

STUDENT'S
BOOK

หนังสือเรียน รายวิชาพื้นฐาน ภาษาอังกฤษ
ชั้นมัธยมศึกษาปีที่ 6

6

Students for

PEACE

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ผู้เรียบเรียง

● Eduardo Amos

ผู้ตรวจ

- นางชุลีพร เปี้ยนขำ
- นางฤดี พูนเกษม
- นางดุสิต สว่างศรี

บรรณาธิการ

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TES
Total Education
Solutions

พิมพ์ครั้งที่ 1
พุทธศักราช 2563

กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ

ตามหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช 2551

Scope & sequence

Welcome unit Welcome to Students for PEACE!

p. 6

- Reviewing vocabulary related to transport.
- Exploring the values of the Olympic Movement.
- Discussing how sport can change people's lives.

	  Spark & Building blocks	  Explore & Sync	  Toolbox & Studio	 Peace talk
1 Relationships p. 10	<ul style="list-style-type: none"> • Discussing different levels of friendship. • Thinking about how to respect others. • Talking about what makes a healthy relationship. 	<ul style="list-style-type: none"> • Reading and understanding a text about how to build good relationships with your neighbours, a cartoon about friendship, and an article on some of the best songs about friendship. • Listening to a song about friendship. 	<ul style="list-style-type: none"> • Modal verbs: <i>may</i> and <i>might</i>. • Discussing the stories behind situations in pictures. • Creating a guide on how to be a good friend or writing an article called "The best songs about friendship". 	<ul style="list-style-type: none"> • Exploring and writing thank-you notes.
2 Problem solving p. 22	<ul style="list-style-type: none"> • Working on different forms of problem-solving. • Learning about talented people and their attitudes that change the world. 	<ul style="list-style-type: none"> • Discussing traditional and multiple intelligences theories. • Identifying your abilities and strengths. • Listening to a teacher's challenge and students' reaction to it. 	<ul style="list-style-type: none"> • Word order: adjectives. • Reading, understanding, and rewriting <i>The cleverest son</i>. 	<ul style="list-style-type: none"> • Playing an online game on the "Free rice" website. • Setting up an action plan to solve a problem in your neighbourhood.
3 Media p. 34	<ul style="list-style-type: none"> • Identifying the role of media in our daily lives. • Discussing how we relate to media content. • Reading dialogues on media preference and use. 	<ul style="list-style-type: none"> • Reading and talking about changes in the availability of information. • Analysing a graph. • Discussing Australian teenagers' use of mobile devices. • Listening to a podcast. 	<ul style="list-style-type: none"> • Present perfect: affirmative, negative, and interrogative forms. • Present perfect: <i>for</i> and <i>since</i>. • Publishing a graph with the results of a survey about media use or content production. 	<ul style="list-style-type: none"> • Discussing how to use media in a positive way. • Creating a poster for a campaign against trolling.
4 Free time p. 46	<ul style="list-style-type: none"> • Defining free time. • Talking about how to organize and enjoy your free time. • Using time expressions. 	<ul style="list-style-type: none"> • Reading and discussing how teenagers spend their free time. • Helping others as a way of using time more effectively. • Talking about leisure/ social activities, work, volunteering, home chores, hobbies, and pastimes. • Listening to an online conference call. 	<ul style="list-style-type: none"> • Present perfect: <i>just</i>, <i>already</i>, and <i>yet</i>. • Writing an article about classmates' spare time or creating a poem about free time. 	<ul style="list-style-type: none"> • Thinking about and discussing your "jar of life".

	  Spark & Building blocks	  Explore & Sync	  Toolbox & Studio	 Peace talk
5 Literature p. 58	<ul style="list-style-type: none"> • Discussing the importance of literature in our lives. • Literary genres. • Talking about reasons for reading the work of others. 	<ul style="list-style-type: none"> • Discussing the impact of the printing press in our lives and the different ways we write nowadays. • Reading a mobile phone novel. • Listening to a young writer. 	<ul style="list-style-type: none"> • Present perfect vs. Past simple. • Writing a chapter of a mobile phone novel or creating a 50-word story. 	<ul style="list-style-type: none"> • Creating a patchwork story quilt about students' experiences.
6 Visual arts p. 70	<ul style="list-style-type: none"> • Discussing the role of art in society. • Understanding a girl's relationship with art. • Talking about our feelings towards art. 	<ul style="list-style-type: none"> • Reading extracts from art reviews about Vik Muniz. • Discussing artistic recreations. • Using materials to create an art assemblage. • Listening to an audio guide about a painting. 	<ul style="list-style-type: none"> • Question tags. • Reading and creating a dialogue based on a painting. • Making an audio guide or creating a tutorial for an assemblage. 	<ul style="list-style-type: none"> • Discussing ways of making art more visible in your community.
7 Life plan p. 82	<ul style="list-style-type: none"> • Exploring the importance of planning to achieve your goals. • Talking about future expectations. 	<ul style="list-style-type: none"> • Setting a goal for the future and planning how to achieve it. • Thinking about how to be successful in the future. • Listening to a boy's message to his future self. 	<ul style="list-style-type: none"> • Future: <i>going to</i> and <i>will</i>. • Understanding a teenager's life plan. • Recording a message to your future self or making a life plan. 	<ul style="list-style-type: none"> • Discussing ways of turning dreams into goals. • Presenting your dreams and life plan to your classmates.
8 Change p. 94	<ul style="list-style-type: none"> • Discussing change: how to prepare for it and what to expect. • Talking about the changes people experience in life. • Personal stories about life-changing moments. 	<ul style="list-style-type: none"> • Using media to fight for social change. • Analysing and listening to the song "Revolution", by The Beatles. • Listening to people talking about a film. • Showing certainty and uncertainty about the future. 	<ul style="list-style-type: none"> • Connectors: <i>and</i>, <i>so</i>, <i>whether</i>, and <i>although</i>. • Understanding a text about a younger sister's importance in her older brother's life. • Producing a written or photo essay about change. 	<ul style="list-style-type: none"> • Writing a message about the importance of change in our lives.

Welcome to Students for PEACE!

What do you already know?

Use English to:

- check what you know about the history of transport;
- explore the values of the Olympic Movement;
- discuss how sport can change people's lives.

1 Transport quiz. How much do you know about this topic? Do this quiz and find out.

Transport and mobility are key for everyone. According to Article 13 of the *Universal Declaration of Human Rights*, “everyone has the right to freedom of movement and residence within the borders of each State”.



When was the first public bus service organized along regular routes?

- ☐ In 1662, by mathematician Blaise Pascal. It was horse-drawn and could carry six to eight passengers.
- ☐ In 1780, by Benjamin Franklin. It was the first time electric engines were used in public transport.
- ☐ In 1906, by Alberto Santos Dumont. The cars were powered by 12-horsepower combustion engines.



Who, in 1817, invented the first bicycle, a two-wheeled vehicle, known by many names throughout Europe, including “draisine”, “running machine”, and “hobby horse”?

- ☐ French inventor
Daguerre.
- ☐ German aristocrat
Karl von Drais.
- ☐ Japanese businessman
Akio Morita.



Who invented the first true automobile, powered by an internal combustion engine, in 1885–1886?

- ☐ André Citroën.
- ☐ Karl Friedrich Benz.
- ☐ Louis-Joseph Chevrolet.



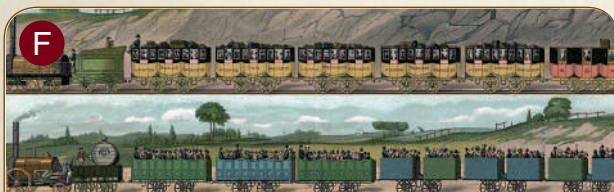
When and where was the first electric traffic signal installed?

- ☐ In 1891, in New York City, USA.
- ☐ In 1914, in Cleveland, Ohio, USA.
- ☐ In 1935, in London, England.



E Henry Ford installed the first moving assembly line for the mass production of an automobile. He wanted to reduce the cost of car production so that almost everyone could have one. This innovation cut the build time from more than twelve hours to two hours and thirty minutes. When did this happen?

- ☐ 1890. ☐ 1801. ☐ 1913.



F What was the first public transport system without animal traction that carried passengers and cargo commercially?

- ☐ The Liverpool and Manchester Railway, inaugurated in 1830.
☐ The Silk Road, extending 6,437 kilometres, from 206 BCE.
☐ The Trans-Siberian Railway, from Moscow to the Sea of Japan, built at the beginning of the 20th century, and which is still the longest railway line in the world.



G What innovation was inaugurated in 1964, especially for the Olympic Games, ten days before the opening ceremony?

- ☐ The Han River navigation in Seoul, South Korea.
☐ The Shinkansen, commonly called "bullet train", between Tokyo and Osaka, Japan.
☐ Water taxis in Sydney, Australia.

H

What is the oldest underground railway system in the world, inaugurated in 1863?

- ☐ The Istanbul Tünel.
☐ The London Underground.
☐ The New York Subway.



I



When and where was asphalt first used as road building material?

- ☐ In the 13th century, in Mongolia, during the reign of Kublai Khan.
☐ In 1863, in the United States, when Abraham Lincoln was president.
☐ About 625 BCE, in Babylon, in the reign of King Nabopolassar.

J



Which city implemented the Bus Rapid Transit (BRT) system for the first time in 1974, inspiring many similar systems around the world?

- ☐ Bogotá, Colombia. ☐ Curitiba, Brazil. ☐ Helsinki, Finland.

Add 1 point for each correct answer to the quiz, and assess your knowledge about mobility.

1 to 3 points: You don't really care about transport, but it's time to start learning!

4 to 6 points: You know a little about transport but could learn more. Keep your interest up!

7 to 8 points: You know a lot about transport and could start putting your knowledge into action. Congratulations!

9 to 10 points: Wow! You are a transport whizz! Please help others to be more aware of the importance of transport in our lives.

2 Read the text below and match the columns.

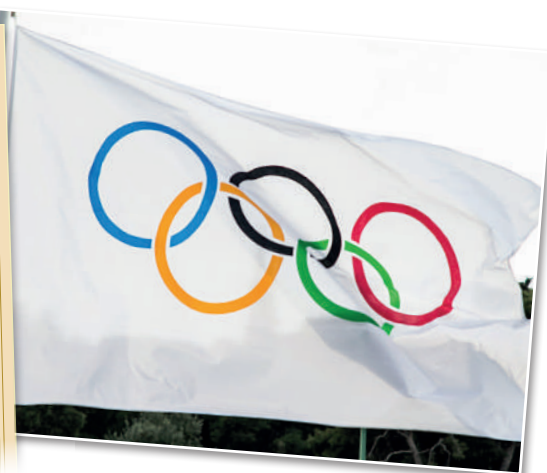
- | | |
|--------------------|---|
| a Olympic Movement | <input type="radio"/> A philosophy of life that values mind, will, and body. |
| b Olympic spirit | <input type="radio"/> Educating through sport. |
| c Olympism | <input type="radio"/> Mutual understanding through friendship, solidarity, and fair play. |

Olympic values

Olympism is a philosophy of life, exalting and combining in a balanced whole the qualities of body, will, and mind. Blending sport with culture and education, Olympism seeks to create a way of life based on the joy found in effort, and the educational value of good examples and respect for universal fundamental ethical principles.

The goal of the Olympic Movement is to contribute to building a peaceful and better world by educating youth through sport practised without discrimination of any kind and in the Olympic spirit, which requires mutual understanding with a spirit of friendship, solidarity, and fair play.

We have six global activities: Sport for all, Development through sport, Women and sport, Education through sport, Peace through sport, as well as Sport and environment.



3 Write T (true) or F (false) based on the information in the text.

- ☐ Good examples and respect for ethical principles have educational value.
- ☐ It is possible to find joy in effort.
- ☐ The main objective of sport is competing.
- ☐ Peace is a fundamental objective of Olympism.

4 The words/phrases below were taken from the text in activity 2. Based on the context, choose the best synonym or definition for them.

- | | | | |
|------------------|---|---|---|
| a balanced whole | <input type="radio"/> a complete thing in a state of equilibrium | <input type="radio"/> an object going up and down | <input type="radio"/> an opening through something; a gap |
| b will | <input type="radio"/> an auxiliary verb that expresses the future tense | <input type="radio"/> an English proper noun | <input type="radio"/> determination; a strong intention |
| c blending | <input type="radio"/> communicating | <input type="radio"/> mixing together | <input type="radio"/> selling |
| d seeks | <input type="radio"/> finds | <input type="radio"/> looks at | <input type="radio"/> tries |
| e effort | <input type="radio"/> hard physical and/or mental work | <input type="radio"/> a strong person | <input type="radio"/> power |

5 According to the text, which four things make up the Olympic spirit?

6 Your turn. How can Olympism change the world? Discuss with a classmate.

7 Look at the text below. What kind of text is it?

- ☐ A piece of news. ☐ A website testimony. ☐ An online tutorial.

Olympic news

Home Sports Photos Videos Countries

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Brazilian Olympian using sport to turn underprivileged kids into "superheroes"

30th March 2015

Brazilian judoka and Olympian Flávio Canto has always wanted to change the world. He confides: "When I was a young kid, I wanted to be a superhero." While no magic cape allowed him to fly, he has achieved something greater that is changing the lives of thousands of underprivileged children and young people every day.

After failing to qualify for the Olympic Games in Sydney in 2000, the sportsman began volunteering in Rocinha, located south of Rio de Janeiro. Teaching judo classes in what is considered Brazil's largest *favela*, Canto says he soon realized he had "a very strong tool" in his hands.

In 2003, in the midst of training hard for the Olympic Games in Athens the following year, he founded Instituto Reação. A non-profit organization, the sports centre is home to three different programmes: an Olympic programme, an educational programme, and a judo and martial arts school.

"The Olympic programme is the one that developed, for instance, Rafaela Silva, the first female world champion in Brazil," explains Canto. Rafaela's sister, Raquel, also a talented judoka partaking in the Olympic programme, says: "Before me or my sister got into judo, we were pretty rebellious. We weren't interested in going to school, and sport radically changed our lives."

Flávio adds: "When they put their uniform on, the judo gear, they become like superheroes. They can do anything. I really believe that everything they train here they take back home. So they are braver, they are better; they are ready to face the world. I don't know any better tool than sport to build stronger people, ready to fight for whatever they need to fight for."

The Olympian says that one of the greatest accomplishments of the centre has been teaching the students to believe they can overcome limitations, be they physical or mental. "We try to teach them and tell them they can dream higher than they thought they could," Canto says. "They can go to school, they can have a university degree, and this is what we try to do with them every day."

The International Day of Sport for Development and Peace is an opportunity to highlight how sport is a universal tool that drives social change, development, and peace across all areas of life.



8 Now read the text and answer these questions.

- a According to the text, what is greater than flying?

- b Did Flávio Canto qualify to go to Sydney in 2000 as an athlete? What did he start to do after that?

- c What did he create in 2003?

- d According to Flávio, what happens to the young people who practise judo at Instituto Reação?

- e What is one of the greatest achievements of Instituto Reação?

9 Which of the global activities mentioned in the text on page 8 can be related to Instituto Reação?

- ☐ Development through sport ☐ Peace through sport ☐ Sport for all
☐ Education through sport ☐ Sport and environment ☐ Women and sport

10 Look at activity 6 and answer the same question again. Is your answer different after reading the text above? Discuss with a classmate.

1 Relationships

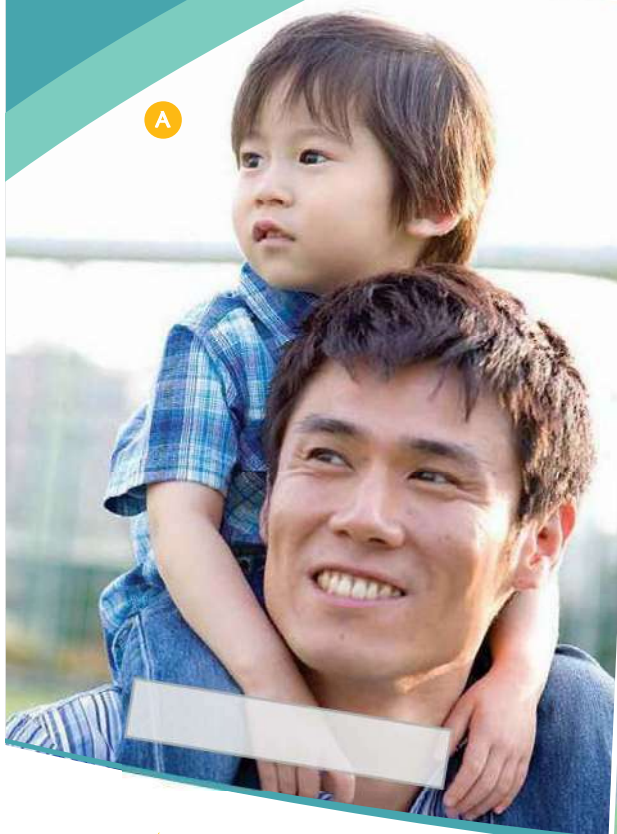
How do you relate to others?

Use English to:

- talk about different kinds of relationships;
- give opinions about how to build and maintain relationships;
- understand guides, articles, and song lyrics;
- talk about possibilities in the present and in the future.



A



B



E



- 1 Label each picture with a word from the box.

acquaintances classmates community
colleagues family friends

- 2 In life, we have different relationships with different levels of intimacy. Look at the diagram on the right and write the words from activity 1 in the correct place, according to the level of intimacy each relationship circle represents.

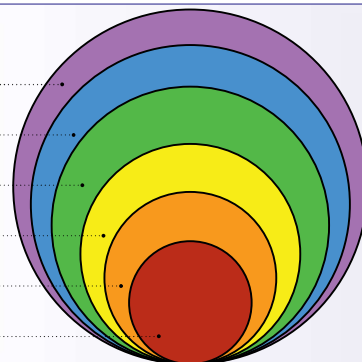
Language clue

acquaintance a person who you know but do not know well

Relationship circles

strangers

me



L1



3 Match the kinds of people to the ways that we behave.

a family and friends b neighbours and acquaintances c classmates and colleagues d community

- ☐ We talk about school or work, but we don't usually talk about our personal lives.
- ☐ We tell them how we feel and share a lot of details of our lives.
- ☐ We usually talk about general topics, such as sport or the weather.
- ☐ We should greet them politely, but some people don't.

4 How important are the factors below when building and maintaining good relationships in life? Think and put them in order of importance for you.

family
connection

interests

politeness

respect

social status

solidarity

tolerance

understanding



Building blocks

5

A group of students is working on a school project entitled **How to build relationships**. Look at the poster they are preparing for their project presentation. Thinking about the words they have chosen, what do you think they are going to say during the presentation?

listen
find common interests
be polite
build
greet
connect
feel comfortable
be honest
trust

6

Read the conversation between some of the students mentioned in activity 5 and check your predictions.



Olivia Well... I suppose the first thing we need to mention is that you have to be polite and respectful to the other person. If you don't respect people, there is never going to be trust, is there? You may never be able to build a relationship with someone if you don't respect them from the day you meet them.

Abby That's true! By the way, are we going to say anything about finding common interests?

Harrison Of course! We should definitely mention that. When you identify a common interest, you immediately connect with the person.

Abby OK... And I think we have to mention that we build relationships with people we feel comfortable talking to. Oh, and that sometimes we need to take the first step and start the conversation so the other person can feel comfortable.

Olivia Wait! Let me get my notebook and write this down. We might forget everything by tomorrow if we don't take notes!

7

Three concepts from the poster in activity 5 were not mentioned in the conversation. Which are they? _____

8

Choose one of the concepts from your answer to activity 7 to continue Abby, Olivia, and Harrison's conversation. Write it down and remember to include an explanation. Then share it with a classmate.

9

In your opinion, did Abby, Olivia, and Harrison mention all the important concepts for building a relationship in their conversation? What did they miss out? Discuss with your classmates.

10

Complete each sentence with a word or phrase from the box. Use a dictionary if necessary. Not all words or phrases will be used.

carry carry on count count on lean lean on



- a I always _____ my brother when I'm in trouble or sad. He always helps me.
 b Our coach is very supportive, and she gives us the best advice. We can always _____ her.
 c These bags are too heavy! Can I help you to _____ them?
 d _____ to twenty, and go to look for your friends.
 e Well done! _____ with what you're doing. You're doing really well!

11

Read the following sentences. Then match the underlined words to their meanings.

- | | |
|--|--|
| a I often <u>bump into</u> my neighbour at the supermarket. | <input type="radio"/> disappoint me |
| b You <u>get to know</u> many interesting people when you travel in a group. | <input type="radio"/> become friends with |
| c Don't <u>let me down</u> . Promise me that you'll do your best! | <input type="radio"/> helps me to deal successfully with |
| d My best friend always <u>gets me through</u> difficult times. | <input type="radio"/> speak more quietly |
| e <u>Keep your voice down</u> in the library. People need silence so they can concentrate! | <input type="radio"/> meet by chance |

Why is it important to build relationships at all levels of intimacy?

Explore

1 Scan the text below and choose the best options.

- | | |
|--|---|
| <p>a What kind of text is it?</p> <p><input type="radio"/> A guide.</p> <p><input type="radio"/> A review.</p> <p>b Where was it published?</p> <p><input type="radio"/> In a newspaper.</p> <p><input type="radio"/> As an online blog.</p> | <p>c Who are the target readers of this text?</p> <p><input type="radio"/> People who live in apartments.</p> <p><input type="radio"/> People who prefer to live in houses.</p> <p>d What's the purpose of this text?</p> <p><input type="radio"/> To advise people on how to build good relationships with neighbours.</p> <p><input type="radio"/> To inform people about the advantages of living in apartments.</p> |
|--|---|



Apartment living

How to be a good neighbour

Whether you're passing each other in the entrance or bumping into each other in the car park, an apartment block provides many opportunities to interact with your neighbours. Living so close to others isn't always easy, so here are six tips for being a good neighbour in your apartment block.



- 1 When you move in, take the time to say hello to your neighbours. **They** might try to get to know you first, but it's always good to make the first move.
- 2 Shared walls, ceilings, and floors means that sound will travel easily into your neighbour's apartment. Be respectful and keep the TV or music volume at a level that isn't too loud. It helps to know your neighbours' lifestyles. Do they work nights? Do they have children? Knowing **this** will help you to know when you should keep the noise levels down and when you shouldn't disturb **them**.
- 3 Don't leave rubbish bags in hallways. Instead, take your rubbish straight to the rubbish bins to keep hallways smelling fresh. If your block recycles rubbish, make sure you separate **it** according to instructions.
- 4 It's perfectly acceptable to have a party every now and then, but if you do, be considerate to your neighbours by finishing **it** at a reasonable time and keeping noise levels down. Also, you may want to invite your neighbours to the party to get to know them.
- 5 If you see your neighbours taking shopping bags out of their car, offer to help carry **them** inside.

Do you have other tips that you'd like to share? If so, leave a comment below!

2 Tick all the options that are correct in relation to the text.

- | | |
|---|---|
| <input type="checkbox"/> Long paragraphs are used. | <input type="checkbox"/> The language is mostly formal. |
| <input type="checkbox"/> It is divided into sections. | <input type="checkbox"/> The language is mostly informal. |
| <input type="checkbox"/> The imperative is used to give advice. | <input type="checkbox"/> It uses the words may and might to talk about possibilities. |

3 Read the guide in activity 1 again. Then match each summary below to a tip from the text.

- | | |
|---|--|
| <input type="radio"/> Help them when you can. | <input type="radio"/> Respect differences. |
| 1 <input type="radio"/> Introduce yourself. | <input type="radio"/> Be clean and look after the environment. |
| <input type="radio"/> Let them know if you're having a party. | |

4 What do the highlighted words in the text refer to?

a they (tip 1)	your neighbours	c them (tip 2)		e it (tip 4)	
b this (tip 2)		d it (tip 3)		f them (tip 5)	

5 The author invites the reader to share other tips on how to be a good neighbour. Write a comment, giving your own tip or criticizing the content of the text.

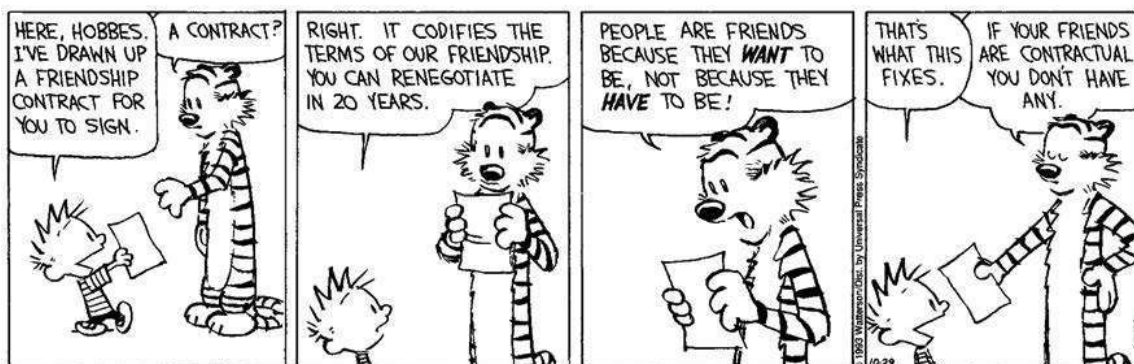
Post a comment

Name

Comment

6 Look at the cartoon below and think about what it means. Then answer the questions.

- a Calvin hands something to Hobbes. How does Hobbes react to it? _____
- b What does the piece of paper contain? _____



7 Now read the cartoon carefully and tick the best option to complete each sentence.

- a Calvin
- ☐ wants his friend to sign a friendship agreement.
- ☐ wants to force Hobbes to be his friend for 20 years.
- b Hobbes
- ☐ doesn't understand the document.
- ☐ does not agree with what Calvin wants.

8 Why is the cartoon funny?


- ☐ Because Calvin sets a time of 20 years for their friendship to last, and this is too long.
- ☐ Because Hobbes doesn't think that a friendship can be fixed by a written contract, so he refuses to sign.
- ☐ Because Calvin knows that being a friend is not something that you have to do, so he wants Hobbes to sign the contract "to fix it".

9 Look at the text in activity 10 on page 16. Then answer the questions.

- a What is it about? _____
- b What kind of text is it? _____
- c When and where was it published? _____

10 What do you notice about the language and how the information is organized in the article below? Tick all the correct options.

- ☐ The songs are organized alphabetically.
 ☐ The language is mostly formal.
- ☐ The songs are organized chronologically.
 ☐ The language is mostly informal.
- ☐ The year in which it was recorded is always mentioned.
 ☐ Descriptions might include information about the lyrics, the artists, or the mood of the songs.




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The best songs about friendship


12th March 2018

Friendship is complicated. It may be a life-saver, for example, if a good friend helps you through a difficult situation, or it might drive you mad, like when a friend lets you down. Either way, pop musicians really understand. Everyone, from rockers to rappers, has recorded songs about friendship. Here are some of our favourite songs about friends.




The Jackson 5, "I'll Be There" (1970) 3:58

Michael Jackson was only 12 years old when he recorded this classic, but he sings about adult concepts like love and respect with as much passion and sincerity as he did when he was older.




Bill Withers, "Lean on Me" (1972) 4:17

Withers' 1972 classic is full of hope and tenderness. It makes the point that real friends will always be there to support you. It's comforting and timeless.




Queen, "You're My Best Friend" (1976) 2:51

Put these lyrics with a photo of cute puppies snuggled together on a rug, and that's the kind of extra-special thank-you card you would send to a friend who has helped you through a really tricky situation.



Randy Newman, "You've Got a Friend in Me" (1996) 2:04

This *Toy Story* (John Lasseter, USA, 1995) soundtrack tune is the friendship song for children of all ages. In fact, most adults will cry over Newman's lyrics and the memories of childhood toys that they bring back.



Bruno Mars, "Count on Me" (2011) 3:17

Mars is definitely a good friend. If you're "stuck in the middle of the sea", he'll drop his guitar and rescue you. When your lights go out, he's got a torch. He'll even help you to get to sleep by playing his song.

11 Read the text again. Then read the speech bubbles below and name the song each person is talking about.

A I love this song... It reminds me of when I was a child. I had a Superman toy and I took it everywhere. It was like a friend to me!

B It's a very slow song, and it makes me sleepy. I'm not really into it, but the title of the song says everything you want to hear from a friend: that you can depend on him or her.

C I prefer his later songs, but this song has some great lyrics about friendship. I can't believe he was so young when he recorded it!

D I love the band, but this song is not one of their best. But I still like it. It's a perfect song to send to your best friend in a birthday card!

E It's sweet and very real, and it always puts me in a good mood. Definitely one of the best songs of the 1970s... And it may be one of the best songs ever recorded.

12

 **Your turn. Discuss with a classmate.**

- a The author opens the text in activity 10 saying that “friendship is complicated”. Do you agree? Why? / Why not?
-
- b In your opinion, what are the three best songs about **relationships**? Write their titles and share them with your classmates.
-

Sync 

13

Listen to the song, read the lyrics, and circle the words that you hear.

Lean on Me

Sometimes in our lives
We all have pain,
we all have **sorrow** / **tomorrow**
But if we are wise
We know that there's always
sorrow / **tomorrow**

Lean on me
when you're not
long / **strong**,
And I'll be your friend,
I'll help you carry on
For it won't be **long** / **strong**
'Till I'm gonna need somebody
to lean on

Please, swallow your pride
If I have things you need to
borrow / **show**
For no one can fill those of your needs
That you won't let **borrow** / **show**

You just call on me, brother
when you need a **hand** / **understand**
We all need somebody to lean on
I just might have a problem that you'll
hand / **understand**
We all need somebody to lean on

If there is a load
You have to bear that you can't carry
I'm right up the **load** / **road**
I'll share your **load** / **road**
If you just call me

14

Listen again and sing along!

15

What do the lyrics teach us about building and maintaining relationships? Explain them in your own words.

Toolbox

1 Read the line on the right, taken from the song “Lean on Me”. Then tick the sentence that has the same meaning.

- ☐ I certainly have a problem that you’ll understand.
- ☐ I will have a problem that you’ll understand.
- ☐ It’s possible that I have a problem that you’ll understand.
- ☐ I don’t have a problem that you’ll understand.

I just might have a problem that you’ll understand.



2 The sentence below was taken from activity 11 on page 16. Read it and tick the sentence that has the same meaning.

And it may be one of the best songs ever recorded.

- ☐ It won’t be one of the best songs ever recorded.
- ☐ It is possibly one of the best songs ever recorded.

3 What do we describe when we use the words **may** and **might** in a sentence?

- ☐ A certainty. ☐ A possibility. ☐ A known fact.

4 Look through the unit to find other sentences with the words **may** or **might**, and underline them. Then write three of them below.

5 Complete the following definition of the modal verbs **may** and **might**.

The correct form is **subject + may/might + _____**. We frequently use **may** or **might** to talk about the future, but they are used to talk about the _____, too.

6 Rewrite the sentences below using **may** or **might**.

- a She’s possibly the most outgoing girl at school.

- b They will possibly become friends if they give each other a chance.

- c It’s possible that it will rain later.

- d I think this is the band that he likes. I’m not sure, but it’s possible.

- e It’s possible that he will go to the shop before he comes to our street party.



7

What's the story behind the relationships and situations in the pictures below? Use **may** or **might** to answer the questions. Follow the examples and use your imagination!

A



- What's their relationship?
They may/might be a couple.
- Why are they in Egypt?
They may/might be tourists.
- What do you think happens next?
They may/might visit other places in Egypt.

- What's the children's relationship with the woman?
- How old are the children?
- What do you think happens next?

B



C



- What's their relationship?
- What day of the week is it?
- What do you think happens next?

- What's their relationship?
- Why are they all dressed in the same colour?
- What do you think happens next?

D



E



- What's their relationship?
- Why is one of the women receiving a gift?
- What do you think happens next?

- What's their relationship?
- What kind of music are they playing?
- What do you think happens next?

F

