

UNIT 2

EDUCATION
MATTERS

UNIT OUTLINE

Lesson	Title	Constructing meaning	Communicating	Functions and linguistic exponents	Pronunciation
1.	School-related words	Reading: Exploiting an ad	Speaking: Expanding vocabulary	Persuasion Word building	
2.	Education for all Webquest (Acronyms)	Reading: Exploiting a graph and data Reading an ad	Speaking: Understanding acronyms	Expressing opinion Hypothesizing If / Unless	
3.	Virtual schools	Listening to a report	Speaking: role play	Expressing agreement and disagreement Emphatic form	Emphasizing words in a sentence Silent letters
4.	Online Learning	Reading quotations	Writing: Punctuation Commas in apposition Writing a formal argumentative letter	Expressing opinion	
5.	Comparing Educational Systems	Reading: Interpreting data Analyzing information	Speaking: Discussing in pairs	Comparing and contrasting	
6.	Age or ...?	Reading a newspaper article	Speaking: Producing a speech	Expressing satisfaction and certainty Prepositions with verbs	
7.	Lifelong Learning	Reading: Recognizing text structure and outlining	Speaking: discussing a quote	Expressing opinion Affixation: -hood	
8.	The Back Cover of a Book	Reading a book cover		Compound adjectives Affixation	Minimal pairs Syllable stress
9.	Alexander Graham Bell	Speed Reading Extensive reading	Writing a summary	Exclamation The + adjective	[ʃ] [tʃ]
	PROJECT WORK	Expository texts			
ForArts Session 3	Later	Extensive reading of a short story		Reporting verbs	
ForArts Session 4	Writing a Narrative		Writing a narrative for the PORTFOLIO		

SCHOOL-RELATED WORDS

SPEAKING INTO READING

IN PAIRS

1. Here is a list of words and phrases for you to match with the corresponding questions.

Student A: Ask the questions.

Student B: Answer them.

geometry, art, physics, chemistry, languages, on the timetable, terms/semesters, primary school, in a dictionary, to multiply, to subtract, to divide, paragraph, chapters, full stop, Ordinary and Advanced, sciences, margin

What school do you attend when you are 8 ?

What is a part of a text called ?

What are books divided into?

What does [/] mean?

What do the « **O** » and « **A** » stand for in O level and A level?

What does [-] mean?

Where can you find the days of the week?

What do you call the space on the left side of the page?

Where can you find the meaning of words?

What do you find at the end of a sentence?

What subjects do you study at secondary schools?

How is the school year divided ?

What do you call English, French and German together?

What are physics, chemistry and biology together called?

What does [x] mean?

2. THE OPPOSITES GAME

- a) Play the opposites game by providing a word for which your partner will suggest an opposite. Use the words in the box.

teach – clever – good – hard – pass – written – first – practical – oral – candidate – stupid
– fail – worse – attend – examiner – bad – easy – last – learn – work – theoretical – leave
– holiday – better –

- b) Think of more opposites related to education and check with classmates to get more words.

READING

1. Focus on this incomplete sentence and jot down as many alternatives as you can to complete it.

The real wealth of a nation is ...

2. Look at the title and the subtitle of the ad and guess

- a) What the real wealth of a nation is.
b) What “they” refers to.
c) What the ad is about.



They are the future

The real wealth of Asia

3. Read the ad and answer the questions below.

- a) What does ‘WFP’ stand for? What is its role?
Focus on the website and e-mail address to find out.
b) What is the real wealth of Asia?

Providing children with a good education is a priority for all of Asia.

Yet millions of children are still being denied a proper education, because their parents are too poor to send them to school.

For the last 40 years, WFP has been providing nutritious meals to millions of children at school, giving parents, even the poorest parent, a good reason to send them there.

It reduces child hunger and boosts school attendance at the same time.

This year, we expect to feed 5 million school-children in Asia. Support us, and help build the real wealth of Asia.

**United Nations
World Food Programme**

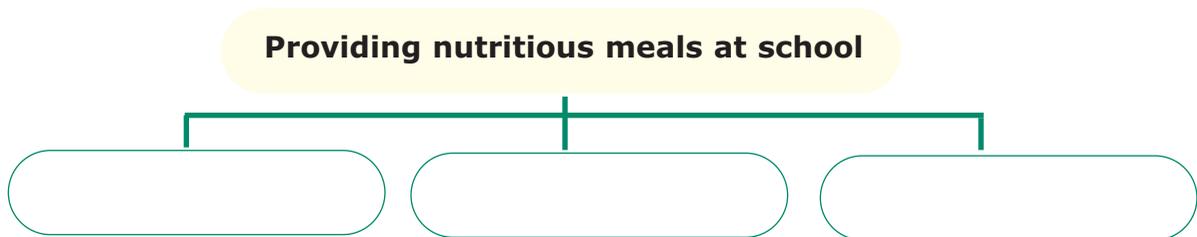
To find out more about WFP, or to make on-line donation, go to www.wfp.org
Or email asia.fundraising@wfp.org

4. What makes children stay in school?

5. What do you think the purpose of this ad is?

- a) Showing the importance of education.
- b) Persuading people to donate money.
- c) Describing poor children's situation.

6. Fill in the diagram with the 3 consequences of.



7. Find words that mean:

- a) offering , giving
- b) a very important thing
- c) refused
- d) nourishing, healthy
- e) makes better

GRAMMAR FOCUS

1. Look at this sentence from the ad .

Their parents are **too** poor **to** send them to school.

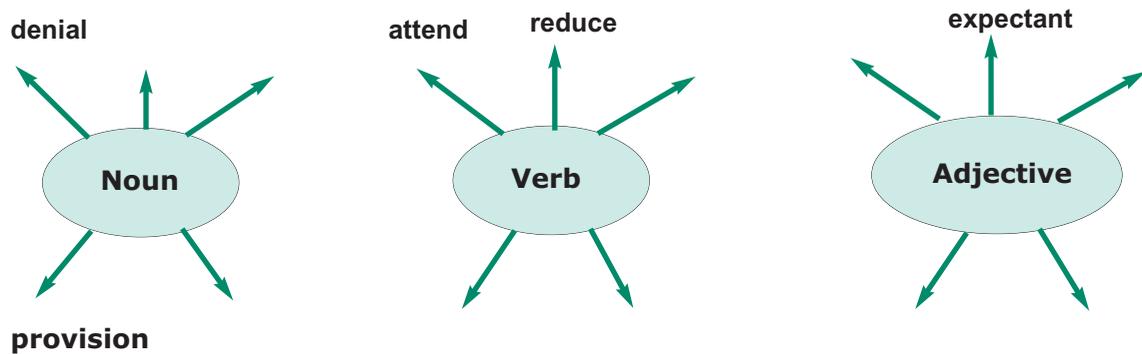
What do you notice? What does this express?

too + ? + ? ⇨ ?

Use 'too to' to combine the sentences.

- a) You are very busy. You can't finish all the things you planned to do.
- b) I'm very tired. I can't help you.
- c) It's late. We can't go to the cinema.

2. Complete the spidergrams with the corresponding word form.



AN ACROSTIC ABOUT SCHOOL

Study
Communicate
Help
Offer
Organise
Learn

Can you write your own acrostic about school?

S.....
C.....
H.....
O.....
O.....
L.....

MY NEW WORDS	MY GRAMMAR	WHAT I CAN DO NOW
<p>boost, deny, nutritious, priority, provide</p>	<p>Too + adjective + to They are too poor to send their children to school : they are extremely poor so it is impossible for them to send their children to school.</p>	<ul style="list-style-type: none"> • Complete the title of an ad • Predict what an ad is about • Identify synonyms in context • What else have you learnt in this lesson?



EDUCATION FOR ALL

SPEAKING INTO READING

IN PAIRS

1. Match the acronyms with the corresponding organisations. Write each acronym where appropriate.

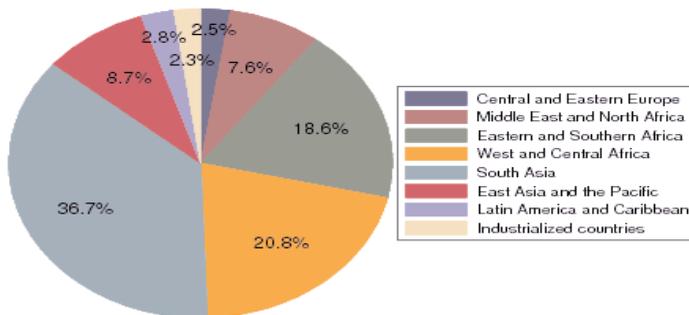


NOW - UNO - WWF - WTO - WHO - UNESCO - FAO - WFP - UNICEF - IMF - OPEC

Acronym	Organization
.....	a) World Food Programme
.....	b) International Monetary Fund
.....	c) United Nations International Children's Emergency Fund
.....	d) Food and Agriculture Organization
.....	e) United Nations Educational Scientific and Cultural Organization
.....	f) World Wide Fund
.....	g) World Trade Organization
.....	h) Oil Producing and Exporting Countries
.....	i) United Nations Organization
.....	j) National Organization of Women
.....	k) World Health Organization

2. Which organizations can bring solutions for children out of school? Discuss with a partner.

REGIONAL DISTRIBUTION OF CHILDREN OUT OF SCHOOL, 2001/02



Friedrich Huebler, February 2006, huebler.blogspot.com

Data source: UNESCO Institute for Statistics (UIS). 2005. *Children out of school: Measuring exclusion from primary education*. Montreal: UIS. Table 1.1, page 18.

1. Study the graph and check which countries suffer most from exclusion. Try to understand why.
2. Read the UIS extract to complete the table with the appropriate figures:

The majority of the 115 million children out of school live in Sub-Saharan Africa, as the graph above shows. 24.0 million (20.8 percent of the total) live in West and Central Africa and another 21.4 million (18.6 percent) in Eastern and Southern Africa. South Asia is home to 42.3 million or 36.7 percent of all children out of school. 10.0 million children not in school (8.7 percent) live in East Asia and 8.8 million (7.6 percent) in the Middle East and North Africa. The remaining regions have relatively high primary school enrolment rates and are therefore home to fewer children out of school. Latin America and the Caribbean contribute 3.3 million (2.8 percent) of the global population of children out of school, 2.9 million (2.5 percent) live in Central and Eastern Europe and 2.6 million (2.3 percent) in the industrialized countries. The regional groupings are those used by UNICEF .

Region	Percentage	Number of children
West and Central Africa	20.8 %	-----
Eastern and Southern Africa		21.4 million
East Asia and the Pacific	8.7 %	-----
Middle East and North Africa	-----	-----
Latin America and The Caribbean	-----	3.3 million
Central and Eastern Europe	-----	-----
Industrialized Countries	2.3 %	-----

3. Find the words that mean :

- a) registration
- b) consequently

A UNICEF AD

1. Some of the words in the following ad are unfinished. Complete them. The first letter(s) of each word is provided. Each dot stands for a letter.

Grade 2

+ \$ 1

= Grade 3

Give to UNICEF and you give children a chance. For example just \$1 can provide 8 children with pencils and exercise books. Or \$225 can buy a recreation kit containing toys, games and physical education supplies for an entire class of girls and boys. To learn more, or to give, please visit www.unicef.org

SAVE A CHILD AND THE FUTURE WILL FOLLOW



2. What is the purpose of this ad?
3. What is used to draw the reader's attention?
4. Rephrase the UNICEF's equation **Grade 2 + \$1 = Grade 3**. Start as shown.
 - a) If we don't-----
 - b) Unless -----What is the difference between sentence 'a' and sentence 'b'?

Draw a conclusion:

if + ? verb = unless + ? verb

5. How can a child be saved?

GRAMMAR FOCUS

1. Read this quotation by Aristotle and rephrase it in your own words:

The fountain of knowledge will dry up **unless** it is continuously replenished by streams of new learning.

2. Express the sentences below differently beginning as shown.

- a) Unless we help poor children, they can't have a good future.
If
- b) If they don't get an education, they will not live a decent life.
Unless
- c) They will not succeed unless we provide them with the necessary tools.

d) Their life will not be meaningful if their conditions are not improved.

Unless

e) This situation will not change unless everyone contributes with some assistance.

If

f) Unless we all feel concerned, this change will not be possible.

If

g) If we do not get involved as soon as possible, the situation will get worse.

Unless

WEBQUEST

For more details about international organisations, choose 1 or 2 acronyms and use the Google or Yahoo search engine to select the most interesting information and insert it in your PORTFOLIO.

MY NEW WORDS	MY GRAMMAR	WHAT I CAN DO NOW
acronyms, enrolment, therefore	If + negative verb = Unless + positive verb	<ul style="list-style-type: none">• Interpret a graph• Read an ad• Guess the meaning of words

VIRTUAL SCHOOLS

LISTENING INTO SPEAKING



TIMETABLE

0900	Log on to the internet, chat to classmates in the "school hall"
0930	Classes start
1030	Break
1100	Lesson 2
1200	Lunch
1300	Last class
1400	"Home time"

1. Look at the picture, the title of the lesson and the timetable to guess what the child is doing.

2. Listen to Part 1 and complete the sentence below.

In2006, Shan Jayran and her
 John DaviesFirst College, an
 high school and now it hasstudents.

3. Match the words on the left with their definitions on the right. There is an extra definition.

1. bullying	a) writing on the computer
2. log on	b) crowd of people moving in a busy way
3. appeal	c) testing
4. texting	d) connect a computer system
5. bustle	e) what makes something attractive
	f) frighten or hurt a weaker person

4. Listen to Part 2 and complete the table with the appropriate information.

Name	Age	Reason for enrolling in virtual schools
Zack		
Natalie		

5. What is the journalist's opinion about virtual schools? Justify your answer.

6. What are the benefits and drawbacks of virtual schools?

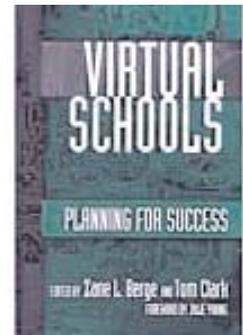
SPEAKING

IN PAIRS

Use the information you gathered from the Listening for a conversation about virtual schools. Student A is in favour of virtual schools while student B is not. Be ready to enact it.

Use :

- I think...
- I'm afraid I don't agree...
- I see what you mean, but...
- You are making a good point, however...
- What you say is but I still strongly believe...



GRAMMAR FOCUS

1. "Sitting at a computer for 5 hours does have side-effects." Why does the speaker raise the pitch of his voice when he pronounces does?

Complete the rule .

We use :

? + infinitive without to → to ? meaning

2. Complete the paragraph with the words in the box.

bustling – enrol – texting – bullying – do - log on - more

The students who -----in virtual schools -----feel better because they no longer suffer from -----or----- . They are -----confident: all they have to do is -----and start-----.

PRONUNCIATION FOCUS

1. Read these words aloud and check what they have in common, What do you notice?

right – half – taught – friend – bustle – psychology – knowledge – combo –
knee – througho.

2. Focus on the underlined letters. Pronounce all the letters in bold to get the past form of a semi-regular verb .

plumber – biscuits – harmful – autumn – listen .

3. Think of a word you will get from silent letters. Write the words that contain the silent letters you need. Underline the silent letter in each word. Say the words to the class.

Emphasizing words in a sentence.

- I read a tale last week.

Say the sentence 5 times stressing one word each time you say it. Then answer the questions. Focus on the words in bold type.

Example :

Who read a tale last week?

- I read a tale last week.

What did you read?

What did you do last week?

When did you read a tale?

IN PAIRS

Focus on this sentence :

Mary enrolled in a virtual school last summer.

Ask and answer questions using who, what, when and where. Follow the example above.

Make sure you emphasize the appropriate word corresponding to the question asked.

Mary enrolled in a virtual school last summer.

MY NEW WORDS	MY GRAMMAR	PRONUNCIATION
appeal, bullying, bustle, log on, texting	do / does / did in emphatic form: He does work hard	<ul style="list-style-type: none">• Silent letters• Emphatic stress on words

WHAT I CAN DO NOW

- Work in pairs to express opinion
- Emphasize words in a sentence
- ?
- ?

ON-LINE LEARNING

READING INTO WRITING



Reacting to quotations:



This is what some e-learners think, about being a cyber student. What do **you** think?

1. Read the three quotations from the **ESL** (English as a Second Language) magazine of June 2003 and check if you agree with these e-learners .

A

Most on-line learners quickly realize that the time commitment is the same as in real classes, if not more.

B

Some students believe that e-learning must be easier because they do not have to go to a classroom.

C

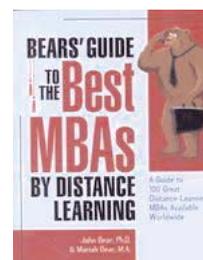
Online learning, like all learning, requires a commitment of time. If you don't have enough time, you can make more time. Some options are sleeping less,?,?,?,?and so on.

2. Focus on quotation C and complete it with more options to make more time.

PUNCTUATION FOCUS

Using commas

- In quotation C, 2 commas are used in the following phrase
... , like all learning ,
- John Bears, author of Bear's Guide to Earning Degrees by Distance Learning ,...
A comma (,) is used :
 - before and after a phrase **in apposition** , giving additional information about the noun it follows. (An apposition is the addition of a phrase to another as an explanation.)



- to separate items on a list.

COMPARING EDUCATIONAL SYSTEMS

SPEAKING INTO READING

IN PAIRS

1. Complete the information about the Tunisian educational system. Ask your teacher for help if you do not have the data.

Total duration of schooling?
 Number of cycles?
 Compulsory education: 2 or 3 cycles?
 Primary education lasts.....years.
 Basic.....
 Basic(2nd cycle)
 Secondary.....

The Republic Of Tunisia
 Ministry of Education and Training

THE NEW EDUCATION REFORM IN TUNISIA

AN EDUCATION STRATEGY FOR THE FUTURE
 2002 - 2007

- Schooling which lasts 12 years
- Schooling which is divided into 3 cycles (primary/ preparatory/ secondary)
- Compulsory education which lasts 9 years
- Compulsory education which is free of charge

2. Now study the data about American education and see whether there are any similarities with Tunisia's system.

Age	School	Form/Year
6 till 11	Elementary	Grades 1-6
12 till 14	Junior High	Grades 7-9
15 till 18	Senior High	Grades 10-12
Over 18	College or University	

3. Produce a table showing the stages of the Tunisian system .

4. Read the information about education in New Zealand then draw a Venn Diagram showing the similarities or the differences between the educational systems in **Tunisia** and in **New Zealand**.

Primary and Secondary education is compulsory for students between the ages of 6 and 16 and is a right until 18. Most students start at age 5 and remain in school for the full 18 years. The last 2 years of primary are normally considered intermediate school, leaving primary school to end at year 6. Secondary school is the remaining 5 years of schooling.



Interpreting data : Read the data about education in England and Australia.

Education in England

Primary Phase	Secondary Phase
<ul style="list-style-type: none"> • Infant Schools : 5-7 years • Junior Schools : 7-11 years • Primary Schools : 5- 11 years 	<ul style="list-style-type: none"> • Secondary schools: 11-16 years or 11-18 years • Sixth Form Colleges: 16-18 years

Education in primary schools focuses on the basic skills of reading, writing and maths. Children spend most of the day with a class teacher and they have specialist teachers for subjects such as Music and French. The subject areas of Geography, History, Science, Art, Drama, Design and Technology are sometimes drawn together in themes or topics.

At secondary level children are taught by subject teachers. Up to the age of 14, secondary schools give a broad, balanced education. From 14 to 16 pupils are taught in groups that relate to the subjects and levels for their **GCSE (General Certificate of Secondary Education)**. The first 3 years focus on studies that must include the three “core” subjects of mathematics, English and Science in addition to the 7 “foundation” subjects of technology, history, geography, a foreign language, art, music and physical education.

The National Curriculum is divided into four “Key Stages”, which broadly relate to pupils’ ages: KS1 from five to seven KS2 from seven to eleven, KS3 from eleven to fourteen, KS4 from fourteen to sixteen. The National Curriculum specifies what children must study and what they are expected to know at different ages.

Education in Australia

- Preschool and school education 13 years :
- Preparatory year + Primary + Secondary school
- Compulsory school education until 15
- The number of students per teacher average 12.4

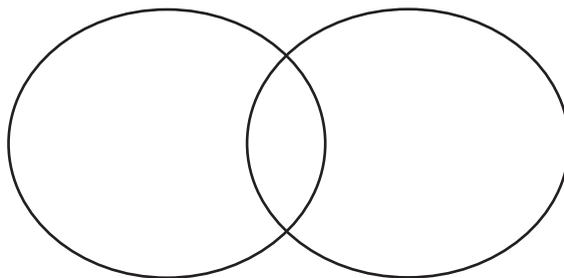


School of the Air

Being vast, Australia is often isolated with remote communities. Children are sometimes thousands of kilometres from the nearest school. Australia's belief in education for all demanded a solution to this problem, and teachers conceived a plan to use the radio network to reach children living in the remote homes. The first school of the Air opened for class in 1951. The radio remains an integral part of the school, however, newer technologies such as satellites, the internet, telephone and fax are also used where available, in addition to the postal service.

IN GROUPS

1. Check whether there are any similarities between **England** and **Australia**.
2. Complete the Venn Diagram (the two intertwined circles) with the similarities and the differences between the 2 educational systems shown above.



3. Go round the class and check what the other groups have written. Show them your diagram and let them comment on it.
4. Present your diagram to the whole class.
5. Use connectors to compare and contrast the 2 systems. Use these linkers: *whereas - while - unlike - however*

Read the information about **England** and answer the following questions.

1. How many types of teachers provide instruction to English pupils at different levels of learning? What are they called?
2. What do you call the basic, common subjects at early secondary school?
3. What is the national examination taken at the end of secondary education?

Read the information about **Australia** and

1. identify the special features of the Australian system.
2. interpret the teacher-student ratio. Is it common in other countries?
Justify your answer.
3. comment upon the teachers' plan to reach the students who live in far away places.
4. check the means used besides the radio network. Which connector justifies this?

WHAT I CAN DO NOW

- Interpret data
- Use a Venn diagram
- Compare and contrast
- ?

AGE OR ?

READING INTO SPEAKING

IN PAIRS

Discuss with a partner, then share with the whole class.

1. What are classes like in Tunisian schools ?
2. How are students grouped in classes?
3. What about your own class. Is it made up of outstanding students only?
4. Compare your school with pioneer schools.
5. What does the Education Act say about schooling?

Read the title and suggest a word to complete it.

School where pupils will be taught according to
instead of age

A SECONDARY school is to become the first state school in England to teach all its pupils according to their ability rather than their age.

(A)

Pupils at Bridgemary School in Gosport, Hampshire, will be taught in mixed-age classes from September under the radical initiative to boost standards.

For each subject they will be assessed via tests and teacher judgments then allocated to one of five levels, depending on their ability.

(B)

'Children get bored or their behaviour can get challenging if they are not being pushed because the levels within class are too different.'

Mrs. Heron, 50, took over at Bridgemary three years ago. It has 1,100 pupils aged 11 to 16 and is in a deprived urban area.

Shortly after her arrival, Bridgemary was classed by schools watchdog Ofsted as having 'serious weaknesses' with most pupils failing to gain five good GCSEs.

Mrs. Heron said the new 'personalised learning' system was aimed at tackling the culture of under-achievement. She added: "We have got to find a way to change this culture and I am of the opinion that the normal class system does not seem to be working."

The five levels are access, entry, level one, level two and level three. Access deals with basic numeracy and literacy, while level three is equivalent to A-levels.

The school tested the plan when it transformed traditional tutor groups into mixed age 'learning groups'.

Mrs. Heron - described by Ofsted as an 'excellent leader who was driving the school forward' - said no problems had been found with having older and younger children together.

The school's plan for a total switch to classes based on ability reflects the resurgence in support for differentiating by ability, which was once condemned as anti-comprehensive.

(C)

It is estimated that 60 per cent of secondary schools employ some form of streaming but experts say the level of personalised learning Bridgemary plans is unheard of.

Dr. Faysal Mikdadi, chairman of governors at Bridgemary and an Ofsted inspector, said: "A lot of people will say we are moving away from the comprehensive ideal. I don't think that is true and anyway I could not care less about an ideal.

'I care about whether these children are achieving their potential.'

The scheme is being monitored by the local authority and Ofsted.

Daily Mail,
April 11th, 2005

Read the article and do the activities below.

1. Explain how this school is different from other state schools.
2. Complete the table.

Reason for starting this school	How students' level is chosen	Location
..... in Hampshire

3. The following paragraph has been removed from the article. Which section does it belong to: (A), (B) or (C) ?

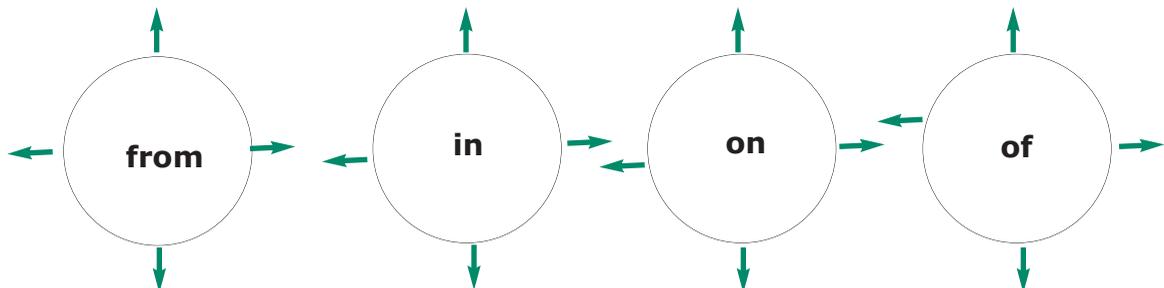
It means bright 12-year-olds will be able to begin GCSE or even A-level courses with older pupils, while teenagers struggling with their reading, writing or maths will share classes with younger pupils. Headmistress Cheryl Heron said yesterday: "If the children are able, why stop them?"

4. Find out the aim of the headmistress adopting this scheme.
5. Identify :
 - a) the two categories of students the school distinguishes between.
 - b) the five levels the students go through.
6. Pick out details showing the education authorities are satisfied with Mrs Heron's plan.
7. Find words meaning
 - a) to increase the strength (section A)
 - b) evaluated (section A)
 - c) poor (section A)
 - d) basic knowledge of arithmetic or mathematics in general (section B).
 - e) I think that (Section B)
8. Paraphrase this statement: « I care about whether these children are achieving their potential. »
9. Choose the adjective that best fits the statement.
The chairman of governors at Bridgemary sounds (boastful - indifferent - defiant) when he says: « I could not care less about an ideal » .

GRAMMAR FOCUS

- The following sentences are all from the article. Fill in the gaps with the right prepositions.
 - For each subject, they will be assessed via tests and teacher judgements then allocated----- one of the five levels.
 - The new personalised system was aimed -----tackling the culture of under achievement.
 - Access deals-----basic numeracy; level three is equivalent ----- A levels.
 - It transformed traditional tutor groups-----mixed age groups;
 - I could not care less-----an ideal.
- Group the words in the box below according to the prepositions they are used with.

succeed - depend - approve - deprived - prevent - suffer - independent - believe - differ - result.



Add more verbs if you can.

- Fill in each blank with the right preposition from the box .
Some prepositions can be used twice.

among - for - at - from - into - of - to

A deep insight into the way the brain learns language has emerged.....the study of Nicaraguan Sign language, invented.....deaf children in a Nicaraguan school as a means of communicating..... themselves. The finding suggests that the brain naturally breaks complex concepts smaller components, indicating a dedicated neural machinery language. The Nicaraguan children are well known linguists because they provide an apparently unique example people Inventing a language from scratch.

The phenomenon starteda schoolspecial education in the late 70's. Instructors noticed that the deaf children, while absorbing little their Spanish lessons, had developed a system of signs for talking.....one another. As one generation of children taught The system to the next, it has evolved from a set of gestures into a far more sophisticated form on communication.

DEVELOP YOUR SPEAKING SKILL

Mrs Herson is invited to deliver a speech at an international conference on the alternative teaching approaches. Make her speak about her new plan and its aims. Use the information in the box below to prepare the speech.

focus on ability rather than age
 have mixed classes depending on student's academic achievement
 it's high time we paved a quick way to high achievers
 low achievers shouldn't be overlooked
 lower failure rate
 improve teaching methods
 selection is beneficial for both good and less good students

MY NEW WORDS	MY GRAMMAR	WHAT I CAN DO NOW
assess, boost, numeracy, stream, switch, tackle	Prepositions to depend on to be independent of to suffer from	<ul style="list-style-type: none"> • Reinsert a paragraph where appropriate • Interpret an attitude • Prepare and deliver a speech •?

LIFELONG LEARNING

SPEAKING INTO READING

Proverb Interpretation

Can you explain the following proverb?

“Never too late to learn”

Can you explain what is meant by ‘lifelong’ in the following statement?

Lifelong learning along with ideas such as ‘the learning society’ have become popular with politicians and policy makers in a number of countries. But what does it mean?



SPEAKING

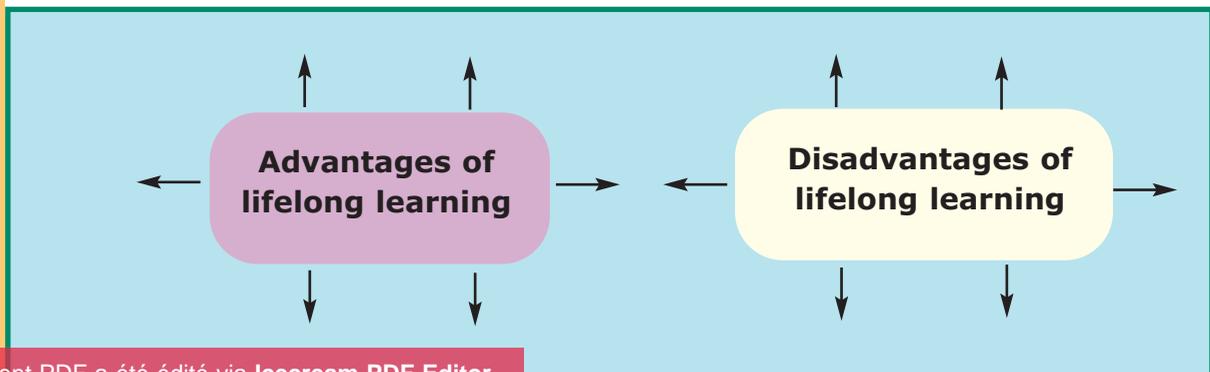
IN PAIRS

1. Discuss the following.

‘Adult education must not be regarded as a luxury for a few exceptional persons here and there, nor as a thing which concerns only a short span of early manhood. It is a permanent national necessity, an inseparable aspect of citizenship, and therefore should be both universal and lifelong.’

What do **YOU** think?

2. Discuss the importance of lifelong learning. Try to complete the following spidergrams. Be ready to report to the whole class.



READING

1. Read the 4 extracts selected from Lindeman, 1926 and match them with the appropriate headings.

- A. The learner's experience is paramount
- B. Adult education should not be only professional
- C. Education is for life
- D. We should start with interests and needs

'Education is not merely preparation for an unknown kind of future living. The whole of life is learning, therefore education can have no endings. This new venture is called adult education not because it is confined to adults but because adulthood, maturity, defines its limits.'

1

'Education revolves about non-vocational ideals. Adult education more accurately defined begins where vocational education leaves off. **Its** purpose is to put meaning into the whole of life'.

2

'The approach. will be via the route of situations, not subjects. In conventional education the student is required to adjust himself to an established curriculum; in adult education the curriculum is built around the student's needs and interests'.

3

4

'The resource of highest value in adult education is the learner's experience... all genuine education will keep doing and thinking together' .

2. Focus on the first extract and

- a) pick out a sentence expressing a cause – result relationship
- b) pick out words meaning almost the same as:

simply :
consequently :
limited :
full growth and development :

3. Focus on the second extract and

answer these questions.

- a) Should both forms of education (for a profession and for the sake of learning) occur simultaneously?
- b) What is meant by 'its'?

4. Focus on the third extract.

- a) Determine whether these statements are true or false. Justify your choice.
Both situations and subjects are necessary in adult education.
In adult education, the learners programs cater for the learners' needs and interests.
- b) Find words meaning almost the same as
traditional:
to adapt:

5. Focus on the fourth extract and explain

- how the learners' experience is a key element in adult education
- find a word that means : authentic

GRAMMAR FOCUS

1. What do you call the age when you are

- a) a child?
- b) a boy?
- c) an adult?
- d) a man?

2. Explain in your words : " a short span of early manhood"

3. Complete as appropriate. You are given an example.

Being a woman is womanhood.

Being a father is

Being a brother is

Being a sister is

4. Checking coherence.

The following sentences are not in the right order. Number them from 1 to 4 to get a coherent paragraph. What clues helped you ?

Three key features stand out of the accounts of lifelong education:

Last, it rests on the belief that individuals are, or can become, self-directing, and that they will see the value in engaging in lifelong education. Then, it extends beyond the formal educational providers to encompass all agencies, groups and individuals involved in any kind of learning activity. First, lifelong education is seen as building upon and affecting all existing educational providers, including both schools and institutions of higher education.

MY NEW WORDS	MY GRAMMAR	WHAT I CAN DO NOW
confined, maturity, merely, venture	<p>Noun + -hood noun motherhood</p> <p>Linkers of sequence</p>	<ul style="list-style-type: none"> • Guess the meaning of unfamiliar words through context clues. • Match titles with paragraphs • Reorder sentences to get a coherent paragraph •? <p><i>Anything else?</i></p>

READING THE BACK COVER OF A BOOK

IN PAIRS

1. Read and complete with suitable words.

A is a thick protective outer page of a book. There is a cover and a back The title of the book and the name of the author(s) usually appear on cover whereas the cover provides information or about

2. Read the following back covers and choose the appropriate alternative.

Air or heir? Coarse or course? Which word did you hear? Which is Which? can help you. The words are arranged IN PAIRS and groups according to how they sound, rather than how they are written, so that you can look up what you hear without knowing the exact spelling. Words with the same vowel sound are grouped together in one section and are listed alphabetically within that section. Each entry contains the phonetic spelling of the word, its ordinary spelling and its part of speech. Several example sentences are given to illustrate the meaning of the word and how it is used. ***Which is Which?*** will prove an invaluable aid to the student of English and the native speaker seeking a guide to the complex area of spelling and pronunciation.

A

If you're learning English and want definitions which are clear and concise, in a handy-sized book you can keep with you at all times, then this is the dictionary for you.

- over 30.000 references
- pronunciation at each entry
- up-to-date vocabulary
- includes American English
- help with grammar
- help with irregular spellings
- many examples of usage

B

'A' is the back cover of a :

- a) dictionary
- d) book of homophones
- c) novel
- d) history book

'B' is the back cover of a :

- a) pocket dictionary
- d) book of homophones
- c) thesaurus
- d) cookery book

Read these excerpts from the **back cover of a novel** and

1. check what kind of information is provided for readers.

" has always had a sharp eye for the odd but piercingly-accurate visual detail, an acute ear for the betraying phrase or inflection ... certainly one of the half-dozen best story writers in English today."

"In this novel, unforgettable characters from every corner of society come to life. The landscape they inhabit is brilliantly depicted."

"The author's writing has the tough precision of poetry and the closely-observed naturalness of everyday life."

"This work is endowed with an emotional genius so palpable one experiences it like a finger pressing steadily upon the prose."

2. Read the whole page and identify 3 compound adjectives that are made up of an adverb and an adjective or a past participle.

3. Rephrase them in your own words to show you understand them.

4. Read the extracts and find words that mean:

- a) unfamiliar
- b) exact
- c) sharp
- d) six
- e) described
- f) memorable
- g) persons in a novel
- h) scenery

GRAMMAR FOCUS

Read the back cover again.

1. Pick out 4 adverbs. How do they end? What do you notice?
2. Provide the corresponding adjective forms.
3. Identify the adjectives in the extract. Copy them in your notebook and supply the corresponding noun forms.
4. What suffixes are used to form adjectives? List all the adjective endings you know: ...able; ...al;;;;.....;.....;.....;.....
5. Keep your adjectives, nouns and adverbs in a file inside your PORTFOLIO.

PRONUNCIATION FOCUS

1. Read these words aloud and check if the underlined sounds are similar or different.

- | | | |
|----|--------------------|--------------------|
| a) | close <u>ly</u> | obs <u>er</u> ved |
| b) | tough <u>h</u> | gen <u>iu</u> s |
| c) | pro <u>s</u> e | wh <u>o</u> se |
| d) | <u>ch</u> aracters | <u>c</u> orner |
| e) | stea <u>d</u> ily | inhab <u>i</u> t |
| f) | vis <u>u</u> al | prec <u>i</u> sion |
| g) | rac <u>i</u> al | prec <u>i</u> sion |
| h) | vent <u>u</u> re | natur <u>a</u> l |

2. Which syllable is stressed in these words? Circle it. Example: (al)ways
 accurate - precision - genius - compelling - experience - imaginative -
 implications - injustice - emancipation - emotional - inhabit - society -
 determined

MY NEW WORDS	MY GRAMMAR	WHAT I CAN DO NOW
accurate, acute, characters, depicted, landscape, palpable, unforgettable	Compound adjectives Adverb + adjective or past participle piercingly-accurate	<ul style="list-style-type: none"> • Read the back cover of a book • • • <p>Complete as you wish</p>

ALEXANDER GRAHAM BELL, THE....



READING INTO WRITING

1. Check your reading rate.

You are going to read a 6-paragraph text about Alexander Graham Bell, the inventor of the telephone.

Take **1 minute** to read as much as you can of the text.

Stop after one minute **sharp**.

Count the words you managed to read.

What is your **reading speed**?

Has it improved compared to your score when you read the biographical notes about Sting in the **Introductory Unit**?

Go round the class and find out about your classmates' reading rate.

What is the average number of words other students managed to read in one minute?

2. Once you have read the text, complete the title with **ONE** word (other than *inventor*).

1. He was "troubled all his life by the timeless and universal human need to communicate," says a biographer of Alexander Graham Bell, the inventor of the telephone. And it was not alone through his invention but even more, perhaps, as a teacher of speech, that Alexander Graham Bell pursued that goal. He would rather be remembered as a teacher of the deaf, he told his family, than as the inventor of the telephone. And what a teacher he was! — enthusiastic, innovative, sympathetic, creative.

2. Alexander Graham Bell's family were no strangers to the communicative arts. His grandfather, for whom he was named, was a well-known elocutionist and actor in Edinburgh Scotland, where the younger Alexander was born on March 3, 1847. In addition to giving public lectures and dramatic readings, the elder Bell developed a considerable practice in the treatment of speech defects, such as stammering, lisping, and other impediments. He wrote two books, *Stammering and other Impediments of Speech* and *The Practical Elocutionist*, which used comma-like symbols to indicate word grouping and emphasis.

In his middle teens, young Alec, as he was called, spent a year with his grandfather, who was at that time living in London. This experience had a lasting influence on his life, and it gave him a maturity and seriousness of purpose that made him seem in some ways considerably older than his years.

3. Bell's father, Alexander Melville Bell, gained a worldwide reputation as a teacher of correct speech and lecturer on elocution. When only a young man he began investigating the working of the vocal organs. Melville Bell, like his father, studied the anatomy of speech and approached his subject with scientific thoroughness. In 1864,

he completed a universally applicable phonetic alphabet by which he could describe the manner of production of the sounds of nearly all known languages. He called this alphabet "Visible Speech" and its various symbols (thirty-four in all) showed how the vocal organs would be positioned to make a sound.

4. Alec and his brothers became quite adept at using the "Visible Speech" alphabet, reading the symbols and producing the sounds they represented. In demonstrations, linguists from various parts of the world dictated words to Melville Bell from a number of different "exotic" languages, dialects and accents (including American Indian languages Arabic, Hindi, Persian, Urdu, and many more), and his sons produced the sounds from the symbols their father had written down. Their performance was impressive, and a commentary in the London Illustrated Times proclaimed: "We cannot pretend even to guess at the horizons opened up by such an alphabet in the training of the deaf, the dumb, and the blind."

5. Alec's mother was a musician as well as an accomplished portrait painter, and her son was born with such a talent for music that from infancy he could play by ear and improvise at the piano. He was therefore given an extensive musical education and for a short while planned a musical career. He in fact did teach music for two years at a boys' school. When he was about twelve years old, his mother lost her hearing; and there is little doubt that this misfortune intensified his sympathy for the deaf and his lifelong interest in helping to alleviate their difficulties in communicating.

6. In the summer of 1868, Melville Bell went on a lecture tour in the United States and Canada, leaving his son in full charge of his practice in London, where Alec also continued his studies at the university. When his father returned, Alec became a full partner in the work, continuing to teach while he studied the anatomy of the vocal apparatus at London University. His work met with great success, and his reputation flourished. The work he did revealed his outstanding talent for teaching.

Adapted from *Twelve Famous Americans*
(Compiled by Thomas Kral)

3. Read and find words and expressions that nearly mean the following:

- a) to be familiar with something (par.2)
- b) someone who writes a biography (par.1)
- c) people who are unable to speak or hear (par.1+4)
- d) handicaps (par.2)
- e) lack of luck (par.5)
- f) eternal / permanent (par.1+5)
- g) used all over the world (par.3)



4. Answer the following questions:

- a) What qualities did Bell have as a teacher?
Comment on the adjectives used and supply the corresponding noun forms.
- b) What shows that Bell's family were used to the arts of communication? Justify your answer with a phrase from the text.
- c) Who is the elder Bell?
- d) Who is the younger Alexander? Why is the comparative used?
- e) What's Bell's petname?
- f) What's Bell's birthplace?
- g) What are his mother's special talents?
- h) What's Bell's educational philosophy?

5. Focus on paragraph 2 and check Bell's age.

- a) Was he a grown up or a child?
- b) How old do you think he was then?
- c) What's meant by "older than his years"

6. Rephrase the following sentence in your own words. What does it express? What helped you understand it ?

What a teacher he was !

7. Pick out a noun from each paragraph. Copy the 6 nouns in your notebook and supply the corresponding adjectives.

LEXICAL FOCUS

1. Here are some synonyms of 2 words from paragraphs 1 and 2. Find the 2 words.

- a) barrier, block, difficulty, hindrance, obstacle =
- b) ageless, changeless, endless, eternal, everlasting, permanent =

In which book are these synonyms to be found ? – An encyclopedia
– A grammar book
– A thesaurus

2. Choose a word from the reading and list its synonyms. Check them later in a thesaurus or a dictionary of synonyms and antonyms.

GRAMMAR FOCUS

1. What a teacher he was !

Pick out the nouns that refer to Bell's family members and produce similar sentences about Bell's mother, father and grandfather.

2. He would rather be remembered as a teacher of **the deaf** (Par.1). What do you think **the deaf** means? Is it just one person or a group?

3. Complete the following:

The + ? is used to refer to a ? of people in society

The poor (= poor people)

The old and the sick (= old people and sick people)

The blind (=blind people)

4. Work in groups of 3 to sort out the following scrambled adjectives to get 3 lists. Put each adjective under the appropriate heading. Each member of the group will have a complete list to check with other groups' lists.

The

rich blind elderly homeless young
 strong disabled sick old
 hungry deaf unemployed middle-aged

Social or Economic	Physical or Health	Age
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.

PRONUNCIATION FOCUS

Which three words do not belong in the group as they contain a different sound? Focus on the underlined letters.

misfortune, musician, reputation, lecture, teachching, flourisshed, education.

DEVELOP YOUR WRITING SKILL

Can you sum up the text you have just read? Give it a try by following the steps indicated below.

1. **Outline** the reading by giving a title to each paragraph.
2. Develop each of the 6 titles into a **topic sentence**.
3. **Support** each topic sentence with details.
4. Produce a **concluding sentence** for each paragraph.
5. **Link** your sentences with suitable connectors to get coherent paragraphs.
6. Make sure your paragraphs make a good **summary** of the text.
7. Make the necessary changes to **improve** your summary.
8. Show your summary to a classmate for revision.
9. **Revise** your summary in the light of your classmate's comments.
10. Check for punctuation, spelling, capitalization and layout.
11. Read your summary one more time to see if you are happy about it.

Keep it in your **PORTFOLIO**.

Check how many pieces of writing your **PORTFOLIO** contains. Make a list of the writing task types you have completed so far.

MY NEW WORDS AND EXPRESSIONS	MY GRAMMAR	WHAT I CAN DO NOW
biographer, deaf and dumb, impediments, misfortune, timeless, to be no stranger to something	– The + adjective used for a group of people e.g. The old = old people – The exclamative form.	<ul style="list-style-type: none"> • Outline a text • Summarize a text • Understand petnames such as: Bob for Robert Betty for Elizabeth Bill for William What else???



Alexander Graham Bell, the inventor of the telephone

PROJECT WORK 2

EXPOSITORY TEXTS

A. You are given a list of types of **expository texts** in the box below.

1. Which types do you already know? Tick them.
2. Underline the ones you have come across in your new book (**Skills for Life**).
Refer to the lesson(s) containing such types.
3. Circle the ones you have never seen.

ads	biographies	brochures	cartoons	definitions
	interviews	invitations	lab reports	letters
lists	maps	directions	book reports	
		editorials	newspaper articles	

4. Check which types of expository texts:

analyse	inform	explain	describe
persuade	define	classify	compare

5. Supply the noun form of the eight verbs in Question 4.
6. Circle the stressed syllable in each of the 16 words (8 verbs and 8 nouns)
7. Check your answers with other classmates and with your teacher.
8. Insert your work in your **PORTFOLIO** for future use.

B. WEBQUEST

Use the Google search engine. Type in the phrase “**expository texts**” to see samples. Select the sample text you like best. **Try to produce a similar text which you will keep in your PORTFOLIO .**

LATER BY MICHAEL FOSTER

EXTENSIVE READING

1. Read the story and place these headings relating to the different parts in the space provided.

- a) Development of the drama
- b) Setting the scene for the story
- c) Conclusion
- d) Focus on the story
- e) Introducing the main characters, setting events in motion

A. _____

It's queer, the things you remember. When life has crumbled suddenly, and left you standing there, alone. It's not the big important things that you remember when you come to that: not the plans of years, not the love nor the hopes you've worked so hard for. It's the little things that you remember then: the little things you hadn't noticed at the time. The way a hand touched yours, and you too busy to notice; the hopeful little inflection of a voice you didn't really bother to listen to...

John Carmody found that out, staring through the living-room window at the cheerful Tuesday-afternoon life of the street. He kept trying to think about the big, important things, lost now – the years and the plans, and the hopes. And the love. But he couldn't quite get them focused sharply in his mind, just now. Not this afternoon.

They, those important things, were like a huge but nebulous background in his mind. All he could remember, now, was a queer little thing; nothing, really, if you stopped and thought about it in the light of the years and the plans and the – the great love. It was only something his little girl had said to him. One evening, two – perhaps three weeks ago. Nothing, if you looked at it rationally. The sort of thing that kids are always saying.

But it was what he was remembering, now.

B. _____

That particular night, he had brought home from the office a finished draft of the annual stockholders' report. Very important, it was. Things being as they were, it meant a great deal – to his future; to the future of his wife and his little girl. He sat down to reread it before dinner. It had to be right: it meant so much.

And just as he turned a page, Marge, his little girl, came with a book under her arm. It was a green-covered book, with a fairy-tale picture pasted on it. And she said: "Look, Daddy."

He glanced up and said: "Oh, fine. A new book, eh?"

"Yes, Daddy," she said. "Will you read me a story in it?"

"No, dear. Not just now," he said.

Marge just stood there, and he read through the report. And Marge's voice, with timid and hopeful little inflections, was saying: "But Mummy said you probably would, Daddy."

He looked up over the top of the typescript. "I'm sorry," he answered. "May be Mummy will read it to you. I'm busy, Dear."

"No," Marge said politely. "Mummy is much busier, upstairs. Won't you read me just this one story? Look— it has a picture. See? Isn't it a lovely picture, Daddy?"

"Oh, yes. Beautiful," he said. "Now, that picture has class, hasn't it? But I do have to work tonight. Some other time..."

After that, there was quite a long silence. Marge just stood there, with the book open at the lovely picture. It was a long time before she said anything else. He read through two more pages...

"But it is a lovely picture, Daddy. And the story looks so exciting," Marge said.

"I know," he said. "Ah...mmmmmm. Some other time. Run along, now."

"I'm sure you'd enjoy it, Daddy," Marge said.

"Eh? Yes, I know I would. But later."

"Oh," Marge said. "Well, some other time, then. Will you, Daddy? Some other time?"

"Oh, of course," he said.

But she didn't go away. She still stood there quietly, like a good child. And after a long time, she put the book down on the chair, and said:

"Well, whenever you get ready, just read it to yourself. Only read it loud enough so I can hear, too."

"Sure," he said. "Sure. Later."

C. _____

And that was what John Carmody was remembering. Now. Not the long plans of love and care for the years ahead. He was remembering the way a well-mannered child had touched his hand with timid little fingers, and said:

"Just read it to yourself. Only read it loud enough so I can hear, too."

And that was why, now, he put his hand on the book. From the corner table where they had piled some of Marge's playthings, picking them up from the floor where she had left them.

The book wasn't new any more, and the green cover was dented and thumbed. He opened it to the lovely picture.

And reading that story, his lips moving stiffly with anguish to form the words, he didn't try to think any more, as he should be thinking, about the important things: about his careful and shrewd and loving plans for years to come; and for a little while he forgot, even, the horror and bitterness of his hate for the half-drunken punk kid who had carelessly driven down the street in a second-hand car – and who was now in jail on manslaughter charges.

D. _____

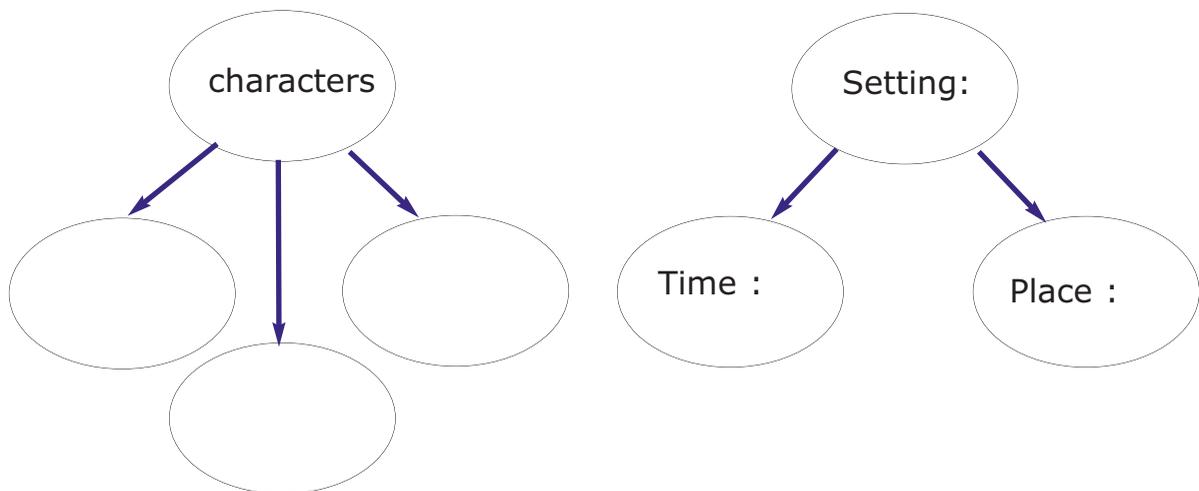
He didn't even see his wife, white and silent, dressed for Marge's funeral, standing in the doorway, trying to make her voice say calmly: "I'm ready, dear. We must go."

Because John Carmody was reading:

"Once upon a time, there was a little girl who lived in a woodcutter's hut, in the Black Forest. And she was so fair that the birds forgot their singing from the bough, looking at her. And there came a day when..."

He was reading it to himself. But loud enough for her to hear, too. Maybe.

2. Complete the spidergram.



3. Match the words with their synonyms or definitions.

<ol style="list-style-type: none"> 1. queer 2. to crumble 3. rationally 4. manslaughter 5. anguish 6. jail 	<ol style="list-style-type: none"> a) logically b) deep suffering c) killing someone d) prison e) to be destroyed f) strange
--	--

4. The following statements are false. Say why.

- a) Tuesday was a cheerful day for John Carmody.
- b) Carmody read a fairy tale to his daughter.
- c) Marge was angry when her father said he was busy.
- d) The punk kid was in jail for drunken-driving.

5. Who do the following adjectives apply to? Put a tick where appropriate.

	Father	Daughter
regretful		
polite		
well-mannered		
sad		
busy		

6. Why does the father feel so guilty?

7. Who is to blame in this story? The father? The punk kid? Both? Justify your answer.

8. What do you think the moral of this story is?

GRAMMAR FOCUS

When we report utterances we use reporting verbs like : **ask, advise, apologize, urge, beg, warn, invite, remind.**

Read the following sentences from the story then report them using the verbs above.

- a) "Look, Daddy."
- b) "Will you read me a story in it?"
- c) "I'm sorry but I'm busy."
- d) "The story looks so exciting, Daddy."

MY NEW WORDS	MY GRAMMAR	WHAT I CAN DO NOW
anguish, crumble, jail, manslaughter, queer, rationally	Using reporting verbs advise, apologize, urge, beg, warn, invite, remind.	<ul style="list-style-type: none"> • Read a short story • Identify characters' profile • Identify the moral of a story •?

WRITING A NARRATIVE

A narrative is composed of the following elements:

1. Setting the scene for the story
2. Introducing the main characters, setting events in motion
3. Focusing on the story
4. Developing the drama
5. Concluding

(For more detailed information about narrative texts, refer back to **Lesson 9, Unit 1**)

1. Develop a five-paragraph narrative.

Follow the instructions below.

- Think of a suitable title.
- Choose vocabulary carefully to create the appropriate atmosphere.
- Use direct speech to make your narrative more immediate.
- Make the final sentence of each paragraph prepare the reader for the development of the story in the next.

2. Revise your draft to check for grammar, vocabulary, spelling, punctuation and capitalization.

3. Read out the first paragraph for the whole class to **comment** on it.

4. **Respond to the comments by justifying your choices.**

5. Insert your final version of the narrative in your **PORTFOLIO** for your teacher to look at and provide recommendations.

6. Add this type of writing to the list you made when you checked your **PORTFOLIO** .

CHECK YOUR LANGUAGE AND SKILLS 1

A FOREIGN STUDENT IN BRITAIN

1. Read the introduction and complete the table.

Who?	What ?	Where ?



Hoda Baraka, age 23 from Cairo, is studying an MSc in politics of the world economy at the London School of Economics (LSE) economy at the London School of Economics (LSE)

- London universities' reputation for academic excellence is what most attracts foreign students to the capital, particularly those pursuing graduate studies. As someone who completed an undergraduate degree at an American university, then did postgraduate studies at the LSE, I can attest to the strengths of the British system.
- While the US system exposes students to a wide range of subjects, the British system focuses more on building a solid base for critical thinking. This approach has proved to be more fulfilling for graduate students - in the UK they are assessed more on the strength and eloquence of their arguments, rather than on how much information they have absorbed.
- The vibrancy of London life also features highly for most graduate students, and many universities highlight this when attempting to attract overseas students. The exposure to different cultures and mindsets is matched by few universities in other world capitals.
- Although most UK universities emphasise that their graduate programmes are only one year - an important advantage over their American counterparts - more students are considering part-time study, in view of the severe time constraints on full-time students. This enables them to take part in the many other activities that university life offers.
- However, there is a more important issue, which in my view is likely to dissuade an overseas student from studying in the UK: the financial outlay. The availability of scholarships for international students is limited. Many fewer university scholarships are given to overseas students in Britain than in the US. These financial constraints reduce the pool of foreign students. This is a sad loss for the cultural diversity of university life
- As someone who has been exposed to the American and British educational systems, the British system was more fulfilling and enlightening. But the financial headaches of studying here must be addressed if international students are to continue to choose the UK.

The Guardian, Tuesday October 31, 2006

2. Read the text and tick the correct alternative.

The text is mainly about

- a) Difficulties in an Egyptian student's life
- b) Studies in the USA and the UK
- c) International students in the UK

3. Find words in the text meaning

- a) a big choice (par.2)
- b) attract attention to (par.3)
- c) make it possible for someone to do something (par.4)
- d) persuade someone not to do something (par.5)
- e) providing information and understanding (par.6)

4. "The financial headaches of studying here must be addressed" means:

- a) Journalists must write about the financial difficulties
- b) The government must think about and deal with the financial difficulties
- c) Students must fill in an application form not to have financial problems.

5. Do you think that the exposure to different cultures and mindsets is important for students?

6. Read this sentence from the text

*"While the US system exposes students to a wide range of subject, the British system focuses on building critical thinking." What does the sentence express? **

- a) Regret
- b) Contrast
- c) Suggestion

CHECK YOUR LANGUAGE

1. Report these utterances beginning as shown.

"I'm getting tired of waiting," he complained. "I've been sitting here for half an hour. The same thing happened when I came here yesterday. The next time it happens, I shall report it."

He complained that because he
..... He added that
....., and ended by saying that
.....

2. Complete the text with words from the box.

tours gifts accommodation enjoyable friendly provide qualified range

Welcome to Cheltenham Spa

Make our Tourist Information Centre your first call when planning your visit to Cheltenham. Ourteam can provide an extensive range of services to make your stay and memorable. We can book your, from a homely bed and breakfast to a four-star-hotel. We cantickets for local events and we are booking agents for National Express and local coach operators.

In summer we organise our own varied programme of Scenic Coach Tours of the Cotswolds, plus regular walking..... of Regency Cheltenham, all escorted byguides. We also stock a wide range of maps, walking trails and guidebooks plus qualityand souvenirs. We can help you with advice on what to see, where to go and how to get there. We look forward to seeing you in Cheltenham Spa.

READ and WRITE

This poem is from www.poetry.com which is a poetry site that publishes winning poems submitted by poets from all over the world and assessed by the International Library of Poetry specialists. The poem- Youth Thoughts- deals with young people's attitude to life.

1. Read it and

- a) identify the verbs used .
- b) identify the words that express youth attitude.

2. Focus on out the last words of the first 8 lines. Identify the rhyme.

3. Read the poem aloud to practise the [ei] sound.

Youth Thoughts

*Young people say:
Time quickly flies away!
Why not joke, play,
Laugh and happy stay?*

*For pleasure there's no delay!
Your sorrow, throw away!
All your money fritter away.
In leisure, amusement and holiday!*

*Never worry, sigh or cry
Keep healthy and happy; and stay
Jovial and cheerful every day.*

*Youth way of life:
A life in the happiest way!*

Jawida Ben Afia

How creative are you?

How good a **POET** are you?

- Can you write a poem? Choose a rhyme you would finish all the lines with.
- Read your poem to the class.
- **What about submitting YOUR OWN poem for assessment? YOU may get a PRIZE.**

Access www.poetry.com to submit your poem and see lots of other poems that have won prizes.