

Student's Book

SPARK 3

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ชั้นมัธยมศึกษาปีที่ 3

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• Greetings & Introductions

1 a) Complete the dialogues with the phrases in the list.

🔊 Listen and check.

- Pleased to meet you too.
- I'm fine thanks, and you?
- I don't think you've met Simone.
- Hello. I'm Brian.



A: Tony!
B: Hi! How are you?
A: 1)
B: Pretty good, thanks.

A: 2)

B: I'm Fiona.
Pleased to meet you.

A: 3)



A: Hi guys. 4)
B: Hi, I'm Craig and this is Claire.
C: Nice to meet you both.

b) 🗣️ In pairs or small groups, act out similar dialogues.

2 Complete the exchanges.

- A: How are you, Sarah?
B:
- A: My name's Gary.
B:
- A:
B: Not bad, thanks.
- A: Hello, Tom. Pleased to meet you.
B:

• Pronouns - Possessive determiners

3 a) Study the table. What are these words in your language?

Subject pronouns	I	you	he	she	it	we	you	they
Object pronouns	me	you	him	her	it	us	you	them
Possessive determiners	my	your	his	her	its	our	your	their
Possessive pronouns	mine	yours	his	hers	-	ours	yours	theirs

b) Complete the sentences using *pronouns* or *possessive determiners* from the table.

- A: We live in Spain. house is in Madrid.
B: Really? Do like it there?
- A: Katy, is this pencil?
B: No, it isn't It's Julie's.
- A: Susan and are in the same school.
B: Is in your class?
- A: I don't have a pen. Can I borrow?
B: Yes, it is on desk.
- A: Paul is in the garage with sister.
B: OK. Why are there?
- A: Bob and Bill are in classroom.
B: Is Steve with

• can - have got

4 Fill in the gaps with the correct form of *can* or *have*. Then answer the questions.

- Has your mum got a bike?
Yes, she has./No, she hasn't.
- you boil an egg?
- you got any brothers and sisters?
- your best friend play tennis?
- your friend got a cat?
- your dad got a car?
- your house got a garage?

• Daily routines

5 Use the ideas in the pictures to ask your partner questions about their daily routine.

What time? Do you?

When do you? Where?

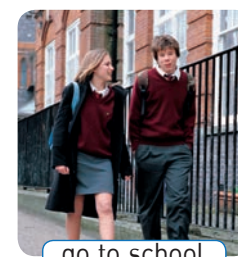
What do you do in the afternoon/evening?

A: What time do you get up?

B: At 7 o'clock.



get up



go to school



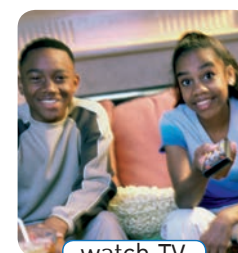
start lessons



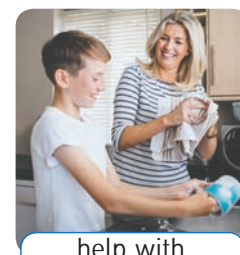
do homework



have dinner



watch TV



help with household chores



go to bed

6 What do you think the person in the picture is famous for? What do you think his daily routine is like?

🔊 Listen, read and check.

Making a splash!



Most teenagers do their homework and watch a little TV after school, but not Tom Daley! Tom is only 15 years old but he is already the best diver in Britain! He wants to win an Olympic gold medal so he trains very hard.

Tom's daily routine is very busy. He gets up early, eats a bowl of cereal, packs his bag and gets a lift to school with his dad. Then, he has classes until 3:45 pm. Tom loves school, especially Spanish. His teachers are amazed that he isn't behind with his work. But in fact, he gets very good marks! After school, it's off to training! Tom trains for three and a half hours every evening. He does gymnastics and weight training first, then he practises his dives in the pool. And what about the school holidays? Does Tom have a chance to get up late and hang out with his friends like ordinary teenagers then? Well, actually, no. He trains all day long! He has a busy life, but he doesn't mind. "I want to become the best diver in the world," he says.

7 Read the text and answer the questions.

- Who's Tom Daley?
- What is Tom's daily routine like?
- What kind of student is Tom?
- What does Tom do in the school holidays?
- What does Tom want to win?

8 🗣️ How similar/different is your daily routine to/from Tom Daley's? Talk in pairs. Copy and complete the table. Use the table to tell the class.

	Tom's routine	My routine
In the morning		
In the afternoon		
In the evening		
	Tom's free time	My free time

• Present simple

- 9 Read the box. How do we form the present simple? Give more examples for each use.

We use the **present simple** for:

- habits and routines.
*John **starts** school at 8:45 every day. I **don't get up** early on Saturdays. **Does** your mum **work** on Sundays? No, she **doesn't**.*
- permanent states.
*Angela **likes** rock music. Simon **doesn't have** a job. Where **do** Brian and Mary **live**?*

Spelling:

*I play → he/she/it plays,
I buy → he/she/it buys
(BUT I try → he/she/it tries),
I watch → he/she/it watches,
I wash → he/she/it washes,
I do → he/she/it does*

- 10 Write the verbs below.
Compare with your partner.

- | | | | |
|----|-----------|-------|-------|
| 1 | I fly | – it | ..... |
| 2 | I go | – she | ..... |
| 3 | I wish | – he | ..... |
| 4 | I fix | – she | ..... |
| 5 | I eat | – it | ..... |
| 6 | I lose | – she | ..... |
| 7 | I know | – he | ..... |
| 8 | I miss | – she | ..... |
| 9 | I finish | – she | ..... |
| 10 | I wake up | – he | ..... |

- 11 How do we pronounce the -s ending? Copy and complete the table with the verbs from Ex. 10. Listen and check.

/s/	
/z/	
/ɪz/	

- 12 Complete the gaps with the correct form of the **present simple** using the verbs in brackets.

- Lyn (**get up**) at 7 o'clock in the morning.
- Thomas (**not/live**) in Bradford. He (**live**) in Leeds.
- (**she/like**) rock music? No, she
- (**Jack/go**) to school by bus? Yes, he
- What (**Tom and Jane/do**) at the weekends?
- Paula (**try**) very hard at school.
- (**Pam/play**) the piano? Yes, she
- My dad (**wash**) the car every Saturday.

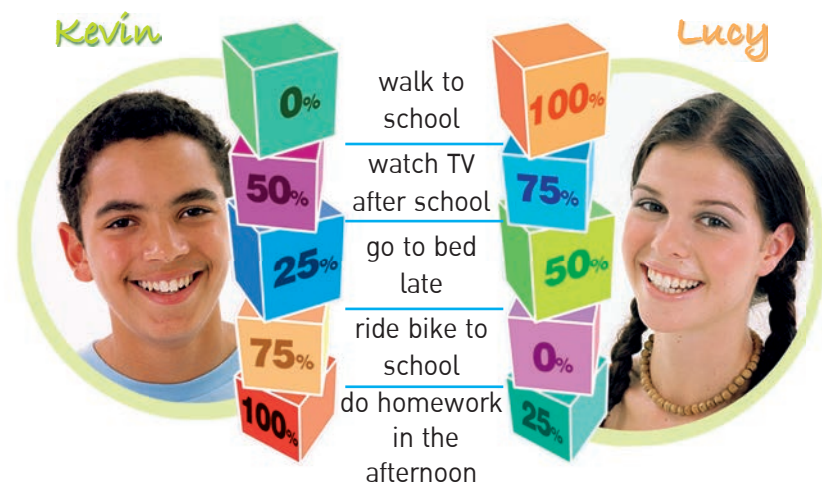
• Adverbs of frequency

- 13 Read the sentences about Jessica. What are the words in **bold** in your language?
Where do we put adverbs of frequency, before or after: main verbs? the verb to be?



- | | |
|------|--|
| 0% | She is never late for school. |
| 25% | She sometimes walks to school. |
| 50% | She often goes shopping on Saturdays. |
| 75% | She usually watches TV in the evenings. |
| 100% | She always walks her dog in the mornings. |

- 14 Make sentences about Lucy and Kevin. How different from/similar to Kevin and Lucy are you?

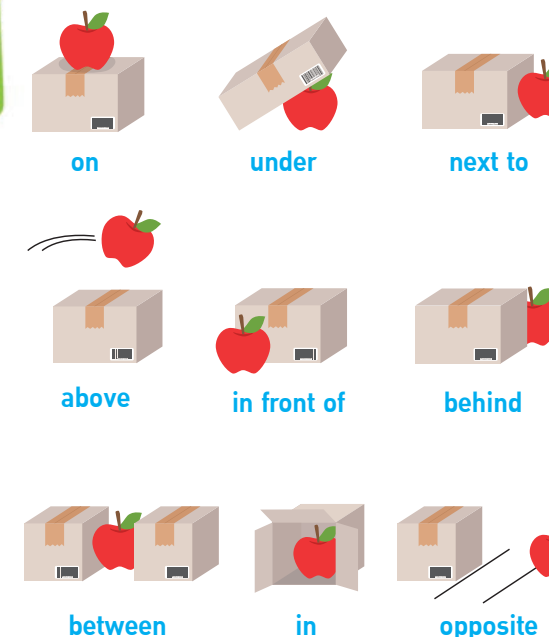


Kevin never walks to school.

Lucy always ...

• Prepositions of place

- 18 Say the prepositions. What are they in your language?



- 19 Look at the picture and complete the text with the correct prepositions.



- 1) this living room there is a large window. The window is 2) a sofa. The sofa is 3) two armchairs and there is a glass table 4) the sofa. One of the armchairs is 5) a lamp. There is a picture 6) the wall 7) the fireplace. There is a small plant 8) the fireplace. 9) the armchairs and the sofa, there is another sofa.

- 15 Tell your partner what free-time activities you like.

Use *every day, at weekends, once/twice a week, in the evenings.*

Free-time activities

- hang out with friends • listen to music
- watch a DVD • play sports • surf the Internet
- send text messages • read a book • play computer games
- go shopping • chat on the phone • go skateboarding
- play the guitar

love like not mind not like hate

A: *I like listening to music and surfing the Internet in the evenings. How about you?*

B: *Oh, I don't like surfing the Internet, but I love ... etc.*

• Question words

- 16 Fill in the gaps with the correct question words.
Then match the questions to the answers.

- | | | | |
|---|----------------------------------|---|-----------------------------|
| 1 | is he? | a | He's from Seville. |
| 2 | school does he go to? | b | I'm 12 years old. |
| 3 | is the English lesson? | c | Twice a week. |
| 4 | is he from? | d | She is late for school. |
| 5 | is she upset? | e | In 20 minutes. |
| 6 | old are you? | f | He's my brother, Steve. |
| 7 | often does Jim play sport? | g | By bus. |
| 8 | do you get to school? | h | Greenhill Secondary School. |

• Prepositions of time

- 17 Complete the sentences with the correct prepositions *at, on or in*.

- Is your birthday 22nd May?
- Tim often plays football the weekend.
- My birthday is November.
- My English lesson is half an hour.
- We stay at my grandparents' house Christmas.
- I sometimes watch a DVD the evening.
- I often go to the beach a hot day.
- I'm going on holiday a week.

Starter

• Food/Drinks

20 Copy the table and list the words under the headings. In two minutes add as many more words as you can.

- sugar • milk • bread • beef • soup • cheese
- orange juice • spaghetti • coffee • cabbage
- potatoes • lettuce • burger • carrots • apples
- chocolate • chicken • yoghurt • biscuits • rice
- eggs • cake • pears • salad • ice cream • tea
- bananas • nuts • lamb • grapes • salt • pizza

meat	dairy	fruit & vegetables	desserts	drinks	dishes	other

• a/an – some/any – (how) much/many – a lot of/lots of – (a) few/(a) little

21 Read the box and say the examples in your language. Which of the words in bold do we use in: affirmative sentences? negative sentences? questions?

Countable	Uncountable
Countable nouns are nouns we can count. an/one orange – two oranges	Uncountable nouns are nouns we can't count. (some) milk (NOT: a milk – two milks)
How many lemons do you need? Not many .	How much sugar is there? Not much .
There are a lot of/lots of eggs in the fridge.	We've got a lot of/lots of milk. Let's make a milkshake.
There aren't many carrots. There are only a few . (some) There are very few apples. (almost no)	We haven't got much rice. We've only got a little . (some) There is very little milk. (almost no)
We haven't got any bananas.	There isn't any orange juice.

22 List the items you can see in the picture. Then write C for countable or U for uncountable.

oil, U
eggs, C



23 Choose the correct word.

- Is there **some/any** pasta in the cupboard?
- Don't eat too **much/many** chocolate!
- Are there any nuts? Yes, **a few/a little**.
- There is very **little/few** rice.
- There's only **a little/a few** milk left.
- How **much/many** sugar do you want in your tea?
- Are there **much/many** eggs in the cake?

24 Complete the dialogue. Use *much, many, a, an, some, any* or *a lot (of)*.

- A: I'm hungry!
B: Would you like **1)** soup?
A: Not really. Have we got **2)** eggs? I fancy **3)** omelette.
B: No, sorry. What about **4)** sandwich?
A: OK. How **5)** cheese is there?
B: Oh, we've got **6)**
A: Good. Are there **7)** tomatoes?
B: Yes, but not **8)** Let's make your sandwich, then go to the supermarket. We need to buy **9)** food!

25 What do you eat/drink every day? Use the words/phrases to tell your partner.

- (too) much • (too) many
- a lot of • any • some
- [a] few • [a] little

meat, sweets, pasta, fruit, fish, eggs, cake, biscuits, coffee, milk, chips, cola, vegetables

I think I eat too much meat but I don't eat a lot of sweets. Also, I eat some biscuits and ...

MODULE

1

Lifestyles

►► What's in this module?

- jobs & qualities
- appearance & character
- present simple vs present continuous
- singular/plural nouns
- comparatives – superlatives
- too – enough
- describing & comparing people
- talking about clothes
- complimenting sb
- writing an article describing a person

Vocabulary

• Jobs & Qualities

- Listen and repeat. What are these words in your language?
- What qualities does each of the jobs in Ex. 1 ask for?
 - creative • brave • daring • fit • patient
 - highly trained • careful • artistic • flexible
 - reliable • skilful

A stuntman needs to be daring and fit.

An acrobat needs to be ...



- Find the page numbers for
- a man that looks like a lizard
 - a quiz
 - a paragraph plan

3 Use the adjectives in Ex. 2 to compare the jobs in the pictures.

A stuntman needs to be braver than an acrobat.

Reading 1a

1 In a minute write as many jobs as you can related to entertainment (actor, singer etc.). Compare with your partner.

2 Describe the pictures. Where do these people work? What do they do for a living?

Listen and read to find out. Then match the pictures to the texts.

Check these words

- earn a living • stand still
- sideshow performer
- tattoo • pointed teeth
- forked tongue • audience
- dressing room • mime
- swing • double
- extend • tolerant

Extreme jobs

Extreme looks

Some people do the strangest things to earn a living, particularly in the world of entertainment.

Some go to extreme lengths to look like the character they play. So what is it like 'playing' for a living?

A Christina Clarkson is not an ordinary actress. This is because, when she is not working in the theatre, she is standing as still as a statue on a busy street. It takes about 90 minutes for Christina to cover her skin with body paint to become a living statue.

B Eric Sprague is a sideshow performer. He has green tattoos all over his body to look like a lizard. He also has pointed teeth and a forked tongue. The Lizardman, as they call him, performs all over the world and shocks audiences with his appearance.

C When Joe Atkins arrives at work, he goes to the dressing room to change into his work clothes. For the next eight hours he wears a furry costume and a huge heavy mask over his head.

Joe is the Disney character Pluto, and he works at Disney World in Florida. Before he leaves the dressing room, he says "Have a nice day" to the other characters. He knows that he cannot speak to anyone later because Disney characters must not speak to the visitors and they have to be good at mime. Joe then makes his way to Café Mickey to welcome the visitors. He walks slowly and carefully and doesn't swing his arms or legs. He must be careful and remember that his 'body' is at least double his normal size.

One little girl looks frightened so Pluto doesn't get too close. Joe slowly extends his hand to her parents so the little girl can see that he is friendly. One of the most important qualities for people working as a Disney character is to be patient with children and extremely tolerant. Very soon the little girl is smiling and enjoying breakfast with her new, furry friend.

Vocabulary 1a

Study Skills

Word stress in compound nouns

We usually stress the first part of a compound noun.

police officer
fashion designer
train driver

Jobs

6 a) Fill in the gaps with *artist, presenter, trainer, guard, worker, driver, agent, surgeon, designer, programmer, pilot, assistant to form compound nouns.*

Listen and check. Listen again and repeat. Mind the stressed syllables.

- | | | |
|------------------|------------------|-------------------|
| 1 security | 5 airline | 9 bus |
| 2 make-up | 6 shop | 10 personal |
| 3 travel | 7 graphic | 11 TV |
| 4 social | 8 computer | 12 heart |

b) Which of the people above:

- **work:** shifts? from 9 to 5? part/full-time? with a computer? under pressure? long hours? indoors?
- **get:** paid well? low/high wages?

Choose three jobs and write about them, as in the example.

A security guard works shifts. He works under pressure and gets low wages.

Listening & Speaking

7 a) Listen to Petra talking about her job and work routine. Then complete the table.

Job	
Workplace	
Hours/Routine	
Skills	
Wages	

b) Talk about Petra's job and work routine.

Writing

8 **Portfolio** Imagine you are helping to prepare a careers page for the school website. Choose four jobs and write descriptions of them.

Pilots fly planes. They travel a lot. Their job can be They need to be They get paid

3 Read the texts and answer the questions.

Which of the three entertainers ...

- 1 can't move at work?
- 2 changes their appearance?
- 3 looks like a lizard?
- 4 can't speak at work?
- 5 has got a tongue split in two?
- 6 wears a mask at work?
- 7 needs over an hour to get ready for work?



4 Complete the gaps with the words *costume, teeth, performer, tongue, her skin, statue, still, room, paint, mask, slowly, his arms or legs.* Use the phrases to present Christina, Eric and Joe to the class.

- | | |
|------------------|------------------|
| 1 stand | 7 forked |
| 2 living | 8 furry |
| 3 covers | 9 dressing |
| 4 body | 10 heavy |
| 5 sideshow | 11 walk |
| 6 pointed | 12 swing |

5 a) **THINK!** Tell the class three things you remember from the text.

b) **THINK!** Which of the jobs in the text would/wouldn't you like to do? Why? In three minutes write a few sentences. Read your sentences to your partner.

• Present simple vs Present continuous

- 1 Read the box and say the examples in your language. Find examples in the text on p. 10.

We use the **present simple** to talk about:

- permanent states & facts. *Paul has green eyes. The sun rises in the east.*
- habits/routines. *I work in a bookshop every Saturday.*
- timetables. *The train leaves at 7 pm.*

Time expressions: every day, on Mondays, often etc.

We use the **present continuous** to talk about:

- actions happening now/around the time of speaking. *Janice is doing her homework now. Tina is studying for her exams these days.*
- future arrangements. *I'm going to the hairdresser's tomorrow.*
- temporary situations. *Jane is working as a waitress for the summer.*

Time expressions: now, at the moment, at present etc.

Note: Some verbs don't have continuous forms because they describe a state rather than an action (**want, like, love, hate, know, believe, need** etc.). *I love reading.* (NOT: ~~I'm loving~~ reading.)

- 2 Complete the gaps with the **present simple** or the **present continuous** forms of the verbs. Give reasons.

- 1 John and Val sometimes (**work**) on Sundays.
- 2 Ann (**do**) a hairdressing course in London now.
- 3 (**you/like**) wearing hats?
- 4 Jen and Bill (**go**) out tonight.
- 5 Suzy's bus (**arrive**) at 4 pm.
- 6 Adrian (**want**) to buy a new pair of jeans.
- 7 (**you/fly**) to New York next month?

- 3 Put the verbs in brackets into the **present simple** or the **present continuous**.

Hi Suzie!

Thanks for your email! I 1) (**be**) very busy today! My little brother 2) (**have**) a fancy dress party for his birthday tomorrow. So Mum 3) (**tidy**) the house and I 4) (**make**) my brother's costume. He 5) (**want**) to be a pirate! Well, I must go now. Dad 6) (**need**) some help in the kitchen. My mum 7) (**not/like**) baking so my dad 8) (**make**) the cake for the party! Talk to you later.

Holly

P.S. 9) (**you/want**) to come to the party?

Let me know!

• Singular/Plural nouns

- Some nouns take a **plural verb**. These are: clothes, police, people, customs, earnings, goods, outskirts etc. *My clothes are on the bed.*
- Some nouns take a **singular verb** although they have a plural form. These are: money, news, athletics, gymnastics, billiards, darts, measles, maths, physics, economics, politics. *The news is on TV.*
- Pair nouns (binoculars, jeans, glasses, pyjamas, scissors, shorts, tights, trousers) are always plural and take a plural verb. *My jeans are in the suitcase.*
- Group nouns (class, company, family, government, group, public, staff, team etc.) can take either a singular or a plural verb. *The team are coming tomorrow.* (the team as individual people)
The team is coming tomorrow. (the team as a group)

- 4 Read the box. Then choose the correct item.

- 1 The police **is/are** on their way.
- 2 Physics **is/are** my favourite school subject.
- 3 Your news **is/are** very interesting.
- 4 Your trousers **is/are** dirty.
- 5 Darts **is/are** my favourite game.
- 6 Your glasses **is/are** on the desk.
- 7 Where **is/are** the money?
- 8 The shorts **is/are** in the washing machine.
- 9 Family **is/are** very precious to me.
- 10 There **is/are** people outside the bank.

• Comparatives – Superlatives

- 5 Complete the box. How do we form the comparatives and the superlatives? Find examples in the text on p. 10.

Adjective	Comparative	Superlative
short	shorter	the shortest
long	1)	the longest
fat	2)	the fattest
happy	happier	3)
attractive	more attractive	the most attractive
good	better	the best
bad	worse	the worst
much/many	more	the most

We use **very/extremely + adjective** to give emphasis to it. *Ann is very young.* We use **much + comparative adjective** to make a comparison stronger. *Sarah is much taller than Jane.* We use **as + adjective + as** to show that two things are/are not the same. *Mark is as tall as Tim. Jane isn't as slim as Ann.*

- 6 Fill in the gaps with the **comparative forms** of the adjectives in brackets.

- 1 Those earrings are (**nice**) than these ones.
- 2 Ann's much (**beautiful**) than Mary.
- 3 Today is (**hot**) than yesterday.
- 4 These shoes are (**cheap**) than those shoes.
- 5 Tom's haircut is (**bad**) than Mike's!

- 7 Fill in the gaps with the **superlative forms** of the adjectives in brackets.

Amazing Facts!

- 1 Sultan Kösen is (**tall**) man in the world. He is 2.47 metres tall. He also has (**big**) hands and feet in the world.
- 2 The women of the Padaung tribe in Thailand have (**long**) necks in the world – up to 40 cm!
- 3 Pygmies are (**short**) people in the world.
- 4 Okinawans are (**healthy**) people in the world. They also live a long time.

- 8 Use the adjectives in the list to compare the people in the table.

• heavy • old • tall • active • sociable

Name/Age	Tracy, 14	Paul, 16	Sofia, 17
Height	1.65 metres	1.80 metres	1.55 metres
Weight	62 kilos	75 kilos	54 kilos
Hobbies	tennis, volleyball, jogging	computers, TV, playing the guitar	dancing, shopping, the cinema
Friends	8	12	18

Tracy is heavier than Sofia.

Paul is much heavier than Sofia.

Tracy isn't as heavy as Paul.

Paul is the heaviest of all.

• too – enough

- 9 Read the box and say the examples in your language.

- We use **too + adjective** to show that something is more than we want. *Sam is too shy to speak to people he doesn't know.*
- We use **adjective + enough** to show that something is as much as we want. *She's good enough to win the competition.*

- 10 Complete the sentences using **too** or **enough** and the adjectives in brackets.

- 1 Sam is (**clever**) to become a doctor.
- 2 This dress is (**small**) for me. Have you got it in a bigger size?
- 3 Maria's dad says she isn't (**old**) to pierce her ears.
- 4 This shampoo is (**expensive**) to buy.
- 5 He's (**lazy**) to do his homework.

- 11 In three minutes revise the grammar structures in Unit 1b. Make sentences using them. Tell your partner.

Study Skills

Using dictionaries

Look up new words in your dictionary. This will help you learn them and expand your vocabulary.

Speaking

Physical appearance & Character

- Check these words. List them under the headings.
plump, easy-going, honest, fair, old, short, sensitive, reserved, of medium height, moustache, rude, shy, in her late twenties, outgoing, patient, beard, well built, slim, spiky, wavy, long, curly, round, straight, oval, polite, fat, small, in his early thirties, skinny, dark, thin, teenager, overweight, in his mid forties, middle-aged, freckles, tall, wrinkles

FACE **HAIR** **SPECIAL FEATURES** **HEIGHT** **BUILD** **AGE** **CHARACTER**

Then use these words to describe the people in the pictures.

- Match the adjectives (1-9) to their justifications (A-I). 1 cheerful 2 selfish 3 generous 4 popular 5 talkative 6 bossy 7 energetic 8 honest 9 impatient

A 9 hates waiting for things
B tells people what to do
C talks a lot
D smiles a lot
E likes giving people things

F only cares about himself/herself
G lots of people like him/her
H does a lot of things
I always tells the truth

He's impatient. He hates waiting for things.

- Ask and answer questions about your family and friends.

A: What does your brother look like?

B: He's tall and slim with short brown hair.

A: Has he got a beard?

B: No, he hasn't, but he's got glasses.

A: What is he like?

B: Well, he's honest. He always tells the truth.

Listening & Writing

- Listen to a description of a missing person the police are looking for. What does the person look like?
- Imagine two of your classmates are missing. Write a description of them for the police.

Include physical features (weight, age, face etc.), any special features (glasses etc.) and clothes.

James is thirteen. He's tall and of medium build and he's got ... He's wearing ...

Mary



James

Kelly

Talking about clothes (Complimenting)

- Listen and repeat. Mark the stressed syllables.

- You look great in that polo-neck.
- It matches the colour of your eyes.
- They fit you perfectly!
- Your dress really suits you.

- The sentences in Ex. 1 are from a dialogue between two friends. What is the dialogue about? Who bought Sally the clothes? Why? Listen, read and check.

Complimenting

Fill in the gaps with *go with, fit, suit, matches*.

- Your jumper your skirt nicely.
- Those jeans you perfectly. They are just the right size.
- Those shoes your dress.
- Those sunglasses really you. They look great on you.

Mary: You look great in that polo-neck, Sally. It matches the colour of your eyes.

Sally: Thank you, Mary.

Mary: It really suits you. Is it new?

Sally: Yes, it is. It's a birthday present from my aunt. She also got me these jeans.

Mary: Wow! They fit you perfectly! Your aunt has got great taste in clothes.

Sally: That's nice of you, Mary. You look good too. Your dress really suits you.

Mary: Really? Thanks!

- Find sentences in the dialogue which mean:

- That polo-neck looks good on you.
- They are the right size for you.
- It really looks nice on you.
- Your aunt knows what clothes to buy.

- Say the sentences in Ex. 1 in your language.

- Listen to the dialogue. Take roles and read it out.

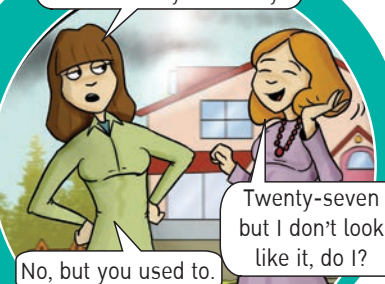
- a) In a minute write as many words as possible under the headings: **CLOTHES**, **ACCESSORIES**, **SHOES**. Compare with your partner.

- b) Your aunt has bought you some new clothes for your birthday. Your friend compliments you on them. Use the sentences in Ex. 1 and the ones in the box to act out your dialogue. You can use the dialogue in Ex. 2 as a model.



Smile

How old are you exactly?



Self-respect
/self rɪspekt/
(n) a feeling of confidence and pride in your own worth

- 1 Read the dictionary definition. Why do you think it's important to have self-respect? Think about: *your relationships, your schoolwork, your mood.*
- 2 Complete the quiz and compare your results with your partner.

Self-respect affects every area of your life. If you don't like yourself, it's difficult to be nice to others, to do your best at school and to be a cheerful and confident person. You can increase your self-respect by avoiding things that make you feel uncomfortable and putting right what you do wrong. So, how much self-respect do you have? Do the quiz to find out!

Quiz
DO YOU RESPECT YOURSELF?



	A NEVER or HARDLY EVER	B SOMETIMES	C OFTEN or ALWAYS
1 I do my best at school.			
2 When I'm finding something difficult (e.g. my maths homework), I don't give up. I keep trying.			
3 When my friends ask me to do something, I don't agree with, I say no.			
4 I believe it is more important to be beautiful on the inside than the outside.			
5 When I make a mistake, I admit it and say I'm sorry.			
6 I respect other people's property, beliefs and opinions.			
7 I see myself as a winner not a loser.			
8 I am happy with my physical appearance.			
9 I don't compare my looks with other people's.			
10 I don't tease my classmates.			

Mostly A: Oh dear! You don't have a lot of self-respect! Learn to love yourself more and make more effort. Remember, you're unique and you're great!

Mostly B: Sometimes you disappoint yourself. Make some small changes in your life.

Mostly C: You know that you are a special person and your behaviour and character shows it! Good for you!

Remember! How you behave is your choice!

Check these words

- affect • cheerful
- confident • increase
- put right • admit
- belief • opinion
- winner • loser • tease

- 3 **ICT** Imagine you are a youth worker giving a talk about self-respect to some teenagers. Make notes under the headings.

- what self-respect is • why it's important • ways to respect yourself

You can use the key phrase: *steps to respect*. Give your talk to the class.

Study Skills

Topic sentences

Start the main body paragraphs with a topic sentence. A topic sentence is the summary of the paragraph and introduces the main idea of it. This helps the reader follow your piece of writing.



- An article describing a person

- 1 Complete the article with the topic sentences. One sentence does not match. Which girl is the article about?
 - A Lindsay loves the outdoors and does a lot of sports.
 - B My best friend lives near my house.
 - C Lindsay is quite pretty and a nice person.

My best friend is Lindsay. We first met about three years ago at school when she moved to town. Now we hang out together almost every day.

1 She is tall and slim and has got short straight fair hair and beautiful green eyes. She's got great taste in clothes and almost always dresses in casual clothes. She is very popular at school. She is also very kind and polite. She is tolerant and never says a bad word about anyone. She has a

great sense of humour and makes me laugh a lot. Sometimes she can be a bit sensitive though.

2 She plays in the school basketball team and goes canoeing at weekends. She also goes to the pool every afternoon.

All in all, I think that Lindsay is a wonderful person. We always have great fun together and I am delighted to have her as a friend.

- 2 What adjectives does the author use to describe Lindsay's character? What justifications does she use?

- 3 Rewrite the sentences using the linkers in brackets.

- 1 He's got brown hair. He's got freckles. (and)
He's got brown hair and freckles.
- 2 She's tall. She's very thin. (as well)
- 3 He's cheerful. He's outgoing. (also)
- 4 She's clever. She can be bossy at times. (However)
- 5 They are usually generous. They can be selfish at times. (but)

Study Skills

Linkers

Use a variety of linkers (*and, but, also, however, though etc.*) to make your piece of writing more interesting. To join similar ideas use *and, also, as well, too*. *He's friendly and polite.* To join opposing ideas use *but, however, on the other hand*. *He's helpful but he can be lazy at times.*

- 4 Think of your best friend and answer the questions.

- 1 How old is he/she?
- 2 What does he/she look like?
- 3 What is he/she like? Give reasons/examples.
- 4 How do you feel about him/her?

Writing (an article)

- 5 Write an article about your best friend for an international school magazine (60–80 words). Use the plan.

- Para 1: write the person's name & how you met each other (*My best friend is We first met*)
- Para 2: describe the person's appearance, clothes & character giving justifications (*... is ... and ... with ..., ... is very ... is also*)
- Para 3: describe the person's hobbies and interests (*... plays ... likes*)
- Para 4: your feelings (*All in all, I think ... is*)



Respecting Differences: A Strong ASEAN

Have you heard of 'the Holocaust' and 'genocide'? The Holocaust was the killing of millions of Jews and other people by the Nazis during the Second World War. Genocide is the murder of a whole race or group of people. In Rwanda, for example, about 800,000 Rwandans were killed between April and June 1994. These incidents happened in human history because people didn't respect differences. There are lots of different nationalities, races and religious beliefs in this world. Even people living in the same country can be different. So, it is very important that people should respect each other because history teaches us that diversity is strength. Lack of understanding and respect for differences can often lead to conflict.



A special feature of Southeast Asia is its cultural diversity. There are a lot of languages, religious beliefs and lifestyles in this region. In Singapore, for instance, there are several different races including Chinese, Malay, Indian and others. Its ethnic diversity has become one of the country's most important economic assets. Because of the diversity of skills and widespread use of English, Singapore is a fast-growing economy. Moreover, diversity can be a tourist attraction. Since each ethnic group has its own festivals and religious events such as Chinese New Year, Deepavali (Hindu Festival), Hari Raya Puasu or Hari Raya Aidilfitri (Malay Festival), all year round tourists can do and see a lot of things.

They can visit Chinatown, Little India and Arab Street, and taste a variety of foods.

From the example of Singapore, you can see that diversity brings a lot of benefits to the country. How about ASEAN? There are 10 countries in this region. Diversity in ASEAN can be a great source of strength. First, what we have to do is to respect each other. This means that we do not judge others just because of how they look, what they believe or the language they speak. When we respect these differences, ASEAN will be stronger because the differences that come from people from all over ASEAN can bring new ideas and energy. The result is economic growth, social progress and cultural development.



1 Read the text above and mark each statement T (true) or F (false).

- The Holocaust was the killing of people because of their money.
- People can kill others just because of their differences.
- There are only four religious beliefs in the world.
- In any country, there can be more than one religion.
- It's an advantage to have different types of people in a country.

2 Work in pairs. Tell your friend how to respect other people. Use the phrases below.

- join the queue • listen to their opinions with opened-mindedness • be quiet in the library
- not talk on the phone in the cinema • not make fun of them • follow the rules and laws
- treat others like you would like to be treated
- care for their feelings

I respect others by joining the queue.

3 ICT Find information about custom, languages, food and festivals in three ASEAN countries that differ from your country.

Dialogues

1 Read the situation and the dialogue and choose the appropriate expression for item A and then the correct response for item B.

1 Situation: Diane meets Jane.

Diane: That shirt really suits you.

A)

Jane: Yes. B)

A a How much did it cost?

b Is it new?

c Is it yours?

d Where did you buy it?

B a It's just the right size for me.

b It fits perfectly.

c You look good too.

d It was a gift from my mum.

2 Situation: Paul and his mum are shopping.

Paul: Look at those cool trainers!

A)

Mum: B) Maybe next week.

A a How much are they?

b Where can I buy them?

c Will you buy them for me?

d Will they suit me?

B a Sure. I bought them.

b Yes, I have lots of money.

c Sorry I can't afford to.

d They are in the shop window.

3 Situation: Mary is at the supermarket.

Mary: Hello. I'd like some steaks. A)

Shop assistant: Good choice.

B)

A a How much are they?

b Do you have any?

c Those look good.

d How about those?

B a How many would you like?

b Would you like to buy them?

c We haven't got any.

d Shall I get you some?

Reading

2 Read the passage carefully and choose the correct answer to each question.

Once there was a kind and generous king. He was known for his generosity whenever he felt someone was worthy. One day a poor beggar heard that the king would pass through his town. He was very excited, not to see the king, but in case he could get the king to give him some money.

Just as a kind man was putting some uncooked rice into his bowl, the beggar heard the king's coach approaching and pushed the man out of the way. He ran into the street shouting the praises of the king and the royal family. The king stopped his coach and asked, "Who are you?" "I'm one of your most unfortunate subjects. I'm hungry and poor and I haven't eaten since yesterday," the beggar replied. "Is that all you have for your king – a tale of sorrow? Give me something," said the king. The beggar was amazed and picked out just five grains of rice from his bowl and put them in the king's hand. The king took them and drove away. The beggar was furious. He did nothing for the rest of the day except moan and complain about the king and tell everyone how mean he was.

When he returned to his hut in the evening, he found a bag of rice on his doorstep. He opened the bag and was amazed to find a coin in it. He realised the bag must have been sent by the king and so he emptied it out onto the floor and sure enough there were four more coins in the bag – one for each grain of rice he had given to the king. Then he understood that the king had taught him a lesson. If he had given the king the whole bowl of rice, he would be a rich man now.

1 What do we know about the king?

- He was excited to see his people.
- He didn't give money to everyone.
- He felt beggars weren't worthy.
- He lived in the beggar's town.

2 Which is true?

- The beggar stopped the king's coach.
- People were pushed out of the way of the king's coach.
- The king was travelling with the royal family.
- The beggar did not thank the person who gave him rice.

3 Why did the king talk to the beggar?

- He needed some rice.
- He knew him.
- He liked talking to people.
- He wanted to find out what kind of person he was.

4 How did the beggar feel when the king drove away?

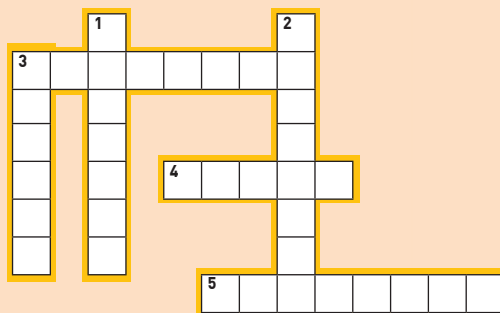
- He was generous.
- He was surprised.
- He was very angry.
- He was hungry.

5 What lesson did the beggar learn?

- Rice is worth a lot of money.
- Rich men are more generous than poor men.
- The more you give the more you get.
- Beggars and kings will never understand each other.

Fun time 1

1 Do the crossword.



Down

- 1 He operates on sick people.
- 2 To get bigger.
- 3 Nurses don't work only in the morning. They work

Across

- 3 He performs dangerous scenes during filming instead of the actual actor.
- 4 She gets paid her every two weeks.
- 5 To be an artist you need to be

GAME : What's the job?

Play in teams. Think of a job from those on pp. 9-11. Students in the other team can ask five Yes/No questions to find out what you do. Swap roles and continue the game.

Team A S1: Do you work shifts?

Leader: No, I don't.

2 Do the quiz. Mark the sentences T (true) or F (false). Correct the false statements.



- 1 Okinawans live to a very old age.
- 2 A living statue usually has tattoos.
- 3 A security guard works shifts.
- 4 The Pygmies are the tallest people in the world.

3 THINK! Go through Module 1 and write a T/F quiz of your own.

4 Song: These words/phrases appear in the song. What is the song about?

Listen and read to find out.

- great leaders • fought
- make countries strong • people happy
- use power • solve problems
- leave behind • strength and power
- use your mind • make a difference
- own special way • weak or poor
- inside your heart

Everyone can change the world

In the past, great leaders fought
To make their countries strong
They kept the people happy
And helped them get along
Politicians, kings and queens
Can use their power for good
And solve the problems of the world
Like all great leaders should

*How will you improve the world?
What will you leave behind?
Will you use your strength and power
Or will you use your mind?
You can make a difference
In your own special way
Everyone can change the world
So let's all start today*

Every individual
However weak or poor
Has the power to change the world
As people did before
You don't have to be a king
To play a special part
You can find the strength you need
Just look inside your heart

5 THINK! Do you agree with the singer? Why/Why not? In three minutes write a few sentences about the topic. Read them to the class.