 - B changing your personality.
 - C joining clubs and teams.

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● Home ● Advice ● Informat



Starting a new school

There are many reasons for starting at a new school. Perhaps one of your parents has got a new job and you've moved house. (perhaps it's just time for you to leave primary school and start secondary school. The first term is always difficult and you'll probably be nervous. You'll be lonely and it'll be hard to make friends. We've got some great advice for pupils just like you.

2 Read the online article again and tick (✓) the things the article suggests you do. Cross (✗) the things the article suggests you don't do.

- learn your schedule
- remember your teachers
- know what to wear
- lose contact with old friends
- change how you behave
- join clubs

3 Write one word from the article in each gap to complete the summary.



When you are starting a new school, make sure you know the school (1) _____. Wear a school (2) _____ if you have to. Keep in contact with your old (3) _____ because they can help you. Try to (4) _____ yourself and don't change. Join clubs and (5) _____ to meet new people.

Wordpower!

Write one word in each gap to complete the sentences. The first letter is given to help you.

- 1 A **p**_____ school is one you go to up to the age of 11.
- 2 A **s**_____ school is one you go to from 11 to 16.
- 3 When you are **n**_____ you are a little frightened and unsure what to do.
- 4 When you are **l**_____ you feel like you don't have any friends.
- 5 When you **m**_____ friends with someone, you meet them and become close.
- 6 When you are in **t**_____ with someone, you communicate with them.
- 7 A **g**_____ of friends is a number of people who like each other and spend time together.
- 8 Your **i**_____ are your hobbies and other things you like doing.



HOMWORK!

Do exercises 1–4 on pages 36 and 37 of your Workbook.



P

Links • Contact

- You should make sure you know your new school. When do you do each subject? Which teachers do you have? Do you have to wear school uniform, or can you wear your own clothes? Learn the school rules and you'll know what you must and mustn't do.
- Don't forget to call your old friends. You must stay in touch with your classmates from your old school. They can really help you when you're unhappy. One day, you'll have a new group of friends, but your old group of friends is still important. You can use email and the telephone to chat.
- You shouldn't change to get other people to like you. You have to be yourself. Remember that other people will like you for who you are.
- You should join school clubs or school teams. It's a great way to meet people outside the classroom with the same interests as you. And you'll have fun!

Good luck at your new school!

Grammar 1

Modals 1: ability, permission, obligation and advice

Look!

You **should** make sure you know your new school.

Do you **have to** wear school uniform, or **can** you wear your own clothes?

Learn the school rules and you'll know what you **must** and **mustn't** do.

Use

We can use *can* to talk about ability.

We can use *can* to talk about permission.
We can also use *could* to ask for permission.

We can use *must* and *have to* to talk about obligation.

We can use *should* to give advice.

For more information, see *Grammar database 11* on page 150.

1 Match to make sentences.

- | | |
|---------------------------|---|
| 1 We don't have to ____ | a chew gum during lessons. |
| 2 We can't stay ____ | b do homework every day at my school. |
| 3 Pupils mustn't ____ | c a note from the doctor when you're ill. |
| 4 You should get ____ | d other pupils' work. |
| 5 Pupils can leave ____ | e in the classroom during the break. |
| 6 You shouldn't copy ____ | f when the bell goes. |

2 Choose the correct word or phrase.

- You **can't** / **don't have to** change the school uniform, even if you want to!
- You **mustn't** / **can't** forget to follow the school rules.
- You **don't have to** / **shouldn't** be late for your lessons.
- You **mustn't** / **don't have to** wear black shoes, but you can.
- You **must** / **can** wear a shirt with short sleeves in the summer if you want to.

3 **KEY** Choose the correct words.

Amber: Sir, (1) ____ I ask you a question?

Mr Moss: Of course you (2) ____, Amber. What is it?

Amber: I (3) ____ do the homework. I don't understand what we (4) ____ to do.

Mr Moss: Well, let me see if I (5) ____ help you. (6) ____ I see your notes?

Amber: Here you are.

Mr Moss: Ah! I think I (7) ____ see your problem. You (8) ____ use these notes.

Amber: Oh, why?

Mr Moss: Because these are from last year!

- | | | |
|--------------|-------------|-----------------|
| 1 A could | B must | C should |
| 2 A should | B can | C have to |
| 3 A can't | B shouldn't | C mustn't |
| 4 A should | B must | C have |
| 5 A must | B can | C have to |
| 6 A Could | B Must | C Should |
| 7 A can | B must | C should |
| 8 A couldn't | B shouldn't | C don't have to |



HOMEWORK!

Do exercises 1–3 on page 38 of your Workbook.

Wordpower!

1 Choose the correct word.

- 1 Listen **at / to / with** your teacher or you'll miss something.
- 2 What did you learn **about / on / for** at school today?
- 3 Have you decided **at / on / with** a new school for Ben?
- 4 I thanked her **at / for / on** helping me on my first day.
- 5 Our teacher punished me **for / from / through** talking, but it wasn't me!
- 6 Do you agree **at / on / with** me or with Simon?

2 Complete the questions and write answers about you.

- 1 Do your parents listen to you when you have problems?
Yes, they listen to me and give me advice.
- 2 Have you decided _____ a future career yet?

- 3 Has a teacher ever punished you or your friends _____ something?

- 4 When was the last time you agreed _____ somebody?

- 5 What did you learn _____ in your last English lesson?

- 6 What was the last thing you thanked somebody _____?



HOMEWORK!

Do exercises 1 and 2 on page 39 of your Workbook.

Listening

1 Listen to five short dialogues. For each one, choose the people you think are talking to each other.

- 1 a a teacher and a pupil
b a parent and a child
- 2 a a customer and a shop assistant
b a parent and a teacher
- 3 a two pupils from the same school
b two pupils from different schools
- 4 a a teacher and a pupil
b a parent and a child
- 5 a a parent and a teacher
b two parents

2 Listen again and for each conversation, choose the correct answer A, B or C. There is one question for each conversation.

- 1 Which shirt should the boy wear?



A



B



C

- 2 What mustn't boys wear at this school?



A



B



C

- 3 What is the same at both schools?



A



B



C

- 4 What will the girl do after her next lesson?



A



B



C

- 5 What activity is the man's daughter going to do today?



A



B



C



HOMEWORK!

Do exercise 1 on page 39 of your Workbook.



Speaking

1 Think about your school. Write the ideas in the table. Add some ideas of your own.

We have to...

We don't have to...

wear a school uniform

bring our own lunch to school

do exams at the end of the year

do homework

go to school on Saturdays

put our hand up if we want to say something

turn off our mobile phones in class

have a shower after PE

stand up when a teacher comes in the room

2 In pairs or as a group, talk about a perfect school (school as you want it to be!).

Student A: At a perfect school, you don't have to wear a school uniform. You can wear what you like.

Student B: Really? I think at a perfect school, you have to wear a school uniform. Then you don't have to worry about what clothes to wear each morning.

3 In pairs, discuss these problems. Follow the instructions. When you have finished, swap roles.

- I'm late for school every day.
- I often forget to do my homework.
- I have problems seeing the board clearly.
- I feel tired all day at school.

Student A: Describe the problem.

Student B: Give student A some advice.

Student A: I'm late for school every day. I don't know what to do!

Student B: I think you should get up at 7 o'clock and not 7.30.

Student A: I try, but I always wake up late.

Student B: Why don't you buy an alarm clock?

Student A: I can't hear it when I'm asleep!

Student B: What about asking your mum to wake you up?

Student A: Good idea!

Phrase Bank!



Expressing obligation and lack of obligation

You/We have to turn our phones off.

You/We don't have to go to school on Saturdays.

Giving advice

I think you should speak to your teacher.

Why don't you get some glasses?

What/How about sitting at the front of the class?



SoundSpot

1 20 Listen to these sentences and decide if the statements are true (T) or false (F).

Have you got a pen?

I **have** to study for a test.

You don't **have** to write this down.

I think we **have** a maths test today.

You **have** to do this homework tonight!

1 The word *have* is pronounced the same in all five sentences. T/F

2 The pronunciation of the verb *have* to is different from the pronunciation of the verbs *have* and *have got*. T/F

2 21 Listen again and repeat. Be careful with how you say *have*!

Grammar 2



Modals 2: possibility and probability

Look!

They **may** have a test tomorrow.

They **might** have a test tomorrow.

They **could** have a test tomorrow.

Use

We can use *may*, *might* and *could* to show that something is possible (generally, now or in the future).

We can use *should* to show that something will probably happen, or is probably true.

For more information, see *Grammar database 12* on page 150.

1 Write a letter from the box next to each sentence.

a definitely b probably c possibly

- 1 The school play should be really good! ____
- 2 It could be the best school play ever! ____
- 3 We might sit at the front. ____
- 4 It's a comedy, so it should be funny. ____
- 5 I may get there early to get a good seat. ____
- 6 I'll see you there! ____



2 Rewrite the sentences using the word given, so the meaning stays the same.

- 1 It's possible that they will have a test tomorrow. **might**
They might have a test tomorrow.
- 2 It's possible that Mr Moore is ill today. **may**
- 3 We'll probably know soon. **should**
- 4 It's possible that Mrs Jones will take the class instead. **may**
- 5 It's possible that she'll let us play games. **could**
- 6 But it's also possible that she'll give us a test. **might**
- 7 Mr Moore will probably be back at school tomorrow. **should**

3 Choose the correct word. Be careful! Sometimes more than one word is correct.

They're making some changes to my school, and the school rules. They haven't decided anything yet, but they (1) **will / might** change the school uniform. The colour and the style (2) **has to / could** change. I hope so! I don't like the one we wear now. Also, lessons (3) **could / should** change from 45 minutes to 50 minutes. I'm not so keen on that! They (4) **may / might** build a new sports hall. That would be great, wouldn't it? I think they're going to decide next month, so we (5) **must / should** know what's happening very soon!



HOMEWORK!

Do exercises 1–3 on page 40 of your Workbook.

Writing

Project: writing a letter giving advice

1 Read this letter and make notes to complete the tables.

Hi, Melanie,

Thanks for your letter. It was great to hear from you! I'm glad your mum's feeling better now.

So, you have to do a project on a famous person from history, and you don't know who to choose. Yes, it's difficult, isn't it? Maybe you should choose a great scientist, like Einstein or Isaac Newton or Galileo.

Or, why don't you choose a famous woman? The other students will probably choose men. It would be great to choose a woman! What about Cleopatra, or Pocahontas, or Mother Theresa?

I've got one more idea! How about choosing the first person to do something? For example, Yuri Gagarin was the first person to go into space. Or Neil Armstrong. He was the first person to walk on the Moon.

I hope you like my ideas. Let me know what you choose!

Bye for now!

Love,

Angela



_____ This person wrote the letter.

_____ This person will read the letter.

_____ This person's mother was ill.

_____ This person has to do a project.

_____ This person makes some suggestions and gives some advice.

_____ This person wants to know what the other person chooses.

	Main idea	Examples
Suggestion 1:	a great scientist	
Suggestion 2:		
Suggestion 3:		

Language Lab

Read these statements. Find and underline examples in the letter.

- We use exclamation marks to show excitement.
- We use short forms (*it's*, etc).
- We use *should*, *why don't you*, *how about* and *what about* to make suggestions.
- We don't always write complete sentences in an informal letter.



HOMEWORK!

Do exercises 1 and 2 on page 41 of your Workbook.

Plan your project!

Oh, and my brother passed his driving test last week. He's so happy! Now, I've got to do a project at school on a person I admire. I admire lots of people, but I don't know who to choose! Help! Any ideas???

1 Read this extract from a letter from a friend. Write a word or short phrase from the letter in each gap to complete the sentences.

- I'm glad your _____ passed his _____.
- So, you've got to do a project on someone you _____ and you don't know who to _____.

2 In pairs or as a group, discuss suggestions and examples. Make notes.

	Main idea	Examples
Suggestion 1	a great scientist	
Suggestion 2	a member of your friend's family	
Suggestion 3		
Suggestion 4		
Suggestion 5		

3 Complete the planner for your letter.

PLANNER		
Part of letter	Useful information	Your notes
First line	<i>Dear + first name, Hi, + first name,</i>	
Paragraph 1	Thank your friend for their letter. Talk about something in their letter (but not the project). <i>Thanks for... It was lovely/great to hear from you! I'm (really) glad... It was great to hear that...</i>	
Paragraph 2	Talk about the project. Make your first suggestion. <i>So, you've got to... Maybe you should...</i>	
Paragraph 3	Make another suggestion. <i>Why don't you...?</i>	
Paragraph 4	Make another suggestion. <i>What/How about...?</i>	
Paragraph 5	Write two or three final sentences. <i>I hope you like... Let me know... I've got to go now because...</i>	
Closing phrases	Say goodbye and express your love. <i>Bye! Bye for now! See you soon! Lots of love, Love,</i>	
Your name	Your first name only	

4 Write your letter. Use the ideas in your planner. Remember to be friendly!