

คำชี้แจง

หนังสือเรียน รายวิชาพื้นฐาน ภาษาอังกฤษ **Bloggers 3** ชั้นมัธยมศึกษาปีที่ 3 กลุ่มสาระการเรียนรู้
ภาษาต่างประเทศ เล่มนี้ จัดพิมพ์โดย บริษัท สำนักพิมพ์เอมพันธ์ จำกัด

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ในสถานศึกษาแทนใบประกันคุณภาพของสำนักพิมพ์ กรณีที่พบข้อบกพร่องข้อผิดพลาดกรุณาแจ้งให้
สำนักพิมพ์ทราบเพื่อดำเนินการตามที่ระบุในใบประกันคุณภาพสื่อฯ(ปกหลัง) พร้อมแจ้งให้นักวิชาการ
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หนังสือเรียน รายวิชาพื้นฐาน ภาษาอังกฤษ

Series Editor
Laura Broadbent

Student's Book 3

A2 ▶ B1

Connecting you to English around the world

Bloggers

ชั้นมัธยมศึกษาปีที่ 3

กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ

ตามหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช 2551



ได้ผ่านการตรวจสอบจากคณะกรรมการวิชาการของสำนักพิมพ์เรียบร้อยแล้ว

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Foreword

Hi there,
Welcome to your book!



I'm Laura. I don't know about you, but I think a great book is made by two teams,
the writers and the learners. I'm on the author team and you are on the learner team!

We've worked really hard to make this book fun and interesting. We've put things
in that we find fascinating and think you will too. We've also included a lot of our
own experiences, which we think you might be going through now.

This means you are learning *real* English. When you learn about the way people think and behave
in Unit 1, that's what people are like where I live!

In this book, teenagers just like you present the eight units. In each unit, they talk about aspects
of their lives in English speaking countries like the United Kingdom and the United States. They
also write about things that interest them on a shared blog. That's why this book is called **Bloggers!**
You can find their blog posts in the Culture Blog pages in each unit.



Josh



Sasha



Jayden



Duncan



Karen



William

And now, you! Here are some tips to help you through this school year:

- ✓ **Take part in class:** Talk and listen as much as you can. Try to speak in English even when it's hard. Also remember, other people will always say things you don't think of!
- ✓ **Respect other people around you:** your teacher and your classmates. We can only learn by making mistakes. Imagine how you'd feel if someone laughed at you, try not to make someone else feel like that.
- ✓ **Ask questions:** If you don't understand something, ask your teacher to explain it in a different way; if you don't agree with something someone says, ask the speaker to explain their reasons; if you don't believe a text, find out who wrote it and think why they have those opinions.
- ✓ At home, take time to revise new things you've learned. There are lots of learning pages at the back of the book to help you. Try different ways to learn and remember things. Have variety and keep your brain fresh!
- ✓ Give yourself time off. You have a lot of exams and stress at the moment but having a rest is really important.
- ✓ Take care of your things: this book, your notebook, pens and pencils. If you keep them in good condition, you can work better.
- ✓ **Final tip:** Keep trying! It takes years to learn a new language, not days. There will be things you find hard but keep trying. That moment when you can do something new will come!

Make Bloggers your own, unique book.
Have a great year with Bloggers!

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	PROJECTS	COMMUNICATION AND GRAMMAR GOALS
Unit 1 Only in the UK  Hi, I'm Josh from Birmingham. What are British habits and customs? p. 14	MINI CHALLENGE 1 Create a page to compare stereotypes. MINI CHALLENGE 2 Create a welcome video for British students. YOUR CHALLENGE Take part in the game "Are you ready to go to the UK?"	1. I CAN DISCUSS CLICHÉS ABOUT BRITISH PEOPLE. <ul style="list-style-type: none">Expressing likes and dislikesAdverbs of frequency 2. I CAN TALK ABOUT BRITISH RULES AND LAWS. <ul style="list-style-type: none">Expressing contrastcan and be allowed tomust and have toComparative adjectives
Unit 2 Remarkable women  Hi, I'm Sasha from Washington, D.C. Which women have made a mark on U.S. history? p. 26	MINI CHALLENGE 1 Present the life of a female American pioneer in a timeline. MINI CHALLENGE 2 Give your opinion about the new name for Sasha's school. YOUR CHALLENGE Create a campaign announcing the next International Women's Day.	1. I CAN TALK ABOUT WOMEN WHO WERE PIONEERS IN THEIR PROFESSIONS. <ul style="list-style-type: none">The past simpleDates and time markers 2. I CAN TALK ABOUT THE ROLE PLAYED BY AMERICAN WOMEN IN THE CIVIL RIGHTS MOVEMENT. <ul style="list-style-type: none">Permission and prohibition in the past tensethere was / there wereExpressing cause and consequence
Unit 3 Living in Australia  Hi, I'm Jayden from Sydney. What is there to see and do in Australia? p. 38	MINI CHALLENGE 1 Create a survey about holiday destinations. MINI CHALLENGE 2 Write an email about your trip to Sydney. YOUR CHALLENGE Write an article about a trip to Australia for a travel website.	1. I CAN UNDERSTAND SOMEONE TALKING ABOUT THEIR EXPERIENCE IN AUSTRALIA. <ul style="list-style-type: none">SuperlativesThe present perfect 2. I CAN TALK ABOUT WHAT I AM GOING TO DO IN THE NEAR FUTURE. <ul style="list-style-type: none">Talking about preferencesTalking about the future
Unit 4 Celebrate diversity  Hi, I'm Josh from Birmingham. How has immigration enriched British culture? p. 50	MINI CHALLENGE 1 Make a speech to support Birmingham's bid for the Multicultural City of the Year contest. MINI CHALLENGE 2 Write a poem/recipe about the benefits of a multicultural society. YOUR CHALLENGE Write the opening speech for a multicultural festival in Birmingham.	1. I CAN TALK ABOUT THE INFLUENCE OF IMMIGRATION IN THE CITY OF BIRMINGHAM. <ul style="list-style-type: none">Conditional sentences (1)Adjectives that end in -ing and -ed 2. I CAN TALK ABOUT DIFFERENT CULTURES LIVING TOGETHER IN THE UNITED KINGDOM. <ul style="list-style-type: none">The imperative REVIEW <ul style="list-style-type: none">Superlatives






LEXICAL AND PHONOLOGICAL GOALS	CROSS-CURRICULAR LESSONS	CULTURAL GOALS
VOCABULARY <ul style="list-style-type: none">National symbolsMannersThe lawCharacter (1) PRONUNCIATION <ul style="list-style-type: none">How to pronounce can and can't	ARTISTIC AND CULTURAL EDUCATION <ul style="list-style-type: none">Artistic representations of the Queen of England CITIZENSHIP <ul style="list-style-type: none">Stereotypes 	LANGUAGES <ul style="list-style-type: none">How British royal power is represented in art. DISCOVERING OTHER CULTURES <ul style="list-style-type: none">British lawsBritish traditionsRoyal power in the United KingdomThe city of Birmingham
VOCABULARY <ul style="list-style-type: none">BiographyProfessionsCivil rightsCharacter (2) PRONUNCIATION <ul style="list-style-type: none">The pronunciation of -edThe pronunciation of the letter r in British English and in American English	THINKING ABOUT THE FUTURE <ul style="list-style-type: none">American women in "masculine" professions CITIZENSHIP <ul style="list-style-type: none">Gender equality 	SCHOOL AND SOCIETY <ul style="list-style-type: none">Discover the least common professions for American women. DISCOVERING OTHER CULTURES <ul style="list-style-type: none">American historical figuresImportant eras in American historyThe city of Washington, D.C.
VOCABULARY <ul style="list-style-type: none">Hobbies and activitiesLandscapesEmotions PRONUNCIATION <ul style="list-style-type: none">Sentence stressThe pronunciation of the letter a	ARTISTIC AND CULTURAL EDUCATION <ul style="list-style-type: none">The Sydney Opera House and the Vivid Sydney festival CITIZENSHIP <ul style="list-style-type: none">Accessibility for disabled people 	SCHOOL AND SOCIETY <ul style="list-style-type: none">Tourist and leisure activities in Australia TRAVEL AND MIGRATION <ul style="list-style-type: none">Travelling Down Under DISCOVERING OTHER CULTURES <ul style="list-style-type: none">The city of Sydney
VOCABULARY <ul style="list-style-type: none">Cultural festivalsCultural cohabitationDiscriminationNationalities PRONUNCIATION <ul style="list-style-type: none">The pronunciation of the letter iThe contracted forms of will	ARTISTIC AND CULTURAL EDUCATION <ul style="list-style-type: none">Jamaican culture's influence on England CITIZENSHIP <ul style="list-style-type: none">Different types of discrimination 	LANGUAGES <ul style="list-style-type: none">Multiculturalism in British literature TRAVEL AND MIGRATION <ul style="list-style-type: none">The history of immigration in England DISCOVERING OTHER CULTURES <ul style="list-style-type: none">English cultureThe English populationThe city of Birmingham

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<div>Unit 6</div> <div>Make a difference</div> <div>Hi, I'm Sasha from Washington, D.C.</div> <div>How do young Americans help others? p. 74</div> 	<div>MINI CHALLENGE 1</div> <div>Give a presentation for a charity to raise donations.</div> <div>MINI CHALLENGE 2</div> <div>Create a flyer to encourage young people from Washington, D.C. to engage with their community.</div> <div>YOUR CHALLENGE</div> <div>Present your application to join an American NGO using the Pecha Kucha method.</div>	<div>1. I CAN TALK ABOUT AMERICAN NGOS.</div> <div>The auxiliary verbs can and could</div> <div>The auxiliary would</div> <div>2. I CAN UNDERSTAND PEOPLE TALKING ABOUT THEIR VOLUNTEERING EXPERIENCES.</div> <div>by + verb-ing</div> <div>Giving advice</div> <div>REVIEW</div> <div>The present perfect</div> <div>The imperative</div>
<div>Unit 7</div> <div>Friends and foes</div> <div>Hi, I'm Karen from New York City.</div> <div>How are relationships represented in the comic world? p. 86</div> 	<div>MINI CHALLENGE 1</div> <div>Create a new superhero.</div> <div>MINI CHALLENGE 2</div> <div>Write the text for a comic book.</div> <div>YOUR CHALLENGE</div> <div>Write a scene for a new film.</div>	<div>1. I CAN TALK ABOUT SUPERHEROES AND FRIENDSHIP.</div> <div>Conditional sentences (2)</div> <div>want somebody to + verb and expect somebody to + verb</div> <div>2. I CAN TALK ABOUT ARGUMENTS IN RELATIONSHIPS.</div> <div>Indirect speech</div> <div>should + present perfect</div>
<div>Unit 8</div> <div>The British Empire</div> <div>Hi, I'm William from Manchester.</div> <div>Why was Great Britain the leading world power in the 19th century? p. 98</div> 	<div>MINI CHALLENGE 1</div> <div>Create a poster about the Industrial Revolution in Great Britain.</div> <div>MINI CHALLENGE 2</div> <div>Play the memory game with famous British figures from the 19th century.</div> <div>YOUR CHALLENGE</div> <div>Choose three photos to illustrate a book on Great Britain in the 19th century.</div>	<div>1. I CAN TALK ABOUT THE CAUSES AND CONSEQUENCES OF THE INDUSTRIAL REVOLUTION.</div> <div>The passive voice in the present and past tense</div> <div>start / stop + verb-ing</div> <div>2. I CAN TALK ABOUT BRITISH PIONEERS.</div> <div>Talking about obligation</div> <div>Talking about goals</div>
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LEXICAL AND PHONOLOGICAL OBJECTIVES	CROSS-CURRICULAR LESSONS	CULTURAL GOALS
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<div>VOCABULARY</div> <div>Volunteering</div> <div>Community life</div> <div>The environment</div> <div>Citizen action</div> <div>PRONUNCIATION</div> <div>The pronunciation of could and should</div> <div>Silent letters</div>	<div>THINKING ABOUT THE FUTURE</div> <div>Volunteering abroad</div> <div>CITIZENSHIP</div> <div>Generosity Day: Giving Tuesday</div> 	<div>LANGUAGES</div> <div>NGO communication campaigns</div> <div>SCHOOL AND SOCIETY</div> <div>Humanitarian internships abroad</div> <div>DISCOVERING OTHER CULTURES</div> <div>Charities in the United States</div> <div>The city of Washington, D.C.</div>
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<div>VOCABULARY</div> <div>Industrial progress</div> <div>Inventions</div> <div>Transport</div> <div>Exploration</div> <div>PRONUNCIATION</div> <div>Homophones</div>	<div>ARTISTIC AND CULTURAL EDUCATION</div> <div>Charles Dickens and <i>Oliver Twist</i></div> <div>CITIZENSHIP</div> <div>Life during the Industrial Revolution</div> 	<div>LANGUAGES</div> <div>Charles Dickens' social commentary</div> <div>TRAVEL AND MIGRATION</div> <div>The expeditions of a key British explorer</div> <div>DISCOVERING OTHER CULTURES</div> <div>The Industrial Revolution</div> <div>British society in the 19th century</div> <div>The city of Manchester</div>

Discover Bloggers

What do the icons in your Student's Book mean?

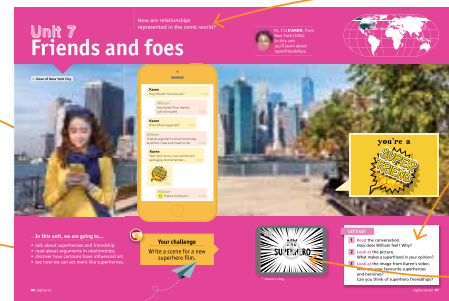
	Speaking time / Time to speak / Speaking practice		Listen and understand		Video-projectable / printable file
	Let's speak together!		Watch and understand	WB p. 33	Go to Workbook
	Write		Audio file		
	Read and understand		How do you say this?		

How does each unit work?

The opening double page

The main character of the unit who presents their city and the topic that you're going to be looking at.

The objectives of the unit and your challenge! You will use everything you learn in the unit to complete this final task.



A simple question about an aspect of the English-speaking world. This will help you think about the unit topic.

Activities to familiarise you with the subject and revise what you've learned.

A vlog by the teenager in the unit.

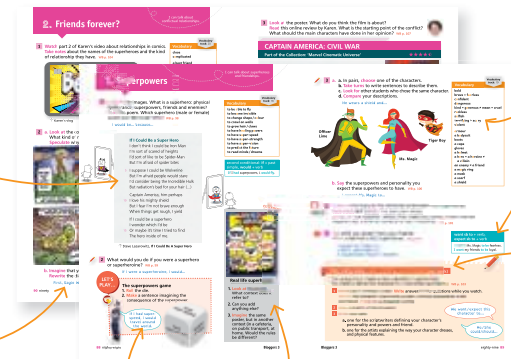
The two lessons

All kinds of documents (texts, videos, recordings, images...), authentic and interesting!

Need help to express yourself? Use the prompts or the examples in blue.

Games, because you always learn better when you're having fun!

Reflection to help prepare you to become a citizen of the world... in English, of course!



The essential grammar and vocabulary you need to remember.

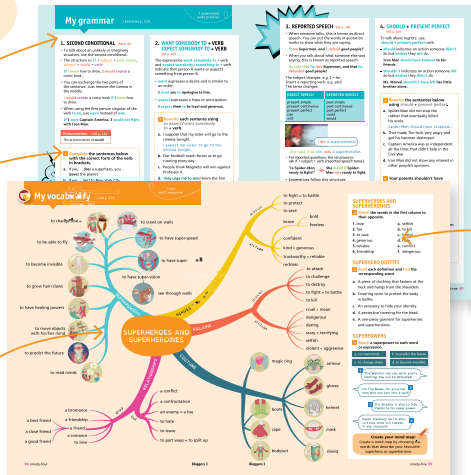
A mini challenge to practice what you've learned and train you for the final challenge.

My grammar My vocabulary

Simple explanations and exercises for each grammar point seen in the unit.

Make the Workbook your friend; it'll train you to speak English like a native!

A mind map to visualise all the key vocabulary in the unit. Words are easier to memorise when they're grouped in a logical, visual way!

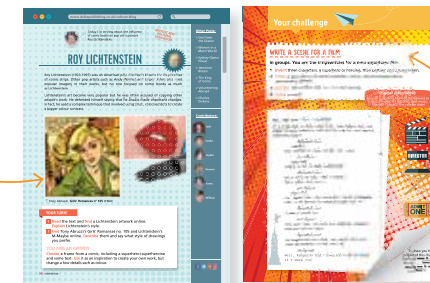


Observation questions to find links between English and other languages that you know.

Test your memory with a variety of exercises!

The Culture Blog

The blog by the main character of the unit. Read their articles about the topic of each unit... before jumping into the creative part!



Your challenge

Your mission! All the stages are here in detail, and the examples are here to help you. You have all the cards in your hand to succeed!

What else is there in your Student's Book?

There are pages of exercises.

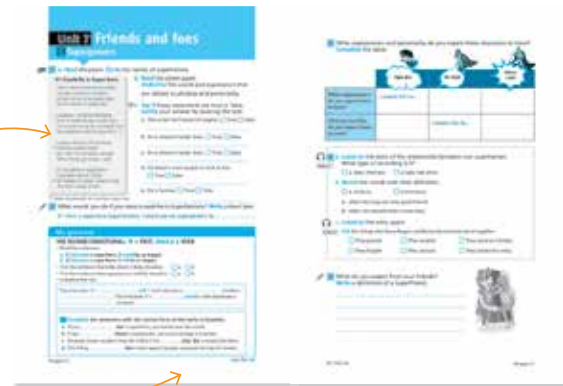


What's so special about the Workbook?

To complement the lessons

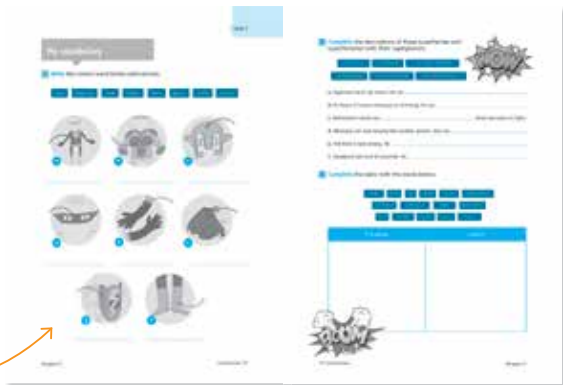
You can circle, highlight or underline the documents in your Student's Book.

Steps to reflect on the language and understand the grammar rules for yourself.



To memorise your vocabulary

A variety of exercises and games to memorise vocabulary and test it!



Bookquest

Vocabulary, methodology, grammar, and more. This Student's Book contains a lot of tools you can use if you need help. To make sure you know where to find them, work with a classmate to answer these questions as quickly as possible. The fastest pair wins!

The first pages of your Student's Book

Check pages 3 to 13 to answer these questions

1. Why is the Student's Book called **Bloggers**?
2. How many Units are there in the Student's Book?
3. Which cities in the English-speaking world are you going to find out about this year? Find at least four, in three different countries!
4. Name two projects you will complete this year, one written and one spoken.
5. Match each of the pictures below to an activity.



Well done! Your Student's Book has no secrets for you! You can use it through the whole course... or you can look through the pages when you want.



Units

2

Concentrate on Unit 7 to answer the questions below.

6. What is the name of the main character in this unit?
7. How many lessons are there in this unit?
8. What colour are the vocabulary help boxes in these lessons?
9. In the vocabulary boxes, why are some letters orange?
10. Where can you find grammar help in this unit?
11. What is the title of the mind map that shows the vocabulary for this unit?
12. Who wrote the **Culture Blog** on page 102?
13. Explain what the challenge on page 103 is about.

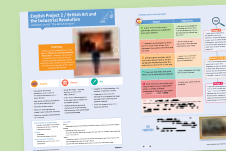
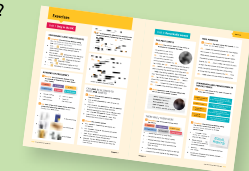


The last pages in your Student's Book

3

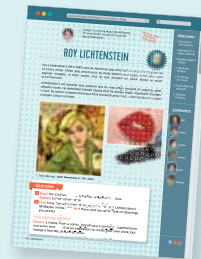
Check pages 110 to 117 to answer the question.

14. What is the name of the section where you can find additional grammar exercises?



Meet the Bloggers

Here are the six bloggers you're going to meet in this book. They are from different English-speaking countries, and they all contribute to the **Culture Blog**, a collaborative blog where they write about what they're interested in. Let's meet them!



JOSH

He's British and lives in Birmingham (UK), but his family comes from Jamaica.

He's 13 years old. He lives with his mother, Lorna, and his sister, Margot.

He takes the best of both cultures: he usually plays cricket, a typical British sport, and he also loves Saltfish and Ackees, the Jamaican national dish.



SASHA

She's American and she lives in Washington, D.C., the capital city of the USA.

She's 14 years old. When she's older she wants to be an astronaut.

On weekends, she volunteers for an NGO based in Washington, D.C. Her brother Ryan also volunteers in the Peace Corps.



JAYDEN

She's from Sydney, Australia, and she has Chinese origins.

She's 13 and a half.

She loves water sports: she surfs, she goes white water rafting with her friends and she is going to learn how to scuba dive. She's not afraid of anything!



DUNCAN

He's from London (UK).

He's 13 years old.

He is crazy about detective stories, and Sherlock Holmes is his favourite character. He knows everything about him!

His biggest dream? He wants to become a well-known writer, just like Arthur Conan Doyle or Agatha Christie!



CLASSROOM ENGLISH

Teacher to student

Open your books.
Put your things away.
Put your hands up to answer.
Sit down.
Stand up.
Be quiet.
Close your books.
Turn on the computer.

Student to student

- What did you get for number 6?
- I put D for that one. What about you?
- Shall I start?
- Sure, go ahead!
- Whose turn is it?
- It's your go, I've just had a turn.
- Do you think that's the right answer?
- I'm not so sure. We should ask the teacher.
- Can I borrow a pencil?
- Of course! Here you go!

Student to teacher

I don't understand. Could you help me?
Could you repeat that, please?
What page is it?
May I have a pair of scissors, please?



KAREN

She lives in New York City (USA).

She's 14 years old.

She spends her free time hanging out with friends and reading comic books. She's a real comic expert! Her favourite comic book character is Kamala Khan, a.k.a. Ms. Marvel.

She often goes to museums such as the MoMA (Museum of Modern Art). Her favourite artist is Roy Lichtenstein, a pop art painter.



WILLIAM

He lives in Manchester, England.

He's 14 years old.

He is interested in history and science. He would love to go to Africa and follow the steps of Dr Livingstone, one of the most famous explorers of all times.

His favourite place in Manchester is the Museum of Science and Industry (MOSI). The part he likes the most is the one dedicated to the Industrial Revolution.



Unit 1 Only in the UK

What are British habits
and customs?



→ In this unit, we are going to...

- discuss clichés about British people.
- talk about British rules and laws.
- look at artistic representations of the Queen of England.
- talk about stereotypes.



Your challenge

Take part in the game
“Are you ready to go
to the UK?”



Hi, I'm **JOSH**, from
Birmingham (UK).
In this unit you'll learn
about Britishness
and laws in the UK.



↓ The Bull Ring in the centre of Birmingham



↑ Josh's vlog

LET'S GO!

Track: 01

- 1 **Listen to** Josh's conversation.
What do English people often do?
Do you think it is true or a cliché?
- 2 **Look** at the picture from Josh's vlog.
What do you think is British?
Make a mind map.

1. Being British

I can discuss clichés about British people.

- 1 **Look at** these pictures. What do they tell us about Britain and British people (habits, hobbies, personality)? What is a stereotype? **Tell** a partner. **WB p. 4**

I suppose they like/love...
It seems that British people always...
According to picture..., British people are keen on / crazy about...



Vocabulary

funny ≠ boring
posh
snobby
well-mannered = polite
≠ rude

baked beans
cricket
fish and chips
hygiene
monarchy = royal family
a stereotype = a cliché

to be on time =
to be punctual
to drink / have tea
to have a laugh
funny = to have a sense of humour
to queue
to be proud ≠ to be ashamed
to take the mickey

Expressing likes and dislikes

They **love** golf / playing golf.
= They **are crazy about** golf / playing golf.
≠ They **can't stand** golf / playing golf.

Adverbs of frequency

always
usually
often
sometimes
hardly ever
never

+

-

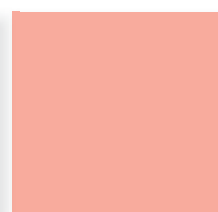
- 2 a. **Watch** part 1 of Josh's video.
b. **Discuss** Josh's questions while you watch.
c. **Write** a list of British stereotypes he talks about. Are they true or false according to Josh? **WB p. 5**
d. **Complete** the diagram.



↑ Josh's vlog



true



false



- 3 **Read** the text.
Classify the elements that define the British in two columns: positive and negative. **WB p. 7**



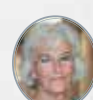
Amanda Hodges 29 "Being British means that you live with diversity. Britain is very multicultural so life here is also multicultural."



Dr. Elijah Hartshorn 47 "Being British is having a mix of music. A lot of the music on British radio is a mix of foreign music with British music, like rock or metal."



Ada Collina 18 "The British have a great sense of humour, we're really funny! We can make jokes out of things and laugh at ourselves."



Helena Parry 72 "The British dominated and colonised a lot of the world. There were bad wars and a lot of people suffered. I'm ashamed of that history so I call myself English."



Jade Hearn 22 "Britain has crazy weather that always changes. Being British means you leave the house prepared for rain, sun or snow."

LET'S PLAY...

The game of stereotypes

1. **Choose** a country.
2. **Describe** what the people love in this country.
3. Your classmates **guess** the country.

They love surfing, they're crazy about koalas...

Er... Australia?

Citizens of the world

1. **Think of** stereotypes about people from your country. Are they actually true?
2. Do you think stereotypes are dangerous? Why/Why not?

MINI CHALLENGE: A BOOK ABOUT STEREOTYPES

A British publishing house is working on an illustrated book about national stereotypes. Design the page about your country.

- 1 **Choose** five stereotypes about people from your country.
- 2 **Write** sentences to describe them, in contrast with the British.
- 3 **Look for** pictures to illustrate them.
- 4 **Design** the page.



2. Do as the British do

I can talk about British rules and laws.

- 1 **Watch** part 2 of Josh's video. **Read** this text about the rights and obligations that teenagers have in the UK. **Fill in** the gaps. **Compare** them to your country. WB p. 7

Unlike in the UK, in this country we can/can't... at...

Rights help us stay safe and receive fair treatment. Some rights are given to you at certain ages, like being allowed to leave home or drive a car. On this page we have lots of information about the age you're allowed to do different things in the UK.

Age: 12

- You can watch a film or play a computer game with a 12 rating.

Age: 13

- a) ... You are allowed to work for five hours a day on Saturdays, Sundays and during school holidays.

Age: 14

- You are allowed to enter a pub b) ...

Age: 15

- You can watch a film or play a computer game with a 15 rating.

Age: 16

- You are allowed to c) ...
- You can have a full-time job.
- You can buy a pet.
- You can have an d) ... around the world.

Age: 17

- You can e) ...

Age: 18

- You are legally an adult.
- You are allowed to buy fireworks.
- You can f) ...
- You can get a tattoo.

↑ www.childline.org.uk

- 2 **Graham**, Josh's best friend, is 15 today. **Write** what he can and can't do.

At 15, Graham can..., but he can't...
Graham is not allowed to...

Contrasts

unlike
but
whereas/while

- 3 **Listen to** a radio programme about strange laws in the UK.

Track: 02

List the laws that you hear. WB p. 9



Vocabulary

fair ≠ unfair
a full-time job
≠ a part-time job
a law
a moped
the rights

Vocabulary track: 02

- 4 **Choose** two laws from this page. Do you think they are good laws? **Discuss** with a partner.
- It's not fair that you can't... because...
 - Well, in my opinion...

Can and be allowed to / must and have to

I can/am allowed to drive a car at 18.
I have to fasten my seat belt.
I don't have to get my parents' permission to buy a pet when I am 16.
I mustn't drive on the left in Spain!

- 5 **Read** this text about British habits.

Look at the comic.

Find differences and similarities with your country. WB p. 10

Here, we are more... than...
Unlike British people, we are...



Tea: Unlike in other countries, in Britain, tea is not only a drink, but also a light meal of sandwiches, biscuits and cake, and an important ceremony of our national life.

Expressions to learn: I'm gasping for a cuppa!

- 5 **One lump or two?**

Avoid saying: Actually, I'd prefer coffee.

Complaining: In order to pass unnoticed in the UK, the visitor must learn not to make a fuss. If the receptionist ignores you or the soup is cold, say nothing. You may purse your lips or raise one eyebrow quizzically, but don't complain.

Expressions to learn: Keep your voice down.

Meaning: Speak quietly.

Avoid saying: I demand to see the manager!

- 15 **Politeness:** In order to be a popular guest, the foreign visitor needs to learn how to apologise. 'Sorry' is one of the most important words in the vocabulary of any true Brit.

Expressions to learn: After you. Allow me.

- 20 Avoid saying... what you really think.

Meeting and greeting: While some nationalities greet one another by kissing twice or even three times and embracing noisily, avoid this in Britain. The way to greet Britons for the first time is to offer them your hand — the ends of three fingers is quite sufficient.

↑ Martyn Ford and Peter Legon, **The How To Be British Collection**

Comparative adjectives

The British are **more polite** and **funnier than** the Spanish.

Spanish people are (not) **as patient as** British people.

Vocabulary

to apologise
to complain
to greet
to make a fuss
to purse one's lips
to raise an eyebrow

Vocabulary track: 03

MINI CHALLENGE: A WELCOME VIDEO (group work)

Josh is coming to your school next week. You have decided to record a welcome video with tips on how to fit into your country.



- 1 **Think of** what is acceptable in your country, at school and in families. How do people greet each other? What can or can't you do at school?

- 2 **Write** sentences to give your advice to Josh. **Compare** your country with Britain.

- 3 **Record** your video, with some keywords as subtitles.



My grammar

→ Exercises p. 110




I understand
and I practise.

1. EXPRESSING LIKES AND DISLIKES

WB p. 4

- To talk about something you like, use **like** or **be keen on** followed by a noun or verb + **-ing**:
She likes tea / drinking tea.
She is (quite) keen on tea / drinking tea.
- When you talk about something you like a lot, use **love** or **be crazy about** followed by a noun or verb + **-ing**:
She loves tennis / playing tennis.
She is crazy about tennis / playing tennis.
- When you are talking about something you don't like, use the verbs above in the negative form, or the expressions **can't stand** or **can't bear** followed by a noun, or the verb + **-ing**:
She can't stand tennis / playing tennis.
She can't bear tennis / playing tennis.

1 Say what Josh likes and doesn't like.

		
rugby fish and chips	to do his homework baked beans	to play cricket American food

2. ADVERBS OF FREQUENCY

WB p. 6

- Always, usually, often, sometimes, hardly ever** and **never** are adverbs of frequency. Place them in front of the verb to indicate the frequency of the action.
The British usually drink tea at 5pm.
The French hardly ever play cricket.
- An adverb of frequency also allows you to make an adjective more specific.
British people are always polite.

2 Complete the sentences below using an adverb of frequency.

- I have cereal for breakfast.
- I drink tea.
- I am on time at school.
- In my town, it rains.



3. COMPARATIVE ADJECTIVES

WB p. 11

- To compare one thing with another thing, use comparative adjectives to show that something is more, less or equal.
- To form a **more** comparison with a short adjective, add **-er** to the adjective.
Tim is posher than Joe.
 - To form a comparison with a long adjective, use: **more** + long adjective + **than**.
Phoebe is more arrogant than Lisa.
- A short adjective only has one syllable. A short adjective can have two syllables if the adjective ends in **-y**. All other adjectives are long adjectives.
- For short adjectives, the **-y** at the end becomes **i** (**funny** → **funnier**).
 - Only add **-r** when the adjective ends in **-e** (**safe** → **safer**).
 - When the adjective ends in a consonant, the final consonant is doubled (**big** → **bigger**).

- To compare two things that are **equal**, add **as** before and after the adjective.
Linda is as arrogant as Sophie.
- To form a **less** comparison with an adjective, use **not as ... as**.
Linda is not as arrogant as Sophie.
- You can also use **less ... than**, using the adjective.
Linda is less arrogant than Sophie.
- Exceptions:
good → **better**
bad → **worse**

3 Compare the two ideas in each sentence, using the information in brackets.

- Are the French (+ smart) the British?
- When queuing, are the British (+ nice) than Greeks?
- British actors are (famous) American actors.
- Swedish actors are usually (- funny) British actors.

4. CONTRASTS

WB p. 11

To contrast between two things, you can use **unlike, but, while, however** or **whereas**.

- At the start of a sentence, use **unlike**.
Unlike the British, the Germans drive on the right.
- Between two statements, use **but, however** or **whereas**.
English people like tea, but / whereas Italian people prefer coffee.
English people like tea, however, prefer coffee.
- While** can be used at the beginning of a sentence, or between two statements.
While English people like tea, Italian people prefer coffee.
English people like tea, while Italian people prefer coffee.

5. CAN AND BE ALLOWED TO

WB p. 8

- Permission can be expressed with the modal **can** + verb or with the expression **be allowed to** + verb.
The British can vote when they are 18. (= it's possible)
The British are allowed to vote when they are 18. (= it's authorised.)
- Can't** indicates something is not possible.
Not be allowed to indicates something is forbidden.
You can't survive without drinking water.
I am not allowed to go out at the weekend.

Pronunciation

The pronunciation of **can** and **can't**

4 Rewrite the sentences below using **can, be allowed to, can't, not be allowed to**.

- Josh has no permission to use his mobile phone after 10 pm.
- Is Josh authorised to go to the cinema next Friday?
- Josh has to work, it's impossible that he watches TV.

5 Margot, Josh's older sister, is 17 years old. Write what she can and can't do at her age.



Margot is 17 and she is from the UK. At her age she can..., but she is not allowed to...

6. MUST AND HAVE TO

WB p. 9

We can use **must** or **have to** to express an obligation.

- Must** is used for an obligation imposed by yourself. **Have to** is used for an obligation that comes from another person / organisation. In most cases they have the same meaning.
I must finish my homework tonight.
The British have to drive on the left.
- In the negative form, **mustn't** (**must not**) is used to say when something is forbidden. **don't have to** indicates no obligation.
The British mustn't take their children to the pub before they are 18.
British people don't have to wait until they are 18 to drive.

6 Replace the words in bold with either **must** or **have to**. There are several possible answers.

- It is necessary to** obey the law.
You must obey the law.
- At lunch time, Josh **doesn't need to** go to the canteen because he has a packed lunch.
- In Britain, **you need to** be 16 to have an adult passport.
- In Josh's school, **it is forbidden to** call the teachers by their first names.
- Josh **is obliged to** wear a uniform at school.

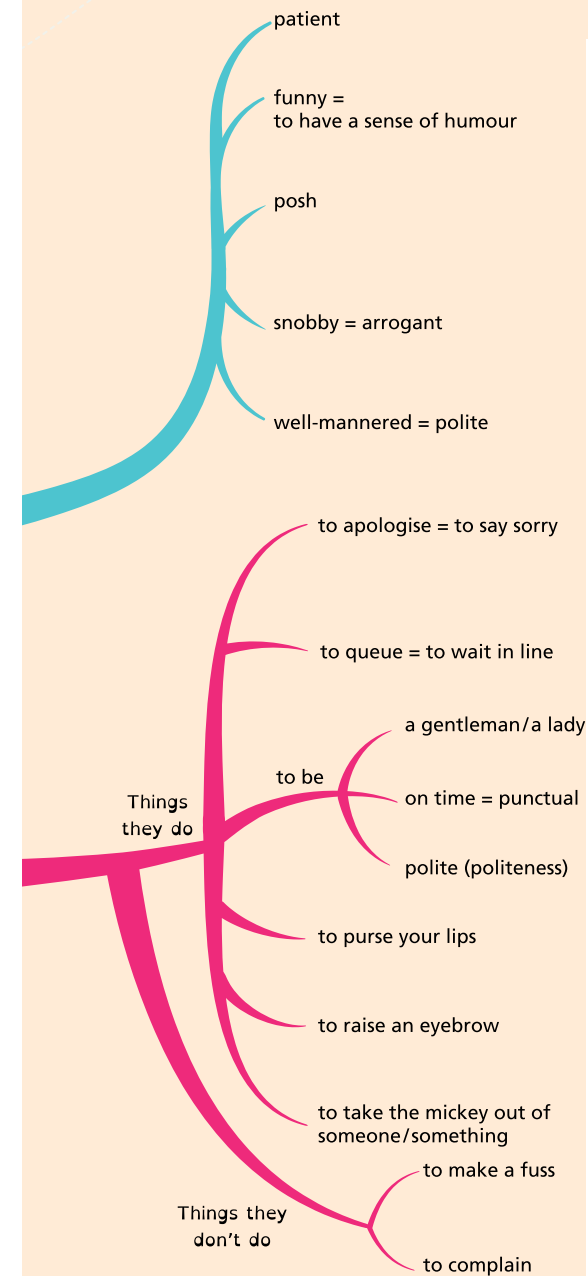
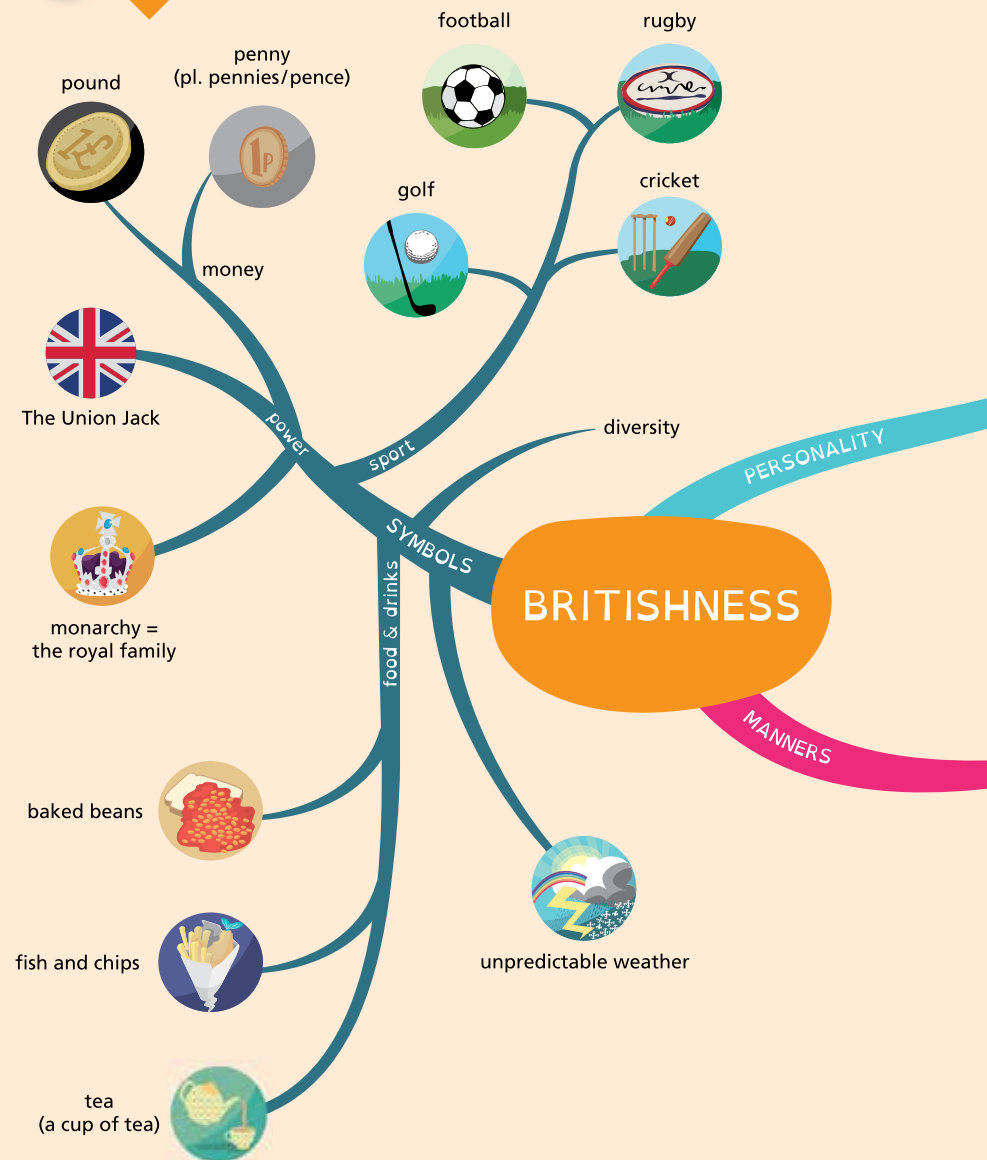
7 Write a list of rules you need to follow in class and in your school.



My vocabulary

→ WB p. 12

I see
and I memorise.



SYMBOLS

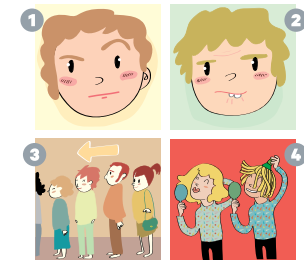
1 Complete the sentences below with typical symbols from UK culture.

- In Britain, it's not easy to know what to wear, because they have
- While in Europe they use euros and cents, in the UK they use and
- and are two of the most popular sports in Britain and France.
- is the national flag of the United Kingdom.

HABITS

2 Match the expressions to the correct image and explanation.

- to purse your lips
- to queue
- to raise an eyebrow
- to take the mickey out of someone



- to show scepticism
- to make fun
- to wait in line
- to try hard not to say rude things to people who make you angry

3 Compare your mind map from the beginning of the unit with this one.

Unlike my mind map, this one has "cricket".

Create your mind map!

Create a mind map using the same structure and with words to describe people from your country.



Today I'm writing about Her Majesty Queen Elizabeth II and her image.

ARTISTIC AND CULTURAL EDUCATION

GOD SAVE THE QUEEN



↑ Queen Elizabeth II

If you watch sport on TV, I'm sure you've heard our national anthem: 'God save our gracious Queen, Long live our noble Queen, God save the Queen...'. She is also the head of state in many other countries like Australia, Canada and New Zealand. Today, she's a symbol of Britishness, and she has inspired a considerable number of artists.



↑ Grayson Perry

GRAYSON PERRY

British artist, Grayson Perry, created a tapestry called "You could lay it out for a national picnic" that shows Britishness. It contains many elements of British culture including symbols of tolerance and equality. It also has the Union Jack on it. I really like it because it represents the many parts of Britishness.



YOUR TURN!

- 1 **Read** the text. What are important elements of being British?
- 2 **Find** a picture of Perry's tapestry.
Make a list of the elements of Britishness it shows.

YOU ARE AN ARTIST!

Choose one element of being British from Perry's tapestry.
Create a tag cloud to represent one element of being British.

Other Posts:

- o Women in a Man's World
- o Sydney Opera House
- o Jamaican Britain
- o The King of Crime
- o Volunteering Abroad
- o Roy Lichtenstein
- o Charles Dickens

Contributors:

- Josh
- Sasha
- Jayden
- Duncan
- Karen
- William



Your challenge



LET'S PLAY 'ARE YOU READY TO GO TO THE UK?'

We are going to find out which students are more prepared to go to the UK.

1. **Form** groups of three students.
2. **Take** six cards from your teacher. Two of them are blank.
3. Each student **completes** the blank cards with a question or activity about the UK (symbols, habits, personality).
4. **Take** it in turns to **read** out your cards to your group.
5. Each group member **answers** and **gets** points if it is correct.
6. **Add up** your points and **decide** who is more prepared to go to the UK!

Alternative

What is typically British?
Answer this question by interviewing a classmate, who will play the role of an expert on British culture!

"Say three types of food that are British."