

หนังสือเรียน รายวิชาพื้นฐาน ภาษาอังกฤษ

Student's Book

ACTION 3

ม. 3

ชั้นมัธยมศึกษาปีที่ 3

กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ

ตามหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช 2551

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คำชี้แจงในการใช้สื่อ

ภาษาอังกฤษเป็นภาษาที่มีความสำคัญอย่างยิ่งในระดับสากล นอกเหนือจะพัฒนาผู้เรียนให้เกิดทักษะทางภาษาและสามารถใช้ภาษาอังกฤษเพื่อสื่อสารในชีวิตประจำวันได้อย่างมีประสิทธิภาพแล้ว ผู้เรียนยังต้องมีความสามารถทางภาษา CEFR ในระดับมากกว่าหรือเท่ากับ A2 สำหรับชั้น ม.1-3 รวมถึงเกิดสมรรถนะ (Competency) ในด้านต่าง ๆ อีกด้วย

สื่อการเรียนรู้ชุด ACTION พัฒนาต่อยอดมาจากหนังสือชุดเดิมแต่มีการปรับปรุงเพิ่มเติมเนื้อหาสาระให้ทันสมัยเป็นปัจจุบัน เอื้อต่อการนำไปใช้จัดการเรียนรู้เชิงรุก (Active Learning) เพื่อพัฒนาสมรรถนะผู้เรียน มีการพัฒนาทักษะทางภาษาครบทั้งฟัง พูด อ่าน เขียน ผ่านการปฏิบัติกิจกรรมที่หลากหลาย โดยนำคำศัพท์และโครงสร้างประโยคที่เรียนผ่านมาแล้วมาฝึกซ้ำ ทบทวนและใช้ภาษาอยู่ทุกกิจกรรม รวมถึงเน้นการฝึกทักษะทางภาษาผ่านกระบวนการทำงาน กิจกรรม และหัวข้อเรื่องที่น่าสนใจต่างๆ เพื่อกระตุ้นให้ผู้เรียนได้มีโอกาสได้ใช้ภาษาอังกฤษในสถานการณ์ต่าง ๆ ที่สอดคล้องกับชีวิตจริง

หนังสือเรียน จัดวางโครงสร้างเพื่อช่วยให้จัดการเรียนรู้ได้อย่างมีประสิทธิภาพ โดยแบ่งออกเป็น 10 Modules และในแต่ละ Module ยังแยกออกอีก 6 บทเรียนย่อย รวมทั้งในทุกท้าย Module ยังมี Self Check เป็นแบบประเมินตนเองเกี่ยวกับการเรียนรู้ ทำความเข้าใจ และมีทักษะทางภาษาของผู้เรียนอีกด้วย

Unit a

สอดคล้องกับ

- สาระที่ 1 ภาษาเพื่อการสื่อสาร
สาระที่ 4 ภาษากับความสัมพันธ์
กับชุมชนและโลก

การอ่าน

- มีบทอ่านที่หลากหลายและทันสมัย เช่น ข่าว จดหมาย email บทความ และบทกลอน พร้อมแบบฝึกหัด
- ฝึกทักษะการอ่านอย่างเป็นระบบ เช่น การอ่านจับใจความสำคัญ และการอ่านเพื่อหาข้อมูลที่ต้องการ

Unit b

สอดคล้องกับ

- สาระที่ 1 ภาษาเพื่อการสื่อสาร
สาระที่ 4 ภาษากับความสัมพันธ์
กับชุมชนและโลก

คำศัพท์

- แนะนำคำศัพท์ทั้งในบริบทของความหมายและหน้าที่ของคำ
- ฝึกทักษะและกิจกรรมการเรียนรู้คำศัพท์ที่หลากหลาย

ไวยากรณ์

- มีการนำเสนอไวยากรณ์ในบริบทของการใช้ภาษาก่อนแล้วจึงนำเสนอรูปแบบโครงสร้างประโยคและวิธีการใช้ในกรอบข้อข้อมูลที่กระชับเข้าใจง่าย

การฟัง

- ฝึกทักษะการฟังผ่านรูปแบบกิจกรรมที่หลากหลาย
- เน้นการใช้คำศัพท์และไวยากรณ์ที่เรียนรู้มาแล้วในสถานการณ์จริง ทำให้เข้าใจภาษาที่เรียนได้ง่ายขึ้น



Unit c

สอดคล้องกับ

- สาระที่ 1 ภาษาเพื่อการสื่อสาร
สาระที่ 4 ภาษากับความสัมพันธ์
กับชุมชนและโลก

Learning to learn

- มีเกร็ดความรู้สั้น ๆ คำอธิบาย และ
เรื่องเตือนความจำ ในหลากหลาย
ประเด็นตลอดทั้ง Module
- เรียนรู้แบบเอน้องคร่อม และส่งเสริม
การเรียนรู้ด้วยตนเอง

การเขียน

- พัฒนาทักษะการเขียนสัมพันธ์
กับทักษะการฟัง การพูด การอ่าน
- ฝึกคำศัพท์ที่จำเป็น แล้วจึงฝึกฝนการเขียนตามรูปแบบที่มีแนวทาง
ในการปฏิบัติอย่างชัดเจน
- มีตัวอย่างงานเขียนที่ได้รับรางวัลอย่างละเอียด
- มีแผนการเรียนรู้ให้เป็นแนวทางแก่ผู้เรียนและผู้สอน
- มีกิจกรรมการฝึกเขียนที่เป็นรูปธรรม และมีรูปแบบที่หลากหลาย
ตลอดทั้ง Module
- เริ่มต้นการฝึกเขียนจากประโยคสั้นๆ เป็นย่อหน้า และเป็น
ข้อความในที่สุด

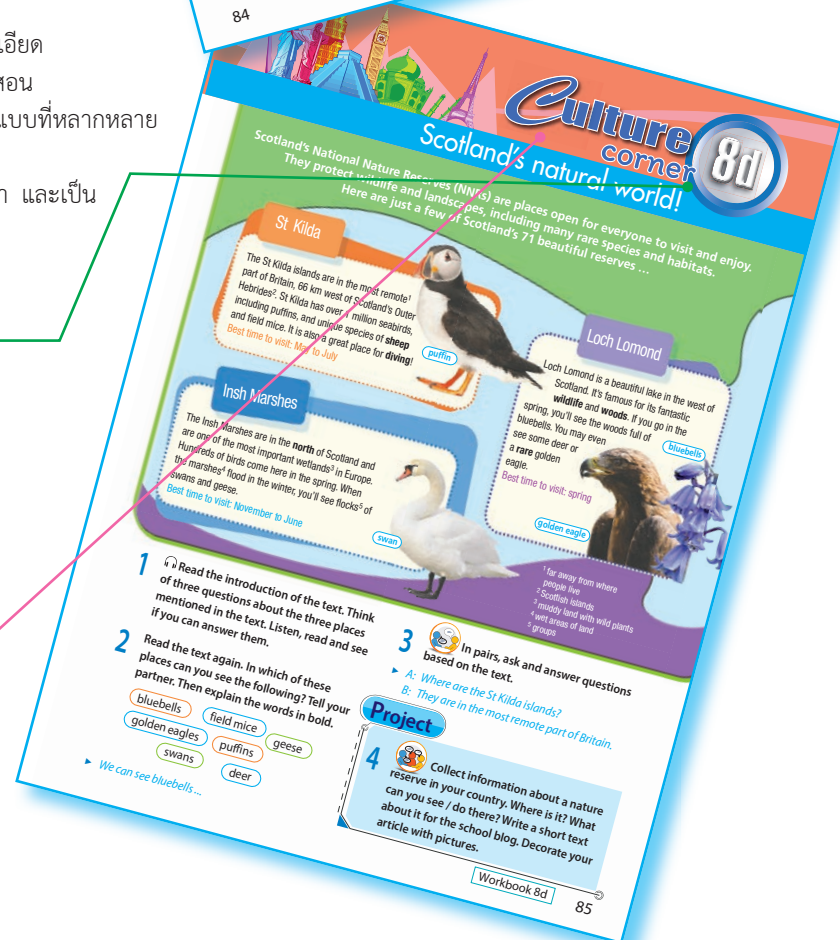
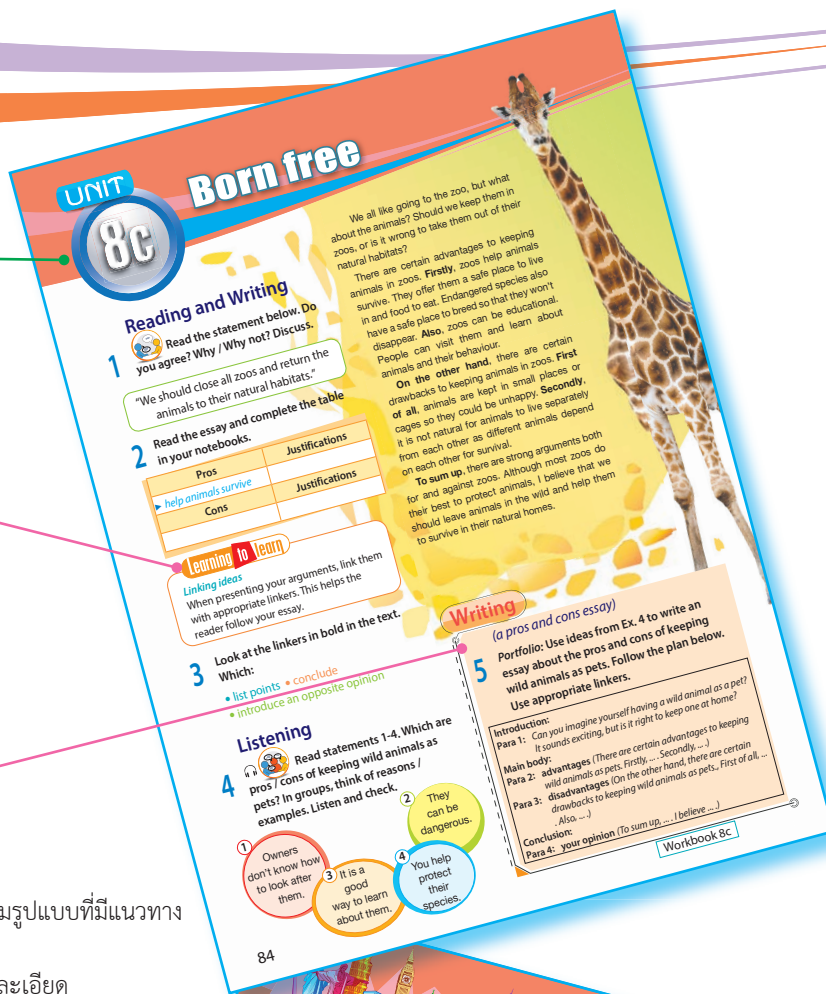
Unit d

สอดคล้องกับ

- สาระที่ 2 ภาษาและวัฒนธรรม
สาระที่ 4 ภาษากับความสัมพันธ์
กับชุมชนและโลก

วัฒนธรรมของเจ้าของภาษา

- เรียนรู้วัฒนธรรมและเรื่องราวของประเทศ
เจ้าของภาษาในประเด็นที่สัมพันธ์กับหัวข้อ
ใน Module
- มีภาระงานและโครงการที่สร้างสรรค์ เพื่อ
เปิดโอกาสให้ผู้เรียนประมวลความรู้ที่เรียนมา
สามารถนำมาเปรียบเทียบกับวัฒนธรรมของ
ตนเอง



Unit e

สอดคล้องกับ

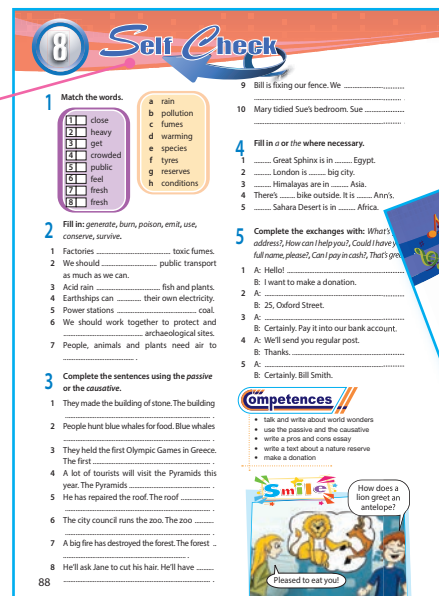
- สาระที่ 1 ภาษาเพื่อการสื่อสาร
สาระที่ 4 ภาษากับความสัมพันธ์
กับชุมชนและโลก

การพูด

- มีการออกแบบการจัดกิจกรรม
จากง่ายไปหายากโดยเริ่ม
จากการฝึกพูดตามแบบที่
มีโครงสร้างกำหนดให้ ไป
จนถึงการฝึกพูดสื่อสารที่มี
โครงสร้างน้อยลง
- การสนทนาตามจุดประสงค์
ของการสื่อสาร (Functional
English) เน้นบทสนทนา ที่
ใช้จริงในสถานการณ์ชีวิต
ประจำวันจึงเป็นภาษาที่เป็น
ธรรมชาติสำหรับผู้เรียน ทำให้
เข้าใจได้ง่าย

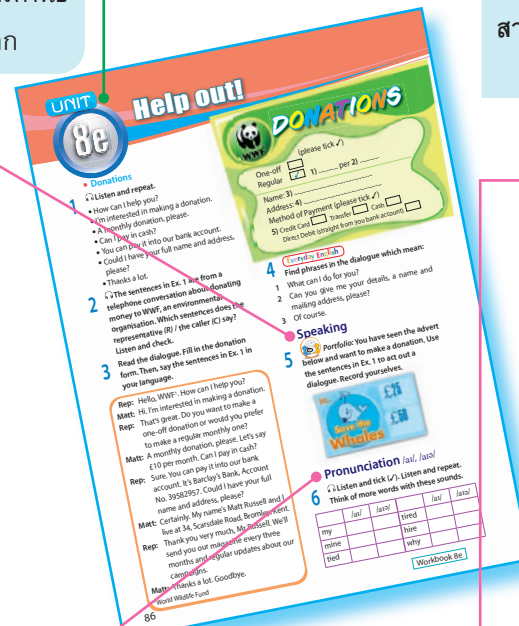
การออกเสียง

- มีกิจกรรมฝึกการออกเสียงเพื่อช่วยให้ผู้เรียนจดจำเสียงและจำแนก
ความแตกต่างของเสียงในภาษาอังกฤษได้ถูกต้องและนำไปใช้ได้
อย่างคล่องแคล่ว



แบบประเมินตนเอง

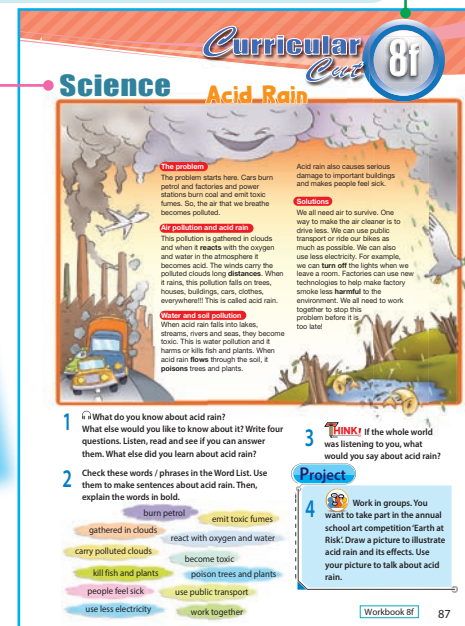
- มีแบบประเมินตนเองในตอนท้ายของทุก Module



Unit f

สอดคล้องกับ

- สาระที่ 3 ภาษากับความสัมพันธ์กับ
กลุ่มสาระการเรียนรู้อื่น
สาระที่ 4 ภาษากับความสัมพันธ์กับ
ชุมชนและโลก



สาระการเรียนรู้อื่น

- เชื่อมโยงหัวข้อที่เรียนใน Module กับสาระวิชาอื่น
- มีภาระงานที่สร้างสรรค์และผลิตผลงานที่จะกระตุ้น
ให้ผู้เรียนฝึกฝนภาษาที่เรียนมาแล้วตลอดต่อเนื่อง

เพลง

- มีเพลงที่มีเนื้อหาสอดคล้องกับ
หัวข้อใน Module และภาระ
งานที่เกี่ยวข้อง
- ฟังเพลงที่สนุกสนาน จะทำให้
ผู้เรียนเกิดเจตคติที่ดีต่อการ
เรียนรู้ และซึมซับภาษาได้
ง่ายขึ้น



Grammar

Vocabulary

Reading and Listening

Speaking and Functions

Writing

Culture/ Curricular

0	Starter Unit pp. 4-8	<ul style="list-style-type: none"> Present Simple Subject / object pronouns Possessive adjectives Adverbs of frequency <i>can / have / do</i> Question words 	<ul style="list-style-type: none"> Daily routines 		<ul style="list-style-type: none"> A day in the life of Shola Shoretire 	<ul style="list-style-type: none"> talking about daily routines asking personal questions 	<ul style="list-style-type: none"> a letter to a new pen pal about your family and your daily / weekly routine 	
1	Lifestyles pp. 9-17 Self Check 1 p. 18	<ul style="list-style-type: none"> Present Continuous Present Simple vs Present Continuous Relative Clauses 	<ul style="list-style-type: none"> City life – Country life Jobs Personality adjectives Word power: <i>feel</i> 		<ul style="list-style-type: none"> Sarah's Diary – Annabel's Diary Photography is the key to the whole world Being 15 ... 	<ul style="list-style-type: none"> buying an underground ticket Pronunciation /t/, /i:/ 	<ul style="list-style-type: none"> an email to your English pen pal an interview an article about yourself a text about a popular tourist attraction in your country a text about New Delhi, India 	<ul style="list-style-type: none"> The Yeoman Warders Mexico City (geography)
2	Narrow escapes! pp. 19-27 Self Check 2 p. 28	<ul style="list-style-type: none"> Past Simple Forming adverbs Time words 	<ul style="list-style-type: none"> Feelings Natural phenomena Word power: <i>spend</i> 		<ul style="list-style-type: none"> True Stories (Tsunami) It could happen to you! Experiences 	<ul style="list-style-type: none"> narrating past events Pronunciation / ed / ending (/t/, /d/, /ɪd/) – /i:/, /ɪə/ 	<ul style="list-style-type: none"> a holiday experience a sea disaster a story about an unusual experience a popular folk tale 	<ul style="list-style-type: none"> The Gift of Storytelling The Canterville Ghost (literature)
3	Travel pp. 29-37 Self Check 3 p. 38	<ul style="list-style-type: none"> Present Perfect / Present Perfect Continuous <i>already, yet, just, since, for</i> Present Perfect vs Past Simple <i>have been – have gone</i> 	<ul style="list-style-type: none"> Holiday time Types of holidays Means of transport Places to visit Activities Word power: <i>keep</i> 		<ul style="list-style-type: none"> Jules' Undersea Lodge Edinburgh's Ghost Walks Greetings from California 	<ul style="list-style-type: none"> inviting – accepting – refusing invitations Pronunciation /ɜ:/, /ɔ:/ 	<ul style="list-style-type: none"> a postcard from a holiday resort an email about your holiday a short article about a special place in your country 	<ul style="list-style-type: none"> Legoland Safe splashing (physical education)
4	The media pp. 39-47 Self Check 4 p. 48	<ul style="list-style-type: none"> Past Continuous Past Simple vs Past Continuous Past Perfect / Past Perfect Continuous 	<ul style="list-style-type: none"> Types of media Word power: <i>make</i> 		<ul style="list-style-type: none"> News items An interview A news report 	<ul style="list-style-type: none"> giving / reacting to news choosing TV programmes Pronunciation /e/, /æ/, /eə/ 	<ul style="list-style-type: none"> British teens and social media a news report for the school blog present how radio stations work to the class 	<ul style="list-style-type: none"> Social media Turn on and Tune in (media studies)
5	Our future pp. 49-57 Self Check 5 p. 58	<ul style="list-style-type: none"> <i>will / be going to</i> / present continuous conditionals types 1-3, wishes 	<ul style="list-style-type: none"> High-tech Word power: <i>develop</i> 		<ul style="list-style-type: none"> Digital Divide Are you optimistic or pessimistic about the future? 	<ul style="list-style-type: none"> giving instructions expressing opinions agreeing / disagreeing Pronunciation /ɑ:/, /ʌ/ 	<ul style="list-style-type: none"> a short text about technology in the future an opinion article about life in the future predictions about the future 	<ul style="list-style-type: none"> High-tech teens! Virtual reality (ICT)
6	Safety comes first pp. 59-67 Self Check 6 p. 68	<ul style="list-style-type: none"> <i>must / have to / should / can / may / might / could</i> modals (past) reported speech 	<ul style="list-style-type: none"> Breaking the law Teenage problems Word power: <i>carry</i> 		<ul style="list-style-type: none"> Danger on the Great Barrier Reef Safety in the street 	<ul style="list-style-type: none"> expressing sympathy Pronunciation /ʌ/, /əʊ/ 	<ul style="list-style-type: none"> safe in the sun (a leaflet) an email giving advice on how to keep safe from crime an email giving advice on exam stress 	<ul style="list-style-type: none"> RCMP: Royal Canadian Mounted Police Safe surfing (ICT)
7	Profiles pp. 69-77 Self Check 7 p. 78	<ul style="list-style-type: none"> Comparative – Superlative forms of adjectives / adverbs <i>Too – enough</i>, question tags reflexive pronouns 	<ul style="list-style-type: none"> Appearance Character adjectives Ambitions Word power: <i>break</i> 		<ul style="list-style-type: none"> The Art of Transformation Life's Turns 	<ul style="list-style-type: none"> applying for a job expressing certainty / possibility Pronunciation /aɪ/, /aɪə/ 	<ul style="list-style-type: none"> a short biography an email letter of application 	<ul style="list-style-type: none"> Traditions: The Haka Dance Children in Victorian times (history)
8	Our precious Earth pp. 79-87 Self Check 8 p. 88	<ul style="list-style-type: none"> <i>a / an – the</i> the passive (present simple, past simple, present perfect, <i>will</i>) the causative 	<ul style="list-style-type: none"> Environmental problems Materials 		<ul style="list-style-type: none"> Protected The Earthship – The Perfect Green Home essay on the pros and cons of keeping animals in zoos 	<ul style="list-style-type: none"> donating money Pronunciation /aɪ/, /aɪə/ 	<ul style="list-style-type: none"> an essay discussing the advantages and disadvantages of keeping wild animals as pets a short text about the Great Sphinx 	<ul style="list-style-type: none"> Scotland's natural world! Acid rain (science)
9	Choices pp. 89-97 Self Check 9 p. 98	<ul style="list-style-type: none"> nouns – singular / plural countable / uncountable nouns – quantifiers 	<ul style="list-style-type: none"> Shopping and products Food / drinks Word power: <i>give</i> 		<ul style="list-style-type: none"> Choices ... you make them The right food for the right mood letter of invitation 	<ul style="list-style-type: none"> offering presents expressing thanks Pronunciation /s/, /z/ 	<ul style="list-style-type: none"> your eating habits an email of invitation a quiz on idioms / sayings about food 	<ul style="list-style-type: none"> Let's talk food! The food chain (science)
10	It's fun! pp. 99-107 Self Check 10 p. 108	<ul style="list-style-type: none"> <i>-ing / to-infinitive / infinitive without to, would rather, had better</i> Prepositions of movement <i>Some / Any / No / Every + body (one) / thing / where</i> 	<ul style="list-style-type: none"> Sports Music Word power: <i>raise</i> 		<ul style="list-style-type: none"> Snowbiking – Parkour – Kitesurfing The Crystal Quest 	<ul style="list-style-type: none"> giving directions buying tickets at the cinema Pronunciation /ɜ:/, /oʊ/ 	<ul style="list-style-type: none"> a quiz about the Olympic Games a CD review 	<ul style="list-style-type: none"> Glastonbury Festival Does this sound familiar? (music)

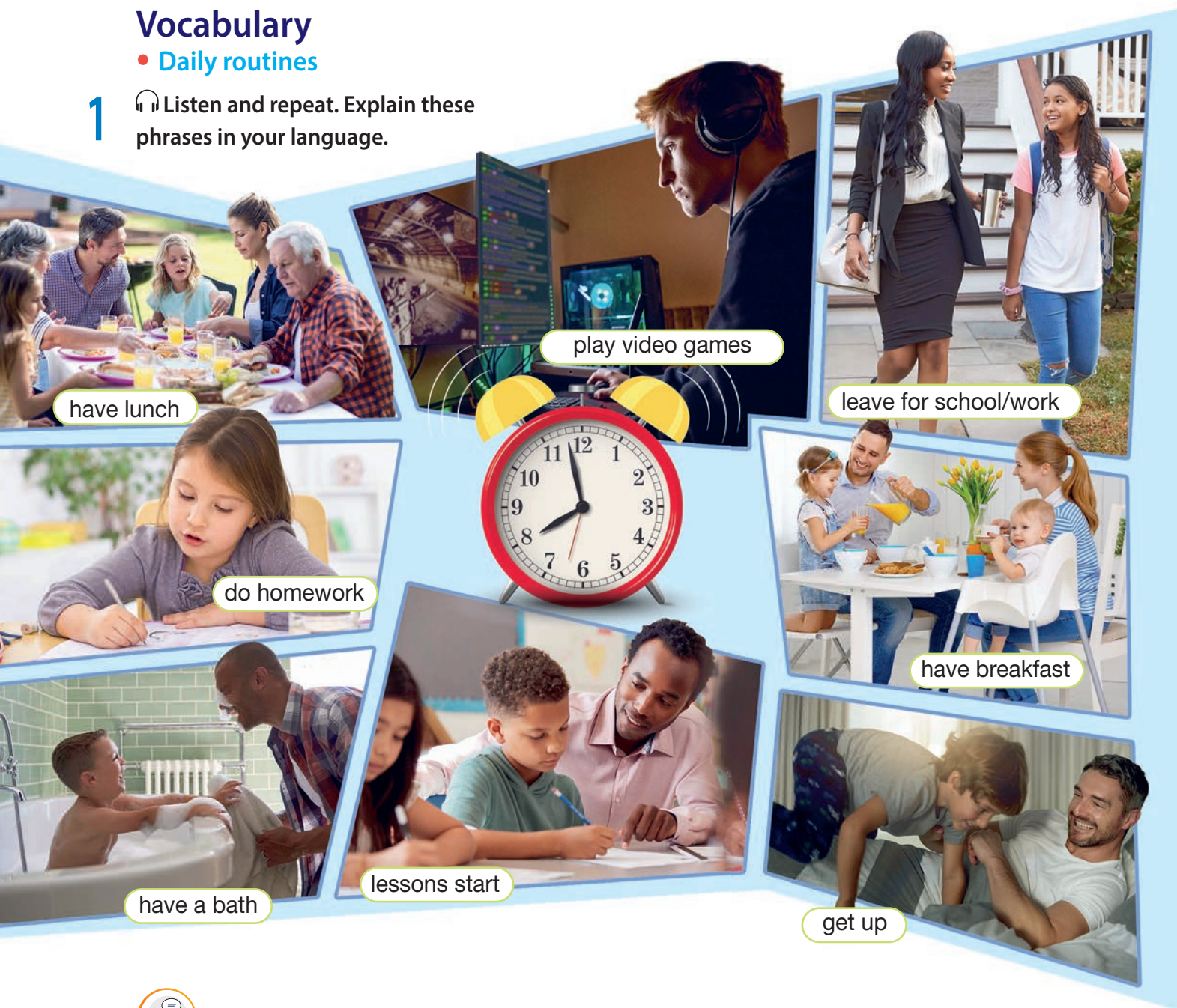
Day in, day out



Vocabulary

Daily routines

- 1 Listen and repeat. Explain these phrases in your language.



- 2 Ask questions to find out about your partner's daily routine. Use:

What time ...?

When ...?

Do you ...?

What do you do in the afternoon/evening, etc?

- A: What time do you get up?
B: At about 7:30 a.m.

Reading

- 3 Who's the person in the picture? What do you think his daily routine is like? Listen and read to find out.

A day in the life of Shola Shoretire

He's young, he gets good grades at school and he has lots of friends and a good relationship with his parents. He also plays football for Manchester United's youth team, England. Life is good for Shola Shoretire. But it isn't always easy!

"I really want to be a professional football player and I know I have to work hard," he says. He wakes up at 6:30 a.m. every day. He starts the day with a big breakfast, then he goes jogging in the park for an hour. After that, it's time for school. When he finishes, he usually goes to football training. The Manchester United youth team trains four days a week. They often play two games a week. Shola is always sad when they lose. "Well, I know it's only a game," he says, "but losing always makes me think we could do better."

So, with such a full programme, how does he manage? "Well, I never miss training. I sometimes worry about school because I want to get good grades, but I'm well organised so I never fall behind with my homework. I never stay out late. I always do my best and work hard, both at school and on the pitch."

Any advice for ambitious teenagers like himself? "Always stay motivated and never give up!" Shola says.



- 4 Read the text and answer the questions.

- Who's Shola Shoretire?
- What does he want to be?
- What is a typical weekday in his life like?
- How does he cope with school and football training?
- Do you think he's happy?

Speaking

- 5 How similar is your daily routine to Shola Shoretire's? Tell your partner.

How often...?

Grammar see p. 119 • Present simple

- 1 a) Read the theory. How do we form the **present simple**?

We use the **present simple** for:

- habits and routines.
Joan leaves for school at 8:00.
Does she finish at 3:00? No, she doesn't.
- permanent states.
Her father works as a doctor.
Her mother doesn't work.

- b) Find examples of the **present simple** in the text on p. 5.

- 2 Complete the third person singular.

- I play – he
- I want – he
- I know – he
- I work – he
- I wake up – he
- I start – he
- I go – he
- I finish – he
- I lose – he
- I miss – he

- 3 How is the -s ending pronounced? Complete the table with verbs from Ex. 2. Listen and check.

/s/	▶ wants
/z/	
/ɪz/	

- 4 Put the verbs in brackets into the correct form of the **present simple**.

- Ann (live) in London.
- She usually (wake up) at 7 o'clock in the morning.
- She (travel) to school by tube.
- She (not/have) lessons in the evening.
- She (play) the flute.
- She (not/like) rock music.

- 5 Put the words in the correct order. Then answer the questions.

- Where/you/live/do? 4 does/What/your/do/dad?
- Do/early/you/wake up? 5 Do/like/you/football?
- do/to/How/you/travel/school? 6 your/Does/work/mum?

• Pronouns and Possessive adjectives

- 6 Complete the table in your notebook. What are these words in your language?

Subject pronouns	I, you,
Object pronouns	me, you,
Possessive adjectives	my, your,

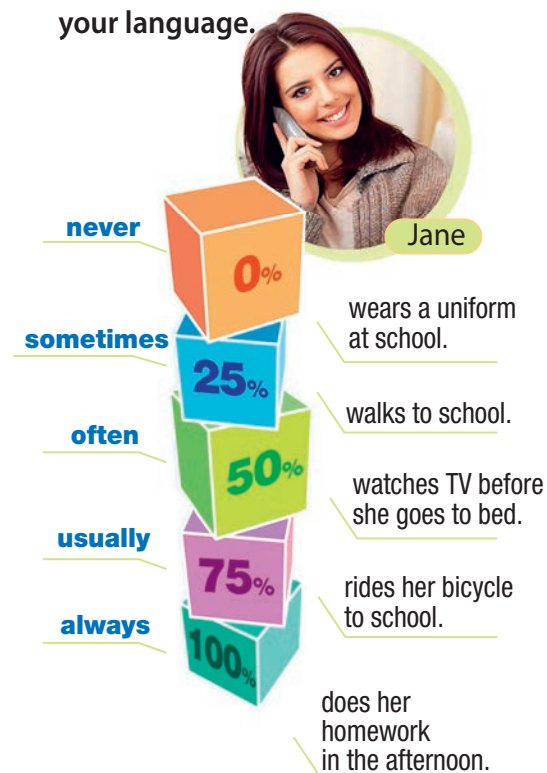
- 7 Replace the words in **bold** with the correct **pronoun** or complete with the correct **possessive adjective**.

- John is sixteen years old.
▶ *He is sixteen years old.*
- Susan and Paul are friends.
- My grandparents have two dogs.
- Jonathan is sick.
- Are you talking to **your** sister?
- I have a bicycle. It's bicycle.
- My mother and** I love swimming.
- I want to buy a present for **John**.
- We have a collection of stamps. They're stamps.

- Mary's dog is black.
- This room is for me and my brother.

• Adverbs of frequency

- 8 Read the sentences about Jane. Explain the highlighted words in your language.



- 9 Make sentences, as in the example. What about you?



- ▶ *Steve never goes to school on foot.*
- ▶ *Laura always ...*

- 10 Listen and repeat. Explain these phrases in your language.

Free-time activities

- watch a football match • make models
- play basketball • chat on the phone • go skating
- have coffee/a snack with friends • watch a film
- go dancing/clubbing • hang out with friends

- 11 Find out about your partner's favourite free-time activities.

- ▶ A: *What do you do in your free time?*
B: *I often play basketball with my friends. Sometimes we go skating or have a snack. What about you?*

• Can/Have/Do

- 12 Complete the gaps with **can, have, has, do** or **does**. Answer the questions.

- ▶ *Can* you make models? 5 you got a bike?
- ▶ *Yes, I can.*
- you go dancing? 6 your best friend go skating?
- your dad got a car? 7 you hang out with your friends?
- your friend chat on the phone? 8 does he have karate lessons?

• Question words

- 13 Fill in the correct question word(s). Then match the questions to the answers. Listen and check.


- is that boy?
- old is he?
- is he from?
- does he start school?
- does he travel to school?
- does he go to the cinema?
- does he do in the evenings?
- does he have karate lessons?

- He's from Barcelona.
- Twice a month.
- He watches TV.
- At 8:30.
- On foot.
- It's Pedro.
- He's 15.
- Every Monday and Tuesday.

Reading


1 Read the letter and mark the sentences *T* (true) or *F* (false).

- 1 Pedro's a teenager.
- 2 He's Canadian.
- 3 There are four people in his family.
- 4 He's older than his sister.
- 5 He always walks to school.
- 6 He goes to karate lessons three times a week.

2  Ask and answer questions based on the text. Use question words.

- A: *How old is Pedro?*
B: *He's 15. Where does he live? etc.*

Listening

3  Listen to Steve talking about his family and complete the gaps (1-5).

Name:	Steve (15)
Surname:	0) ► Miller
Father:	1), age 37,
Mother:	job: 2), Helen, age 3), job: teacher
Sister:	4), age 13
Brother:	Andy, age 5)

Dear Steve,
Thanks for your letter. I hope we get to know each other well.

First of all, let me tell you a few things about myself. I am 15 years old and I live in Barcelona, Spain. My mum is a doctor. She works at the local hospital. My dad is a police officer. They both work long hours. I'm a student at Barcelona High School. I have a sister, Laura, who is 17. We get along quite well.

School starts at 8:30 a.m. I wake up every day at 7:00 a.m., have breakfast and go to school on foot. Sometimes my dad takes me in the car, especially when the weather is bad. I get back home at 3:30 p.m. in the afternoon. I usually do my homework in the evenings for an hour or two. Then, I often watch TV. On Mondays and Tuesdays, I have karate lessons. On Saturdays, I always go out with friends. We like going to the cinema.

What about you? What kind of films do you like? What kind of music do you like? Please write soon!

Yours,
Pedro

Writing

(a letter)

4 You've got a new pen pal. Answer the questions in the plan, then write your letter (50-60 words).

Para 1: thank friend for letter

Para 2: write about you and your family (How old are you? Where are you from? How many people are there in your family? What do your parents do for a living?)

Para 3: describe a typical weekday and your free-time activities (What is a typical weekday like? What do you do in your free time?)

Para 4: ask friend about his/her weekdays and what he/she likes doing in his/her free time

Lifestyles

◆ What's in this module?

- city life/country life
- people and jobs
- people's lifestyles
- free-time activities
- present continuous
- present simple vs present continuous
- relative clauses
- forming adjectives from nouns


Find the page number for pictures 1 and 2.

◆ Find the page numbers for

- an email ☐
- risky jobs ☐
- two men in uniform ☐
- a map of the London underground ☐

Vocabulary

• City life – Country life

◆  Listen and repeat. What are these words in your language?

tall, modern buildings
shops, cinemas and theatres
heavy traffic
peaceful and quiet
constant noise and pollution
feeling isolated
fresh air
friendly, helpful people
convenient public transport
crowded streets
beautiful countryside

THINK! Look at the pictures. Which place do you prefer: a village or a busy town? Why? Use the phrases and your own ideas to tell the class.

😊 I don't mind 😊 I like 😞 I can't stand

- I prefer the village. I like peaceful and quiet places.
I can't stand crowded streets and heavy traffic.



Reading

- 1 Describe the pictures. Imagine you are there. What can you hear, see, smell? How do you feel (*relaxed, stressed, etc.*)?



Annabel and Sarah are guests on a reality TV show. Annabel lives in London. Sarah lives on a farm in the north of Scotland. They are swapping families and schools for a week.



Sarah's Diary

DAY 2 Everyone stays in bed late here. It's 8 a.m. and Annabel's mum is making breakfast. This afternoon, we're going shopping in Oxford Street and then we're going to the cinema! I'm 5 so excited!

DAY 4 I travel to Annabel's school by tube. Her school is **huge** with 1,500 students and her friends are very **helpful**. I'm enjoying the lessons, but most of all I love the facilities. The 10 computer room and the swimming pool are my favourites.

DAY 6 Today, I'm feeling a bit tired. It's always noisy here and you can hear the traffic all night. I think I'm getting a bit homesick, too. 15 I miss the beautiful countryside and my friends from my hometown. I'm happy I'm going home tomorrow, but I'm sure I'll visit London and see Annabel's lovely family again!

Annabel's Diary

DAY 2 Everyone gets up at 5 a.m. because 20 there's a lot to do on the farm. Sarah's mum is very nice. She brings me a cup of tea in bed, but I just go back to sleep. Later, I go outside in the farmyard to help Sarah's family. Today, we are milking the cows in the barn and 25 feeding the chickens. The animals are lovely, but I can't stand the smell.

DAY 4 Sarah's mum takes me to meet the school bus every morning. We drive five miles and it leaves at exactly 7 a.m. Sarah's school is 30 very small, but everyone's so friendly.

DAY 6 Learning about farming is interesting, but I'm happy I'm going home tomorrow. The fresh air is nice, but it's too quiet here. I also feel isolated. In the city, the streets are 35 **crowded** but you have everything close at hand. I miss the hustle and bustle of London, but I don't want to leave my new friends.

- 2 Read and listen to the diaries and answer the questions. Explain the words in bold.

- Who feels excited? Why?
- What can't Annabel stand?
- Whose school is very small?
- What does Annabel miss?
- What does Sarah miss?
- Who's getting homesick?

Vocabulary

- 3 Look up these words/phrases in your dictionary. Make sentences using them.

- by tube • facilities • traffic
- get homesick • miss
- milk the cows • barn
- feed the chickens
- can't stand the smell • meet the bus • feel isolated • close at hand • hustle and bustle

- 4 **THINK!** Complete the sentences.

- I like my city because
- I love my school because
- I enjoy being in the countryside because

Grammar see p. 119

- Present continuous

- 5 Read the theory. How do we form the *present continuous*? Find two examples in the text. Explain the use.

We use the **present continuous** for:

- actions happening now. *He's sleeping now. Kevin isn't watching TV.*
- arrangements in the future. *I'm seeing my friends tonight. Are you coming?*

- 6 Complete the sentences by putting the verbs *leave, visit, make, go, milk* into the **present continuous**.

- Mum breakfast now.
- We shopping this afternoon.
- Hurry up. The school bus
- She her aunt this weekend.
- Harry's in the barn. He the cows.

• Present Simple vs Present Continuous

- 7 Read the sentences. What tenses are the verbs in bold in? Which tense shows: *an action happening now?* *a habit/routine?* *a future arrangement?* Find examples in the texts on p. 10.

- Ann usually **does** her homework in the afternoon.
- Look! She's **doing** her homework.
- She's **going** out later.

- 8 Put the verbs in brackets into the correct tense, *present simple or present continuous*. Give reasons.

Hi Steve,
Thanks very much for your email. At the moment,
I 1) (**study**) really hard. I 2)
(**sit**) my exams next week.
My lessons 3) (**start**) at 8:30. After
school, I go to my part-time job. I 4)
(**work**) in a library for the next few months. Tonight,
I 5) (**meet**) my friends.
Anyway, I'd better finish here. Write again soon.
Victor

- 9 In pairs, ask and answer questions based on the text.
A: *Where does Annabel live?*
B: *In London.*

Writing

(an email)

- 10 **Portfolio:** Write an email to your English pen pal. Follow the plan.

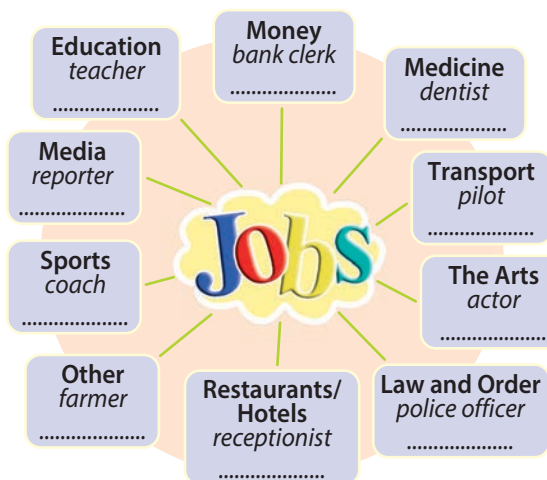
- Para 1: thank your friend, write what you are doing now
Para 2: write about your daily routine, what you are doing tonight
Para 3: closing remarks

Vocabulary

• Jobs

1

Copy the spidergram into your notebooks. Add as many jobs as possible in four minutes. Compare with your partner.



2

Listen to the sounds and match them to the pictures (a-c). What is each person's job (1-3)? What do they have to do?

3

Check the meaning of these words in your dictionary.

- talented • proud
- travel • look for
- hurricanes
- bombs and rockets
- patient • excitement
- dangerous • brave

4

a) In pairs, complete the texts with words from Ex. 3. Listen to a radio interview and check.

b) Explain the words in bold. Say two things you remember about each person.

There are people who don't like **desk jobs**.

They prefer adventure and **1)**

Sometimes, they even **2)** a little danger!

Brad Mack is a real-life storm chaser whose job is to photograph **tornadoes, lightning strikes** and **3)** He's very **4)** and determined. The **5)** , adventure and excitement are the things which he likes most about his job.

Jonathan Alpeyrie is a war photographer. Every day, he wakes up in the middle of a war zone where **6)** are going off all the time. It's a **7)** job which **requires** a lot of **courage**. Jonathan wants to show the world the **horrors** of war so that **governments** do more to stop them.

Will Burrard-Lucas is a **8)** wildlife photographer who comes from the UK. "Photography is the key to the whole world," he says. "You have to be **9)** and careful, but when you see the pictures you've taken, then you feel really **10)**"

5

THINK! What is more important in a job: making a lot of money or personal satisfaction? Give reasons.

Photography is the key to the whole world



Learning to learn

Learning opposites

Learn adjectives with their opposites. This will help you remember them.

Vocabulary

• Personality adjectives

6

a) Match the opposites. Listen and check.

- | | |
|---------------|-----------------|
| 1 brave | a unfriendly |
| 2 imaginative | b lazy |
| 3 friendly | c unimaginative |
| 4 sociable | d cowardly |
| 5 hardworking | e unskilled |
| 6 patient | f dishonest |
| 7 polite | g careless |
| 8 smart | h impatient |
| 9 honest | i impolite |
| 10 careful | j shy |
| 11 skilful | k stupid |

b) **THINK!** Which of the adjectives above best describe:

- | | |
|-----------------|--------------------|
| a war reporter? | a nursery teacher? |
| a firefighter? | a storm chaser? |
| a lawyer? | a waiter? |
| | a doctor? |

Decide in pairs.

▶ A war reporter needs to be brave and smart.

7

Read the rule. Form adjectives from the nouns in brackets.

Forming adjectives from nouns

We add **-ous**, **-y**, or **-ful** to the noun to form adjectives.
danger – dangerous, risk – risky, care – careful

- She's very (fun). Everyone likes her jokes.
- Taylor Swift is a (fame) singer.
- Margot Robbie is very (beauty).

Grammar

see pp. 119-120

• Relative Clauses

8

Read the examples and complete the rules with: **who**, **which**, **whose** or **where**. Find examples in the texts on p. 12.

- I like people **who** are polite and honest.
- Courage and adventure are the qualities **which** characterise him.
- He likes places **where** people are friendly.
- What's the name of the man **whose** car you borrowed?

We use 1) with people. We use 2) with places. We use 3) with things or ideas. We use 4) to show possession.

9

Complete the sentences with:

• **who** • **which** • **where** • **whose**

- He laughs last, laughs best.
- Phuket is the place she often spends her summer holidays.
- My parents are the only people always support me.
- An orphan is a child parents aren't alive any more.
- She enjoys watching films make her cry.

10

Complete the sentences so that they are true for you. Use **who** or **which**.

- I like people ▶ **who** are **sensitive** and **honest**.
- I often go to the park, is the perfect place to
- I can't stand people are and
- I like reading books are about
- I prefer hotels have

Speaking

11

Work in groups of four. You are an interviewer. Your partners take the roles of the three people in the text. Prepare your questions and interview them. Act out your interview.

Reading and Writing

- 1 Look at the pictures. What do you think John's lifestyle is like? Listen and read to find out.

- 2 Explain the words in bold. Ask and answer questions based on the text.

A: How old is John?

B: 15. Where does he come from?

• Word power

- 3 Read the box. Which phrase can you find in the text? Make sentences using the phrases.

feel

+ adjective (= feelings) *He feels sad.*

+ like + ing form (= fancy)

Do you feel like going out?

+ about (= think) *How do you feel about your new teacher?*

- 4 Read the theory. Find examples in the text, then join the sentences.

Learning to learn

Using connectors

We use **and** to join similar ideas.

We use **but** to join opposing ideas.

We use **or** to link two alternatives.

- It's a nice place. It is very expensive.
- We often go to Pierre's. We have lunch there.
- We can go by bus. We can walk.
- We swim there. We play beach volleyball.



I'm John Smith. I'm 15 years old and I come from Wales. I live in a fantastic city next to the sea called Swansea. It is very big but it's lovely and full of friendly people. I really enjoy living here but it gets a bit noisy when the tourists arrive in the summer.

My house I live in a small house very **close** to the beach. Every morning I wake up to the sound of **seagulls**. My room is on the second floor and has a great view of the sea. I love looking at the sea. It makes me feel calm.

My family My family isn't very big, just my parents and myself. My dad works with children with special needs and my mum is a nurse at the **local** hospital. They both work long hours but they don't mind. They really enjoy their jobs.

My friends I have a lot of friends. Some of us are in a band. I play the guitar. We often play for the **locals**. My best friend lives in the house next to mine. When we are together, we talk about music or we make plans and dream about the future.

Writing

(an article for a school blog)

- 5 Portfolio: Answer the questions in the plan.

Para 1: present yourself (Who are you? How old are you? Where do you come from? Where do you live? What is your town like?)

Para 2: your house (What's your house like? What's your room like?)

Para 3: your family (How many people are there in your family? What do your parents do for a living?)

Para 4: your friends (How do you spend your free time with your friends? Where does your best friend live? What do you do together?)

Use your answers to write an article about yourself for an international school blog (60-80 words).

The Yeoman Warders



A trip to London is never **complete** without a visit to the Tower of London. The Yeoman **Warders**, or 'Beefeaters', guard the Tower.

King Henry VIII first **introduced** Beefeaters in 1485. They were his bodyguards. They looked after¹ the **prisoners** in the Tower and **guarded** the Crown Jewels. These days they guide the tourists who visit the Tower. They also **take care of** the eight big black **ravens** which live in the Tower.

There are 36 Yeoman Warders. They all live in the Tower with their families. The Beefeaters are famous for their red and gold **uniform**, but they only wear this on **formal occasions**. Most of the time they wear a dark blue uniform with red trimmings².

No one is exactly sure where the name 'Beefeater' comes from. One theory is that the warders got meat **instead of** money as a salary! Others say that the name **comes from** the French word *buffetier*. Buffetiers were the guards in the palace of the French king. They **protected** the king's food.

¹ took care of

² pieces of material used to decorate clothing

- 1 a) Look at the title and the picture. Who are these men? Where do they work? What is the bird called? Listen and read to find out.

b) Explain the underlined words.

- 2 Read the text again. Mark the statements T (true), F (false) or DS (doesn't say).

- Beefeaters guard the Tower of London.
- They give free tours.
- They have three uniforms.
- Beefeaters eat lots of meat.

- 3 Imagine you are a Beefeater. Present yourself to the class. Say who you are, where you work, what you do at work and what you wear at work.

- 4 You will hear some information about the Tower of London. Listen and complete the gaps (1-5).

The Tower of London

First built in: 0) ► 1078

Built by: 1) the Conqueror

You can: take a tour, learn about the Tower's

2), see the Crown Jewels

You can buy: guide books, jewellery, 3)

Tower closes at: 4)

Tickets: adults 5), children £9.50

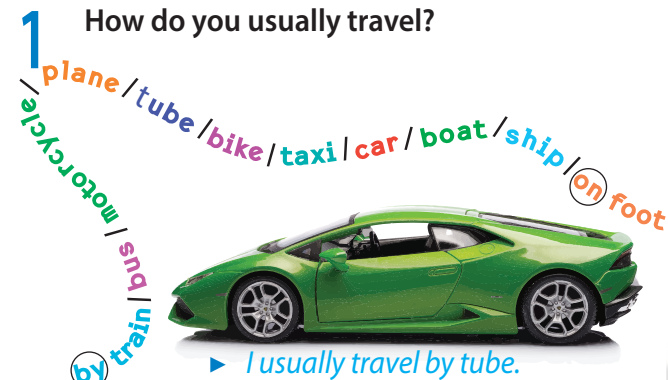
Project

- 5 Portfolio: Collect information about a popular tourist attraction in your country where you can see people in special uniforms. Write:

- where it is/its history
- who you can see there/their job/their uniform

Buying an underground ticket

How do you usually travel?



I usually travel by tube.

2 a) Listen and repeat. Say the sentences in your language.

- Next, please. • Where to?
- Single or return? • Return to Barbican, please. • That's £6.00. • Which line do I take, please? • You're welcome.

b) Who says each sentence/phrase in Ex. 2a: a ticket seller or a passenger? Read and listen to the dialogues and check. Where does each person want to go?

- a
- TS: Next, please.
P: Two tickets, please.
TS: Where to?
P: St James's Park.
TS: Single or return?
P: Single, please.
TS: That's £6.00.

- b
- TS: Yes, please?
P: Two return tickets to Barbican, please.
TS: That's £12.00.
P: Here you are. Which line do I take, please?
TS: Take the Circle Line.
P: Thanks a lot.
TS: You're welcome.

3

Everyday English

Find phrases in the dialogues which mean:

- Who's next?
- Where are you going?
- It costs £6.00.
- Thank you very much.
- It's my pleasure.

4



Portfolio: You and your friend are in London. You want to go from **Liverpool Street** to **Westminster**. Use the map to act out a dialogue between you and the ticket seller. Use dialogue B as a model. Record yourselves.



Pronunciation /ɪ/, /i:/

5

Listen and tick (✓). Listen and repeat. Think of two more words with the same sounds.

	/ɪ/	/i:/		/ɪ/	/i:/
Pete			beat		
pit			bit		
peal			slip		
pill			sleep		

Geography

Curricular

GEO-KIDS SPECIAL REPORT:

MEXICO CITY

home

what's new?

profiles

forums

Capital city of Mexico
CONTINENT: North America
POPULATION: 20 million
LANGUAGE: Spanish
CURRENCY: Peso



1 Mexico City is one of the world's largest cities. It has got beautiful old buildings, green parks, museums and an exciting nightlife. It's a great place to visit. Nine million people visit it each year.

2 Mexico City is a difficult city to drive in because of the **heavy traffic**. The city's fantastic metro **network**, however, has 11 lines and is very cheap. There are hundreds of buses, trolley buses and **peseros** (minibuses), too.

3 In their free time, Mexicans shop at colourful street markets. They also enjoy going to the cinema and theatre. They even have street parties. Football and **horse racing** are the most popular sports.

4 The people of Mexico City are very friendly. The food is excellent, too! The restaurants serve **delicious** local food like tortillas and **frijoles** (beans).

Click on **FORUMS** and tell us about your city. How is it different from Mexico City?



1 Listen to the sounds and look at the pictures. Imagine you are there. What do you think it is like there? (*noisy, quiet, crowded, busy, clean, polluted*, etc.). Tell your partner.

I think it is *busy*. There are ... I can smell ...

2 a) Think of three questions you would like to ask about Mexico City. Read the text. Can you answer any of your questions?

b) Read again and label sections 1-4 with headings a-d. Listen and check. Explain the words in bold.

a Transport b Food c Tourism d Leisure

3

Work in groups. Collect information about living conditions in New Delhi, India and write a similar text. Present it to the class.

You can use your favourite search engine. Search keywords: New Delhi

1 Self Check

1 Match the words.

- 1 ☐ close
- 2 ☐ heavy
- 3 ☐ get
- 4 ☐ crowded
- 5 ☐ public
- 6 ☐ feel
- 7 ☐ fresh

- a homesick
- b transport
- c streets
- d traffic
- e at hand
- f air
- g isolated

2 Choose the correct word.

- 1 He usually travels on **train/foot**.
- 2 He's a **talented/rewarding** photographer.
- 3 He never lies. He's a(n) **honest/patient** person.
- 4 I miss the hustle and **noise/bustle** of LA.
- 5 Public transport is **convenient/heavy** here.
- 6 I'm **hometown/homesick**. I miss home.
- 7 I hate the **constant/crowded** noise in Paris.
- 8 He feels **lonely/friendly** away from his family.
- 9 War reporters must be **proud/brave**.

3 Fill in: *who, which, whose, or where*.

- 1 I like people are funny and kind.
- 2 That's the café we go every Saturday.
- 3 She's the girl won the science award.
- 4 I prefer books have lots of action.
- 5 That's the girl father is a war reporter.

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

- 1 John (**visit**) his parents this weekend.
- 2 He (**take**) me to school every day.
- 3 Be quiet. The baby (**sleep**).
- 4 He (**meet**) his friends tonight.
- 5 She usually (**get up**) at 7:00 a.m.
- 6 The bus (**leave**) every evening at 6:30 p.m.
- 7 (**he/do**) his homework now?

- 8 What time (**you/start**) work?
- 9 He (**not/watch**) TV now.
- 10 She (**not/like**) flying by plane.
- 11 (**they/leave**) next week?
- 12 Lisa (**not/milk**) the cows now.

5 Complete with:

- Which line do I take, please?
- One ticket to Oxford Circus, please.
- That's £3.00. • Thanks a lot. • Return, please.

- A: Next, please.
- B: 1)
- A: Single or return?
- B: 2) How much is it?
- A: 3)
- B: Here you are. 4)
- A: Take the Circle Line, then change at Baker Street and take the Bakerloo Line.
- B: 5)

Competences

- talk/write about city/country life
- write about my daily routine
- talk about people's jobs and personalities
- write an article about myself
- buy tickets on the London underground
- write a text about a tourist attraction in my country

