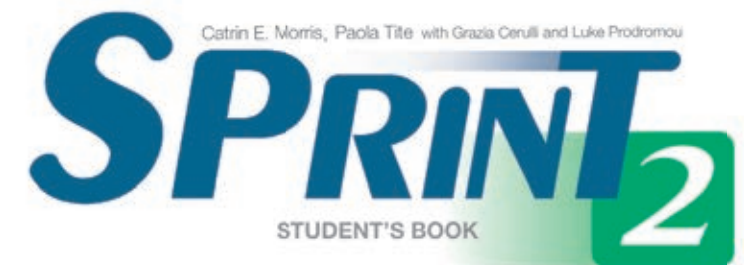




หนังสือเรียน รายวิชาพื้นฐาน ภาษาอังกฤษ



ชั้นมัธยมศึกษาปีที่ 2

กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ

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LEARN TO LEARN

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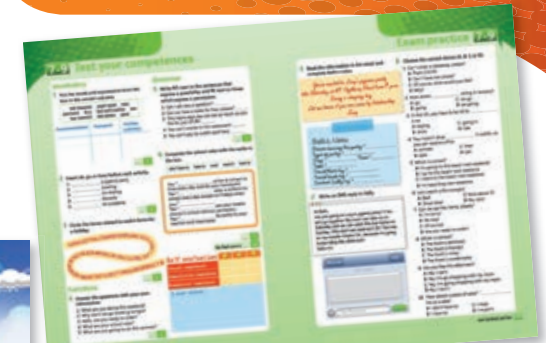
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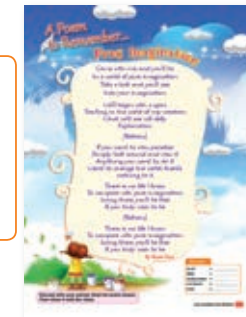
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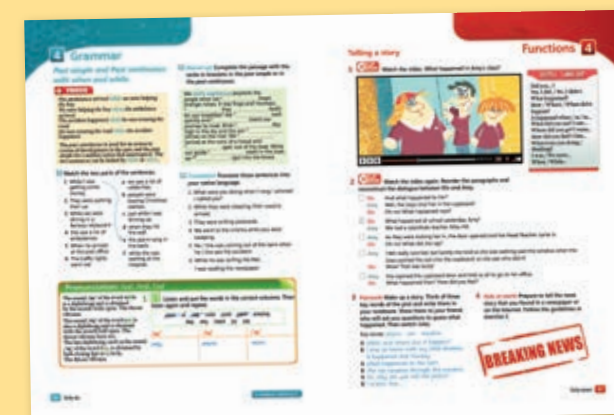
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Pronunciation	Functions	Build your competences	Resources
Word stress	Making comparisons	Culture: Popular trends Reading: Understanding a passage about fashionable items amongst teenagers from yesterday to today Listening: Understanding people talking about their favourite objects Speaking: Describing an object and inviting your friend to guess what it is Writing: Writing a letter describing fashionable objects in your country	Grammar reference Section 11-14 FLIP BOOK Functions Video 6
/u: / and /ʊ/	Talking about future intentions	Culture: National parks in the USA Reading: Understanding a passage about American national parks Listening: Understanding a dialogue talking about a future holiday Speaking: Making a conversation about organizing a future holiday Writing: Writing an email about your summer plans	Grammar reference Section 15 FLIP BOOK Functions Video 7
/g/ and /k/	Ordering food over the phone	Culture: Wild London Reading: Understanding a passage about wild animals in London Listening: Understanding a tour guide talking about imperial ravens at the Tower of London Speaking: Making a conversation about wild animals in one's city Writing: Writing a brief description of wild animals in one's city	Grammar reference Section 16-19 FLIP BOOK Functions Video 8
Silent letters	Talking about school rules	Culture: Legal age limits Reading: Understanding a passage about some age restrictions enforced by the law in the United Kingdom Listening: Understanding a dialogue about some age restrictions enforced by the law Speaking: Making a conversation on age restrictions in the United Kingdom Writing: Writing a brief text with guidelines on the age restrictions in your country	Grammar reference Section 20-21 FLIP BOOK Functions Video 9
• Royal and Presidential residences • Road safety			

1 Who's in charge?



Vocabulary Word Bank p. 106

- Look at the pictures. Which activities would you be happy to do?
- Match the words and discover house chores. Mark those represented in the pictures.

- | | |
|-----------------|---|
| 1 babysit | a <input type="checkbox"/> the washing-up |
| 2 do | b <input type="checkbox"/> the beds |
| 3 do | c <input type="checkbox"/> the ironing |
| 4 do | d <input type="checkbox"/> the dishwasher / the washing machine |
| 5 lay / clear | e <input type="checkbox"/> your room |
| 6 load / unload | f <input type="checkbox"/> little brothers or sisters |
| 7 make | g <input type="checkbox"/> the table |
| 8 take | h <input type="checkbox"/> the bins out |
| 9 tidy | i <input type="checkbox"/> the laundry |
| 10 hang out | j <input type="checkbox"/> the vacuuming |

- Listen and check.

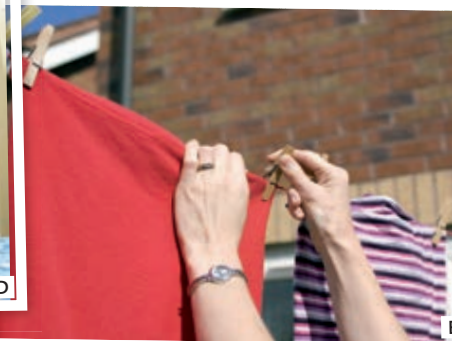
- Write down which house chores you believe British teenagers do.
Babysit little brothers or sisters, ...

8 eight

LEARN TO LEARN

In English, we use the verb **do** to indicate chores or activities and the verb **make** to indicate something that is created or produced. Insert **make** or **do** to complete the following actions:

- _____ the ironing, the washing-up, the vacuuming, your homework
- _____ the beds, a cake, a cup of tea, a meal



Presentation 1

- Read and listen to the stories of four British teenagers.

Household chores: whose jobs are they?

Chloe (15)

My parents work full-time, so in our house my brother Ben and I get pocket money to do chores. He usually does the vacuuming, lays the table, does the washing-up and takes the bins out; I clear the table, unload the dishwasher and walk the dog.

Grace (14)

There's a great system for doing chores in our house! While my brother Sam is hanging out the clothes, laying and clearing the table, loading the dishwasher, taking the bins out, tidying my room and his, making his bed and mine, I babysit our little sister! So, whose turn is it to unload the dishwasher? It's not mine! It's Sam's

Joey (16)

My mum doesn't believe in traditional boys or girls' chores for my sister Rochelle and me. So, Rochelle takes out the bins, helps in the garden and walks the dog. I usually tidy up, make the beds, do the ironing and the washing-up! It keeps mum happy!

Wayne (15)

We have constant arguments at home about chores. Our parents ask: 'Whose turn is it to load or unload the washing machine?' My brother and I shout: 'Yours!', and our parents say it's certainly not theirs... So, we do it all together!

Glossary

household chores = _____ arguments = _____
tidy up = _____ yours = _____

- Comprehension** Write down what each one does.

Chloe: *clear the table,* _____
Ben: _____
Grace: _____
Sam: _____
Joey: _____
Rochelle: _____
Wayne: _____

→ whose

*Whose turn is it to unload the dishwasher?
It's not mine! It's Sam's.*

- Pairwork** Whose turn is it? Agree on who will carry out the cleaning today.

- A *I lay the table, load and unload the dishwasher.*
B *I can take the bins out and...*

- In groups of four, ask questions and take turn answering.

- A *Whose turn is it to make the beds?*
B *It's mine. / It's Sara's.*

nine 9

1 The School Magazine

Presentation 2

- 1 Where are Sasha and Evie going? Listen to the dialogue and read along.

Logan Hey girls! What's up? Why are you whispering?

Sasha Sh! Logan! You don't need to talk so loudly!

Evie Be quiet and come with us! We're late so you need to walk quickly!

Logan Come where? What is going on? Aren't you feeling well?

Sasha We're perfectly fine! Why are you following us?

Logan Me? I'm only asking politely what you're doing and...

Evie Don't be silly Logan!

Sasha Listen, we're on our way to a meeting with the new editor of the School Magazine.

Logan In that case, you can talk to me... because I'm the new editor!

- 2 Listen again and repeat.

Glossary

whispering = _____
in that case = _____

- 3 **Comprehension** Read the dialogue again and indicate if the sentences are true (T), false (F) or if the information is not available (DS).

	T	F	DS
Logan thinks he knows what the girls are whispering about.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
1 Sasha and Evie aren't happy to meet Logan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 Evie doesn't want Logan to come with them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 Logan thinks one of the girls is ill.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Evie isn't feeling well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 Logan is the new editor of the School Magazine.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Vocabulary: Adverbs of manner

- 4 Complete the table of adverbs of manner with their contrary. Then listen and check.

sadly / unhappily loudly slowly well softly calmly

1 quietly	<u>loudly</u>	4 hard	
2 happily		5 angrily	
3 badly		6 quickly	

- 5 What are they doing? Write an answer under each picture.

play happily run quickly walk slowly sing badly study hard talk angrily



She's singing badly.



1 It's _____.



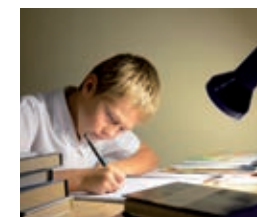
2 She's _____.



3 They're _____.



4 It's _____.



5 He's _____.

- 6 **Pairwork** Ask and answer how you do the following actions. Use the given suggestions.

- | | |
|------------------|------------------------|
| 1 speak English? | 4 write text messages? |
| 2 dance? | 5 run? |
| 3 sing? | 6 ride a bike? |

→ Adverbs of manner

You don't need to talk so **loudly**!
You need to walk **quickly**!
Aren't you feeling **well**?

- A How well do you speak English?
B I speak English badly! What about you?
A I speak English well!

- 7 **Over to you** Now report your friend's answers to the rest of the class. Follow the example.
Edoardo speaks English badly, but he can dance very well...

1 Grammar

Present simple or Present continuous?

→ FOCUS

He **usually does** the vacuuming.
Sam's **hanging** out the clothes.

The **present simple** is used to express habitual actions and it is often accompanied by adverbs of frequency such as *always, often, usually, sometimes, never* or expressions of frequency such as *once / twice / three times a week / a month / a year*. The **present continuous** is used for actions that are happening at this moment or in this period of time. It is often accompanied by expressions of time such as *now / at the moment / today*. It can often be found in sentences that begin with *while*.

1 Complete the sentences with the correct form of present simple of the verbs in the box.

do (x2) babysit **wash** load make tidy up

Do you **wash** the car every Saturday?

- She often _____ her neighbours' little girl.
- _____ Simon _____ the washing-up every night?
- No, he doesn't. He _____ the dishwasher.
- Who _____ the ironing in your house?
- My sister does. I only _____ my room.
- We always _____ the beds after breakfast.

2 Complete the email with the present continuous of the verbs in brackets.

Hi Fran,
What's **happening** (happen)? You
1 _____ (not answer) the phone.
2 _____ you _____ (do) the vacuuming? Or 3 _____ you _____ (listen) to loud music?
I hope you 4 _____ (read) this email.
Come to my house and let's have a chat.
I want to know who Sandra 5 _____ (go) out with these days. Is she still with Tommaso?
I really fancy him!
I 6 _____ (finish) my chores now and I
7 _____ (wait) to hear from you.
Come soon,
Malia

3 Circle the correct choices.

They tidy / **re tidying up** the house after the party.

- I always lay / **am laying** the table but I don't like clearing it.
- Sanya can't come. She babysits / **is babysitting** her little sister.
- Rebecca never takes / **is taking** the bins out when it is her turn.
- Mum can't come to the phone. She washes / **is washing** her car.
- We do / **are doing** our chores quickly, so we can go out.
- In this house, we all make / **are making** our beds every day.

4 Complete the sentences with the verbs in the box in the correct tense.

tidy up take **do** wash clear babysit do

We usually **do** the washing-up after dinner, but tonight we're **doing** it at 6 p.m.

- I can't hear you, Jill! I _____ the vacuuming.
- How many nights a week _____ you usually _____?
- Why _____ you _____ the bins out? It's my chore!
- Kayra _____ her room once a week.
- She can't come to the phone. She _____ her car.
- The children often _____ the table after Sunday lunch.

Possessive pronouns

Possessive adjectives	Possessive pronouns
my	mine
your	yours
his	his
her	hers
its	/
our	ours
your	yours
their	theirs

► Grammar reference 1-2

Grammar 1

Possessive pronouns

→ FOCUS

Don't make a mess! This is my room, not **yours**.
Our dishwasher is really old but **theirs** is new.
Where's Jane's book? Is this **hers**?

Possessive pronouns are used in the place of possessive adjectives when one does not want to repeat the noun (*your room = yours*). The possessive pronoun and adjective **his** are the same. There is no corresponding pronoun to the possessive adjective **its**.

Like possessive adjectives, pronouns always correspond to the possessor, not with the item possessed.



Find one mistake and correct it.

A: Did you see my phone?

B: Is that your?

A: No, it's not. I don't know whose phone it is.

5 Pronoun or adjective? Circle the correct choices.

This isn't **my** mine purse. My / **Mine** is red.

- My / **Mine** mobile phone isn't working. Can I borrow *your / yours*?
- These are not Leila's sunglasses. *Hers / Her* are black.
- Where are *our / ours* keys? We need them now!
- Don't touch those books. They are *our / ours*.
- Who does the ironing in *their / theirs* house?

6 Replace the underlined words with the corresponding possessive pronouns.

It isn't my chore. It's **your** chore.

It isn't my chore. It's **yours**.

- Use your laptop. This is **my** laptop.
- 'Is this Kerry's school uniform or mine?' 'It's **her** school uniform.'
- 'Girls, are you making the boys' beds?' 'Certainly not, we're making **our** beds.'
- Dad can wash mum's car. I think **his** car is clean.
- Our bins are already out. Are they taking **their** bins out?

► Grammar reference 2-3

whose

→ FOCUS

This room is a mess! **Whose** bag is it? or **Whose** is this bag?
Whose video games are they? or **Whose** are those video games?

Whose chores are these? or **Whose** are these chores?

Whose child is this? or **Whose** is this child?

Whose can be used as an adjective as well as a pronoun. There are two cases:

Whose + singular/plural noun + is / are...?
Whose + is/are + singular/plural noun ...?

7 Complete the questions with whose and write down the answers.

'**Whose** camera is it?' (my camera)

'It's **mine**.'

'**Whose** keys are they?' (her keys)

'They're **hers**.'

- '_____ mobile is it?' (his mobile)
- '_____ magazine is it?' (our magazine)
- '_____ chores are they?' (your chores)
- '_____ car is it?' (their car)

→ FOCUS

Be careful not to confuse when using **Whose**, **Who's**, **Who's got**.

Whose car is this?

Who's your teacher?

Who's got a dictionary?

8 Circle the correct choice.

'**Whose** / **Who's** purse is it?' 'It's mine.'

1 'Whose / **Who's** chore is it?' 'It's yours.'

2 'Whose / **Who's** got a new laptop?' 'Rajiv has.'

3 'Whose / **Who's** that boy?' 'He's my brother.'

1 Grammar

Adverbs of manner

→ FOCUS

She's a **calm** person. She speaks **calmly**.
They are **good** students. They do their homework **well**.
This exercise is **hard**. I'm working **hard** to do it.
I'm **late** for school because my bus always arrives **late**.

Adverbs of manner are used to indicate in which manner of the action is performed. Regular adverbs of manner are formed by adding -ly to the adjective**. Some adverbs are subject to orthographic variations:

- if the adjective ends in -y, -y is replaced by **-ily**
- if the adjective ends in -ic, add **-ally**
- if the adjective ends in -ble, it is replaced by **-bly**

Finally, some adverbs of manner are irregular: they change the aspect of the adjective entirely ** or stay unvaried **.



Circle the correct answers.

- A: Why are you so (1) slow/slowly?
B: You need to read it (2) careful/carefully to spot the mistakes.

Pronunciation: /l/ and /r/

The sound of the word **lemon** is pronounced with a curled tongue and pressed against the palate. The sound /r/ of the word **red** is created in the same way, but it is called vibrant because the curled tongue is held back, does not touch the palate; it brushes against it, and vibrates.

Attention! The sounds /l/ and /r/ are silent in many words.

1 Listen and repeat

I live a calm life but last night there were people running in the corridor!

9 Transform the adjectives in the brackets into adverbs and complete the sentences.

Students work very **quietly** (quiet) during exams.

- If you ask me _____ (polite), I can help you.
- It is dangerous to walk _____ (quick) on ice.
- Don't be secretive! You can speak _____ (free).
- The neighbours are playing music so _____ (loud)!
- The guy in the black jacket is acting _____ (suspicious).
- Are you sitting _____ (comfortable)?

10 Round up! Circle the correct choice.

Where's my mobile? No, this isn't my / **mine**.
This is your / yours. Ah, here it is. I've got a nice photo on it. Look! I smile / 'm smiling because I'm on holiday. I sit / 'm sitting on the beach and I'm talking quiet / quietly to my / mine friend Romina. We talk / 're talking about her / hers brother. He's acting funny / funnily. She thinks he's got a new girlfriend.

11 Translation Translate these sentences into your native language.

- 'What are you doing?' 'I'm tidying my room. I do it every Sunday.'
- 'Whose is this DVD? / Whose DVD is this?' 'It's mine! Yours is on the table in the sitting room.'
- Read this message carefully.

► Grammar reference 4

2 Listen and circle the correct choices. Then listen again and check your answers.

- Flames / Frames are red.
- The liver / river is important for survival.
- That's a rather heavy lock / rock.
- Feathers are light / right for flying.
- It's a terrible flight / fright. I'm scared!
- It's a really big room / loom with a beautiful red carpet.

Talking about how you do things

Functions 1

1 Watch the video and circle the activity that Elis is explaining to Amy.

play Jenga make pizza build a fire tell a joke take a picture play the guitar



USEFUL LANGUAGE

Whose turn is it... ?
It's mine / yours / his / hers / ours / theirs.
How do you play Jenga / make a pizza / play the guitar / tell a joke... ?
You do it carefully / quickly / quietly / slowly.

2 Watch it again and reorder the dialogue on how to tell a joke.

- ☐ And just when nobody is expecting it, you attack suddenly with the punch line.
- ☐ First, check whose turn it is, because if it's not yours and people aren't listening carefully, there's no point trying to tell a joke!
- ☒ 1 Go on then Elis! How do you do it?
- ☒ 10 Go on then... tell me a joke!
- ☐ No! If you want to do it well, you need to build up gradually.
- ☐ Oh, I always tell them really quickly! That's why mine go so badly!
- ☐ OK, I've got that.
- ☐ Right!
- ☐ That sounds easy!
- ☐ Then you need to start slowly, but work hard to present it comically.

4 Pairwork How do you carry out the following activities? Ask and answer each other's questions, using words and expressions from the previous exercises.

do a magic trick play a card game
get good grades at school ride a horse
play a musical instrument make a speech

- A How do you do a magic trick?
B Well, first of all you need a secret assistant in the audience!
A OK. Then?
B Then he / she distracts their attention and you create magic.
A OK, I've got that. Go on then...



3 Read the dialogue again and match.

- | | |
|------------|-------------|
| 1 listen | a badly |
| 2 start | b carefully |
| 3 present | c comically |
| 4 tell | d gradually |
| 5 go | e quickly |
| 6 build up | f slowly |
| 7 attack | g suddenly |

1 Build your competences

Housework in the USA

Warm up

- 1 **Pairwork** Look at the pictures. Which one most represent yourself? Why?

Reading

- 2 Read the text quickly and match the question to each paragraph.

- | | |
|--|--|
| a <input type="checkbox"/> How can parents get their kids involved in housework? | d <input type="checkbox"/> What can children do? |
| b <input type="checkbox"/> How much time do American children spend on household chores? | e <input type="checkbox"/> Why don't American children help much around the house? |
| c <input type="checkbox"/> What are the benefits of doing household chores? | |



1 A recent study at the University of Maryland in the USA estimates that American children aged 6 to 12 do less housework than children in other countries. On average, they spend less than three hours per week, compared to 14 hours a week watching TV!

2 There are many reasons children in the US don't help around the house. Often both parents are at work every day, so there is little time to get children involved in household chores and parents prefer to avoid nagging, supervising or showing kids what to do.

3 For a family to function properly, children need to do housework and by learning to do it, they can look after themselves and contribute to the lives of others. This makes them happy and gives them a sense of responsibility and autonomy, important in adult life.

4 Based on international comparisons, 10 year-olds can load or unload the dishwasher, do the washing-up, tidy or vacuum rooms, put the shopping away, take the rubbish out, cook a simple meal, wash, dry and fold clothes, make the beds and water plants.

5 Experts suggest you do housework as a family, as it is a great team-building activity. They advise parents to make it fun: do it with the music on or as a competition, until it becomes part of the children's routine.

Glossary

estimates	=	
less... than	=	
on average	=	
get involved	=	
nagging	=	

- 3 Read the text again and indicate if the sentences are true (T), false (F) or if the information is not given (DS).

- American children do more housework than children in other countries.
- 1 They spend about 14 hours a week watching TV.
- 2 In other countries, one parent is usually at home with the children.
- 3 Doing things for yourself and others makes you happy and independent.
- 4 10-year-old children can't cook meals.
- 5 Experts think housework is a good activity to do as a family.
- 6 They think it's important for parents to pay children for doing housework.

T	F	DS
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Build your competences 1

Listening

- 4 Listen to an interview with an expert who is explaining why American children do not help their parents at home and choose the correct choice (A, B or C).

American parents don't teach their children to...
 A clean and tidy.
 B look after their parents.
 C watch and learn from others.

- 1 What is the consequence of this?
 A They can't get jobs.
 B They can't look after others.
 C They can't look after themselves.

- 2 Children who grow up in small societies learn...
 A survival skills early.
 B to read early.
 C technology early.

- 3 Children who grow up in large complex societies learn...
 A academic skills.
 B household chores.
 C both of these.

- 4 Children in Scandinavian countries do more housework because their parents...
 A are unkind.
 B are less tolerant.
 C have less money.

- 5 Consequently, children grow up more...
 A intelligent.
 B individualistic.
 C independent.

- 6 What do American kids expect from their parents?
 A entertainment
 B help
 C both of these things



Speaking

- 5 **Pairwork** Ask each other the following questions about the habits of your family. Take notes of the answers.

- Do parents usually do a lot of things for their children in your country?
Yes, they do. / No, they don't.
- Do children prefer to spend time on schoolwork, play or household chores?
They spend more time on... and less time on...
- How much TV do they watch a week?
 How much homework do they do?
 How many hours of chores do they do?
They watch... hours TV a week. They do... hours homework a week and they do... chores a week.
- Are children independent or individualistic in your country and why?
Children in my country are... because...

Writing

- 6 Write an email to a foreign friend. Tell him / her about a typical family life in your country. Use the answers in exercise 5 as guidelines.



VideoSprint Interview a member of your family. Ask how many hours they dedicate to work, how many to domestic chores, and how many to leisure.

SprintAhead Research the chores that children performed in your country in the past.