

to reach as many children as possible.

Tsosoloso Ya Afrika is made up of mobile classrooms, which can last up to 10 years, but with the huge number of children at the school, these classrooms are falling apart (разваливаются).

The roof is falling down and there are no windows in almost every classroom.

Only one toilet is working for the 1,200 pupils. At break time the children wait in a line to use the toilet.

‘There is discipline [ˈdɪsɪplɪn] and order at the moment,’ said one teacher. ‘But we can’t expect that it will last for a long time. Huge classes might cause big problems in the future.’



**2b.** What do you think about the schools above and their students?

**2c.** Compare the problems of your school with those in the text.

**3.** Work in groups. Take part in the Internet project ‘Schools Around the World’: make a video about your school.

- Write the script for your video. Describe the school building and facilities, subjects, school problems and coping with them, after-class activities, clubs.
- Distribute the roles.
- Choose materials about your school and write your role.
- Film the video using a camera or your mobile phone.
- Present your video in class and discuss it.

## Lesson 7. Cheating at school: for and against

**1.** Work in groups of three. Find out what your classmates think about cheating.

**2a.**  Listen and read the Internet forum on cheating. Which of the participants are for cheating and which of them are against it?

|       |   |
|-------|---|
| Grace | I dislike cheating, it's dishonest. Cheating is the same as lying. Copying a friend's work is never a good idea <b>because</b> you won't get any knowledge. Even if no one finds out that you've been cheating, YOU will know. You'll feel bad about it and you'll never learn to do that kind of work.   |
| Tank  | Some people say cheating is bad, and it's wrong. There is also that popular phrase everyone loves to use: "When you cheat, you're really cheating yourself." Is this true? I say: NO! I have cheated on tests, homework and projects all through my school years. It's something I take pride in. I'm proud of myself <b>because</b> out of the hundreds of times I've cheated, I've only been caught ONE time. |
| Pinky | <b>Since</b> every school has a cheating policy, cheating can get you in serious trouble. You can get an automatic F or Zero on the test or project or even be expelled (исключен) from school. If you cheat to get a better mark, you're taking a big risk of getting a much worse mark that will seriously set you back.  |
| Grace | Cheating is unfair to you. School can help make you a better person in many ways, and help you learn the things you'll need in your future life. If you cheat, you will never really learn these things, <b>for</b> all you're going to learn is how to cheat!  |
| Tank  | Unfair? School is unfair to you too! Most of the subjects you have to take at school, you will never need in your life. If you're not going to study Physics or Maths at college or university, why would you need the laws of relativity (законы относительности)? Save time for yourself.   |
| Pinky | <b>As</b> it's important to play fair in games and sports, school, must be a place for a fair play, too. When you cheat at school to get better marks, it's unfair to the kids who actually studied and did the work.   |

**Fred**

I cheat because my homework, test or projects are not a bed of roses. I can't cope with them but I want to get as good marks as my classmates. **As** for my parents they think I have no problems at school, I don't want to disappoint them.

## Grammar focus

### Clauses of reason

- Read the sentences with the words in bold and answer the questions.

*What subordinate clauses do the words in bold introduce? What is the place of the subordinate clauses in complex sentences? Why?*

- Complete the rule using the correct conjunction from the box below.

|            |              |                |           |
|------------|--------------|----------------|-----------|
| <b>for</b> | <b>since</b> | <b>because</b> | <b>as</b> |
|------------|--------------|----------------|-----------|

Clauses of reason with the conjunction... usually follow the main clause to show that the reason is very important.

Clauses of reason with the conjunctions... and... are usually before the main clause to show that the reason is well known.

Clauses of reason with the conjunction... always follow the main clause to show that the reason is afterthought.



Read the rule (pp. 290–291) and check your answers.

**2b.** Work in pairs. Combine the sentences from A and B to make up different ideas about cheating. Explain why these conjunctions are used.

| A  | B   |
|--|---|
| 1. I sometimes cheat at school           | a) <b>since</b> I don't want to look stupid                 |
| 2. I never cheat at school               | b) <b>because</b> it's the easiest way to get a higher mark |
| 3. I hate cheating                       | c) <b>for</b> it's unfair                                   |
| 4. I don't mind cheating at school       | d) <b>for</b> you might get into trouble                    |
| 5. I copy my homework from my classmates | e) <b>because</b> I'm lazy                                  |
|  | f) <b>as</b> some subjects are a hard nut to crack          |

fair (*adj*) – unfair    honest (*adj*) – dishonest

**2c.** Read the text again and complete the table.

| Arguments <b>FOR</b> cheating | Arguments <b>AGAINST</b> cheating |
|-------------------------------|-----------------------------------|
| ...                           | ...                               |

**3.** Express your opinion about cheating. Use the linking words.

first of all, secondly, furthermore, in addition to this, moreover, because, for, since, as

**4.** You are going to take part in a debate about cheating. You will need the following phrases. Match the phrases with their functions.

**A:** Accepting smb's idea

**B:** Accepting smb's idea but not convinced

**C:** Expressing disagreement

- I'm afraid I can't agree with / that...  
I cannot believe that...  
I don't find it a very convincing argument.
- I find it a very convincing argument.  
I'd like to support... 's point of view about...  
That's just what I think.

3. These are all important points, however / on the other hand ...  
It is true that ... Nevertheless, ...  
That is a good point but ...

**5a. Prepare for the debate. Draw out the cards with the words ‘For’ and “Against” to find out what point of view you will have to defend during the debate in the next lesson.**

**5b. At home prepare for the debate:**

- think of your arguments,
- write them down,
- try to predict the opposite team’s arguments and how to contradict them.

**6. Hold the debate about cheating.**

**A. Follow the debate rules.**

- Don’t interrupt others.
- Don’t offend others.
- Raise your hand if it’s not your time of speaking.
- Don’t whisper while another speaker is talking.

**B. Start the debate.**

**Tips:**

- Don’t forget to use linking words and phrases from the previous lesson.
- The results of the debate will depend on both your convincing arguments and following the rules.
- If you break the rule, your team gets a red card.

**7. Has the debate influenced your own opinion on the topic? Has your opinion changed?**

## **Lesson 8. A true school story**

**1a.**  Read Part I of the story. Who are the following people?

Charles Pryor

A.J. Fielder

Happy Jack

Jimmy and Johnny Farrar

## UNIT 9

### Lesson 4. Criticism: *should / ought to* + Perfect Infinitive. Модальные глаголы *should / ought to* + Perfect Infinitive для выражения критики прошлого действия.

Модальные глаголы **should / ought to** в сочетании с Perfect Infinitive выражают порицание или упрек и означают, что кто-то, по мнению говорящего, неправильно поступил в прошлом.

Kevin didn't have breakfast. His mother says, "You **ought to have had** breakfast!"

Kevin panicked. His mother says, "You **shouldn't have panicked!**"

### Lesson 7. Clauses of reason. Придаточные предложения причины

Придаточные предложения причины вводятся союзами **because, as, since, for** и передают причину действия. Предложения с союзом **because** обычно стоят в конце, что указывает на самую важную часть предложения – причину.

I went to Spain last summer **because** I wanted sunshine on every day of my holiday.

**As** и **since** обычно используются в начале предложения, когда причина уже хорошо известна, а потому менее важна.

**As** the performance had already started, we went up to the balcony and occupied some empty seats there.

**Since** John had already eaten, I had a sandwich.

Однако они могут стоять и после главного предложения.

We can all go home, **since** there's no more business.

Союз **for** никогда не используется в начале предложения, он всегда идет после запятой в письменной речи или паузы в устной речи. Это своего рода «мысль вдогонку».

I told her to leave, **for** I was very tired.

I decided to stop the work I was doing – **for** it was very late and I wanted to go to bed.