

หนังสือเรียน รายวิชาพื้นฐาน ภาษาอังกฤษ
กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ
ตามหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช 2551

Success

ผู้เรียบเรียง	Stuart McKinlay	● Bob Hastings
ผู้ตรวจ	ดร.อนันต์ชัย พงศ์สุวรรณ	● ญัฐลา แก้วฉา ● เอื้อจิต ชุติศรี
บรรณาธิการ	ผศ. ดร.ประไพพรรณ เอ็มชู รักษวรรณ หิรัญญะสิริ	● พรทิพย์ สอาดพรรค ● ชฎาภรณ์ อิศระมโนรส

Students' Book

ชั้นมัธยมศึกษาปีที่ 6

ผลิตและจัดจำหน่ายโดย บริษัท สำนักพิมพ์วัฒนาพานิช จำกัด

วัฒนาพานิช  สารานุกรม

216-220 ถนนบำรุงเมือง แขวงสำราญราษฎร์ เขตพระนคร กรุงเทพฯ 10200

โทร. 02 222 9394 ● 02 222 5371-2 FAX 02 225 6556 ● 02 225 6557

email: info@wpp.co.th

หนังสือเรียน รายวิชาพื้นฐาน ภาษาอังกฤษ

success 3

ชั้นมัธยมศึกษาปีที่ 6

กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ

ตามหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช 2551



สงวนลิขสิทธิ์ตามกฎหมาย
ห้ามละเมิด ทำซ้ำ ดัดแปลง เผยแพร่
ส่วนหนึ่งส่วนใด เว้นแต่จะได้รับอนุญาต

ผู้เรียบเรียง Stuart McKinlay ● Bob Hastings

ผู้ตรวจ ดร.อนันต์ชัย พงศ์สุวรรณ ● ญัณฐา แก้วฉา ● เอื้อจิต ชุติรี

บรรณาธิการ ผศ. ดร.ประไพพรรณ เอ็มชู ● พรทิพย์ สอาดพรรค
รักษารณ หิรัญญะสิริ ● ชฎาภรณ์ อีสระมโนรส

ISBN 978-974-18-6112-5

พิมพ์ที่ บริษัท โรงพิมพ์วัฒนาพานิช จำกัด นายเจียงชัย จงพิพัฒนสุข กรรมการผู้จัดการ

SUCCESS เป็นชุดการเรียนการสอน รายวิชาพื้นฐาน ภาษาอังกฤษ ที่มีเนื้อหาและกิจกรรมการเรียนรู้ ที่สอดคล้องกับมาตรฐานการเรียนรู้และตัวชี้วัดช่วงชั้นมัธยมศึกษาปีที่ 4-6 กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ ตามหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช 2551 ซึ่งบริษัท สำนักพิมพ์วัฒนาพานิช จำกัด ได้ร่วมมือกับบริษัท เพียร์สัน เอ็ดดูเคชั่น อินโดไชน่า จำกัด ซึ่งเป็นสำนักพิมพ์ที่มีความเชี่ยวชาญในการพัฒนาสื่อการเรียนรู้อังกฤษ จัดทำขึ้นโดยมุ่งให้สอดคล้องกับความต้องการของนักเรียนไทย ในอันที่จะมีความรู้ ความเข้าใจเนื้อหา ภาษา และทักษะทางภาษาเพื่อการสื่อสารในชีวิตประจำวันได้ตามมาตรฐานการเรียนรู้และตัวชี้วัดช่วงชั้น

ชุดการเรียนการสอน รายวิชาพื้นฐาน ภาษาอังกฤษ SUCCESS แต่ละชั้นปี ประกอบด้วยสื่อการเรียนรู้ ดังต่อไปนี้

1. หนังสือเรียน **SUCCESS Students' Book**
2. แบบฝึกหัด **SUCCESS Workbook**
3. แผ่นซีดี **SUCCESS Audio CD**
4. คู่มือครู แผนการจัดการเรียนรู้ **SUCCESS**

SUCCESS เป็นชุดการเรียนการสอนที่มีเนื้อหาและกิจกรรมการเรียนการสอนให้ผู้เรียนเรียนรู้ภาษาอังกฤษ อย่างสนุกสนาน เน้นให้ผู้เรียนมีความคุ้นเคยกับหลักการใช้ภาษาอังกฤษและการทำกิจกรรมการเรียนรู้จำนวนมากเพื่อพัฒนาทักษะทางภาษา เนื้อหาและกิจกรรมการเรียนรู้แต่ละหน่วยการเรียนรู้ (Unit) มุ่งพัฒนาการเรียนรู้ คำศัพท์ที่เหมาะสมกับวัยและการนำไปใช้ในชีวิตประจำวัน ตลอดจนผสมผสานองค์ความรู้ทางวัฒนธรรมของเจ้าของ ภาษาและผู้เรียน เน้นการฝึกทักษะทางภาษาทั้งการฟัง การพูด การอ่าน และการเขียน ตามสถานการณ์จริงเสมือน เกิดเหตุการณ์ขึ้นในห้องเรียน ส่งเสริมให้ผู้เรียนได้ปฏิบัติจริงและเรียนรู้ผ่านการทำกิจกรรม เพื่อสร้างประสบการณ์ ทางภาษา กิจกรรมการเรียนรู้พัฒนาสมองของผู้เรียนทั้งซีกซ้ายในการเรียนรู้ภาษาและซีกขวาในการคิดสร้างสรรค์ กิจกรรมการเรียนรู้พัฒนาทักษะทางภาษาไปทีละขั้น มีภาพประกอบที่สวยงาม น่าสนใจ มีเกม เพลง เรื่องเล่า และ บทสนทนาประกอบการจัดกิจกรรมการเรียนที่สนุกสนานน่าสนใจ อันจะช่วยให้ผู้เรียนเกิดการเรียนรู้ที่คงทน สำหรับเป็นพื้นฐานในการสื่อสารในชีวิตประจำวันและการประกอบอาชีพในอนาคต

หวังเป็นอย่างยิ่งว่า ชุดการเรียนการสอน รายวิชาพื้นฐาน ภาษาอังกฤษ success ชุดนี้จะช่วยให้การจัด การเรียนการสอนเพื่อพัฒนาผู้เรียนเป็นไปตามมาตรฐานการเรียนรู้และตัวชี้วัดช่วงชั้นของหลักสูตร

บริษัท สำนักพิมพ์วัฒนาพานิช จำกัด

Unit	Page	Grammar	Vocabulary
1 Join the club!	6–7	Present Simple and Present Continuous	Clubs, societies, organisations
	8–9		
	10–11		Phrasal verbs
	12–13	Reflexive pronouns; <i>each other</i> ; Order of adjectives	Relationships; Clothes and accessories; Adjectives describing clothes
2 Keeping up-to-date	14–15	Present Perfect Simple and Present Perfect Continuous	
	16–17		Computers and mobile phones
	18–19		Phrasal verbs
	20–21		
22–23 Think Back Revision 1 Units 1–2			
3 An eye for an eye?	24–25	Past Simple, Past Continuous, Past Perfect	
	26–27		The courtroom; Law and punishment
	28–29	<i>used to/would</i>	Crimes and justice; Criminals; Anti-social behaviour
	30–31		
4 S(he)	32–33	Modals of possibility, ability, prohibition and obligation	Personality adjectives with negative prefixes
	34–35		
	36–37		Personality and behaviour; Synonyms
	38–39		
40–41 Think Back Revision 2 Units 3–4			
5 The world ahead	42–43	Future predictions; Adverbs of probability	
	44–45		
	46–47	Future: plans, intentions, arrangements, timetables, decisions	
	48–49		Natural disasters
6 Amazing animals	50–51	Zero, First and Second Conditionals; <i>If</i> and <i>When</i> clauses	Personality adjectives
	52–53		Animal similes; Synonyms; Animal categories
	54–55		
	56–57		
58–59 Think Back Revision 3 Units 5–6			
7 Success!	60–61	Third Conditional	
	62–63		
	64–65	<i>Wish, if only</i>	
	66–67		School, work; Success and failure
8 Taking a break	68–69	The Passive	
	70–71		Types of sports
	72–73		Travelling by plane; At the airport; Collocations
	74–75		Statistics; Describing places
76–77 Think Back Revision 4 Units 7–8			
9 To err is human	78–79	Reported speech: statements, time expressions	Reporting verbs
	80–81		Work; Education
	82–83	Reported speech: questions and imperatives	
	84–85		
10 Mysteries	86–87	Modals for speculation; Modal perfects	
	88–89		Verbs for descriptive storytelling
	90–91		Adjectives describing places and atmosphere
	92–93		
94–95 Think Back Revision 5 Units 9–10			
11 The body beautiful	96–97	Articles	
	98–99		Adjectives describing appearance
	100–101	<i>have something done</i>	Hair styles
	102–103		Adjectives for describing appearance
12 It's showtime!	104–105	Indirect questions	Types of cultural entertainment
	106–107		Art, theatre and music
	108–109		
	110–111		Base and strong adjectives; Describing films and TV programmes; Film reviews
112–113 Think Back Revision 6 Units 11–12			
13 Game over	114–115	Quantifiers: <i>both, neither, either, all, none, most</i>	
	116–117		Sports and venues; Linking words
	118–119	Possessive <i>s</i>	Football; Games and puzzles
	120–121		Sports; Collocations and phrasal verbs
14 The hard sell	122–123	Verb patterns	Describing food
	124–125		Advertising
	126–127		Shopping
	128–129		Collocations; Shopping
130–131 Think Back Revision 7 Units 13–14			

Reading	Listening	Speaking	Writing
	An interview with a person that belongs to a club	Why people belong to clubs	
	Radio discussion programme: Why young people join groups	Speak Out: Giving and justifying opinions	
Article: two gangs of young people		Giving opinions: paintball games, conflicts	
Extracts from an article about young people		Relationships; Describing clothes	Description of a person
A personal website about a punk band		Interviewing a partner	
	The dangers of the Internet; Learning to use computers	Speak Out: Giving instructions	
Article: The first portable phones		Talking about mobile phones and communication	
Personal letters			A personal letter
Article: An unusual punishment		Interviewing each other about crimes	
Article: Laughter in court!		Deciding on appropriate punishments	
A newspaper report about a drink driving accident	Radio discussion programme: A famous person, who committed a crime	Speak Out: Agreeing and disagreeing; Expressing opinions	
A cartoon strip about how men and women are different		Talking about rules and obligations	
Article: male and female brains			
	How girls and boys are treated differently	Speak Out: Asking for and refusing permission	
A balanced for and against essay about single sex schools			A balanced for and against essay
Parts of a film script	Excerpts from a disaster movie	Making predictions	
Article: How the world might end		Discussing the future of mankind	
	A New Year's Eve party	Planning a party; Talking about New Year's resolutions	
	A student practicing giving a presentation	Speak Out: Giving presentations	
Article: Pets' views of humans		Talking about which animals make the best pets	
Article: The octopus			
	A lecture about African elephants; A dog show	Speak Out: Expressing probability	
An opinion essay about zoos			An opinion essay
Article: Comedian's success story			
A plot summary; An extract from a novel			
	Excerpts from a story; A popstar giving an interview	Talking about a successful person	Writing about being successful
	An excerpt talking about how to be a social success	Speak Out: Giving advice	An application form
Brochure: extraordinary hotels			
Website: extreme sports		Talking about extreme sports	
	Two girls arrive in UK	Checking in for a flight	
A school project about Edinburgh		Speak Out: Interpreting statistics	A description of a place
Three accident reports	Human errors		
Article: life after school		Giving a presentation	
	An interview with a careers guidance officer	Roleplaying a career guidance interview	A report of a careers guidance interview
	A speaking exam: discussing visual material	Speak Out: Discussing visual material	
	A TV programme trailer: The Piano Man		
Short story: The open window			
	Radio programme: a famous pilot	Speculating, giving evidence	A description of a place
A story about two rivals			Writing a story
Article: beauty through the ages		Talking about appearance	
Examples of different text types		Giving a presentation	
	A radio discussion programme		
A speaking exam: describing a person		Speak Out: Describing appearance	A description of a person
	A tourist visiting UK	Roleplay: a visit to London	
Article: New Orleans		Discussing visual material	
	People talking about modern art	Talking about modern art; Speak Out: Participating in conversations	
Film review: Curse of the Were-Rabbit		Talking about films	A film review
Computer games reviews			A computer game review
Article: Why we play games		Discussing sports and games	An opinion essay
	A radio programme about a football match	Giving a presentation about a game or pastime	
	Dialogues: making and responding to offers	Talking about sports and fitness Speak Out: Making and responding to offers	
	Radio adverts about food products		
Three letters to the editor		Discussing advertising	
	<i>Buy Nothing Day</i>	Presenting a topic Speak Out: Making and responding to complaints	
Two letters of complaint		Roleplaying negotiating compensation	A letter of complaint

01

Join the club!

Read, listen and talk about clubs, societies, youth groups and lifestyles, clothes and accessories.

Practise the Present Simple and the Present Continuous, reflexive pronouns.

Focus on describing appearance, identifying speculation, giving and justifying opinions.

Write a simple description.

The Gentlemen's Clubs of London date from the 18th century. These are rather exclusive clubs which are like 'second homes' for many members.



3 **CD 1.1** Read and listen to the interview again. In pairs, discuss why you think the interviewer doesn't 'belong' in The Carshalton Club.

Kay So Lord Parkes, what kind of person joins The Carshalton Club?

Parkes Well, it helps if you have a moustache. I'm joking, of course. We are all top professional people – politicians, lawyers, even an ex-Prime Minister. Although more and more marketing people are joining these days.

Kay And what do you all do?

Parkes Well, people usually come here to play bridge or enjoy the food. Others come here to relax. Like Sir James over there. I usually only come here on Friday evenings.

Kay And ... Tuesday lunchtimes?

Parkes Well, my wife is shopping at the moment so I decided to drop in. Anyway, The Carshalton also has a serious side. We do a lot of work for charity. For example, every day this week we're collecting money to renovate the bar in the Royal Opera House.

Kay I see. Finally, can I join your club? Lord Parkes ... you seem terrified!

Parkes But, but, you don't understand, the thing is you're ...

Kay A journalist? Even journalists join clubs, Lord Parkes. We're professionals, too ...

Parkes No, that isn't such a big problem. It's just that you're ... just not one of us. You're ...

GRAMMAR AND SPEAKING

1 Work in pairs. Tell your partner about any organisations you belong to or which groups you would like to join and why. Use these ideas to help you.

sports clubs/teams sports team supporters club
a political party school societies
the fan club of a group/singer a charity
Internet groups/forums a scouting organisation

2 **CD 1.1** Listen and answer the questions.

- Who is Kay?
- What people belong to the club?

Work it out

4 Study the table. Then match sentences a–f with rules 1–6.

- a More and more marketing people are joining these days.
- b I usually only come here on Friday evenings.
- c My wife is shopping at the moment.
- d Every day this week we're collecting money.
- e You seem terrified.
- f Even journalists join clubs.

Present Simple and Present Continuous

We use the Present Simple:

- 1 to talk about habits and routines. ☐
- 2 to talk about facts and generalisations. ☐
- 3 with state verbs (*believe, belong, know, like, prefer, remember, see, seem, want, understand*) when we describe what is happening now. ☐
- NOT you are seeming terrified.

We use the Present Continuous:

- 4 to talk about actions happening now. ☐
- 5 to talk about temporary situations. ☐
- 6 to talk about changes. ☐

Mind the trap!

Adverbs of frequency normally come before the main verb with Simple tenses.

They **usually** have long hair.
I **occasionally** argue with my parents.

They come after the verb *to be* and other auxiliary verbs (*do, does, have* etc).

He is **often** late for school.
She doesn't **usually** phone during the day.

5 Complete the sentences with the correct forms of the verbs in brackets.

- 1 The number of people who take part in Internet discussion forums _____ (grow) very quickly now.
- 2 She's got a part-time job for the summer – she _____ (work) as a waitress.
- 3 My friend Mark is in the Scouts.
He _____ (often/go) camping at the weekend.
- 4 I _____ (never see) Hannah any more – she _____ (study) for her exams these days.
- 5 Most of the kids in my class _____ (usually/listen) to soul and hip hop.
- 6 _____ (you/still/belong) to that Judo club?
- 7 She's not here at the moment – she _____ (visit) a friend. Can I take a message?

6 CD 1.2 Complete the text with the correct forms of the verbs in brackets. Then listen and check.

Every year, during the football season, I
 1 _____ (usually/spend) Saturday
 afternoons at Dundee United games. There
 are also about twenty away games a year but
 luckily my friends and I all 2 _____ (belong)
 to the official supporters club so we 3 _____
 (travel) to the matches on the club's coach. It
 saves us a lot of money – train tickets
 4 _____ (get) so expensive nowadays!
 United are almost bottom of the league at the
 moment. These days we 5 _____ (play)
 quite well at home but our away games
 6 _____ (not go) so well. But the
 atmosphere's always great and violence is
 a thing of the past. In fact, more and more
 families with young children 7 _____ (come)
 to the games now. I 8 _____ (always/feel)
 I'm part of a great big happy family!



7 Work in pairs. Choose a club from Exercise 1. Why do you think people join this club? Choose five of these ideas and compare your answers with another pair.

- find an alternative family
- have fun
- learn new skills
- have a strong identity
- help your career
- help other people
- feel special or different
- feel safe/stronger
- escape from everyday life
- make new friends
- find people similar to you
- be fashionable

8 Work in pairs. Think of a group of people your own age that you spend a lot of time with and answer the questions. Then tell your partner.

- How do you usually spend your time together?
- Is anything interesting happening or changing in your group at the moment?



New Romantics from the 1980s



Punks from the 1970s



Teddy Boys from the 1950s

SPEAKING AND LISTENING

1 In pairs, look at the photos and answer the questions.

- Were/Are any of the fashions above popular in your country?
- Does the music you like influence the clothes you wear or your hairstyle? Why?/Why not?

2 Check you understand these words/phrases. Use a dictionary to help you.

(anti)commercial role model peer acceptance fashion youth (adj)

3 CD 1.3 Listen and match speakers 1–3 with opinions a–c.

- 1 Jane Webb ☐
2 Mark Mondale ☐
3 Matt Hodges ☐

- a Money and business is behind fashion and lifestyles.
b Gangs are a way to share music, have fun and find acceptance.
c Young people look for values and acceptance from people the same age.

4 CD 1.3 Read the questions. Then listen again and circle the correct answers.

- 1 Jane Webb is an expert on
a sociology.
b psychology.
c student unions.
- 2 According to Jane Webb, when young people reach their teens
a they look for new role models in their lives.
b they accept the values of the adult world.
c their parents and older brothers and sisters are against them.
- 3 Mark Mondale believes that
a teenagers are the same as sixty years ago.
b business makes a lot of money from every new fashion.
c teenagers look for answers from people their own age.
- 4 Matt Hodges thinks that
a when young people become friends they start listening to the same kind of music.
b music is the reason that many people become friends.
c young people have fun with one group of people and look for help from another.
- 5 Both Dr Webb and Dr Mondale think that
a Matt's answer proves their theories.
b young people can't think for themselves.
c psychology doesn't give easy answers for how teenagers behave.
- 6 The radio programme is
a a phone-in.
b a documentary.
c a studio discussion.



Hippies from the 1960s

- 5 **CD 1.4** Listen to the extracts. Underline the words/phrases the speakers use to give their opinion. Circle the phrases when they start to explain or justify their opinion.

- 1 It seems to me that it's all part of becoming an adult. The thing is, when young people are in their teens, they start to question the values and lifestyles of the adult world they see around them.
- 2 As far as I'm concerned, becoming a Goth or a skater has absolutely nothing to do with looking for role models. Look at young people sixty years ago – they looked and behaved like younger versions of their parents.
- 3 Frankly, it's all about money. If you think about it, every new youth fashion makes millions of dollars.
- 4 Personally, I believe it's all about music. I'm into nu-metal, my favourite band is BioToxine.

- 6 Study **Speak Out**. Then complete the table with the phrases you chose in Exercise 5.

SPEAK OUT | Giving and justifying opinions

Giving opinions	Justifying opinions
In my opinion ...	Everybody knows that ...
If you ask me ...	The reason why ... is ...
To be honest, ...	I mean ...
_____	_____
_____	_____
_____	_____

Mind the trap!

We only use **frankly (speaking)** to give an opinion which we think is controversial or unpopular.

Frankly, this lesson is a waste of time!

Personally, I love chocolate milkshakes!

NOT **Frankly**

- 7 **CD 1.5** Complete the conversation with expressions from **Speak Out**. Then listen and check.

- Kat** Did you hear that discussion programme on Thames Radio last night? About why young people belong to different groups?
- Jay** Yes, I did. ¹_____, I thought it was pretty awful. ²_____, the presenter couldn't even control the guests!
- Kat** ³_____, I found those two academics really irritating. ⁴_____ ... making generalisations about young people is so unhelpful.
- Jay** I'm glad that young guy mentioned music though. ⁵_____, that's the most important thing.

- 8 **Work in pairs. Give your opinions on the topics below and justify them. Use **Speak Out** to help you.**

- 1 Are friends more important than family for most young people?
- 2 Is it a waste of time and money to be fashionable?
- 3 Do people's tastes in music have the most influence on how they look and behave?
- 4 Is it useful to make generalisations about young people?

Off the streets

It's a typical Saturday afternoon on Cathedral Square in Peterborough, in the east of England. Two noisy gangs of young people are sitting in the centre of the square. One group are wearing tracksuits and baseball caps and brand-new white trainers. A lot of them are wearing jewellery like gold chains and earrings. They're the 'Chavs'. Opposite them are the 'Goths'. They're wearing black Doctor Marten boots, long black coats and black T-shirts with the names of their favourite bands on them. Some of them are wearing lipstick and eyeliner and a few of them have piercings. Nervous shoppers hurry past them, trying not to make eye contact. It seems to be quiet but you feel that at any moment a fight could start. The police say these young people are probably harmless – perhaps they just **hang around** the square because there's nothing better to do. But older people say they are tired of **putting up with** the noise and litter. These kinds of problems certainly aren't unique to Peterborough. But after trying several different methods, Peterborough City Council has a radical plan to change things.

The council's controversial plan to bring peace to the city starts on a Tuesday morning during the half-term holiday. A group of fourteen Chavs and Goths of both sexes are travelling by bus to a secret location in the countryside, ten miles out of town. There are more Chavs than Goths – maybe it's hard for some Goths to get up in the mornings! When they finally arrive, supervisors ask them to put on camouflage clothing. And then the two gangs spend the rest of the morning pretending to shoot at each other.

Don't worry – the guns are not real (they fire plastic balls filled with paint) and it's all for fun. But isn't it dangerous to fight aggression with aggression? Is a game of paintball really the best way to bring young people together? Steve Mayes, the organiser of the event, feels that it is. He thinks these controversial games give the two groups something to do and can start them talking. 'It gets rid of a lot of energy too – it's much better than playing games on Playstations and Xboxes,' he says. Meanwhile, the Chavs and Goths are **fooling around**: there's a lot of

shouting and laughter and everyone appears to be having fun.

At the end of the day Steve Mayes believes the event was a success – the two groups are already talking to each other. 'It's like football,' says Denise, another organiser. 'You choose which team you belong to. But at the end of the day, Chavs and Goths are the same sort of people.'



Dan: 'I almost didn't come this morning but my friends persuaded me. There was a lot of aggression to begin with but everyone **calmed down** in the end. I **bumped into** an old friend from primary school who I hadn't spoken to for years but he seems just the same as ever – in fact I **got on with** him really well. The atmosphere in town is probably a lot better now.'



READING AND VOCABULARY

1 **CD ROM** In pairs, look at the pictures and the title of the article. What do you think it is about? Then quickly read the text and check your predictions.

2 Read the text again. Are the statements true (T) or false (F)?

- 1 The scenes that are described in the first paragraph don't happen very often. ☐
- 2 The shoppers in Peterborough are afraid to look at the young people in the square. ☐
- 3 The police don't think the young people are dangerous. ☐
- 4 Peterborough isn't the only place where you can find such problems. ☐
- 5 Only boys are taking part in the council's events. ☐
- 6 At the end of the day Chavs and Goths start playing football together. ☐

3 Look at this sentence from the text and answer the questions.

It seems to be quiet but you feel that at any moment a fight could start.

1 Which sentence best describes the statement above?

- a A definite fact – it is certain that the situation will end in violence.
- b Speculation – it is only the writer's guess/impression that there will be violence.

2 Which words or phrases in the sentence helped you decide your answer to Question 1?

4 Find and underline the words which suggest that these sentences are speculation.

- 1 These young people are probably harmless.
- 2 Maybe it's hard for some Goths to get up in the mornings!
- 3 Everyone appears to be having fun.
- 4 Steve Mayes believes the event was a success.

5 Study **Train Your Brain** and check your answers to Exercise 4.

TRAIN YOUR BRAIN | Reading skills

Identifying speculation

Writers often use speculation when they don't know all the facts. To identify speculation:

- 1 Read the statement carefully and try to decide if it is a definite fact or an impression/guess.
- 2 Look out for typical words or phrases which suggest a statement is an impression/guess.

Words often used for speculation

Modal verbs – *could, might*

Other verbs – *seem, appear, look, think, feel, believe*

Adverbs – *possibly, probably, maybe, perhaps*

6 Read Dan's impressions of the day again. **Underline** the statements which are speculation. Use **Train Your Brain** to help you.

7 **Vocabulary** Find phrasal verbs 1–6 in the text and match them with meanings a–f.

- | | |
|--|--|
| 1 hang around <input type="checkbox"/> | 4 calm down <input type="checkbox"/> |
| 2 put up with <input type="checkbox"/> | 5 bump into <input type="checkbox"/> |
| 3 fool around <input type="checkbox"/> | 6 get on with <input type="checkbox"/> |

a be quiet and relaxed after you have been nervous or excited

b behave in a silly or irresponsible way

c tolerate, accept

d have a good relationship with

e wait or spend time somewhere and do nothing

f meet somebody when you don't expect to

8 Complete the sentences with the correct form of a phrasal verb from Exercise 7.

- 1 I only started to _____ my sister after she left home!
- 2 Your boyfriend never helps you. I don't know why you _____ his laziness.
- 3 The kids always _____ when the teacher isn't in the room.
- 4 Guess what! I _____ Matt in the supermarket yesterday. He's married now!
- 5 Try not to worry ... just have a cup of tea and try to _____.
- 6 The gang used to _____ in the park until the neighbours started complaining.

9 Work in pairs and answer the questions.

- 1 Do you think that the paintball games are a good idea or not?
- 2 Could they work where you live? Give your opinions, using **Speak Out** on page 9.
- 3 Which things lead to conflicts between young people where you live? Give your own opinions or use the ideas below to help you.

- supporting a different football team
- listening to different types of music
- living in a different district of town
- looking different
- attending a different school

ONE OF THE GANG?



A I met my friends at college so they all live in different parts of town but we have one thing in common – we're all crazy about nu-metal. In fact, we're teaching ourselves to play the guitar. We always really enjoy ourselves when we meet up at weekends.



B I think gangs are pathetic. People in gangs think they're better than anyone who's different to them – they take themselves so seriously. I prefer to decide what music I buy and what I wear myself. I don't want to be just one of the crowd.



C I think it's really important to belong to a gang. I hang around with other people from the estate. We're all into different clothes and music but we all grew up together and that's really important. We spend a lot of time on the phone to each other and help each other with our problems.

GRAMMAR AND READING

1 Quickly read texts A–C and answer the questions.

Which person ...

- 1 doesn't belong to a gang? ☐
- 2 has known the people in his/her gang since childhood? ☐
- 3 has similar interests to other people in his/her gang? ☐

Work it out

2 Look at texts A and B and complete the table.

Reflexive Pronouns			
	1st person	2nd person	3rd person
Singular	_____	yourself	himself herself
Plural	_____	yourselves	_____

3 Look at the sentences and answer the questions.

- 1 *We always enjoy ourselves when we meet.*
- 2 *I decide what clothes I wear myself.*

- In which sentence does the reflexive pronoun mean without any help/independently?
- Where does the reflexive pronoun go in the sentence when it has this meaning?

4 Look at the sentence and decide what the context is.

We make fun of each other a lot.

- a I laugh at myself and my friend laughs at herself.
- b I laugh at my friend and she laughs at me.

Mind the trap!

We don't normally use reflexive pronouns with these verbs: *wash, dress, shave, brush*.

I **shave** before I have a shower. NOT **I shave myself**.

5 Complete the sentences with the correct reflexive pronoun. Tick the sentences in which the pronoun means *independently*.

- 1 You shouldn't blame _____ for not passing the exam. It was very hard. ☐
- 2 Mike's working part-time. He has to pay for his studies _____. ☐
- 3 Be careful with that knife – you don't want to cut _____. ☐
- 4 I grew these tomatoes _____. ☐
- 5 Nobody helped us so we had to do it _____. ☐
- 6 Please behave _____. You're both being very naughty. ☐

6 Complete the sentences with the correct reflexive pronoun or *each other*.

- 1 Richard and Kate are the perfect couple. They really love _____.
- 2 Tom's vain. He's really in love with _____.
- 3 Although they both live in Spain, they speak to _____ in French.
- 4 She's weird – she's always talking to _____.
- 5 Everyone in our gang really gets on with _____.

7 Write sentences about your relationships with your friends. Use reflexive pronouns or *each other* and the verbs below. Use the texts in Exercise 1 to help you.

argue with get on with understand text
believe in help make fun of enjoy phone

My friends and I spend a lot of time together and text each other in the evenings. We often meet on Saturday afternoons and we always enjoy ourselves ...

VOCABULARY AND WRITING

- 1 Think Back!** Work in pairs. Put each word into the correct group. Then add as many other words as you can think of in three minutes.

(gold) chain boots eyeliner sweater trainers coat
earrings lipstick tracksuits T-shirt

clothes	make-up	footwear	jewellery
---------	---------	----------	-----------

- 2** Look at the texts below and complete the table for the nouns in pink/bold.

Describing clothes – order of adjectives						
opinion	size/length	colour/shade	style/cut	material	(compound) noun	preposition + noun phrase
trendy	–	–	baggy	–	top	with a hood
–	long	–	baggy	–	combat trousers	–

- 3** Put the adjectives in the correct order. Use the table in Exercise 2 to help you.

- 1 striped/a(n)/old-fashioned/cotton
- 2 silk/large/a/blue
- 3 black/leather/tight
- 4 nylon/cheap/white/a
- 5 cotton/beige/baggy
- 6 red/bright
- 7 horrible/grey/woollen
- 8 long/with a band logo on it/a
- 9 ripped/with a patch/denim

shirt
blouse
trousers
tracksuit
shorts
lipstick
socks
T-shirt
jeans

- 4** Work in pairs and follow the instructions.

- Look at the photos of the Chavs and Goths on page 10 and choose one person.
- Describe what he/she is wearing.
- Try and guess who your partner is describing.

- 5** Choose a fashion or style that is popular with a group of people in your country. Write a description of about 200–250 words.

- **Paragraph 1**
Mention the clothes, accessories and make-up they usually wear.
- **Paragraph 2**
Mention the kind of music they listen to.
- **Paragraph 3**
Mention how they typically spend their free time.

WHAT'S NEW ON THE HIGH STREET



Callum is wearing a trendy baggy **top** with a hood, a brown cap, long baggy **combat trousers**, a chain and trainers. He's also wearing a charity bracelet.



Hannah is wearing a stylish cotton **T-shirt** with a design, a short denim **jacket**, blue cropped jeans, a studded belt and long leather **boots**. She's wearing eyeliner and mascara.

FASHION TRENDS