Think Teen!

1st Grade of Junior High School

STUDENT'S BOOK

Προχωρημένοι

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Ευρωπαϊκή Ένωση
Ευρωπαϊκό Κοινωνικό Ταμείο
ΕΠΙΧΕΙΡΗΣΙΑΚΟ ΠΡΟΓΡΑΜΜΑ ΕΚΠΑΙΔΕΥΣΗ ΚΑΙ ΔΙΑ ΒΙΟΥ ΜΑΘΗΣΗ
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ΕΙΔΙΚΗ ΥΠΗΡΕΣΙΑ ΔΙΑΧΕΙΡΙΣΗΣ
Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης
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ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ
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ΑΝΑΔΟΧΟΣ ΣΥΓΓΡΑΦΗΣ Ελληνικά γράμματα

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υπό την αιγίδα του Παιδαγωγικού Ινστιτούτου

1st Grade of Junior High School
Student's book

Προχωρημένοι

ΙΝΣΤΙΤΟΥΤΟ ΤΕΧΝΟΛΟΓΙΑΣ ΥΠΟΛΟΓΙΣΤΩΝ ΚΑΙ ΕΚΔΟΣΕΩΝ «ΔΙΟΦΑΝΤΟΣ»

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UNIT 1
Welcome!

The children in these photos come from different countries. They last spent their summer holidays in an international camp for teenagers. Listen to them and guess their nationality.



In Unit 1 you will...

READ
- signs

LISTEN TO
- a teenager's presentation of INTERNATIONAL TEEN CAMP
- English words in Greek dialogues

LINK TO
- Geography
- Modern Greek

TALK ABOUT
- photographs
- leisure activities

WRITE
- your partner's profile
- classroom language cards

Lesson 1

Speaking

1 *Look at the photographs of different activities at the International Teen Camp. What do they show?*



















2 ***Which of the activities in the photos do you often do? Tell the class about them.***

e.g. I like swimming. In the summer, I go to the beach every Sunday. I swim for about one hour and I also play beach volley. It's great!

Listening

1 ***Pedro is at the International Teen Camp. He mentions six of the activities in the photographs (A-I). Listen to him and tick the right photographs.***





Lesson 1

Speaking

Do you know me well?

1 ***The teenagers at the camp played this game when they arrived in order to break the ice. How well do you know your classmate(s)? Use these cards to write down your guesses about your partner and then ask him/her to find out if you were right. Follow these steps:***

- Get in pairs. Don't sit next to your best friend.
- Read the sentences in your table carefully. Try to guess your partner's answer and tick (✓) TRUE or FALSE .
- Ask your partner. Tick the 'CORRECT' box if you were right. If you were wrong, note down some details of the correct answer.
- Ask for more details if you like.
  Here is an example:

e.g. - I believe you enjoy using the Internet. Do you?
- You're right. I love using the Internet. I spend a lot of time surfing the net during the weekends.
- Right. So I'll tick TRUE and I'm going to write down: surfs the net / weekends.





Student A

Your partner...	GUESSING		CORRECT?	DETAILS
	TRUE	FALSE		
1. enjoys using the Internet.	☑	☐	☑	surfs the net / weekends
2. likes parties.	☐	☐	☐	
3. is crazy about fashion.	☐	☐	☐	
4. wants a big family.	☐	☐	☐	
5. prefers rock music.	☐	☐	☐	
6. can sing very well.	☐	☐	☐	
7. has a pet.	☐	☐	☐	
8. plays volleyball.	☐	☐	☐	





Student B

Your partner...	GUESSING		CORRECT?	DETAILS
	TRUE	FALSE		
1. enjoys going to parties.	☐	☐	☐	
2. is afraid of spiders.	☐	☐	☐	
3. likes buying presents.	☐	☐	☐	
4. plays a musical instrument.	☐	☐	☐	
5. has a new bike.	☐	☐	☐	
6. wants to travel a lot.	☐	☐	☐	
7. can play tennis.	☐	☐	☐	
8. prefers healthy food.	☐	☐	☐	





2 ***Use your data to make a class profile. It can be in the form of a poster. Add photos of the students.***



Maria

Maria surfs the net at weekends. She loves it!



Yiannis

Yiannis hasn't got a pet. He says he'd like a puppy.

Reading

In pairs, circle the English words on these signs. Where can you see them? What other foreign signs have you seen? Tell the class.







Listening

Listen to three every day dialogues in Greek. Write down the English words you hear.

a. ....., ..., ……

b. ....., ..., ……, ……,

c. ....., ..., ……

Vocabulary Link

Classroom Language

1 ***Complete the 'Classroom Language' on the cards. Use the words in the Language Bank.***

What's the meaning of [1] ……..? Λεξικό.

Can you [2]……. me, please?

What's the English word for γυμνάσιο? [3] ……

Say that [4] ……., please!



I don't [5] ……. !

Can I go [6] .....?

Language Bank

again out dictionary
understand help
Junior High School

Lesson 1

2 ***What other classroom language do you think you need? In pairs, prepare two more cards.***



Grammar Link

Correct the mistakes

1 ***Get in pairs. Read the sentences and decide if they are correct or not. Correct the wrong ones. You have 10 minutes to complete it.***

SENTENCE	RIGHT OR WRONG?	CORRECTION	SCORE
1. Maria is Greek.			
2. Have you a large family?			
3. I love dancing.			
4. There is three cinemas in this city.			
5. Dad's got a big car.			
6. My sister plays volleyball every day.			
7. What kind of music you like?			
8. We always have dinner at 8:00.			
This work belongs to: (Write your names and sign)			

2 ***Exchange books with another pair. While discussing answers in class, check your classmates' work, make any necessary corrections and add up their score. Who are the Grammar Champions?***



Project

Group A

- *On your way home after school, look around for signs in English and make a note.*
- *Take a photo of some of them and make a collage for your class.*

Group B

- *Make a list of English words you use with your friends every day. Your teacher of modern Greek can help you.*
- *Prepare bubbles for the notice board. Here is an example.*



Culture Corner





Here are some words we use in Greek but come from other languages.

- μπιφτέκι - English (beef + steak)
- μπλούζα - French (blouse)
- μπουρνούζι - Arabic (burnuz)

Can you find which language each of the following words comes from?

τουρισμός, σαντιγύ, μαγιονέζα, καπετάνιος, καραμέλα, γιουβέτσι, μπουκάλι, σκάκι, γιαούρτι

If you need help, look the words up in a Greek dictionary.

LESSON 1:Fancy School?

LESSON 2: Join our club!

LESSON 3: TEEN best-sellers!

UNIT 2

Junior High School Life!

Listen to what the kids are saying and match the photos (A-C) with their words (1-3).

A....



B....



C....



In **Unit 2** you will...

READ
- a magazine quiz
- teenagers' e-mails
- a school timetable
- a poster about school clubs
- blurbs of novels for teenagers

LISTEN TO
- teenagers talking about school clubs
- a radio programme about teenagers' favourite books and authors

TALK ABOUT
- your student type
- your ideal school routine
- your preferences in school clubs
- current activities
- the plot of a book

WRITE
- an e-mail about your ideal school
- a school club poster

LINK TO
- Information & Communication Technology (ICT) • Literature • Art

Lesson 1

Reading

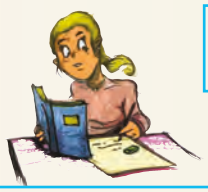
1 ***We're in Magda's Junior High School, in Nafplio. Magda and her friends are doing a quiz in an English magazine. What do they want to find out? Do the quiz to find out about yourself.***

TEENnewspaper

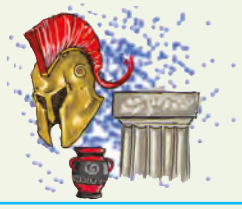
What type of student are you?

DO YOU WORK HARD OR DO YOU TAKE IT EASY? FIND OUT!

START



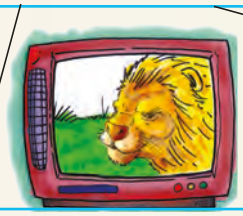
I always do homework at the last minute.
NO YES





Teachers have sent me to the head's office at least once this year.
NO YES

The Ancient Greeks? Who cares?
NO YES



I know exactly where my maths book is.
YES NO



I often watch the Discovery and History channels.
YES NO

I know what I want to study at university.
YES NO







Modern Greek is great! I love reading books.
YES NO

There is one subject that I'm ace at.
YES NO

I always dread parents' evenings.
NO YES

'Bookish' type
You love school and learning, but make sure you find time for some fun too. Rest and relaxation are essential.

'Sometime' student
You enjoy certain lessons and hate others. Just take care not to let yourself fall too far behind in the subjects you don't like.

School 'struggler'
Maybe you just need to put in more effort. But if you really find school tough, ask your teacher for help.

adapted from Mizz No. 531 / Sept 21st - Oct 4th 2005 / p. 61

2 ***What type of student are you? Do you agree with the quiz? Why / Why not?***

The quiz says I'm a 'sometime student' but I don't agree because I'm ace at maths.

3 ***What type of student is your partner? Ask him/her to find out and tell the class (if your partner agrees).***

– Do you know where your maths book is?
– *No, I don't.*
– I think my partner isn't a bookish type because s/he doesn't like reading books.

4 ***Magda sent an e-mail to her friends from the camp and attached the quiz. Read their e-mails to find out what student type they are.***



To: e-friends@thinkteen.gr

Guys, do this quiz to find out your student type. Can you guess mine? I don't spend hours studying but I'm ace at English and History. I enjoy reading English girls' mags and learning about women's life in ancient Sparta. Mum doesn't agree at all. She says I don't try hard. The truth is I always study Geography during the break. Anyway, I like school but I mostly like hanging out with my friends.

Magda, from Nafplio (Greece)

To: magda@thinkteen.gr

Hi Magda! Great quiz! OK, I love Maths so much that I solve problems even at the weekends. Geography is one of my faves, too. I'm not saying that I find all subjects interesting but I study them all because I want to get high marks at the end of the term. I enjoy learning new things. My classmates say I study TOO much. Do you think so?
Jean Paul, from Tours (France)





To: magda@thinkteen.gr

Still crazy about magazine quizzes? Well, for me, the only good thing about the first day at school is that I meet my friends again. At home, I always fight with my parents because I don't study and I'm often late for school. But I can't help it. I never know exactly what we have for homework. Which subject do I enjoy? Working on computers is OK, I guess. I also love it when we play football. My PE teacher is super!
John, from Manchester (UK)

Lesson 1

5 ***This is John's school timetable. What is his favourite day of the week at school? What would be Magda and Jean-Paul's favourite day if they spent a year in the UK? Why?***

Task 1 - p.178

School Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
8.00 - 9.30	R. E.	History Languages (French/German)	Maths Science	English	English R. E.
9.45 - 11.15	Maths English	English	Biology Health	Maths History	ICT Art
11.30 - 12.55	Biology	Library	Art	Home Economics	P. E.
13.05 - 13.45	Science	Music	Library	Geography	P. E.



6 ***Look at your timetable. Which is your favourite day of the week at school? Why?***



Vocabulary Link

Guessing words from context

1 ***Find words in the e-mails that mean:***

Task 2 - p.179

a. very good at ……

b. magazines ……

c. going out with friends ……

d. find the answer to a problem ……

e. favourites ……

f. a 3-month period at school ……

g. shout at each other ……

h. I can't do otherwise ……

'School' Collocations

2 ***Work in pairs and complete the sentences to make true sentences about your school routine. Do you think that your school makes you work hard or not?***



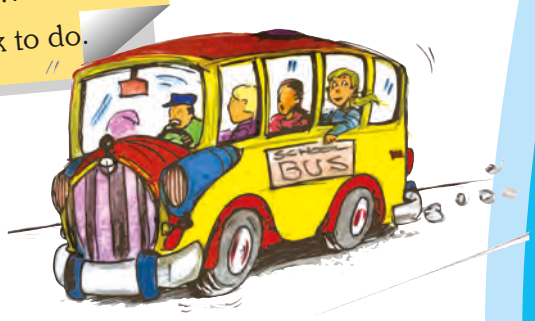
At my school

- Lessons start at … and finish at …
- We have an English lesson *twice* / *three* times a week.
- We *usually* / *often* / *sometimes* / *never* take tests.
- We *have* / *don't have* exams at the end of the year.
- We have *two* / *three* breaks every day.
- I want to get *high* / *low* marks.
- I usually spend …… hours on homework.
- I go to school on *foot* / *by bus* / *by car* / …….
- We usually have *loads of* / *a little* homework to do.

Collocations
words that go together

e.g.
take a test
have a break
high marks
by car

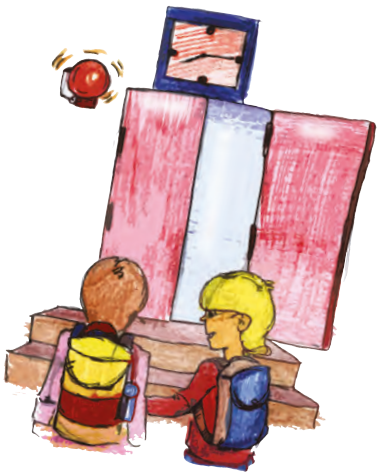
Find more in
'At my school'
(Task 2)



Dictionary Skills

3 ***Use your English - English dictionary to complete the table. Which one doesn't exist?***

Verb	*Noun*
	life
	truth
fight	
solve	



4 ***What are these symbols for?***

Adj. adv. [U] [C]
[pl.] *AmE* *n* *v*

- Find an example for each.
- Find two more symbols and explain them to the class.

Lesson 1



Grammar Link

Present Simple

1 ***Study the example sentences and complete the Grammar table.***

- I **like** some subjects.
- I **don't study** ancient Greek much.
- Which subject **do you enjoy**?
- Mum **helps** me with my homework every day.
- She **doesn't fight** with me.
- **Does** your mum **help** you with your homework?
  Yes, she does / No, she doesn't

Present Simple
↓
Habits and states

Form

Statements
I / you /..... / they + verb
He /..... /..... + verb**-s/es/ies**

Questions
Do I / you / we / they+ verb
..... he/she/it + verb

Negatives
I / you / we / they **don't** + verb
He / She / It ..... + verb

REMEMBER:

- Do / Don't add **-s/-es/-ies** to the verb when you make questions and negatives in the 3rd person singular.
- After **When / What time / How often / How many** etc keep the **question form** of the verb
  - don't = do not
  - doesn't = ...

see Grammar Appendix, page 161

Adverbs of frequency

2 ***Study these example sentences and complete the Grammar box.***

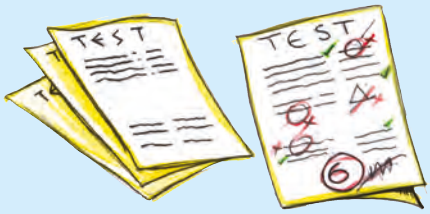
- I **always** fight with my parents about homework.
- I **never** know exactly what we have for homework.
- I'm **often** late for school.

The **adverbs of frequency** (always / usually / often / sometimes / never) normally come:

- **before / after** the main verb
- **before / after** the verb 'to be'

See Grammar Appendix, pages 161-162

3 ***What is your ideal school like? Answer the questions and write two more.***



How often do you take tests?

……



Do you work in groups in class?

……



How many breaks do you have every day?

……



Do you choose the subjects you study each term?

……





What kind of teachers do you prefer?

……

a. .....



Does the student council decide about school trips or events?

……

b. .....

4 ***Ask your partner about his/her ideal school.***

In your ideal school, what time do lessons start?

At 10.30. And they finish at 12.00. In yours?

Lesson 1 Fancy school?

Writing

My ideal school

1 ***Write an e-mail about your ideal school and send it to your e-friends. Start like this:***

Hi, everybody,
This is .... from ..... and I'll tell you about my ideal school.
Lessons start at 10.30 and finish at 12.30. We never ... We always get...

Tip!

When you finish:

- Get comments from your teacher and classmates and write your 2nd draft.
- Ask your ICT teacher to help you type it, format it and send it.

My Portfolio
Your teacher will help you to organise your portfolio.

Culture corner





Did you know?

The organisation "Compassion Beyond Borders" organises courses for 350 women and girls who live in poor villages in India. They learn how to read and write and the basics about health care and then they can study at public schools. The cost is $35 for each woman per year.

Look at the photo. How different is this class from yours?

Lesson 2 Join our club!

Reading

1 ***We are in Jennifer's school, in Cambridge. This poster is on the notice board. Have a quick look and tell the class:***



What is a school club? Are there any clubs in your school?

a. What is it about? b. Who is it for? c. What does each club do?

St. Peter's School

To all newcomers



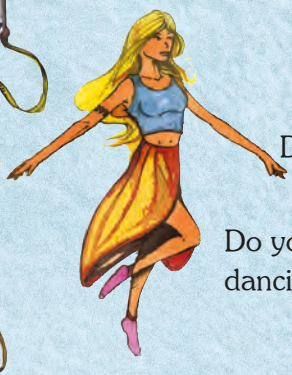
Do you love a good read?



Do you want to learn how to take good snaps?



Do you worry about the environment?





Are you interested in cooking?

Do you enjoy dancing?



Do you want to be a star of stage?



Do you want to help poor families in your area?

Have you got a beautiful voice?



Our school offers a variety of extra activities.
Join one of our clubs and have fun with your friends!

For more information, talk to these teachers:

CHOIR: Mrs Dyke

DRAMA SOCIETY: Mr Rogers

COOKERY CLUB: Mrs Mayer

PHOTOGRAPHY CLUB: Mr Daniels

READING CLUB: Mrs Smith

CHARITY GROUP: Mr Flynn

ECO TEAM: Mr Wallace

DANCE ACADEMY: Mrs Jones

2 ***Tell your partner which club you would like to join and why.***

– I'd like to join the choir because I love singing and I've got a nice voice. What about you?
– Me, I prefer the cookery club. I don't know how to cook and I must learn.

Lesson 2

3 ***Read these e-mails students of St. Peter's School sent their friends. What clubs are they writing about? Match the e-mails (A-C) with a photograph (1-5). There are two extra pictures.***

jane@thinkteen.gr

Hi Jane,
I've got some great news! This year, we're preparing the musical, 'Annie'. I'm one of the orphans. I'm sending you a photo from the rehearsals. We aren't wearing our costumes because they aren't ready yet. I'm really busy at the weekends but I'm having the time of my life! You'll love it!
Kisses,
Kate

A

Paul@thinkteen.gr

Paul,
This year, we're training for the festival which takes place in Belgium in May. Can you see me in the photo? Our coach, Mrs Jones, is showing us the choreography. It's hard work but I love it! What about you? How often do you have a football match this year?
Jim

B

READING STRATEGIES
see page 26

petra@thinkteen.gr

Dear Petra,
Can we ask you for a favour? Our club is preparing a recipe book this term. We need to collect ideas for healthy but delicious dishes. Your dad knows so much about cooking. Can he help us?
Love,
Tom & Jennifer
PS. What is your school choir doing this month? Let us know!

C











4 ***Read the e-mails again and find the student(s). Write their names.***

Task 3 - p.180

a. Who's asking for help? ……
b. Who's playing a team sport? ……
c. Who's going to travel in spring? ……
d. Who spends the weekends at school? ……



Listening

Listen to Jennifer's classmates talking and fill in the table. Then, check with the class.

	WHAT CLUB THEY BELONG TO	WHAT THEY ARE DOING
1.	Cookery Club	
2.		
3.		



Vocabulary Link

School Clubs

1 ***Find the club. Then, in pairs, find more words in the students' e-mails (p.16) and on the poster (p.15) to make WORD GROUPS.***

musical ……
……
……
……

delicious ……
……
……
……

choreography ……
……
……
……

2 ***Choose one of these tasks to do in pairs:***

a. *Choose another school club and make a **WORD GROUP** for it.*
b. *In your Modern Greek book, there is a unit about **'THEATRE'** . Go through it and choose up to 5 **'THEATRE'** words you want to know the English word for.*
c. *In your Modern Greek book, there is a unit about **'COOKING'**. Go through it and choose up to 5 **'COOKING'** words you want to know the English word for.*

e.g. The seats that are near the stage of a theatre are called 'the stalls'

Tip!

Use a dictionary to find the words you need and ask your teacher if you need help. When you finish, you can present your **WORD GROUPS** to the class, orally or in writing

Lesson 2

Idioms with 'Time'

3 ***Listen to Jennifer and her mum talking in five different situations. Match the idioms (1-5) with their meaning (a-e).***







1. *'I'm having the time of my life!'*	.....	a. Don't be late.
2. *'Take your time!'*	.....	b. Do something right away.
3. *'Get back in time for dinner!'*	.....	c. I'm enjoying myself a lot!
4. *'We meet from time to time.'*	.....	d. Sometimes.
5. *'Don't waste your time! Do your maths!*	.....	e. Don't hurry!

4 ***Who else would say the following statements? Imagine a situation.***

e.g.: My mum says 'Don't waste your time!' when I'm lazy and I don't do my homework.



Grammar Link

Present Continuous

1 ***Study the example sentences and complete the Grammar table.***

a. **I'm sending** you a photo from the rehearsals.
b. **We aren't wearing** our costumes in that photo.
c. What **is the school choir doing** this month?

*We use the **Present Continuous***
1. to talk about an action we are doing right now (sentence .....)
2. to talk about what we are doing for some time at present (sentence .....)
3. to describe what we are doing in a photo (sentence .....)
We form questions and negatives with the help of the verb **to be** / **to do**

see Grammar Appendix. pages 162-163

2 ***Look around you and answer these questions about you and your class.***

• Are you sitting with your best friend today?	Yes, I am / No, I'm not
• Are you having a good time in the lesson today?	……..……
• Are you studying another subject at the moment?	……..……
• Is your friend sending a text message?	……..……
• Are you chewing gum right now?	……..……
• Are you wearing socks today?	……..……
• Is your partner eating something at the moment?	……..……
• Is your teacher wearing trainers today?	……..……
• Are all students doing this task?	……..……

3 ***Tell the class about your answers. Add any details you like.***

e.g.:I'm not sitting with my best friend today. He's sitting with Jim. I'm wearing socks. I'm also wearing my favourite T-shirt. I'm not chewing gum but Mary is. Nobody is sending a text message but I think Peter is drawing something....

Writing

My Portfolio

A school club poster

1 ***Think about the following:***

- Do you belong to a club/ a team/ a band/ a choir?
- Are you preparing anything special this year? What is it?
- Can you find a photo of your group? What are you doing in this photo?

2 ***Prepare a poster to advertise your club. On your poster there should be:***

- The name of the club.
- The activities you're organising this year.
- Photos of the group with captions

Ask your ICT teacher to help you with the layout of your poster.

Want to learn how to use a professional video camera to shoot a scene?

Join our Filming Club!





We're making a film about everyday life in our city called 'The streets of our city'.
Do you like the idea?
If yes, talk to Mr Tsakos.

Our DRAMA SOCIETY is preparing...

Annie
The Musical



We're rehearsing at the weekends Mr Rogers is showing us the choreography.
Do you like acting? You can join us!
For more information talk to Mr Rogers.

Lesson 3

Reading



e-friends@thinkteen.gr

Hi there!
How is it going? Here are the blurbs of two books we're reading in our English class these days. Don't miss them! They're great fun!
Keep in touch!

Petra & Hans *The Bookworms*
from Berlin, Germany

1 ***In pairs, read the blurbs and complete these library cards.***

A

Author: .....
Main character: .....
Other characters: .....
.....

B

Author: .....
Main character: .....
Other characters: .....
.....

A

THE INCREDIBLE WORLD OF
STUFF (AKA SIMON)

PROBLEM 1: Dad's moving in his new girlfriend (!) ***AND*** her daughter (no sense of humour, no taste in music).





PROBLEM 2: My **GIRLFRIEND**, Delphine! I want to break up *but* she's got a **BIG** brother!

PROBLEM 3: The **NEW GIRL** at school. Gorgeous!!! My destiny!
(but see *Problem 2*)



Too much stuff is going on.
Time to plan the **great escape**.

Part story, part comic strip, STUFF is about the life of an ordinary fourteen-year-old boy.
BY JEREMY STRONG

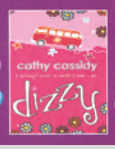
B

Bluebells, bluebirds, blue skies, blue jeans

INDIGO BLUE

Indigo's mum loves the colour **blue** - it's the colour of all her favourite things.

When mum says that they're moving
- just Indigo, Mum and baby Misti -
Indigo doesn't understand.
Why the hurry? Where are they going?
in an old flat with a strange neighbour, no heating and only biscuits to eat,
Indie knows that her mum has a secret ...
from Cathy Cassidy
A real adventure, a true friend. Meet ...



PUFFIN

U.K. £4.99
ISBN 0-141-31784-1
9 780141 317847
www.penguin.com

2 ***Read the blurbs to find which character:***

a. has got a little sister? .....
b. wants to run away from home? .....
c. has a new classmate? .....
d. lives with his/her dad? .....
e. has a favourite colour? .....
f. has got an older brother? .....

3 ***Which of the two books do you prefer? Why?***

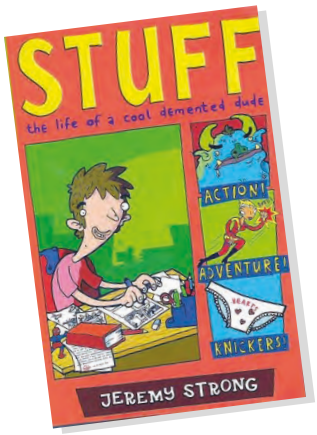
Adapted blurbs of 1) **Stuff** *by Jeremy Strong* - Puffin 2005 2) **Indigo Blue** *by Cathy Cassidy* - Puffin 2005

Vocabulary Link

Guessing words from context

1 ***Find words or phrases in the blurbs to complete what Stuff is saying. Then, listen to him and check.***

Task 4 - p.181



1. "Mary's jokes aren't funny. She's got a bad ……"
2. "Dad and I have the same …… We listen to the same songs."
3. "I don't love you anymore. I want to ……"
4. "This girl is ……! I want to meet her!"
5. "Why ……? Wait for me, please!"
6. "It's very cold in here, Miss! Can we turn on the ……?"
7. "Sorry pal! I can't tell you where we're going. It's a ……"

'Book' words

2 ***Match (1-8) with their meanings (a-h).***

1. author/writer	...	a. a person in a book, story etc.
2. best-seller	...	b. the outside part of a book
3. plot	...	c. a book with a paper cover
4. character	...	d. the events in a novel or film
5. publisher	...	e. he/she writes books
6. cover	...	f. he/she publishes books
7. paperback	...	g. a very popular book
8. review	...	h. it says if a book is good or not





'Book' collocations

3 ***Circle the words to form collocations***

There are classicchildren'sadventurecomiccrimedetectiveromanticspy novels.
There are wonderfulamazingincrediblestrangefunnysadlovehorrorbedtime stories.
A **writer** can be famousgreatbest-sellingpopulartalentedgoodyoungmodern.



Do you agree?

A book is a gift that lasts a lifetime

Lesson 3

Listening

1 ***While on campus, Petra & Hans (The Bookworms) prepared a radio programme about kids' favourite books. Listen to part of it and tick the book titles you hear.***

☐ Constantina and her Spiders	☐ Best Friends	☐ Indigo Blue
☐ The Purple Umbrella	☐ Girls under Pressure	☐ Dizzy

2 ***You want to write about the books in your school newspaper. Listen again and complete the notes.***

1. Jacqueline Wilson's site: ……
2. If you join her fan club, you win: ……
3. Cathy Cassidy lives in: ……
4. Dizzy is Cathy Cassidy's ***1st / 2nd / latest*** book.
5. The name of the main character in Alki Zei's book: ……
6. Alki Zei's story is set in: ……

3 ***Which tense are the children using to talk about the plot? Present Simple or Present Continuous? You can listen to the radio programme again if you like.***

4 ***Which of these three books do you want to read? Why? Tell your partner.***

Grammar Link

Present Simple vs. Present Continuous

1 ***Study the example sentences and complete the Grammar table.***

- We often **listen** to the same songs
- Indigo's mum **likes** blue.
- Tina**'s listening** to Cool Radio.
- We**'re reading** Stuff.

Choose and write:

now/this week/these days OR ***habits and states***

Present Simple: .....

Present Continuous: .....

see Grammar Appendix, page 163

2 ***What is Indigo doing in the pictures? What day is it? Tell each other.***


a.


b.


c.


d.


e.

Mon	*supermarket*
Tue	*library*
Wed	*sports centre*
Thu	*ballet lesson*
Fri	*out with friends*

e.g.: In picture a, Indigo is dancing so it's Thursday because on Thursdays she goes to her ballet lesson.

Action vs State verbs

3 ***Study the example sentences and complete the Grammar table.***

a. Dad's **moving in** his new girlfriend
b. I **want** to break up. I'm sorry.
c. Indie **doesn't understand** her mum.
d. Where **are they going**?

Find the sentences that show:
an action: ..... / .....
a state: ..... / .....

Complete:
We normally don't use the **Present Simple** / **Present Continuous** with state verbs.

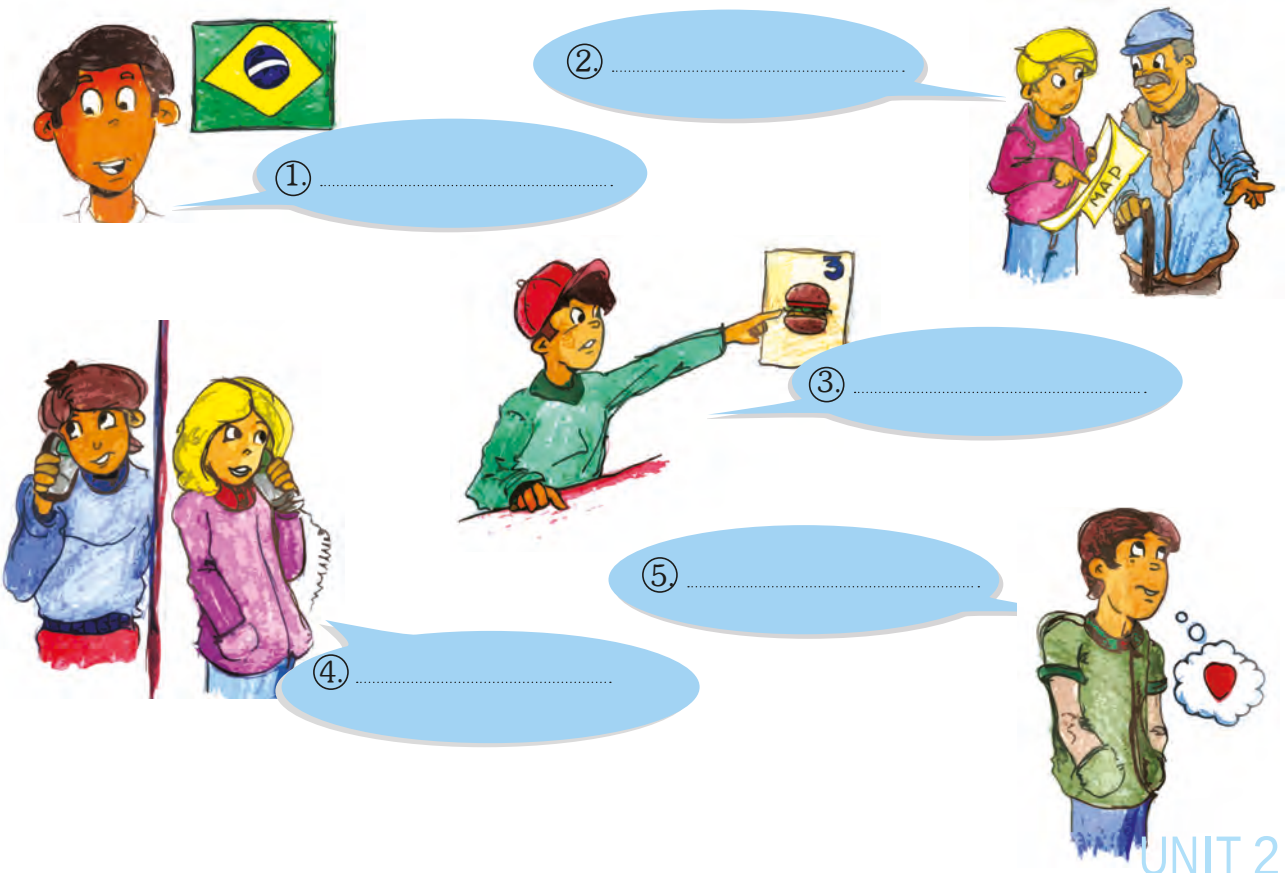
see Grammar Appendix, page 164

4 ***Put these verbs in the correct group: ACTION or STATE.***

love, study, visit, hate, want, draw, know, need, dance, like, drive, understand

Action Verbs	State Verbs
.....	.....
.....	.....

5 ***Look at the pictures and write what they are saying. Use verbs from the Grammar Link.***



① .....
② .....
③ .....
④ .....
⑤ .....

Lesson 3 TEEN best-sellers!

Speaking

Mediation

Student A: Read the blurb on page 142. Tell your English speaking friend about the book.
Student B: Read the blurb on page 144. Tell your English speaking friend about the book.

Task 5 - p.182-3

Project

Books for teens

Find out more about books for teenagers. You can surf the Internet and/or visit your school library or a public library. In small groups, do the following:

- Decide on the authors you want to check on the Net (your teachers of modern Greek and English can suggest some).
- Find the following information on the sites. (Book titles, information about the author, book reviews etc.)
- Read the blurbs of various books. Decide on a book you all like.
- Present the book to your class. Talk about the **plot and the author.**
- Use drawings or print-outs.
- Have a 'Book Presentation' lesson and present your books to your English class.





Self-Assessment

VOCABULARY LINK

1 **Write 6 school subjects.**

1 .....
2 .....
3 .....
4 .....
5 .....
6 .....

1 POINT FOR EACH CORRECT ANSWER TOTAL _/6

2 **Match the phrases.**

1. ace…	a. at maths
2. spend…	b. author
3. hang out…	c. books from the library
4. borrow…	d. with friends
5. a recipe…	e. hours studying
6. a talented…	f. for a chocolate cake

1 POINT FOR EACH CORRECT ANSWER TOTAL _/6

3 **Choose the correct answer.**

1. Don't let yourself fall *behind/out* with your school work.
2. We usually go to school *on/in* foot.
3. Our school often gives money to *newcomers/charity*.
4. Great party! I'm *having/spending* the time of my life!
5. My best friend and I have the same taste *on/in* clothes.
6. Read the *cover/blurb* and see what the book is about.

1 POINT FOR EACH CORRECT ANSWER TOTAL__/6

GRAMMAR LINK

4 **Write the verbs in the correct form of Present Simple or Present Continuous**

1. My sister …… (watch) a film right now.
2. We usually …… (have) yoghurt or fruit for dinner.
3. I …… (not/understand) German.
4. …… (you/drink) lemonade? I'd like some too.
5. She always …… (wear) jeans at school.
6. Why…… (Andrew/cry)? Go ask him, please!
7. …… (you/like) geography?

1 POINT FOR EACH CORRECT ANSWER TOTAL__/7

5 **Use the words in brackets to change the sentences.**

1. My parents usually go to bed late. (tonight) ……
2. David tidies his room every Sunday. (now) ……
3. We are taking a test right now. (once a week) ……
4. He is playing the guitar at the moment. (every Monday) ……
5. Is she reading a novel now? (every summer) ……

1 POINT FOR EACH CORRECT ANSWER TOTAL _/5

CHECK YOUR ANSWERS WITH YOUR PARTNER. THEN LOOK AT THE ANSWER KEY ON PAGE 176

0 - 10:  **11 - 20:**  **21 - 25:**   **26 - 30:**   

Self-Assessment

Which is true for you? Put a tick ✓ in the right box.

Can-do Checklist	My opinion		
			
a. I can do a magazine quiz to find my student type.			
b. I can write an e-mail about my ideal school routine for my e-friends.			
c. I can say which school club I prefer and why.			
d. I can read students' e-mails to guess what school club they are in.			
e. I can prepare a school club poster.			
f. I can read the blurb of a book for teenagers to understand the plot.			
g. I can listen to a radio programme about favourite teenage novels and authors and take some notes.			
h. I can talk to my English-speaking friend about a Greek book from its blurb.			
i. I can describe what each student is doing in class at the moment.			

 : I'm very good! What can I revise?	My Notes: ....
 : I can become better. What should I practise?	
 : I must try harder. What do I need to work on?	

FOCUS ON READING SKILLS

Tick ✓ the reading strategies that have helped you in this unit. Which other(s) do you want to try in the future?

Reading Strategies	*Great help!*	*I'll try...*
1. Read the task carefully to understand what you have to do.		
2. Try to guess what the text is about by: ➢ Reading the title of the text and/or ➢ Looking at the pictures that go with it.		
3. Make a list of words / ideas you might find in the text.		
4. Read the text quickly to check your guesses and get its main idea.		
5. Read the text more carefully to find the information you need.		
6. Don't worry about words you don't know. Focus on your task.		
7. Try to guess what a key word means. The text can help you.		



UNIT 3
TEEN Matters!

LESSON 1: Food for thought!

LESSON 2: Your problem sorted!

LESSON 3: We're on a shopping spree!

Match each photo (1-3) to the e-mails (A-C).

TEEN MAG

Your problem sorted

Problems at school? At home?
With your friends?
Do you need some useful advice?
Our Agony Aunt is here to help you out!
You can call us or write to us!
Teen Helpline
51 Oatridge St, SW3, London
Tel. 0207575 5757







What can I buy for my little brother (he's 9) on his birthday? He loves computer games but I know nothing about this stuff. Any ideas?
Jill

A

We want to buy some really cool clothes for parties. Can you give us the address of the best shops in the centre?
M + J

B

I need your help! My children go out with their friends and eat lots of junk food. What can I do?
A worried mum

C

In Unit 3 you will...

READ
- a magazine article about eating habits
- food labels
- an Agony Aunt's answer to a magazine reader
- computer game reviews

LISTEN TO
- a song about a teenager's feelings
- teenagers calling Teen Helpline
- a dialogue between friends about buying a present

TALK ABOUT
- differences in drawings
- teenagers in photos
- ideas for presents

WRITE
- tips for healthy eating habits
- the lyrics for a song
- a letter of advice to a teenager

LINK TO
- Home Economics • Culture • Music • Maths • ICT • Art

Lesson 1



Pedro, from Italy, is the healthy guy. He hates junk food and tries to change his friends' bad eating habits. He's sending this article from an English magazine to his new friends from the camp. Read it.

Reading

1 ***Are these statements myths or facts? Discuss in pairs. Then read the article and find out.***

TEEN MAG

Myths and Facts

Check what you know...

1 A fast-food cheeseburger is a healthy meal because it has meat, cheese, bread and vegetables.



2 I'm not fat so I don't have to pay attention to what I eat.





3 If I skip a meal, I can eat whatever I want at my next meal.

2 ***Read the article again and answer Pedro's questions.***

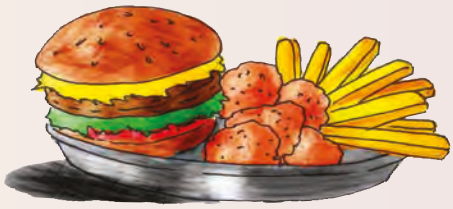
a. What is bad for our heart?
b. Which kind of pizza can we eat?
c. What are fizzy drinks bad for?
d. What can we add in our water?
e. Which foods have a lot of calories?
f. What kinds of meals are good for us?

TEEN MAG

What are we really eating?

We all love chips and pizza but what are our favourite foods doing to our bodies?

Burger and chips or pizza



What's in 'em?

Huge amounts of fat, salt and additives!

What's the damage?

All this fat and salt is really bad for your heart.

A good alternative:

Tofu burgers, roasted potatoes and homemade pizza!



Fizzy drinks

What's in 'em?

Sugar, colouring, additives and carbonated water to give it the fizz!

What's the damage?

It can damage your teeth - and that also means bad breath!.

A good alternative:

Plain water! Add a little fresh orange juice if you like.

Chocolate cake



What's in it?

High amounts of sugar, fat and additives!

What's the damage?

Like most fatty, sugary foods, cakes are very high in calories.

A good alternative:

Fresh fruit with yoghurt is a delicious dessert!



Eat More Healthily - Dr. Jackson says...

1. You must cut down on a lot of your fave foods. It may be difficult at the start, but soon you'll have tons more energy.
2. Don't skip meals. You must eat three healthy, normal-sized meals a day.
3. You have no problem with your weight? You're lucky but it's important to choose healthy food every day.
4. And remember, you don't have to stop eating burgers and pizza completely. But you should make sure you eat more home cooked meals.

Log on to www.teenagehealthfreak.org and http://pbskids.org *for more info*

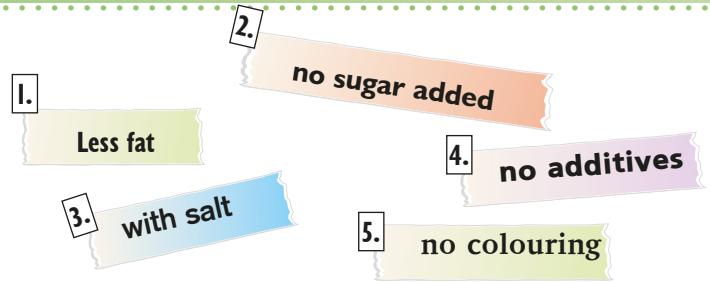
adapted from Mizz No. 519 / April 6th - 9th 2005 / p. 24-25

Lesson 1

Vocabulary Link

Healthy Food

1 *Where can you see these labels? What do they mean?*



2 *Pedro's class is making a poster about healthy eating habits. Here is the message on it. Use the article and your dictionary to complete their text with words from the boxes.*



These are nouns. Look for the adjectives in the article.

Which goes with 'milk'? Choose from box B.

Don't eat a lot of [1]……., [2]……., or [3]……. food. It might be tasty but it isn't [4]……. Go for [5]……. bread, [6]……. vegetables, [7]……. milk and [8]……. meat.

A
- fat
- salt
- sugar
- health

B
- boiled
- grilled
- low-fat
- whole grain

Culture Corner

Sayings

1. An apple a day keeps the doctor away.
2. Too many cooks spoil the broth.
3. Don't cry over spilt milk.

What do these sayings mean? Are there any similar ones in your language?

key on page 141

3 *Put what we usually eat in food groups. Can you add one more in each group?*

Task 6 - p.184

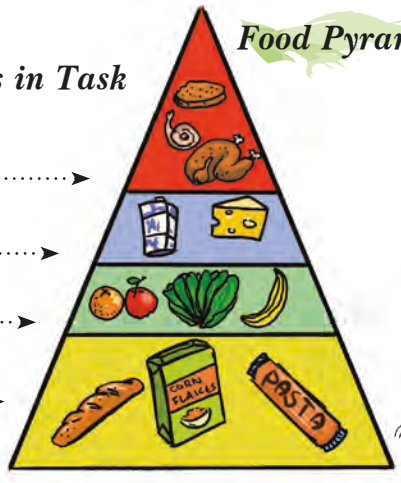
lettuce yoghurt apples cheese cereal chicken pasta steaks peas peaches

GRAINS	VEGETABLES	DAIRY PRODUCTS	FRUIT	MEAT / POULTRY / FISH
rice	green beans	milk	bananas	tuna
…….	…….	…….	…….	…….
…….	…….	…….	…….	…….
…….	…….	…….	…….	…….

4 ***Label the Food Guide Pyramid. Use the headings in Task 3. What does it say about healthy eating habits?***

The New Food Pyramid emphasises healthy food choices and physical activity!

Food Pyramid





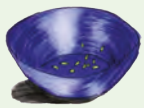
5 ***Which eating habits are healthy for:***
a. a student of your age? b. an athlete of your age? c. a student who wants to lose weight?
Your home economics teacher can help you prepare a healthy diet for each case.

Link to www.e-yliko.gr for the first grade of Junior School:
Our Restaurant: Menus

Grammar Link

Nouns and Quantifiers

1 ***Look at the example sentences and complete the Grammar table.***

• **How many** apples are there?		• **How much** rice is there?	
• There are **a lot of** apples.		• There's **a lot of** rice.	
• There are **a few** apples.		• There's **a little** rice.	
• There aren't **many** apples.		• There isn't **much** rice.	
• There aren't **any** apples.		• There isn't **any** rice.	

- Which of the two (apples or rice) can we count? ……
- Put a tick (✓) in the right box:

NOUNS	a lot of	a few	a little	(How) many	(How) much	any
COUNTABLE						
UNCOUNTABLE						

see Grammar Appendix, page 164

Lesson 1 Food for thought!

2 ***Look at the nouns in Vocabulary Link - Task 3. Which ones are countable and which are uncountable?***

3 ***FIND THE DIFFERENCES.***
Student A: *Look at page 143.* **Student B:** *Look at page 145.*

Task 7 - p.184

Modals - must / mustn't / don't have to

4 ***Study the example sentences (1-3) and match with (a-c).***

1. You **must** eat three normal-sized meals a day.	...	a. not necessary
2. You **mustn't** skip a meal.	...	b. really important to happen
3. You **don't have to** stop eating pizza completely.	...	c. really important not to happen

see Grammar Appendix, page 165

5 ***In pairs, write some*** **RULES FOR EXCELLENT HEALTH.**
Use must / mustn't / don't have to.

Golden Rules for Excellent Health

by Helen and John

- You **must** choose whole grain bread, cereal, crackers, rice or pasta.
- You ...

Link to www.e-yliko.gr for the first grade of Junior High School: Projects: **(Vietnam - Ethnic Food)**



Project

PROJECT STRATEGIES see page 42

Eating Habits

1 ***Choose one of the following dishes or one of your choice.***

Fish soup ***Pita -Souvlaki*** ***Greek Salad*** ***Spring rolls***

Look at the food pyramid on page 31 and find out what there is from each food group. Decide if it's healthy or not and why. Present it to the class.

OR

2 ***Choose one of the following topics, find information (on the Internet, in your school books, from your teachers) and present it to the class.***

Food and Religion **Food and Celebrations** **Food and Climate**



Thanksgiving dinner



Ramadan



Snack tray for Chinese New Year



Greek Easter

Lesson 2 Your problem sorted!

♫ Song Time ♫



1 ***Listen to Paul singing one of his songs. Does he do well at school? What does he want to do?***

I always feel nervous ♫
Before a test
Do you think it is
'cause I never do my best?
My mum gets worried
When my marks are low
But what can I do about it?
I really don't know! ♫

When I do my homework
I feel dead tired
And when I'm in class
I'm not that excited
Come on, teachers!
Let me play!
I feel so unhappy
If I work all day! ♫ ♫

But when I meet my friends
I am really glad ♫
And when they're away
I'm so sad ♫ ♫
We watch TV
We play on my PC
We never feel bored
When we are together! ♫

2 ***Find a title for the song and sing it in groups or with the whole class.***

3 ***How does Paul feel? Find adjectives in the song and put them in the right box.***

4 ***Can you add any others?***

I feel 

.....
.....
.....
.....
.....
.....

I feel 

.....
.....
.....
.....
.....
.....

5 ***Tell each other on what occasion(s) you feel this way.***

-I always feel nervous before I go to the dentist. What about you?
- I feel bored when I go out with my parents.



6 ***Try, in groups, to write a song about 'feelings'. If you know how to play a musical instrument, you can write the music as well. You can ask your music teacher to help you.***



Lesson 2

Listening & Speaking

a



b



c



d



1 ***Paul and his sister, Jane, are looking at a photo album. Listen to them and choose the right photo (a - d). Then say:***

a. who they are talking about
b. what his / her problem is
c. what they decide to do.

2 ***Listen again. What do Paul and Jane use when... Choose from the Language Bank and give examples.***

a. they're sure something is happening ? .....
b. they aren't really sure about something? .....

Language Bank

Making Guesses

- must
- may / might

3 ***What can you say about the teenagers in the other photos? Talk about:***

Task 8 - p.184-5

where they are their family their daily routine their problems

e.g. – The girl in photo 'd' must have her own room. I can see only one bed.
– Yes, you're right. And she must be sad. I think she's crying.
– She might have a problem at school. What do you think?

4 ***The teenagers in the pictures are calling Teen Helpline to talk about their problem and ask for advice. Listen, match the speakers with the photos and take some notes.***

1. Name: ..... Problem:	2. Name: ..... Problem:	3. Name: ..... Problem: ....

Tip!

Write down key words to help you remember the problem. Don't write full sentences.

5 ***Do you or your friends have similar problems? Who do you talk to about them?***

Reading

1 ***One of the teenagers wrote a letter to Teen Helpline to get some advice about his / her problem. Read Agony Aunt's answer. Which teenager is she writing to?***

Agony Aunt: a person who writes in a magazine giving advice to readers' problems

TEEN MAG

TEEN HELPLINE



Laura Haley answers our friends' letters. Read her advice.

Well, first you should start by smiling. It makes you look friendly and people want to be around you. A very good idea is to do something you enjoy. What about a sports activity? Or you could join an after-school club. This way, you can meet people who have similar interests to you and have something to chat about right away. Why don't you talk to your mum about your problem? She might come up with some wonderful ideas. You shouldn't feel nervous about making new mates. Just relax, be yourself and you'll be fine.

2 ***What pieces of advice does she give? Tick*** ✓

Task 9 - p.185

a. Smile!
b. Go to a new school!
c. Find an activity you like!
d. Tell your mum!
e. Buy new clothes!
f. Don't be nervous.

3 ***How can each piece of advice help? Read the letter again to find out. Do you have any other ideas to help?***

4 ***Think of people you know who:***

a. look really friendly.
b. have similar interests to you.
c. always come up with great ideas.
d. make you feel nervous.

and tell each other.

Lesson 2 Your problem sorted!

Grammar Link

Giving advice

1 ***Underline the language Agony Aunt uses to give advice and use it to complete the Language Box.***

Giving Advice



a. You …… find new friends.



b. You …… stay at home.



c. A …… to have a party.



d. Or…… join a club.



e. Why …… go on an excursion?



f. Just relax and listen to music.

see Grammar Appendix, page 165

2 ***Choose one of the teenagers in the pictures on page 34. In pairs, decide what advice to give him / her. Make some notes. You can listen to their problems again if you want to.***

Writing

A letter of advice



1 ***Now, write a letter of advice to this teenager. Make sure that you:***

- use a variety of 'Giving Advice' language.
- explain how each piece of advice can help.

2 ***Give your first draft to your partner and take his / hers. Check and make comments.***

- Are there at least two pieces of advice? ☐
- Is it clear why the writer is giving each piece of advice? ☐
- Is there a variety of 'Giving Advice' language? ☐
- Is the letter easy to read and understand? ☐

3 ***Take your draft back, listen to your partner's comments and make any necessary changes before you hand it in.***

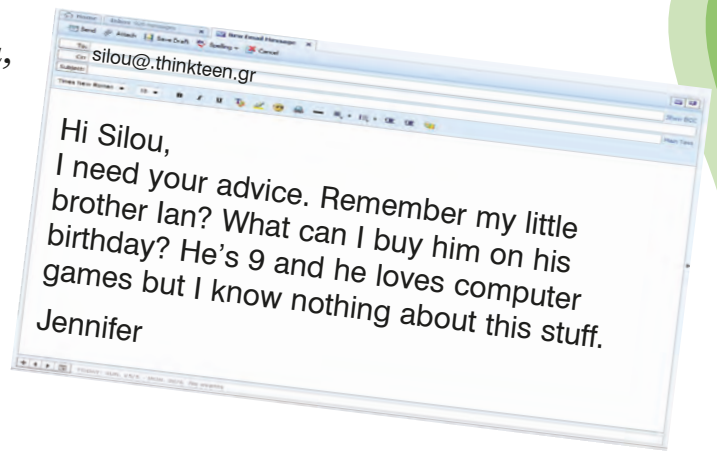
Lesson 3 We're on a shopping spree!

Reading

1 ***Jennifer is writing to her friend Silou, from Jakarta, Indonesia. What is she asking for? Read the e-mail and say.***







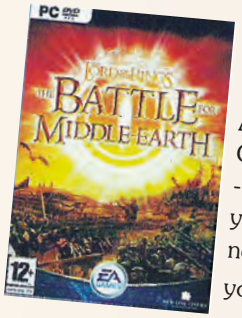
2 ***Silou sent Jennifer this page from a teen magazine. Read the reviews very quickly to find:***

a. an army b. a sport c. Will's surname d. the cheapest game of all

TEEN MAG

Games

A

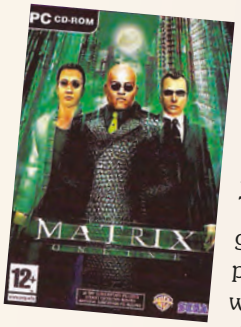


The Lord of the Rings: The Battle for Middle-Earth
(PC, £34.99)
A must for any fans of the films! Control the armies of Middle Earth - even the forces of evil - and lose yourself in the movie trilogy like never before. Quite clever so put your brainy hat on! ★★★★



B

Mario Power Tennis
(£39.99, Sintendo GameCube)
With 14 characters and 8 different courts to choose from, your tennis matches will never be the same again! All the characters have their own special moves to help them out of sticky situations. Very funny! ★★★★



C

Matrix Online
(£29.99, Tega PC-ROM)
You've seen the films - now take part in the action. Every time you log-on to play Matrix Online, Tega updates the info for you to get further in the game, plus you play with people from around the world. Just join in the fun! ★★★★



D

Charlie and the Chocolate Factory
(PS2, £39.99)
Wish you could win a golden ticket, too? Now you can. You'll get to explore the world of Will Wonka, help the OOmpa-Loompas solve puzzles and save the chocolate factory. It's not the most thrilling game in the world, but it's loads of fun. ★★★

reviews adapted from: *Mizz No 527 / July 27th - Aug 9th 2005 p. 69* (Charlie and the Chocolate Factory), *Mizz No 516 / Feb 23rd - March 18th 2006 p. 69* (Mario Power Tennis), *Mizz No 522 / May 18th - 31st 2005 p. 69* (Matrix Online), *Mizz No 513 / Jan 12th - 25th 2005 p. 69* (The Lord of the Rings)

Lesson 3

3 ***Read the reviews more carefully and complete Jennifer's notes to help her choose a game for her brother.***

Task 10 - p.186



Which one do you prefer?

This / These game(s) ...	
1. are about films.	... and ...
2. have the same price.	... and ...
3. gives you more information every time you play.	...
4. is not as exciting as the others.	...
In this / these computer game(s) ...	
5. there are a lot of characters.	...
6. people from other countries can play with you.	...
7. bad people are under your control.	...
8. you need to use your brain a lot.	...



Vocabulary Link

Guessing words from context

1 ***Find words in the reviews that mean:***

Task 11 - p.187

a. a fight between armies (**A**)	.....
b. groups with power (**A**)	.....
c. very bad (**A**)	.....
d. difficult (**B**)	.....
e. connected to the Internet (**C**)	.....

Link to www.e-yliko.gr for the first grade of Junior High School: **Computer Games**

2 ***Find verbs in the reviews to complete the sentences:***

Task 12 - p.187

a. Lots of countries ..... in the Eurovision contest every year. (**C**)

b. If you want to use the computer, you need a password to ..... (**C**)

c. We must ..... our computer software. It's very old. (**C**)

d. This is my first time in Paris. I'm going out to ..... the city. (**D**)

e. Only top students can ..... this maths problem. (**D**)

3 ***How quickly can you do these vocabulary puzzles? The reviews can help you.***

A. *Match*

1. It's fun!	a. It makes me laugh!
2. It's funny!	b. I'm having a great time!

What can be fun? What can be funny?

B. *Find 3 COMPUTER words*

- .....
- .....
- .....

C. *Find a Greek word*

- .....

D. *Which hat can make you smarter?*

My ..... hat!

We're on a shopping spree!

Listening



1 ***Listen to Lyn and Peter and answer these questions.***

a. What are they looking for?
b. Ian is their *big brother / son / best friend.*

2 ***Listen again and circle the correct answer.***

a. It's a *birthday / Christmas* present for Ian.
b. Ian is *older / younger* than 7 years old.
c. Peter finds "Mario Power Tennis" more *interesting / difficult.*
d. Peter *hates / loves* sports.
e. "Matrix" *is / isn't* better than "The Lord of the Rings".
f. Lyn *knows / doesn't know* where the nearest computer shop is.

Task 13 - p.187

Grammar Link

Comparing

1 ***Study the example sentences and complete the Grammar table.***

a. *Matrix Online is* ***cheaper than*** *The Lord of the Rings.*
b. *"Mario Power Tennis" looks* ***more interesting than*** *"Matrix"*
c. *Peter is(n't)* ***as young as*** *Ian.*
d. *You must start with* ***the easiest*** *games.*
e. *This is one of* ***the most popular*** *books.*
f. *Which computer game is* ***the best*** *for Ian?*

In which sentences do we compare:
1. two people or things? .....
2. more than two people or things? .....

POSITIVE	COMPARATIVE	SUPERLATIVE
cheap	cheaper than	
easy		the easiest
	more interesting than	
		the most popular
good	better than	
bad	worse than	the worst

Choose the correct form: Ian isn't as *fat / fatter / fattest* as Peter.

see Grammar Appendix, pages 165-166

2 ***Compare yourself with members of your family.***

e.g.: – I'm not as sporty as my brother but I'm smarter than him.
– In fact, I'm the smartest in the family.











Lesson 3 We're on a shopping spree!

Speaking

1 ***Do you buy birthday presents for your friends? What do you usually choose?***

2 ***Here are some ideas for presents. Talk with your partner and choose one for a friend.***







Think!

What your friend likes wearing.
How much money you can spend.

Don't worry about mistakes.
Practice makes perfect!

Adjective Bank

modern	cheap
expensive	casual
warm	trendy
beautiful	fashionable

Language Bank

What about ...?	I think the T-shirt is more ...
We can buy him / her a...	It's very ...
What do you think?	He / She doesn't like ...
That's a good idea.	He / She can wear it at ...
I don't think so.	How much does it cost?

Project

Shopping around

- ***Find information about 3 different products. Choose only one category. You can use the Internet or catalogues from companies and stores.***

computers bikes MP3s

- ***Find similarities and differences. What characteristics should a smart buyer look for?***
- ***Decide how you can present your data in class. Your ICT teacher can help.***
- ***Prepare your presentation. A cassette recorder can help you.***

Self-Assessment

VOCABULARY LINK

1 **Match the words with the definitions.**

1. very big ……	a. excited
2. very tasty……	b. dairy products
3. very bad……	c. damage
4. steak, burgers, chicken……	d. evil
5. very happy……	e. review
6. a report about a book……	f. huge
7. do harm……	g. delicious
8. milk, cheese, yoghurt……	h. meat & poultry

1/2 POINT FOR EACH CORRECT ANSWER TOTAL ___/4

2 **Complete the sentences with the correct word.**

1. We always buy whole g……. bread.
2. Try to eat home c……. meals.
3. Would you like a piece of cake? It's d……
4-5. My mum gets w……. when my marks are l……

6. Can you help Mario out of this sticky s……..?
7. Playing football with your friends is great f……..

1 POINT FOR EACH CORRECT ANSWER TOTAL ___/7

GRAMMAR LINK

3 **Circle the correct answer:**

1. How *many / much* brothers have you got?
2. Is there *some / any* milk in the fridge for me?
3. We've got *a lot of / much* eggs. Let's make a cake.
4. There are *a few / a little* posters on the walls.
5. There's just *a few / a little* orange juice in your glass. Drink it up!
6. There aren't *many / much* apples in the basket.
7. I've got *a lot of / many* homework. Can you help me?

1 POINT FOR EACH CORRECT ANSWER TOTAL ___/7

4 **Circle the correct answer:**

1. James *should / may* work harder at school.
2. You *mustn't / don't have to* go to bed early. It's Saturday.
3. Mary isn't at home. She *mustn't /may* be at school.
4. You *might /should* drink lots of water if you want to be fit.
5. There are clouds in the sky. It *must /may* rain.

1 POINT FOR EACH CORRECT ANSWER TOTAL ___/5

5 **Write the adjectives in the correct form.**

e.g. My dad is *the tallest* (tall) person in our family.

1. My son's birth was ..... (happy) moment in my life.
2. Mike is as ..... (strong) as Dan.
3. My granny is ..... (sweet) person in our family.
4. Mary is ..... (beautiful) girl in our class.
5. Are you …….. (thin) than your sister?
6. The weather today is …….. (bad) than yesterday.
7. Who's …….. (good) student in your class?

1 POINT FOR EACH CORRECT ANSWER TOTAL ___/7

CHECK YOUR ANSWERS WITH YOUR PARTNER. THEN LOOK AT THE ANSWER KEY ON PAGE 176

0 - 10: **11 - 20:** **21 - 25:** **26 - 30:**

Self-Assessment

Which is true for you? Put a tick ✓ in the right box.

Can-do Checklist	My opinion		
			
a. I can scan a magazine article about food to find the information I need.			
b. I can use the information on the food pyramid to prepare a healthy diet.			
c. I can understand what problems teenagers who are calling Teen Helpline are talking about.			
d. I can read an agony aunt's answer to find the advice she gives.			
e. I can write a short letter of advice to a teenager who has a problem.			
f. I can read computer game reviews to find information about computer games.			
g. I can compare myself with other members in my family.			
h. I can talk about ideas for a present with my partner.			

 : I'm very good! What can I revise?	My Notes: ....
 : I can become better. What should I practise?	
 : I must try harder. What do I need to work on?	

FOCUS ON PROJECT WORK

Tick ✓ the strategies for project work that have helped you in this unit. Which other(s) do you want to try in the future?

Project Work Strategies	*Great help!*	*I'll try...*
1. Decide what each of you wants to do.		
2. Make a list of your steps.		
3. Try to help each other in your team.		
4. Look for information in books, newspapers, magazines or the Internet.		
5. Use the language you have learnt in your presentation.		
6. Talk about different ways to present your work and choose the best ones.		
7. Use photos, drawings, short texts and/or recorded material.		
8. Use technology (e.g. power point, an overhead projector, a camera, a video camera etc.)		



UNIT 4

Looking back on the past!

LESSON 1: On a mystery tour!

LESSON 2: Tell me a story!

LESSON 3: We survived the tsunami!

Match the topics (1-3) with the bubbles (A-C)





C ……
Homework Helper! Mmm...



A ……
Great site! I'll enter the competition



B ……
What a tragedy! I can write about it in the school newspaper.

In Unit 4 you will...

READ
- a magazine quiz about important personalities
- students' short stories
- a quiz about tsunamis
- newspaper articles about natural disasters and accidents

LISTEN TO
- an extract from a radio play
- short dialogues

TALK ABOUT
- your activities at a specific time in the past
- specific information in a short story
- a day you did something wrong

WRITE
- a 'Mystery Person' quiz
- opening paragraphs in stories
- an article about a disaster
- information cards about a disaster

LINK TO
- Science • History • Art • Music • Geography • ICT

Lesson 1

Reading

John has a new school project. He wants to find information about three important people from the past so he's visiting the Homework Helper in TIME FOR TEENS.

1 ***What can you read about on this webpage? Match the words in the box with the drawings. Then listen and check.***



a .....



b. .....



c .....



d .....



e. .....



f .....



g .....

play
railway
award
dynamite
music score
fairy tale
puppet

2 ***Can you think of Greek composers, plays, awards, fairy tales or puppets?***

3 ***WHO'S WHO? Read quickly to find which entry (A-E) is about a person who...***

1. worked with puppets. ....
2. wrote classical music. ....
3. wrote Romeo and Juliet. ....
4. found something important. ....
5. was born in April. ....

4 ***EXTRA HELP! Read again and complete this information table.*** **Task 14** - p.188

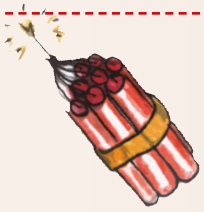
	born in	*died in*	*nationality*	*profession*	*famous for*
MYSTERY PERSON A	1833	-			
MYSTERY PERSON B			American		
MYSTERY PERSON C		-			
MYSTERY PERSON D				composer	
MYSTERY PERSON E		-			plays

5 ***Do you know who each Mystery Person is? If not sure yet, look at page 141.***

TEEN MAG

Who's the Mystery Person!

A



Clue 1: He was a chemist. He was born in Sweden in 1833 and he really liked explosives.
Clue 2: In 1867, he invented dynamite. People found it very useful. They used it to build canals, tunnels and railways.
Clue 3: Before he died, he asked that his money goes to annual international awards. The prizes carry his name.

Who is he? .....

B



Clue 1: He was born in Mississippi on September 24, 1936. He became a puppeteer.
Clue 2: He created the *Muppets*. *Kermit the Frog* and his friends appeared on *Sesame Street*, a TV programme for kids that started in 1969. Later, they starred on *The Muppet Show*. They had lots of fans.
Clue 3: He was Kermit's voice until his death in 1990.

Who is he? .....
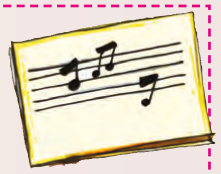


C

Clue 1: He was born in Denmark on April 2, 1805.
Clue 2: He wrote more than 150 fairy tales, like *The Little Mermaid* and *The Emperor's New Clothes*.
Clue 3: His stories have been made into movies, ballets, television shows and musicals.

Who is he? .....

D



Clue 1: He was born in Salzburg, Austria, on January 27, 1756.
Clue 2: He composed his first music when he was 5 years old. He wrote more than 40 symphonies and many operas.
Clue 3: He died in 1791, at the age of 35. People say that he is one of the greatest classical music composers of all time.

Who is he? .....

E

Clue 1: He was a poet, an actor and a playwright born in Stratford-upon-Avon, England, in 1564.
Clue 2: He wrote 37 plays and 154 love sonnets. A sonnet is a 14-line poem. One of his best known plays is the tragic love story, *Romeo and Juliet*.
Clue 3: He built a theatre, *The Globe Theatre*. Rich and poor people bought tickets for his plays.

Who is he? .....

adapted from:
- Text A: *Time for Kids / October 21 / 2005 / Vol. 11 / No 7*
- Text B: *Time for Kids / September 30 / 2005 / Vol. 11 / No 5*
- Text C: *Time for Kids / April 8 / 2005 / Vol. 10 / No 23*
- Text D: *Time for Kids / January 28 / 2005 / Vol. 10 / No 15*
- Text E: *Time for Kids / February 13 / 2004 / Vol. 9 / No 1*

Lesson 1



Vocabulary Link

Guessing words from context

Task 15 - p.189

1 ***Find words in the texts that mean:***

a. they make things explode (*noun* TEXT A): .....
b. that happens once a year (*adj.* TEXT A): .....
c. were the protagonists (*verb* TEXT B) .....
d. wrote music (*verb* TEXT D) .....
e. famous (*adj.* TEXT E) .....

Collocations

2 ***Find words in the texts to complete these groups. Some words can be in more than one group.***

We write...

a fairy tale
music
.....
.....
.....

We build...

a bridge
a block of flats
.....
.....
.....

We .....

an opera
a symphony
a ballet
music

3 ***Complete the gaps with the correct verb.***

discovered created invented

a. Graham Bell …….. the telephone.
b. Columbus…….. America.
c. Walt Disney…….. Mickey Mouse.

4 ***Use your dictionary to complete this table.***

VERB	NOUN 1	NOUN 2
create	creator	creation
invent	.....	.....
.....	discoverer	.....
.....	.....	composition
-	.....	poetry / poem

5 ***Look at this box.***

Mozart was born in 1756.
seventeen / fifty six

6 ***What happened in Greece in...?***

1821 1940 2004

7 ***Tell each other when you and members of your family were born.***

Language Bank

I was born...
- **in** May
- **in** 1994
- **on** 2nd May, 1990
- **on** June 16, 1981

VOCABULARY STRATEGIES
see page 62

Grammar Link

Past Simple

1 ***What do you remember about each Mystery Person? Do this quiz to find out.***

MYSTERY PERSON - Quiz Time

a. Nobel **was** Swedish.	*T/F*
b. **Were** the Muppets English?	*yes / no*
c. *Sesame Street* **started** in 1969.	*T/F*
d. Andersen **wrote** classical music.	*T/F*
e. Shakespeare **didn't write** 'The Little Mermaid'.	*T/F*
f. **Did** Mozart **die** at an old age?	*yes / no*

2 ***Study the sentences in the quiz and complete the Grammar table.***

Task 16- p.190

be	✓	Nobel was Swedish.
	✗	Andersen [1]..... Swedish.
	?	[2]..... Mozart Swedish?
start	✓	*Sesame Street* [3]..... in 1969.
	✗	It [4]..... start in 1968.
	?	[5]..... *The Muppet Show* start in 1969?
write	✓	Andersen [6]..... fairy tales.
	✗	Henson [7]..... write fairy tales.
	?	Did Nobel [8]..... fairy tales?

- Was Nobel clever?
  Yes, he was.
- Were The Muppets boring?
  No, they [9].....
- Did Shakespeare write poems?
  Yes, he did.
- Did Henson die in 1999?
  No, he [10].....

States and completed actions in the past

↓

PAST SIMPLE

- *Group the REGULAR past forms in the texts.*
- *Make a list of the IRREGULAR past forms in the texts.*

see Grammar Appendix, pages 167-168

3 ***MYSTERY PERSON - 'Who was I?' Take it in turns to play the game.***

Student A: Choose one 'Mystery Person' you want to be. Answer your partner's questions. You can only say 'yes' or 'no'.
Student B: Ask questions to find who your partner is.

e.g. *Did you write poems?* / *No, I didn't.* — *Did you like explosives?* / *Yes, I did.* — *Were you Nobel?* / *Yes, I was.*



Alfred Nobel

4 ***In pairs, write quizzes like the one in Task 1 for your English school newspaper.***

- *Choose information from the texts and check your past simple forms.*
- *When your quiz is ready, write the answer key.*
- *Exchange quizzes with one or more groups. How quickly can you find the answers?*

Lesson 1 On a mystery tour!

Project

Who is Who



It was fun! Your turn now!



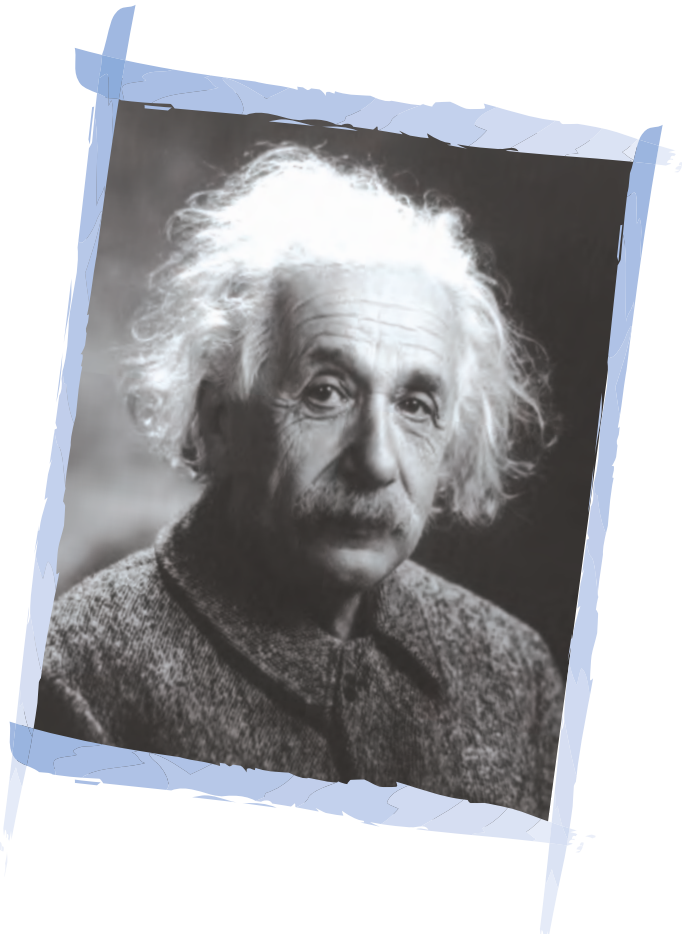
- *Work in small groups.*
- *Find information about 3 important people from the past. They can be:*

scientists artists historical figures

- *You can use your school books or the Internet.*
- *Write 3 clues for each person. They must be helpful but not very easy to find. Do not write the person's name.*
- *Make a 'WHO'S THE MYSTERY PERSON' card for each person. You can write your cards on the computer.*
- *Join another group. Read your clues to them and see if the other students can find your mystery person.*
- *Vote for the best entries and either prepare a set of cards for a MYSTERY PERSON QUIZ for other groups in your school or publish them on the school website.*



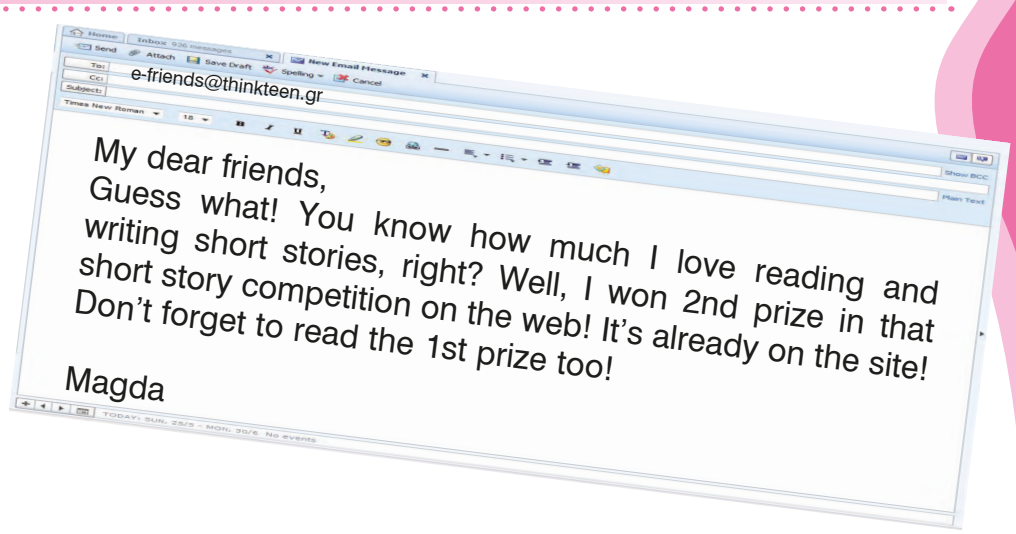




Lesson 2 Tell me a story!

Reading





1 ***Here is the story that won first prize in the web story-writing competition. The title is 'A BROKEN WINDOW'. Before you read it, discuss the following in pairs.***

a. Who is the main character in the story? Give a short description.
b. Where is the broken window?
c. What other characters are there in the story?
d. Is the ending happy or sad?

2 ***Read and / or listen to the story and check your guesses. What did you guess right?***

A broken window

1st Prize

written by Sarah Crawley

It was about 11.30, on a cold winter evening. A strong wind was blowing. Mary Larson was coming back home from the cinema. When she was outside her block of flats, she saw glass on the pavement. She looked up and saw her kitchen window broken! It was late and all her neighbours were sleeping. She panicked but she called the police on her mobile right away. Two policemen arrived within five minutes.

Together, they unlocked the door and got into the flat. It was in a terrible mess! Some furniture was upside down! Mary's clothes were lying on the floor and her money and jewellery were missing! The policemen searched the flat, asked Mary some questions and wrote a report. Mary spent that night at a friend's house and the next day she got someone to repair the window and fit a new lock.

Three days later, she went to the police station and found one of the policemen, John Edwards. Unfortunately, he didn't have any news about the burglars but he asked Mary out for a cup of coffee. Mary said 'yes' because she liked John. You can guess the rest. Very soon, they fell in love with each other and decided to get married! Mary never got her jewellery back but she found a lovely husband. And all this thanks to that broken window!

adapted from a student's story for the English school newspaper 'LEON*teen*'.

Lesson 2

3 ***Time for Teens wants to make a comic strip based on the story about the broken window. Read it again and put the drawings in the right order. There are two extra drawings.***

Task 17 - p.190-91

a.....



b.....



c.....



d.....



e.....



f.....



g.....



h.....



4 ***Let's discuss Mary's feelings. In which part of the story did Mary feel ...? Say why.***

Task 18 - p.191

disappointed | excited | lucky | scared | happy | angry

5 ***Did you like the story? Why / Why not? Think about the plot, the characters and the language used by the writer and tell the class your opinion.***



Vocabulary Link

A burglary

1 ***Find words in the story to match these pictures.***



a. .....



b. .....



c. .....



d. .....



e. .....



f. .....

2 ***What do these words and expressions mean? Match.***

1. wind	.....	a. it's not here and I can't find it
2. it's in a mess	.....	b. look carefully to find sth
3. it's missing	.....	c. it's very untidy
4. search	.....	d. because of sth / sb
5. repair	.....	e. make sth broken good again
6. thanks to sb / sth	.....	f. air that moves

3 ***Look up the verb 'lie' in your dictionary.***

How many meanings has it got?
What meaning has it got in our story?





Weather Collocations

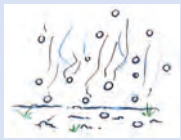
4 *In stories we usually need to describe the weather. Put these words in the boxes (A-E). Then, listen and check.*

non-stop | sunny | hard | going down | light

A. It was raining **hard/ heavily/ slightly/** .....



B. It was snowing **heavily/** ...../ **lightly.**



C. The sun was



coming up/ ...../ **shining.**



D. A **strong/cold/** ..... wind was blowing.



E. It was a **beautiful** / ..... / **warm** / **spring** morning.

5 *Use the words/phrases in the tasks above to make a story.*

Listening

Time for Teens made a radio play based on the 1st prize story. Here is part of it. The police found the kitchen clock in Mary's flat broken. It said 10.45 so the burglary probably happened between 10 and 11 o'clock last night. John and his colleague visited all Mary's neighbours and asked them if they knew anything about the broken window.

Listen to John reporting to the police chief and find out what each person was doing between 10.00 and 11.00 last night. Match the neighbours' names (1-6) with the pictures (a-h). Do you think any of these people are guilty?



a.



b.



c.



d.



e.



f.



g.



h.

1. ...Mr Smith
2. ...Mrs Smith
3. ...Peter Brad
4. ...Mr Robinson
5. ...Mrs Robinson
6. ...Pam

Lesson 2

Grammar Link

Past Simple - Past Continuous

1 ***Study the example sentences and complete the Grammar table.***

a. A strong wind **was blowing**.
b. She **saw** glass on the pavement.
c. She **called** the police.
d. Pam **was listening** to music between 10.00 and 11.00 pm.

To set the background in a story
↓
PAST CONTINUOUS

Actions in progress at a specific time in the past
↓
PAST CONTINUOUS

Main events in a story
↓
PAST SIMPLE

a. Which sentence(s) describe(s) ...

1. main events in the story .... / ....
2. the background in the story ....
3. an action in progress at a specific time in the past ....

b. How do we form the Past Continuous?

..... / were + verb-.....

c. How do we form questions and negative sentences in the past continuous?

see Grammar Appendix, page 169

2 ***In pairs, tell each other what you were doing ....***

a. when your English teacher came in.
b. between 4 and 6 o'clock yesterday afternoon.
c. when the school bell rang this morning.
d. when your parents came home after work.
e. at 11 o'clock last night.

e.g. What were you doing at eleven o'clock last night?
I was watching TV. What about you?
I was ....







3 ***These pictures are going to accompany students' stories with the title 'A long day'. Write the first three sentences to set the background of each story.***

a.



b.



c.



d.



e.g. It was a warm Monday morning. The sun was shining over the city. Mary was preparing her suitcase. She wanted to leave as soon as possible.

Reading & Speaking

1 ***You are going to read the 2nd prize, Magda's story, with the title 'A Broken Window'.***

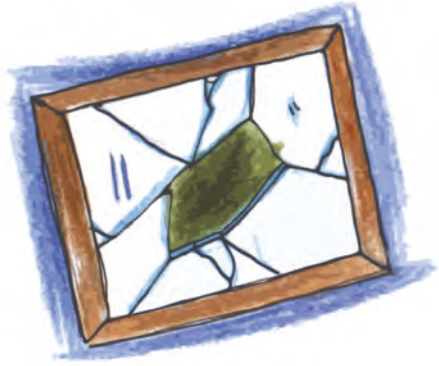
Task 19 - p.191

Student A: *Look at page 143.*
Student B: *Look at page 145.*

2 ***Tell each other about one day you did something wrong and you were grounded.***

Think about:

- when it was
- where you were
- what you were doing
- what happened
- how long you were grounded for



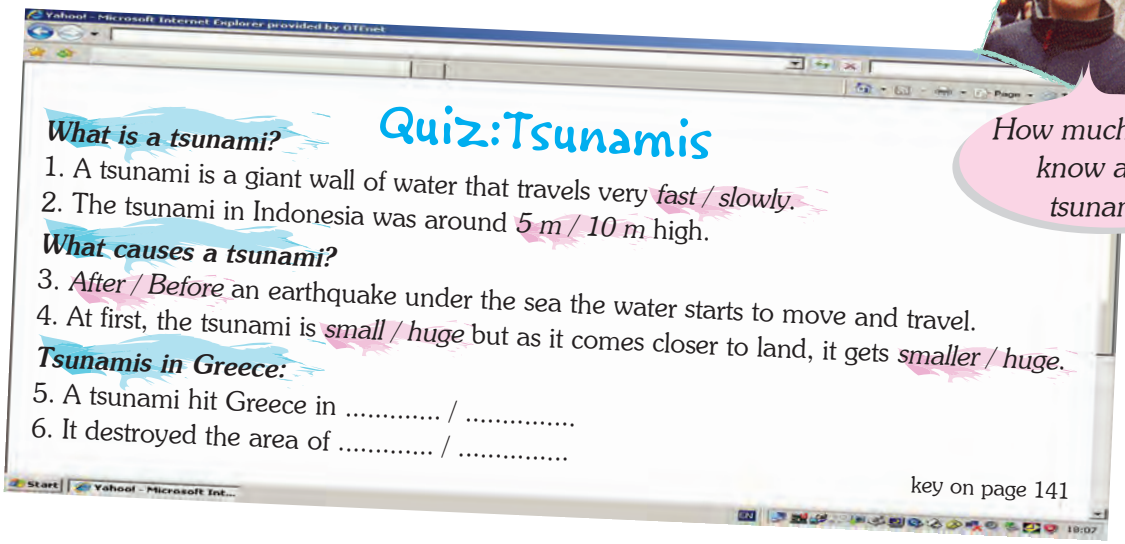
Lesson 3

Reading

1 ***Do you know what a tsunami is? Do this quiz to find out.***



How much do you know about tsunamis?



Quiz: Tsunamis

What is a tsunami?

1. A tsunami is a giant wall of water that travels very *fast / slowly.*
2. The tsunami in Indonesia was around *5 m / 10 m* high.

What causes a tsunami?

3. *After / Before* an earthquake under the sea the water starts to move and travel.
4. At first, the tsunami is *small / huge* but as it comes closer to land, it gets *smaller / huge.*

Tsunamis in Greece:

5. A tsunami hit Greece in ..... / .....
6. It destroyed the area of ..... / .....

key on page 141

2 ***Jean Paul wants to write an article about this event in the school newspaper. Read and complete his notes.***

Project - Disasters
Notes on tsunami

Date: .....
Time: .....
Location: .....
Number of victims:
..... people were killed
..... lost their homes.
Witnesses: Pete and Cathy
Nationality: .....
Were staying in a hotel
Their description:

- Police sirens, helicopters and shocked .....
- The phone was .....
- Beach: Full of .....
- People couldn't find their ....
- ..... closed

The tsunami tragedy

TEENnewspaper

What happened?

On December 26th 2004, at 7.58 am local time, there was a big earthquake in the Indian Ocean, near Indonesia. The tsunami that followed killed more than 150.000 people and left 5 million homeless.

Pete and Cathy from England were spending their Christmas holidays in Phuket with their dad. Pete is talking about that horrible day.

"When the tsunami hit, we were sleeping. My sister and I woke up because we heard police sirens and helicopters. We left dad asleep and went down to find out what was going on. Outside, people were standing in shock. Suddenly a man yelled, 'Another wave ... There's another one coming!' We ran as quickly as possible to our room. While Dad was talking on the phone with mum, the phone went dead. We left the hotel immediately. On our way to the airport, we saw the beach... It was full of broken beach umbrellas and boats. Tourists were looking for their families. It was awful! We were alive because we hadn't gone to the beach earlier that morning! Lots of other people weren't that lucky. We just wanted to go home but the airport was shut! We'll never forget what we saw over those days."

adapted from Mizz No. 514 Jan 26th - Feb 8th 2005 p. 28 - 29

3 ***Do you know anything else about this event? How does it make you feel? How did Greece help the tsunami victims in Indonesia?***

4 ***What other natural disasters can happen in the world? What might cause them? Find some information and tell the class.***

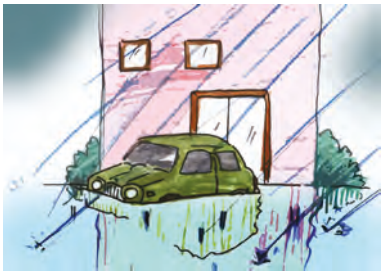


Vocabulary Link

Natural Disasters - Accidents:

1 ***Match the words with the pictures. Then listen, check and repeat.***

a. hurricane	b. volcanic eruption	c. earthquake	d. flood
f. tsunami	g. avalanche	h. car crash	i. fire



1.....



2.....



3.....



4.....



5.....



6.....



7.....



8.....

2 ***Read these short texts from newspaper articles. What are they about? Choose from Task 1 above.***

Task 20 - p.193-4

A. "The rivers go up as much as four inches a day, and the end of the rainy season is still weeks away. We're fighting against time!"

B. On the night of the deadly crash, photographers on motorbikes were chasing Diana's car through the streets of Paris.

C. Many strong aftershocks, one measuring 6.3 in magnitude, rocked the area.

D. A SLEEPING GIANT AWAKES! Lava rocketed up to the top of Mount Saint Helens in Washington last week.

E. Back to school after Katrina. Thousands of students whose schools were destroyed by strong winds are being welcomed at new schools.

Lesson 3

3 ***Put the words in the correct WORD group. Then, read the article and find more words to add in the groups.***

Task 21- p.194

Word Bank

- homeless
- hospital care
- fire fighters
- food supplies
- doctors / nurses
- volunteers

Victims	What they need	Who can help
injured	medicine	the government /.....
.....	.....	.....
cut off	shelter	.....
.....	.....	.....
.....	money	.....
	.....	people around the world
	.....	

NATIONAL NEWS

September 5, 2005

Rescues Continue in New Orleans

Emergency crews search for survivors as President Bush visits Louisiana and Mississippi



One week after Hurricane Katrina hit, helicopters circled New Orleans looking for survivors. By Monday, most people had left the destroyed Louisiana city. Police ordered anyone still there to leave. There is no electricity, clean drinking water or food. Hundreds of thousands of people have already been evacuated. Many have been taken to neighboring states, including Texas and Tennessee. Texas is already housing 230,000 hurricane victims. Many of those survivors are expected to move to other nearby states that have offered help.

Rescue teams searched homes and rooftops for trapped victims. New Orleans Mayor C. Ray Nagin warned that the number of people killed by the hurricane could be as high as 10,000. It will take a long time for officials to determine exactly how many people died.

By Dina El Nabli

From Time For Kids, September 5, 2005

Grammar Link

Past Simple vs Past Continuous

1 ***Match the pictures with the example sentences and then complete the Grammar table.***

1.  ...

2.  ...

a. When the tsunami **hit**, we **were sleeping**
b. While / When dad **was talking** on the phone with mum, the phone **went** dead.

Circle the tense we use for:

An action in progress: Past Simple / Past Continuous
A sudden event: Past Simple / Past Continuous

The sudden event often interrupts the action in progress.
While + past .....
When + past simple or past continuous

see Grammar Appendix, pages 169-170

2 ***Get in two groups, A and B.***

Students A: Write down half a sentence, describing an action in progress. Don't show it to your partner.
Students B: Write down half a sentence, describing a sudden event. Don't show it to your partner.

While I was going to school this morning...



...I met Superman.

Tip!

The funnier, the better!

Students A: *Give your pieces of paper to the teacher.*
Students B: *Listen to your teacher reading each action in progress. If your sentence matches, read it to the class.*

Now, change roles.

Lesson 3

Listening

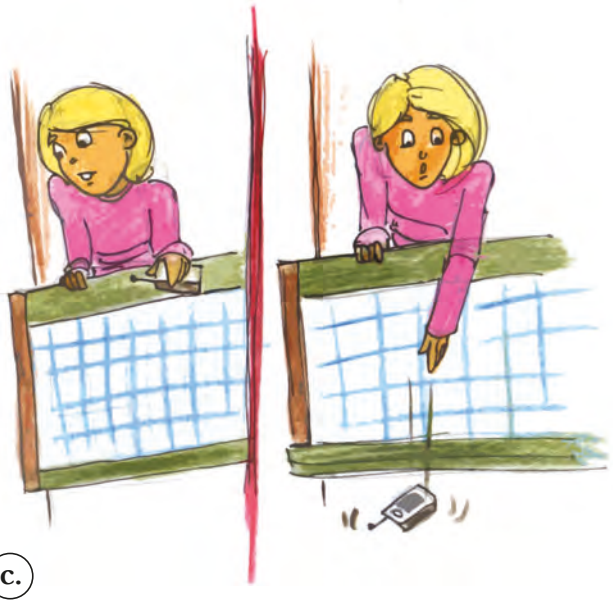
1 *Accidents are not always disasters. Listen to people in three different situations (1 - 3) and match with a picture (a - d). There is one extra picture.*



a.



b.



c.



d.

2 *Can you describe each accident? What do you think happened in the extra picture?*

Writing

A newspaper article

1 ***Look at the following notes. What are they about?***



Project – Disasters

Notes on earthquake

Date: 7/9/1999
Time: 14.57
Location: Athens - Greece
Magnitude: 5.9
Number of victims:
- 143 people were killed
- 700 people were injured

Witnesses: Heleni Denou, 13
Lives in Nea Smyrni - Athens
Was at home
Her description:
- Kids / set the table
- Mum / serve lunch
- Dad / talk on the phone
- House / start shaking
- Plates / books / fall off
- Under the kitchen table
- She: terrified / Sister: crying
- Telephones / go dead
- After the earthquake / go downstairs / lots of people in shock
- Next day: watch the news / see the victims / cry.

My Portfolio

2 ***You are going to write an article about a disaster in Greece with your partner. In pairs, look at the notes and do the following:***

a. ***Plan your writing. You can have 3 paragraphs.***

Paragraph 1:
THE FACTS
- what / when / where
- victims

Paragraph 2:
INFORMATION ABOUT YOUR WITNESS

Paragraph 3:
DESCRIPTION OF
- the disaster
- people's feelings

b. ***Decide on***
- the events in progress before the earthquake.
- the main events.
- the tenses you need.
- the vocabulary you need.

c. ***Write your first draft. Look at the article about the tsunami for help.***

Tip!

Work in pairs.

Read each other's first drafts.

Make comments.

Lesson 3 We survived the tsunami!

Project

Natural Disasters around the world

In groups, search sites of Greek and English newspapers on the Internet to prepare a photographic display on the theme 'Natural Disasters around the World'. Write information cards for each event.

Earthquake - China, 2008
Date: 12/05/2008
Time: 14.28
Location: *China (Sichuan province)*
Magnitude: 7.8
Number of victims:
- 69,000 people were killed (10,000 in Sichuan province alone)
- about 250,00 people were injured

Help from: the army, paramilitary People's Armed Police, the Red Cross, Mercy Corps etc.



Earthquake, China, 2008



Wildfire, Peloponnese, Greece 2007



Flood, Florida, USA 2005

My Portfolio

Self-Assessment

VOCABULARY LINK

1 **Delete the odd word out.**

1. chemist	puppeteer	play
2. bridge	fairy tale	block of flats
3. pavement	disappointed	excited
4. heavily	shining	slightly
5. injured	homeless	government

1 POINT FOR EACH CORRECT ANSWER TOTAL ___/5

2 **Complete the sentences with the correct word.**

1. Graham Bell i…….. the telephone.
2. I was b…….. on January 10th.
3. It was raining s……..
4. Ron and Jean fell in l…… at first sight.
5. The house started s…….. during the earthquake.

1 POINT FOR EACH CORRECT ANSWER TOTAL ___/5

GRAMMAR LINK

3 **Complete the sentences with did/was/were**

1. How much ……. you pay for your dress?
2. …….. you at school at 9 o'clock?
3. I ……n't see him yesterday.
4. What ……. you doing when I called you?
5. …….. you find your book?

1 POINT FOR EACH CORRECT ANSWER TOTAL ___/5

4 **Put the verbs in brackets in Past Simple or Past Continuous.**

1. While I ……..(wait) for the bus, I …….. (meet) Maria.
2. Jim …….. (study) maths while we …….. (play) golf.
3. Mum …….. (wash) the dishes and then …….. (make) a cake.
4. She …….. (go) swimming last Sunday.

1 POINT FOR EACH CORRECT ANSWER TOTAL ___/7

5 **Write questions and give short answers. Use Past Simple or Past Continuous.**

you/go/to school/yesterday? ✓ *Did you go to school yesterday? Yes, I did.*

1. your sister/sleep/ at 11 o'clock / last night /?✓ ……..
2. you/watch the concert on TV/ last night / ?✕ ……..
3. Jenny/ get back home early / last Saturday / ? ✓ ……..
4. you/ take a test/ when the bell rang / ? ✕ ……..

2 POINTS FOR EACH CORRECT ANSWER TOTAL ___/8

CHECK YOUR ANSWERS WITH YOUR PARTNER. THEN LOOK AT THE ANSWER KEY ON PAGE 176

0 - 10: **11 - 20:** **21 - 25:** **26 - 30:**

Self-Assessment

Which is true for you? Put a tick ✓ in the right box.

Can-do Checklist	My opinion		
a. I can read 'Mystery Person' entries to complete an information table.			
b. I can write a 'Mystery Person' quiz for my classmates.			
c. I can guess the content of a short story from its title.			
d. I can understand a policeman's report.			
e. I can talk about a day when I was grounded.			
f. I can read extracts from articles to find out what disaster they are about.			
g. I can listen to people talking in everyday situations and understand what is going on.			
h. I can write a short article about a natural disaster based on notes.			

: I'm very good! What can I revise?	My Notes: ....
: I can become better. What should I practise?	
: I must try harder. What do I need to work on?	

FOCUS ON LEARNING NEW VOCABULARY

Tick ✓ the strategies for learning vocabulary that have helped you in this unit. Which other(s) do you want to try in the future?

Vocabulary Learning Strategies	*Great help!*	*I'll try...*
1. Try to guess the meaning of a word from the context.		
2. Draw pictures for new words.		
3. Form WORD GROUPS.		
4. Make a list of word collocations.		
5. Make word associations, i.e. say what a word brings to your mind or how it makes you feel.		
6. Highlight words in texts.		
7. Make simple sentences about you with each new word.		
8. Record new words with synonyms or an English definition.		
9. Play vocabulary games.		
10. Look a word up in your dictionary.		
11. Try to use the new words when you write or speak.		
12. Ignore new words that you don't need to understand.		



UNIT 5
Times change!

LESSON 1: Fancy ancient history?

LESSON 2: A nation in brief!

LESSON 3: From generation to generation!

Match the pictures (1-3) with the notices (A-C).



In Unit 5 you will…

READ
- museum guide book texts
- a student's article about the UK

LISTEN TO
- a recorded message of a museum
- an Embassy official talking about British superstitions
- an interview with an English teacher about teenage life in the past
- a song about learning English

TALK ABOUT
- ancient Rome and Egypt
- important historical figures
- similarities & differences between the British and the Greeks
- photos suitable for an exhibition
- your past habits and states
- your learning habits

WRITE
- a history quiz
- a paragraph about your partner's past habits

LINK TO
• History • Geography • Culture • Maths • Technology • Music

Lesson 1

Listening

We are in David and Susan's school in Notting Hill. Their class is organising a school trip to the British museum. David called the museum for more information. Listen to the recorded message and complete his notes.

Task 22 - p.194-5



School Trip to the British Museum

Date: Friday 10th Jan

Open: from [1] .....am to [2] .....pm

Get tickets for the guided tour at the [3] .....

Buy books from the [4] ..... shop

For information about activities, call [5] .....

LISTENING STRATEGIES
see page 82







Vocabulary Link

History 1

1 ***The students of Notting Hill School are at the museum. Before they go into the different galleries, the guide asks them to complete the two theme worksheets. Can you help them? In pairs, match the words (1-6) with the pictures (a-f) on worksheets A and B. Then, listen and check.***

Worksheet A

Ancient Egypt

[1]crops [2]hunting [3]desert
[4]temple [5]statue [6]mummy



a. .....



b. .....



c. .....



d. .....



e. .....



f. .....

Worksheet B

The Roman Empire

[1]emperor [2]trade [3]wall
[4]beard [5]gladiator [6]helmet



a. .....



b. .....



c. .....



d. .....



e. .....



f. .....

2 ***Choose 4 of the words above and tell us what they remind you of.***

e.g. The word 'gladiator' reminds me of the film. It was a box office hit.

Lesson 1

Reading

Notting Hill school students are divided into two groups. Do the same. Students A, follow David's group. Students B, follow Susan's group.

1 ***STUDENT A***
David's group is reading this text about Ancient Egypt in the museum guide book. Read it quickly to find:

a. a very important river in Egypt
b. a great pharaoh
c. a famous museum

Ancient Egypt

Five thousand years ago, Egypt was a rich country because of the River Nile. Around the river, the farmers grew crops and raised animals. The Nile was also home to lots of fish, birds and wild animals which people hunted for food and sport. Travelling by land was difficult in the hills and deserts of ancient Egypt, so people travelled by boats.

The ancient Egyptian pharaohs built temples and put up huge stone statues. Rameses II was the pharaoh who ruled for sixty-seven years and put up more statues of himself than any other pharaoh.

The ancient Egyptians believed in life after death. That's why they became very good at mummification. Nowadays, with modern technology, we can look inside mummies. There are lots of them in the British Museum.

adapted from 'The World of the British Museum' - C. Whitaker, 2000; London: British Museum Press

2 ***Read the text more carefully to complete David's notes.***

Ancient Egypt

- A lot of farming around the [1] .....
- People hunted for [2] ..... and sport.
- People travelled by [3].....
- Rameses II ruled for [4] ..... years.
- [5] .....was an Egyptian technique.
- Modern technology helps us
- [6] .....

3 ***Check your answers with another Student A.***

4 ***Pair up with a Student B. Turn to page 146 to do the Speaking task.***







Reading

STUDENT B

1 ***Susan's group is reading this text about the Roman Empire in the museum guide book. Read it quickly to find:***

a. two languages
b. a great emperor
c. a type of gladiator

The Roman Empire

At the end of the first century AD the Roman Empire covered most of Europe, North Africa and parts of Asia. The Roman Emperors built excellent roads which people used to trade and communicate. There were two official languages, Latin and Greek.

Emperor Hadrian travelled all over his empire and studied all the cultures. He built an eighty-mile-long wall in Britain to keep out the 'barbarians', the people who were not under Roman rule. Hadrian was the first Roman emperor who had a beard. He made beards popular among the Romans.

Every important Roman town had an amphitheatre where people watched gladiators and wild animals fight to death. Professional gladiators trained in special schools. The murmillo gladiators wore bronze helmets which protected the face and neck.



adapted from 'The World of the British Museum' - C. Whitaker, 2000; London: British Museum Press



2 ***Read the text more carefully to complete Susan's notes.***

The Roman Empire

- It covered big parts of three continents, [1]....., [2]..... and Asia.
- Emperor Hadrian's wall was [3]..... miles long.
- The emperors didn't want the [4]..... in their empire.
- The Romans liked watching fights between [5]..... and [6]..... animals

3 ***Check your answers with another Student B.***

4 ***Pair up with a Student A. Turn to page 146 to do the Speaking task.***



Lesson 1

5 ***After their visit, Susan and David prepared this ancient history quiz for the school newspaper. Can you do it? You need information from both texts.***

ANCIENT HISTORY QUIZ: HOW MUCH DO YOU KNOW ABOUT...

THE EGYPTIANS?

1. They had animals on the farms.	T / F
2. They had an excellent road system.	T / F
3. They put up marble statues.	T / F
4. They thought there was life after death.	T / F

THE ROMANS?

1. Latin was one of their main languages.	T / F
2. The emperors before Hadrian didn't have a beard.	T / F
3. All Roman towns had an amphitheatre.	T / F
4. Murmillo was a kind of helmet.	T / F

6 ***What else do you know about the Egyptian / Roman civilisation?***



Vocabulary Link

History 2

1 ***People who made history.***
Match the people (1-8) with what each one was (a-h). Then, listen and check.

1. Socrates	...	a. an English admiral
2. Napoleon	...	b. a Scottish warrior
3. Hitler	...	c. a French general
4. Nelson	...	d. a French king
5. Victoria	...	e. a German dictator
6. Wallace	...	f. a Greek philosopher
7. Louis XIV	...	g. a Greek goddess
8. Athena	...	h. an English queen

2 ***Write:*** **after** ***or*** **before**

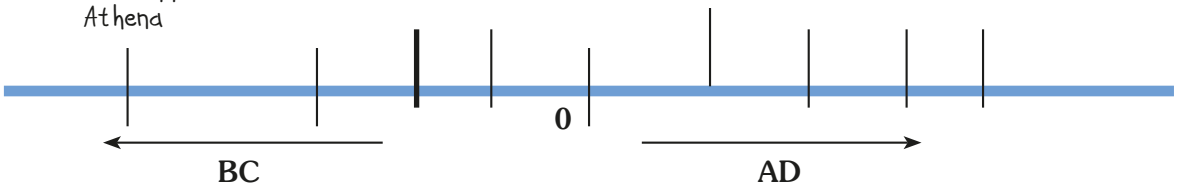
a. AD: ..... Christ was born
b. BC: ..... Christ was born

3 ***Collocations.***
In the first word-snake find words that collocate with 'statues' and in the second words that collocate with 'battle'.

bronzestonemarblegold statues
fightwinlosediein a battle

4 ***Do some research to find the date of birth and death of the people in Task 1 above. Put their names in chronological order on the Time Line below. Which of these people lived in the same century?***

People Worshipped Athena



Fancy ancient history?



Grammar Link

Relative Clauses - Who / Which / Where

1 ***Look at the example sentences and complete the Grammar table.***

- **Hadrian** was **the first Roman** emperor **who** had a beard.
- **The Nile** is **the river which** passes through Egypt.
- There were **amphitheatres where** the Romans watched the gladiators.

In **relative clauses**, we use

- ..... to talk about **people**
- ..... to talk about **things** and **animals**
- ..... to talk about **places** where something happens

see Grammar Appendix, page 170

2 ***Do you fancy ancient Greek history? Use information in Boxes B and C to talk about the people, things and places in Box A.***

Minos was the Greek king who lived in Knossos.

Box A	*Box B*	*Box C*
Minos		had a lot of power.
Athens	Greek general	the ancient Greeks built for Athena.
Athens	Greek king	people lived a strict and simple life.
The Minotaur	temple	Socrates lived.
Sparta	monster	lived in Knossos.
Miltiades	Greek city-state	fought in Marathon.
The Parthenon		half-man and half-bull.

Link to www.e-yliko.gr for the first grade of Junior High School: Underwater Exploration

Project

History

A. An Ancient History Quiz

Work in groups of three.

- Look at your history textbook.
- Find information about other people, things or places of importance in ancient history.
- Choose 6 to 8 pieces of information.
- Write an ancient history quiz.
- Prepare the key to your quiz.
- Give it to other groups to find the answers.

ANCIENT HISTORY QUIZ - THE ANCIENT GREEKS

a. Achilles was the warrior who fought in Salamina. T / F

b. Leonidas died in Thermopyles. T / F

c. .....

OR

B. A Local History Poster

Work in groups of three.

- Find out about the history of your area. Your history teacher can help you.
- Choose an important person or event.
- Collect information.
- Write a short text and add pictures.
- Prepare a Local History Poster and present it to your class.

My Portfolio

Lesson 2



United means 'joined together'.
Do you know any **united** countries?

1 ***Nadia's class is at the British Embassy, in Madrid. Mrs Jones, an embassy official, is showing them the map of the United Kingdom (the UK). Look at yours on page 158. Which countries make it up? Circle.***

ENGLAND WALES DENMARK SCOTLAND
REPUBLIC OF IRELAND NORTHERN IRELAND

2 ***Where are these big cities? Find them on the map. Which ones are capital cities?***

London Edinburgh Cardiff Manchester Glasgow Belfast

3 ***Which two cities in England are very famous for their universities?***

Reading

1 ***Look at these key words. In pairs, write down two things on each topic, related to the UK.***

Geography Leisure Time Arts Schooling Sport

e.g. Sports: 1. Football 2. Beckham

2 ***After their visit to the embassy, Nadia wrote an article about the UK for her e-friends. Scan it to check if any of your ideas from Task 1 are in the article.***

3 ***Read Nadia's article and answer her quiz questions.***

Task 23 - p.195

a. How many people live in the UK: *23, 48* or *59 million*?
b. A plane travels at 750 km per hour. How long does it take to fly from the south to the north of Great Britain: 1 hour and *20 min / 15 min / 20 min*?
c. How many people use public libraries in the UK: *3 / 6 / 9* out of 10?
d. What is Shakespeare's theatre called? .....
e. At what age can British children leave school: *14 / 16 / 18*?
f. Which three subjects do British children spend most time studying? .....
g. What is the Grand National? *A tennis tournament / a horserace / a golf tournament*?

Yahoo! - Microsoft Internet Explorer provided by OTEnet

The UK – Land and People



by Nadia Garcia

GEOGRAPHY

The United Kingdom includes Great Britain (England, Scotland and Wales) and Northern Ireland. It is 500km wide and 1,000 km long.
It has a population of about 59 million. Great Britain is the largest island in Europe and the eighth largest in the world. English is the official language.



LEISURE TIME

The most common leisure activities among people in the UK are home-based, like entertaining or visiting relatives and friends. Watching television is by far the most popular leisure pastime. They also like listening to the radio or to music and reading books (6 out of 10 people are members of public libraries). Finally, they are good at gardening and do-it-yourself activities.

THE ARTS

London is one of the biggest cultural centres in the world. It has around 100 theatres which show musicals, modern dramas, classical plays and comedies. At the famous Globe Theatre, where William Shakespeare performed, visitors can enjoy one of his plays and feel the atmosphere of his time.



SPORT

About 29 million people over the age of 16 in the UK take part in sport or exercise. Walking is the most popular physical activity.



The sport which the British love watching is football. The Football Association Cup Final, the Wimbledon tennis tournament, the Open Golf Tournament and the Grand National (a world-famous horserace over fences) are the most important sporting events in the UK.



EDUCATION

Children in Britain must attend school from the age of 5 until they are 16. Around 93% of children in the UK get free education. The rest attend private schools. The average weight of a British child's school bag is 5.5 kilos. There is a National Curriculum for all pupils. English, mathematics and science are 'core' subjects and students spend more time on them.

information taken from:The Foreign and Commonwealth Office Britain in Brief; London Crown

Start | Yahoo! - Microsoft Int... | EN | 18:07

4 ***Find the following numbers in the article and say what they refer to.***

Task 24 - p.195

500km | 100 | 5 | 93% | 5.5

Lesson 2

5 ***Compare the British with the Greeks. Find two similarities and two differences.***

e.g. In **both** countries, people love football.
British children go to school at the age of 5 **but** Greek children go to school at the age of 6.



Vocabulary Link

Guessing words from context

Task 25 - p.197

1 ***Find words in the article that mean:***

a. the number of people who live in a country: GEOGRAPHY .....
b. offer food and drink to visitors in your house: LEISURE TIME .....
c. something you like doing when you aren't working: LEISURE TIME .....
d. about art, music and/or theatre: ARTS .....
e. go to: EDUCATION .....
f. the group of subjects children study at school: EDUCATION .....

Education

2 ***Collocations with SCHOOL. Find 5 types of schools in the word-snake and then say what type of school you go to.***

I go to a stateprivatemixedpublicboarding school.

A **public** school in England is a very expensive private school for students of high society.
Public schools in the US, Scotland and Australia are state schools.
What is a **public** school in your country?







Numbers

3 ***To talk about a nation, you need numbers. Listen to these numbers and repeat. What do they refer to?***

3,000	2,917	11,000,000	98%	1.5

4 ***In pairs, write simple sentences which will contain different kinds of numbers. Help each other to read them accurately.***

e.g. 45% of our classmates play a sport.

5 ***Listen to Nadia talking to people she knows and circle the numbers you hear.***



a. 13 / 30	d. 16 / 60
b. 15 / 50	e. 19 / 90
c. 18 / 80	f. 14 / 40

Grammar Link

Gerunds

1 ***Study the example sentences and complete the Grammar table.***

a. They like **listening** to the radio.
b. **Walking** is the most popular physical activity.
c. They are good at **gardening** and do-it-yourself activities.

Gerund ↓ *Verb* + ____ e.g. visit***ing***	*Match the sentences (a-c) with the rules (1-3).* A gerund... 1. can be the **subject** of a sentence: ..... 2. can be the **object** of verbs like love / like / enjoy / hate / prefer: ..... 3. comes after expressions like good / bad at, crazy about, interested in: .....

see Grammar Appendix, page 170

2 ***Teenagers like different things. Get in groups of 4 and talk about:***

the most popular pastime	what you enjoy doing
what you're crazy about	what you're good / not so good at doing
what you hate/love doing	the most boring activity

3 ***Are there any similarities and/or differences? Tell the class.***

Listening

1 ***Nadia's last question is about superstitions in the UK. Which superstitions is Mrs Jones talking about? Listen and tick the pictures (a - f). There is one extra picture.***

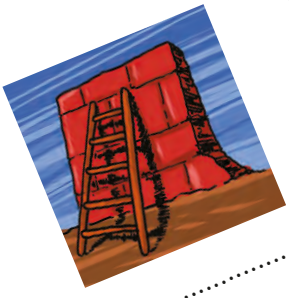

a. .....


b. .....


c. .....



d. .....


e. .....


f. .....

2 ***Listen again and write Good Luck (GL) or Bad Luck (BL) next to the pictures. Do the Greeks have the same superstitions? Are you superstitious?***

Lesson 2 A nation in brief!

Project

About a nation

My Portfolio

- Choose a nation you want to learn more about.
- Find information about these topics:

geography leisure time arts
education sports

- Use the article 'The UK - Land and People' as a model to write a short paragraph about each topic.
- Find pictures to go with each topic.
- Prepare your presentation. You can record it to practise.
- Present it to the class.
- Put your projects on display.



Dubai, United Emirates



Tour, France



New York,
United Stated of America



London, United Kingdom



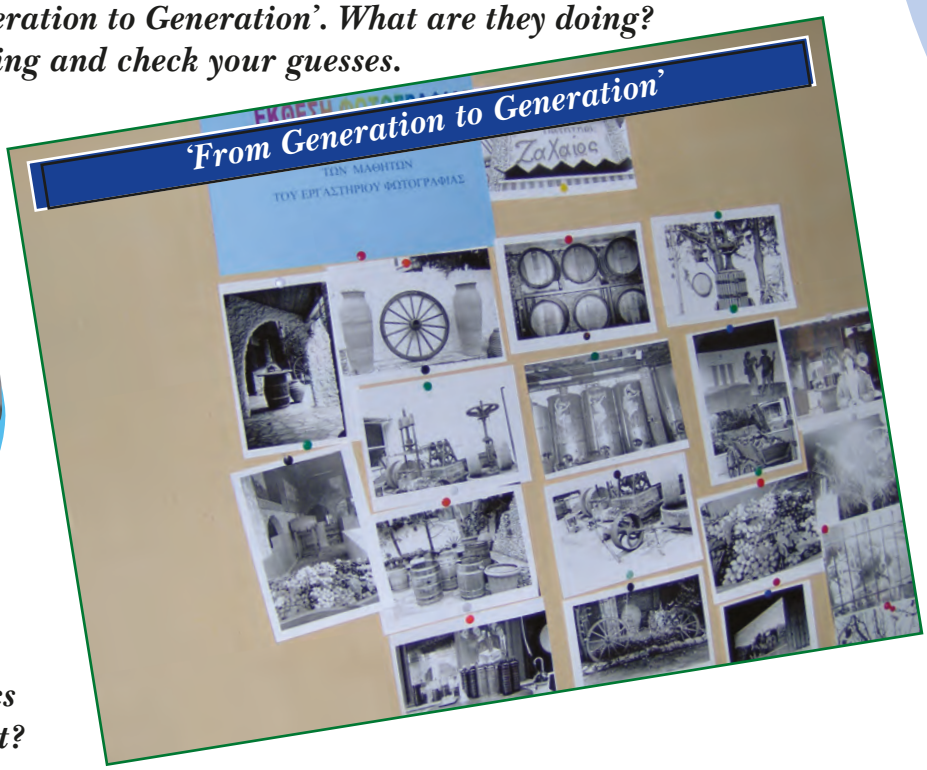
Amsterdam, Holland

Lesson 3 From generation to generation!

Listening

1 ***We are in Nafplio, Greece. Magda's class is organising the exhibition 'From Generation to Generation'. What are they doing? Listen to Magda talking and check your guesses.***





2 ***Listen to the whole interview. What topics are they talking about? Tick (✓) from a-h.***

a. Home	...	e. Going out	...
b. School	...	f. Watching TV	...
c. Hobbies	...	g. Traffic	...
d. Modern technology	...	h. School tests	...

3 ***Listen again and complete Magda's notes.***

Task 26 - p.197

Interview with Mrs. Ioannou - Notes

- School on [1] .....
- Only [2] ..... wore a school uniform.
- No [3] ..... / used encyclopaedias for school projects.
- Best part of the week: [4] .....
- Usually went to [5] .....
- TV: [6] ..... & ..... / [7] ..... channels
- [8] ..... stations: not all professional
- Played the listeners' [9] .....
- Usually fought with [10] .....



Yannis Petridis

Lesson 3

Speaking

1 ***The students are looking at some photos for the exhibition. What do the photos (a-f) show?***



2 ***The students need your help to choose photos. In pairs, discuss how suitable photos a-f are for the exhibition and how they can use them. The Language Bank can help you. Then, tell the class.***

Language Bank

1. What do you think of photo a?
2. What does photo b show?
3. Let's talk about photo c.
4. This is an interesting photo. It shows …
5. How about photo d? They can use it to show…
6. Do you agree? / What's your opinion?
7. Photo e is (not) really useful because …
8. A good idea is to use photo f to show…
9. What about a photo of ….?
10. I believe they should also show how our parents …

3 ***What other photos can they look for? Explain why.***

From generation to generation!

Vocabulary Link

1 ***Put the following words in three groups:*** ***On TV*** / ***On the radio*** / ***On both.*** ***Then, listen and check.***

soap opera / police drama / cartoon / quiz show / chat show / documentary / music programme / sports programme / game show / the news / commercials / breaking news / phone-in programmes / viewers / listeners

2 ***Which programmes do you prefer? Which ones do you never watch or listen to? Tell each other.***

Technology

3 ***Choose from*** ***on / from / to / -*** ***to complete questions a-f. Then, listen to check.***

4 ***In pairs, ask and answer questions a-f. Then, tell the class what you have learnt about your partner.***

a. How often do you surf ..... the Internet

b. What do you usually find ..... the Internet

c. When do you connect ..... the Internet

d. What do you usually download ..... the Internet

e. Do your parents use..... the Internet

f. Who else in your family goes .....the Internet

Grammar Link

Talking about past habits and states - Past Simple / used to

1 ***Study the example sentences and complete the Grammar table.***

a. We **looked** for information in encyclopaedias.
b. All girls **hated** their uniform.
c. TV **used to** be black and white.
d. **Did** you **use to** go out with your classmates? Yes, I **did** / No, I **didn't.**
e. Boys **didn't use to** wear a school uniform.

Habits and states in the past ↓	*Choose from a-e:*
• **Past Simple** • **Used to**	• **Past Habits:** sentences .... / .... / .... • **Past States:** sentences .... / ....

How do we form the negatives, questions and short answers of ***used to****?*

see Grammar Appendix, pages 170-171

Lesson 3

2 ***Ask each other about your life when you were in the first grade of primary school. Here are some ideas. Add yours.***

Did you (use to)	
have a pet? buy food from the school canteen? go to amusement parks? play a sport at school? wear a school uniform? have long / short hair?	✓ / ✗

Writing

1 ***Write a paragraph about your partner when he/she was in the first grade of primary school. Draw a picture of him / her.***

2 ***Read each other's paragraphs. Check Past Simple and 'used to' forms for past habits and states.***

3 ***Put your work on display.***

My Portfolio









From generation to generation!

Listening & Reading

1 ***Listen to the song and say:***

a. *Who is singing?* b. *To whom?* c. *What for?*

My English is great
I studied it at school
I used to write letters
To friends from Liverpool

I bought English comics
And listened to rock songs
I learnt by heart the lyrics
And used to sing along

We didn't have computers
Or DVDs at school
Our English-English dictionary
Was our greatest tool

Follow your dad's advice
Grammar is not enough
Put English in your life
And you can have great fun!

2 ***Listen again and read the song. Tick ✓ what the singer used to do to learn English?***

Task 27 - p.198

He used to ...

a. read English books / mags. ☐
b. travel abroad. ☐
c. listen to English songs. ☐
d. keep a diary in English. ☐
e. watch films with English subtitles. ☐
f. practise with his friends. ☐
g. use an English-English dictionary. ☐
h. play Scrabble® in English. ☐
i. have an English key pal. ☐
j. send text messages in English. ☐

3 ***What about you?***

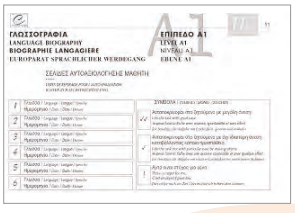
a. Do you do any of these activities? How often?
b. Do you want to try any others? Which ones?

Ideas Bank

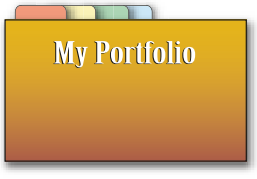
If you play a musical instrument, your teacher can give you the music score. Your music teacher can help you play and sing the song.

Project

My learning routine







- Choose one of the activities in Task 2 above which you like.
- Add this activity to your daily routine for three weeks. For example, keep a diary in English almost every day or arrange to watch two films with English subtitles every week.
- At the end of the first week, discuss in class how you feel about the activity. Is it...?

helpful difficult / easy enjoyable interesting

- Share ideas and advice with your classmates and your teacher and take notes of your thoughts.
- Do the same at the end of each of the two following weeks. What new is there to say?
- At the end of the project, write down your thoughts about this new activity. Will you adopt it in your learning routine?

Self-Assessment

VOCABULARY LINK

1 **Write the words below the pictures.**

1 

2 

3 

4 

5 

6 

7 

8 

9 

10 

1. i _ _ _ _ _
2. c_ _ _ s _ _ _
3. s_ _ _ _ _
4. t_ _ _ _ _
5. d _ _ _ _ _ _ _ _ _ _
6. c_ _ _ _
7. c _ _ _ _ _ _ _ _ _ _
8. g_ _ _ _ _ _ _ _
9. g _ _ _ _ _ _ _ _
10. b_ _ _ _

1/2 POINT FOR EACH CORRECT ANSWER TOTAL ___/5

2 **Complete the sentences with the correct word.**

Example: We visited the ancient *temple*/island of Poseidon last week.

1. Rameses II *traded/ruled* Egypt for sixty-seven years.
2. Text-messages are a modern way to *communicate/entertain* with your friends.
3. What's the *ancient/official* language in Spain?
4. We've got a project in biology class. I need to *surf/download* the Internet for information.
5. Can you *download/connect* this song from the Internet for me?
6. Let's watch "The Young and the Restless". It's my favourite *chat show/soap*.
7. Farmers in ancient Egypt *grew/hunted* crops and raised animals.

1 POINT FOR EACH CORRECT ANSWER TOTAL ___/7

3 **Write the numbers.**

1,678 = ...
64% = ...
3.32 = ...
4,980,060 = ...
206,612 = ...

1 POINT FOR EACH CORRECT ANSWER TOTAL ___/5

GRAMMAR LINK

4 **Complete the sentences with who/which/where.**

1. John is the teacher …… taught us Latin.
2. Athos Camp was the camp …… I spent my holidays.
3. Mark Twain is the author …… wrote Oliver Twist.
4. Indigo Blue is a book …… is about the life of a young girl.
5. The Parthenon is the temple …… the Greeks built for the goddess Athena.

1 POINT FOR EACH CORRECT ANSWER TOTAL ___/5

5 **Rewrite the sentences using the words in bold.**

e.g.: I woke up at 11.00 when I was five years old. **USED TO**

When I was five years old, I used to wake up at 11.00.

1. Playing football is my favourite pastime. **LOVE**

……

……

2. I don't like watching horror films. **HATE**

……

……

3. My parents went to discos on Saturdays. **USED**

……

……

4. Boys didn't wear uniforms at school. **USE**

……

……

2 POINTS FOR EACH CORRECT ANSWER TOTAL ___/8

TOTAL SCORE ___/30

CHECK YOUR ANSWERS WITH YOUR PARTNER. THEN LOOK AT THE ANSWER KEY ON PAGE 176-177

0 - 10:  **11 - 20:**  **21 - 25:**  **26 - 30:** 

Self-Assessment

Which is true for you? Put a tick ✓ in the right box.

Can-do Checklist	My opinion		
			
a. I can complete my notes with information from a guide book text.			
b. I can ask for and give information about ancient civilisations.			
c. I can write a history quiz for my classmates.			
d. I can find similarities and differences between the British and the Greeks..			
e. I can read numbers.			
f. I can understand numbers in spoken language.			
g. I can talk about suitable photos for an exhibition with my partner.			
h. I can write a paragraph about my partner's past habits and states.			
i. I can talk about what helps me learn English.			

 : I'm very good! What can I revise?	My Notes: ....
 : I can become better. What should I practise?	
 : I must try harder. What do I need to work on?	

FOCUS ON LISTENING SKILLS

Tick ✓ the listening strategies that have helped you in this unit. Which other(s) do you want to try in the future?

Listening Strategies	Great help!	I'll try...
1. Read the task carefully to understand the context and what you have to do.		
2. Look at the material that goes with the listening (photos, tables, titles etc) to guess what it is about and what to expect.		
3. Think of words / ideas you might hear and make a list.		
4. Focus on what you have to do. Don't worry if you don't understand everything on the recording.		
5. Listen to the recording more than twice if necessary. Focus on difficult parts.		

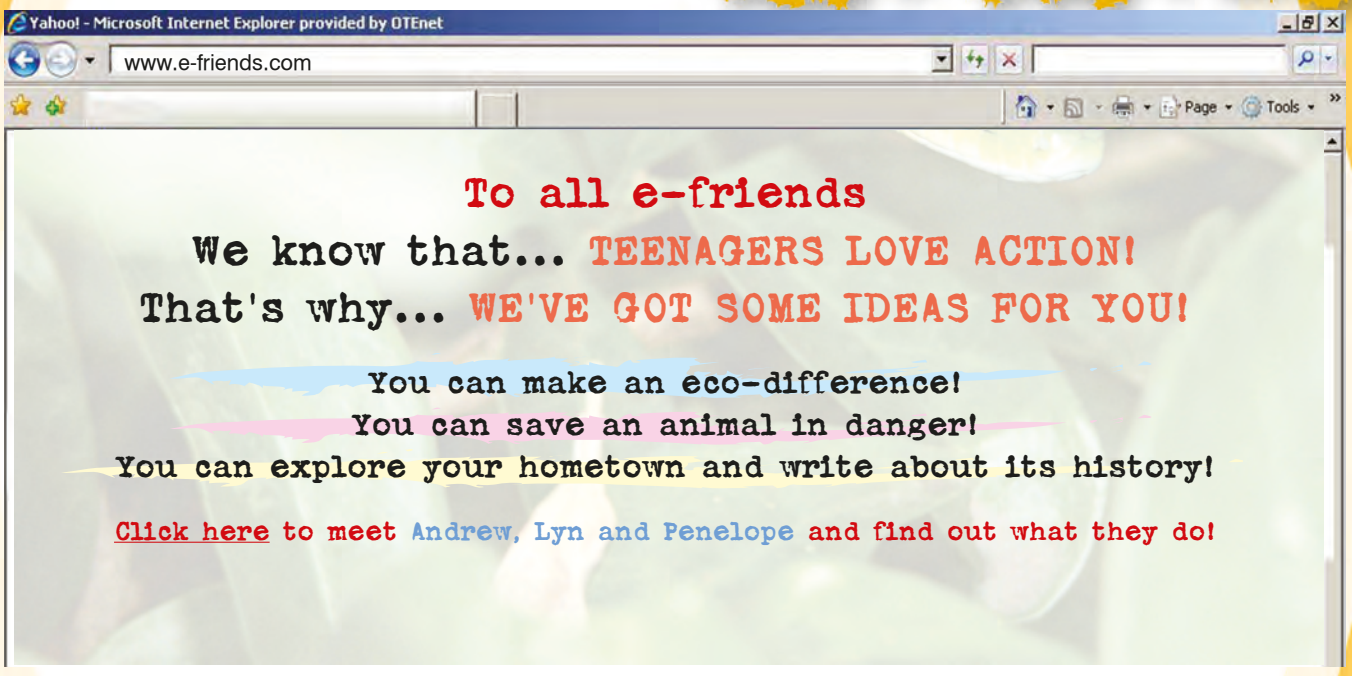


UNIT 6
Teens in action

LESSON 1: Let's go green!

LESSON 2: Many hands make light work!

LESSON 3: Learn by doing!



Listen and match the speakers (1-3) with the ideas in the photos (A-D). There is one extra photo.



A ...



B ...

School Club - Junior Archaeologists

C ...



D ...

In Unit 6 you will...

READ
- a poster about recycling
- school environmental schemes on the Internet
- an advertisement for volunteers
- a quiz on a historical area in Athens
- a student's letter of application and CV
- an online article about the Kazantzakis museum

LISTEN TO
- a radio news report on a school trip

TALK ABOUT
- your experiences
- voluntary work
- learning by doing

WRITE
- a letter of application
- your CV
- a Treasure Hunt task sheet

LINK TO
- Environmental Studies • History • ICT • Modern Greek • Geography

Lesson 1

Reading & Speaking



e-friends@thinkteen.gr

Dear e-friends,
It's easy to go green if we know what destroys our planet and how we can help. That's why I have created this website. We can share information, eco-experiences and advice. It's our way to help the Earth.
Andrew (from Brighton)

1 ***Recycling***

a. What does it mean?
b. What Greek word does 'Recycling' remind you of?
c. What can we recycle? Find out in the word-snake. Can you add anything else?

glassbottlescansbatteriesmagazinesplasticbagsbooksnewspapers

2 ***Do Andrew's quiz to learn more about the environment. Then, check with the key on page 141. How does it make you feel? Do you know any other environmental facts?***

Quiz - The Environment

1. Recycling one aluminium can save enough energy to power a television for....
   a. one hour *b. three hours*
2. ..... do not rot. They will stay in the ground forever.
   a. Glass bottles *b. Plastics*
3. The average family uses .... trees worth of paper a year.
   a. six *b. three*
4. Newspapers contain about ..... of recycled paper.
   a. 50% *b.10%*

3 ***Andrew's class made this poster. Read the text on it. What is it about?***

4 ***How can students help protect the environment? In pairs, make a list of ideas.***

We must all help to save our planet.

Our motto is:

Think before you bin!

Have you ever heard of the three Rs ?

Reduce
Reuse
Recycle

Join a school environmental scheme now!

Let's all go green!

Reading



1 ***Lots of students take part in school environmental schemes. Read quickly what some of them wrote for Andrew's site. Are there any of your ideas?***

2 ***Decide on a suitable name for each school scheme. Choose from a-e. There is one extra.***

a. 'Zero Waste Day' ...
b. 'Clean-up Day' ...
c. 'Draw to Help!' ...
d. 'Cash for Cans' ...
e. 'Recycle Paper' ...

Task 28- p.198

Yahoo! - Microsoft Internet Explorer provided by OTEnet



Green Schools ⇔ Green Communities

Andrew, 15 (1)
"Recycling a can is 20 times cheaper than making a new one, so manufacturers are happy to buy used ones. I've joined an eco team which collects cans students usually throw away and takes them to the nearest recycling point. It's really cool! We've bought three new basketballs with the money they've given us for the used cans so far. Have you ever volunteered for your community?"



Sheila, 12 (2)
"We've started a Waste Reduction Week at our school. Today, we've removed the waste-paper bins from all classrooms and the headmaster has given each student a bag where we must put all the litter we produce during the day. At the end of the day, the student with the smallest bag will get a prize! So, let's get down to work!"

Tony, 13 (3)
We've teamed up with other schools in our area and we've formed eco teams. We're trying to recycle as much paper as possible. We've asked the local council for extra recycling bins and they've given us green flags to fly! It's a good start but we haven't gone green yet. We must keep working."

Bettina, 14 (4)
"My team has designed recycling posters which encourage people to sort the paper, glass and cans from their rubbish. We've also made a poster with the names and addresses of phone and computer stores which take old mobiles and computers and give them to people in poor countries or recycle them. Have you ever heard of that?"

ideas taken from:
www.ci.fort-collins.co.us, www.kidsrecycle.org/index.php, www.metrokc.gov/dnr.kidsweb/index.htm

Lesson 1

3 ***Read the students' text in more detail. Find the team that....***

Task 29 - p.198

a. needs something extra at their school.	...
b. has unusual bins today.	...
c. has bought something new.	...
d. uses its members' artistic skills.	...
e. has organised a special week.	...

4 ***Which of these schemes would you like to join? Say why.***



Vocabulary Link

Guessing words from context

1 ***Find the words (1-8) in the students' texts (Texts 1-4). In pairs, guess what they mean and match then with their meanings (a-h).***

Task 30 - p.200

1. manufacturer (Text 1)	...	a. start
2. volunteer (Text 1)	...	b. the people who live in a place
3. community (Text 1)	...	c. shops
4. waste reduction week (Text 2)	...	d. offer to work without getting any money
5. remove (Text 2)	...	e. a person or company that makes sth
6. get down to (Text 2)	...	f. to take sth off or away
7. sort (Text 4)	...	g. put things in groups
8. stores (Text 4)	...	h. we throw less rubbish away during this week

The Environment

2 ***Match the signs (a - e) with the pictures (1 - 5). Then, listen and check.***

a. A new recycling point in our area!

b. Join the school eco team!

d. Take the rubbish out!

c. Don't drop litter!

e. Use the waste paper bin when you sharpen your pencils.



1. .....



2. .....



3. .....



4. .....



5. .....

3 ***'ENVIRONMENT' collocations. Put the verbs in the right box.***

waste / save | plant / cut down | recycle / throw away | protect / destroy | take care of / kill | clean up / pollute | pick up / drop | park / use



trees …… ……	water / energy …… ……	animals …… ……	cars / bicycles …… ……
environment / forests …… ……	beaches / parks …… ……	paper / glass / aluminium …… ……	litter …… ……









Grammar Link

Present Perfect Simple (1)

1 ***Look at the example sentences and complete the Grammar table.***

PRESENT PERFECT SIMPLE
Finished actions that are important NOW

They are fresh NEWS
or personal EXPERIENCES

- We**'ve formed** eco teams in our community.
- **Have** you **ever heard** of the three R's?

They have** RESULTS **in the present

- They**'ve given** us green flags to fly.
- We **haven't gone** green yet.

Do we mention the exact time? **YES / NO**
Is the exact time important? **YES / NO**

*We use **Have you ever ....?*** to ask about **NEWS / EXPERIENCES**

see Grammar Appendix, page 171

Present Perfect Simple

☺ + ... / has + past participle ✓
Have / ..... + ☺ + p.p ?
☺ + ... / ..... + ... ✖

Short answers
Yes, I have / No, I haven't

Past Participle
Complete with verbs from the texts on p. 85

regular: verb - **ed**
e.g. formed , ... , ...

irregular:
e.g. gone, ... , ...

see Grammar Appendix, page 168

2 ***In pairs, make a list of what the students on Andrew's site have done for the environment.***

e.g. Andrew has ..... / At Sheila's school, they have ....

Lesson 1 Let's go green!

3 ***Today is a 'Let's go green' school day in the UK. Say what the students in the drawings have done to help.***











Speaking

1 ***Find someone who.....***

Look at page 147. The student who will be the first to complete their questionnaire correctly is the winner.

Task 31- p.200

2 ***Based on your answers, do you think that your class care about the environment?***

Lesson 2 Many hands make light work!

Reading & Speaking

1 ***Read Lyn's e-mail to Andrew. Why is she writing?***

2 ***Read the advertisement. What kind of work is it about?***



Volunteers Wanted

Are you interested in animals and conservation?
Do you like working with people?

If you have some spare time and you're over 18, we'll be happy to hear from you.

Typical activities

- Answering visitors' questions about the animals or giving them directions
- Playing games and making badges with our young visitors
- Helping out at special events
- Taking visitors on guided tours
- Helping our librarians (some experience in a library is useful)

Join us now! Post your CV to:

Volunteer Recruitment
Wild Zoo
Regent's Park
NW1 4RY

3 ***What kind of voluntary work would you like to do for the zoo? Are you good at/ with any of the following? Discuss in pairs and then tell the class. The Language Bank can help you.***

foreign languages | animals | talking to people | art and crafts

children | computers | singing and dancing | cooking

Language Bank

- I love animals so I could... / I'm good at drawing so I can ...
- I would like to help out at special events because I like ...
- You need to / should / must speak foreign languages to ...
- I don't like ..., so it's difficult to / I can't ... because...
- I think taking visitors on guided tours is enjoyable / interesting / boring because...
- If you like children, it's easy / fun to ....
- What about you?
- Are you good at / Do you like playing games?

Lesson 2

4 ***Do you know what a CV is? What information is there? Check with Lyn's CV.***

5 ***Read Lyn's letter to the Wild Zoo and her CV to find:***

a. when she was born
b. what she wants to become in the future
c. where she has worked
d. what kind of person she is

15 June, 2006

Dear Sir/Madam,
I am writing to answer your advertisement for voluntary work in the Wild Zoo [1] *..... I have just finished school but I have not started my studies yet. I have always loved animals so I want to become a vet. The college I want to go to has already accepted me* [2] *..... ..... So, I think it is a wonderful idea to spend the summer months as a volunteer for the zoo.*
I speak French very well. [3] *..... ..... for the last three years. I believe I am a friendly person and I learn fast.* [4] *..... ..... and spending time with children.*
I am sending you my application form and my CV. I look forward to your answer.

Yours faithfully,
Lyn Elliot

Link to www.e-yliko.gr for the first grade of Junior High School: **Our Restaurant: Staff - Level 3 - Curriculum Vitae**

CURRICULUM VITAE

Name	Lyn Elliot
Address	[5] .....
Tel. Number	020 7798 098
Nationality	British
Date of Birth	11 May 1988
Education	
1999-2006	Oatridge Secondary School
Languages	French (Level C1)
Skills	Computer literate (Word, PowerPoint)
Experience	Assistant in school library
Interests	[6] .....

6 ***Complete the gaps (1-6) with one of the following phrases (a-g). There is one extra.***

Task 32 - p.201

a. 8 Milton Road, SE1 London
b. but classes start in September.
c. so I received very good grades.
d. I also like meeting new people
e. I have also worked in the school library
f. reading, dancing
g. which I read on your website

7 ***What voluntary activity can Lyn do for the Zoo? Explain why.***

8 ***Have you ever done any voluntary work? Tell the class.***



Many hands make light work!

Vocabulary Link

Work

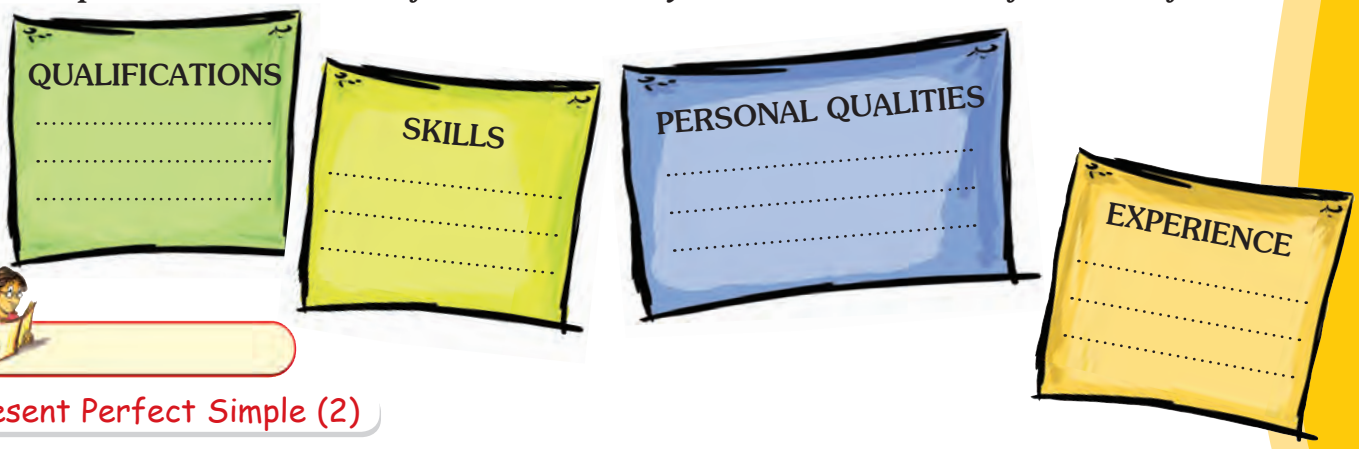
1 ***Match the words (a-j) with their meanings (1-10). Lyn's letter and CV can help you.***

Task 33 - p.202

a. skills	...	1.	a talk with a company about a job you want to get
b. experience	...	2.	things you can do (type, drive etc.)
c. qualifications	...	3.	your character (if you are polite, friendly etc.)
d. voluntary work	...	4.	work of the same type you've done before
e. interview	...	5.	work done for no pay
f. personal qualities	...	6.	the money you get for your work every month
g. working hours	...	7.	certificates and exams you've passed
h. salary	...	8.	it gives information about you
i. application form	...	9.	a special form you complete to get a job
j. CV	...	10.	the hours when you work

2 ***Which of the above (a-j) does Lyn mention in her letter and CV?***

3 ***Complete the cards with information about you. You don't have to fill in all of them.***



Present Perfect Simple (2)

1 ***Match each word in bold with what it shows (a-d).***

1. I have **just** finished school.	...	a. *a period of time up to now*
2. I haven't started my studies **yet**.	...	b. *finished a short time ago*
3. The college has **already** accepted me.	...	c. *not finished*
4. I have worked in the school library **for three years**.	...	d. *finished*

see Grammar Appendix, page 172

2 ***Think about today or this week. Tell each other about something you or a member of your family***

a. have / has **just** done
b. haven't / hasn't done **yet**
c. have / has **already** done
d. have / has done **for some time**

and what the results are in the present.

e.g. I've just eaten a sandwich so I'm not hungry right now.
Dad hasn't bought tickets for the match yet so I don't have any.

Lesson 2 Many hands make light work!

Writing & Speaking

Volunteers Wanted for this year's local BAZAAR

We need students to

talk to shop owners and collect products to sell
type invitations
draw posters
prepare a play
decorate classrooms
visit Greek and foreign sites for ideas
play music for our visitors
cook for our visitors (mums should help)
play games with young visitors

The money from the bazaar will go to the local children's hospital!

1 ***You have just seen this advertisement in the local newspaper. Write a letter to the council to volunteer. Use Lyn's letter as a model.***
Follow this plan:

- Par. 1: Say why you are writing and how you feel about the idea of the bazaar.
- Par. 2 & 3: Give some information about you and your skills / experience / personal qualities (use the information about you in Vocabulary Link Task 3) and say how you could help out.
- Par. 4: Close your letter



2 ***Prepare a short CV. Use Lyn's CV as a model.***

3 ***When you finish, get in groups, read letters and CVs and decide how each person can help.***

Language Bank

- Areti is good at ... so she can .... Do you agree?
- I think that Manos can .... because....
- I can see here that you have studied / know ... so do you want to ...?
- I don't want to .... I prefer to ....
- I find ... boring. Can I ...?
- What about Antigoni?

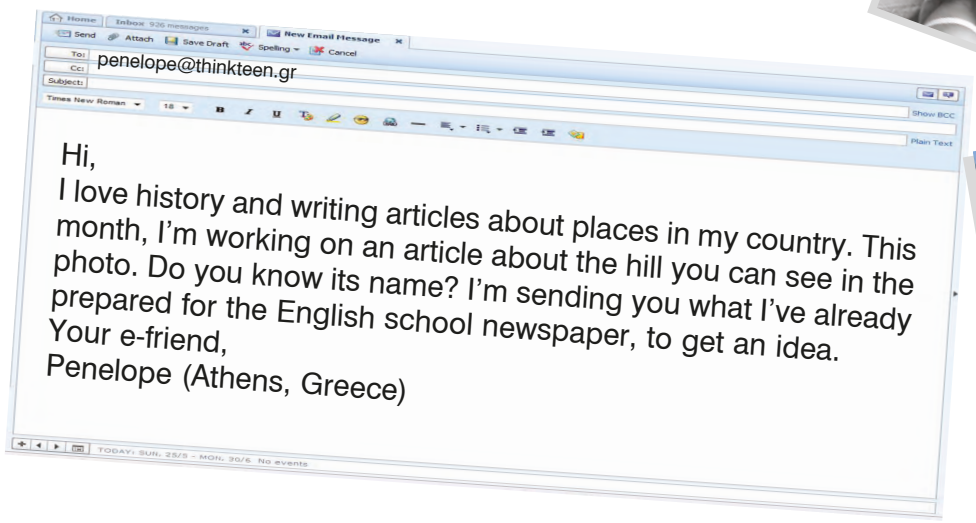
e.g. We think that Manos and Antigoni can play music for our visitors because they play the synthesizer and the guitar in a band.
Areti is great at drawing so she can prepare the posters for the bazaar.

Lesson 3 Learn by doing!

Reading



1 ***Penelope is writing an e-mail to the e-group. Read it to find out about her and her hobby.***



penelope@thinkteen.gr

Hi,
I love history and writing articles about places in my country. This month, I'm working on an article about the hill you can see in the photo. Do you know its name? I'm sending you what I've already prepared for the English school newspaper, to get an idea.
Your e-friend,
Penelope (Athens, Greece)



2 ***Can you do this quiz? If you need help with the language, look at the HELP BOX first.***

QUIZ

1. Philopappos Hill is in the city of...
   a. Kalamata b. Athens c. Alexandroupoli
2. On Philopappos Hill there is a ....
   a. church b. wall c. monument
3. Demosthenes in ancient Greek history was a(n) ....
   a. orator b. general c. tyrant
4. The Assembly of the Athenians met at ...
   a. Plaka b. the Acropolis c. the Pnyx
5. What live performances take place on Philopapos Hill?
   a. ancient drama b. ballet c. traditional Greek dances

key on page 141

Link to www.e-yliko.gr for the first grade of Junior High School: **Underwater Exploration**

3 ***HELP BOX! Match the words (1-7) with the pictures (a-g). Then, listen and check.***

1. monument ....
2. inscription ....
3. orator ....
4. treasure ....
5. compass ....
6. live performance ....
7. assembly ....

a. 
b. 
c. 
d. 
e. 
f. 
g. 

Lesson 3

Listening

1 ***Penelope is going to write an article about a piece of news she heard on Omega Radio, a radio station for English-speaking people who live in Athens. Look at the pictures she is going to use (a-f in Task 3) and think about:***

a. Who the people are b. Where they are c. What they are doing

2 ***Listen to the first part of the news report. Check your guesses in Task 1 and choose the best title for the news report.***

Places popular with tourists Junior Archaeologists in action Students help archaeologists

3 ***Listen to the whole news report and help Penelope put the pictures (a-f) in the correct order (1-6).***

Task 34 - p.202



a. ☐



b. ☐



c. ☐



d. ☐



e. ☐



f. ☐

4 ***Listen again and help Penelope complete her notes for the article.***

Task 35 - p.203

14th Junior High School of Athens
The Event: School Trip to Philopappos Hill

Time spent: [1] .....
Name of game: treasure hunt
Work in [2] .....
A questionnaire about [3] .....
in ancient Athens.

1st task: Find where Greek orators stood to [4] .....
2nd task: [5] ..... on the Philopappos monument
Equipment: [6] ..... and [7] .....
Main Organiser: Mr Ravasopoulos, the [8] ..... teacher
Total number of ss this year: [9] .....

5 ***Have you ever been on a trip like this? When was it? What did you do? Tell the class. If you haven't, do you like the idea of it? Why / Why not?***

Grammar Link

Present Perfect Simple vs Past Simple

Study the example sentences and complete the Grammar table.

a. Yesterday, students of the 14th Junior High School of Athens **visited** the Philopappos Hill.
b. Our teachers **have given us** a questionnaire to complete.
c. At the end of the day, all of them **wanted** to repeat it next year.
d. The school **has organised** this game four times so far.

In which of the above sentences:

1. We are **not** interested in when an action happened. .... and ....
2. We **are** interested in when an action happened. .... and ....
3. We talk about a **repeated** action up to now. ....

What tense have we used in each case?

"Mum, I've had a wonderful day on the school trip. We found all the answers to that questionnaire and we won the first prize!"

What tense do we use to give more details about a past event? .....

see Grammar Appendix, page 172

Speaking

1 ***The students of the 14th Junior High School played treasure hunt and learnt history. In what other occasions do we learn new things by doing something? In pairs, look at the pictures and make a list. Add your own ideas.***

e.g. We learn (how to) by .... / When I ...., I learn about / how to...


a.


b.


c.


d.


e.

SPEAKING STRATEGIES
see page 100

2 ***Find someone who..... AGAIN!***
Look at page 148. Go around the class, ask and take some notes.

Task 36 - p.203

3 ***When you finish, tell the class which answers amused you the most.***

e.g. I found someone who has ..... It happened .... He / She .....

Lesson 3

Reading & Writing

1 ***Read this extract from an article about the Kazantzakis museum. In small groups, discuss what you could look for in this museum if you played Treasure Hunt.***

2 ***Prepare a short Treasure Hunt Task Sheet for the rest of the class. You can ask for information or ask students to find something if they visit the museum.***

e.g.

- Find one of the writer's photographs with someone else. Who is he with and where?
- Find two of his personal belongings a visitor can find in the museum.



The Kazantzakis Museum is in Varvaroi, a place about 20 kilometres to the south of Herakleion. In the museum, there are some of the Cretan writer's personal things, documents, letters, the first Greek editions of his books, translations in 49 languages, photographs, theatrical works and costumes. There is also a collection of press reviews which refer to Kazantzakis and have appeared in Greek and foreign newspapers. Visitors can enjoy learning details about the famous writer's life and career during an audiovisual presentation in five languages: Greek, French, English, German and Dutch.

adapted from www.culture.gr

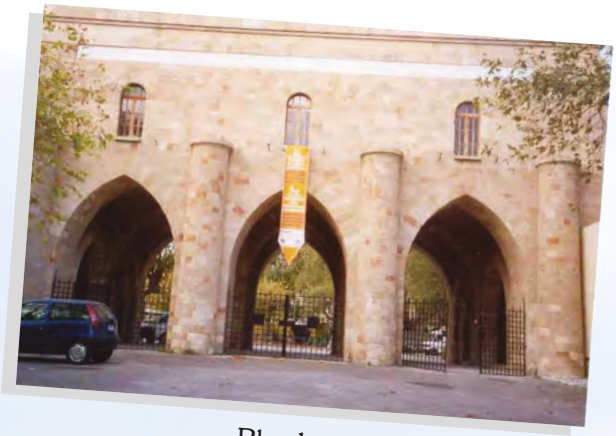
My Portfolio

Project

A Treasure Hunt Game

You are going to organise a Treasure Hunt Game for the students of your school. Work in groups of five and do the following:

- Choose a place of interest in your area. It can be an archaeological site, a museum, an old building still in use, a port, a monument etc.
- Learn more about this place. You can visit it or find out more about it on the Internet or in encyclopedias.
- Select interesting information you can use to prepare a Treasure Hunt Task Sheet. Include some easy tasks and some more demanding ones.
- Write the Treasure Hunt Task Sheet.
- Form groups to play the game. Exchange task sheets with another group.
- In order to win, you must find all the correct answers on the other group's task sheet and present them to the rest of the class.



Rhodes



The Parthenon, Athens



the Kozani Museum



Rio

Self-Assessment

VOCABULARY LINK

1 **Match the words (1-10) with their meaning (a-j).**

1. community	……	a. a collection of valuable things
2. throw away	……	b. a group of people living in the same area
3. volunteer	……	c. a person or company that makes something
4. manufacturer	……	d. an old building important in history
5. sort	……	e. offer to work without getting any money
6. personal qualities	……	f. put something in the bin
7. salary	……	g. put things in groups
8. inscription	……	h. the money you get from your job every month
9. monument	……	i. words written in stone or metal
10. treasure	……	j. your character (if you are polite, friendly etc.)

1/2 POINT FOR EACH CORRECT ANSWER TOTAL ___/5

2 **Complete the sentences with the correct word from the box. There is an extra word you do not need to use.**

orator spare guided tour compass
throw away application form

1. Don't ..... things you can use again!
2. If you have some ..... time, you can join us!
3. If you want to get the job, you must first fill in a(n) .....!
4. We need a(n) ..... to find our way back to the camp.
5. Demosthenes was a famous ..... in ancient Greek history.
6. What about a(n) ..... around the island?

1 POINT FOR EACH CORRECT ANSWER TOTAL ___/6

GRAMMAR LINK

3 **Complete the table.**

VERB	PAST SIMPLE	PAST PARTICIPLE
be		
	broke	
come		
		found
keep		
	lost	
		met
write		

1/2 POINT FOR EACH CORRECT ANSWER TOTAL ___/8

4 Complete the sentences using Present Perfect or Past Simple.

1. Our class …… (just/join) an eco team.
2. He …… (collect) 100 aluminium cans last week.
3. …… you …… (volunteer) for the "Clean-up Day"?
4. Margaret …… (already/do) her homework.
5. …… Sheila …… (get) a prize for her empty waste paper bag yesterday?

1 POINT FOR EACH CORRECT ANSWER TOTAL ___/5

5 Delete the extra word in each sentence.

1. I have known my best friend for ten years yet.
2. Has Terry have adopted a stray dog?
3. My dad is very happy. He has just not won the lottery.
4. I've got some bad news! I've already lost my MP3 player.
5. We have visited a wax museum last summer.
6. Were you been at home five minutes ago?

1 POINT FOR EACH CORRECT ANSWER TOTAL ___/6

TOTAL SCORE ___/30

CHECK YOUR ANSWERS WITH YOUR PARTNER. THEN LOOK AT THE ANSWER KEY ON PAGE 177

0 - 10:  **11 - 20:**  **21 - 25:**   **26 - 30:**   

Self-Assessment

Which is true for you? Put a tick ✓ in the right box.

Can-do Checklist	My opinion		
a. I can read a 'green' poster to find out what it is about.			
b. I can say which environmental scheme I would like to join and why.			
c. I can read an advertisement to find out what kind of work it is about.			
d. I can talk about what kind of voluntary work I can do.			
e. I can find the information I want in a letter of application and a CV.			
f. I can write a letter of application to do voluntary work for a bazaar.			
g. I can write my CV.			
h. I can talk about what voluntary work each of my classmates can do for the bazaar.			
i. I can read a text about a place of interest to prepare a Treasure Hunt Task Sheet for the visitors.			

: I'm very good! What can I revise?	My Notes: ....
: I can become better. What should I practise?	
: I must try harder. What do I need to work on?	

FOCUS ON SPEAKING SKILLS

Tick ✓ the speaking strategies that have helped you in this unit. Which other(s) do you want to try in the future?

Speaking Strategies	Great help!	I'll try...
1. Read the task carefully to understand the context and what you have to do.		
2. Use English as much as possible. Don't miss your chance to practise.		
3. Think of the language you need. If there is a Language Bank, study it and use the words and phrases in it. You can go back to Language Banks in previous units if you think they will help you.		
4. In pair-work, listen to what your partner says and make a comment.		
5. Help your partner with language.		
6. Ask your partner to repeat, rephrase or explain if necessary.		
7. Try to paraphrase if you can't find the right word.		
8. Give an example to support your idea. It's easy to find one.		
9. Don't worry about mistakes. Practice makes perfect.		



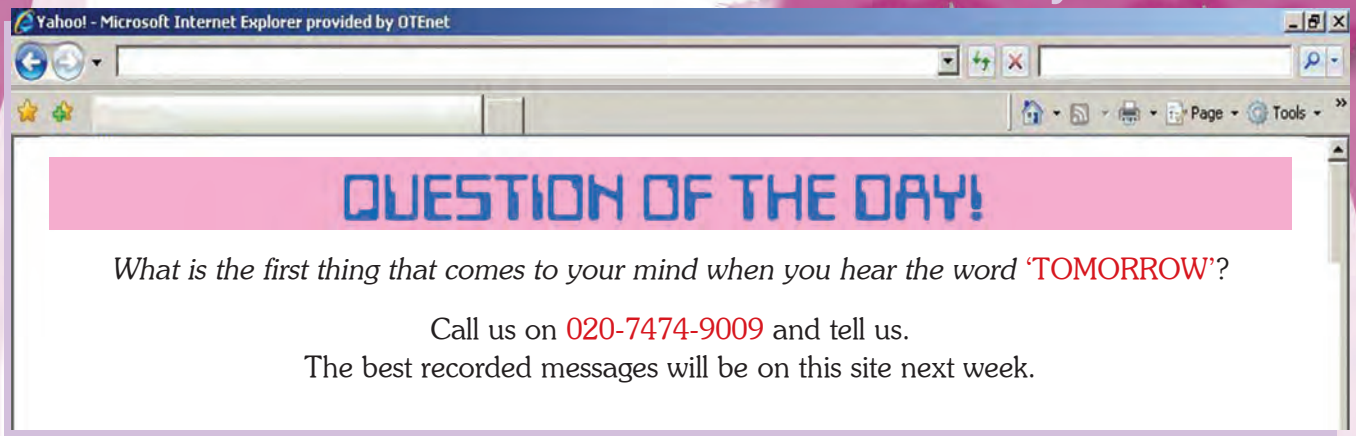
LESSON 1: Travel plans!

LESSON 2: Good intentions!

LESSON 3: In the year 2525!

UNIT 7

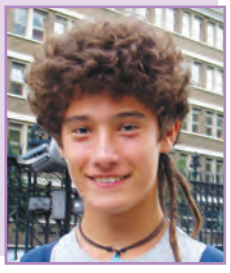
Tomorrow and.. beyond!



1 ***Lots of e-friends called the magazine and left their messages. Listen to Jean Paul, Magda, Paul, Petra and Silou's messages (1-5) and rate them.***

☆☆☆☆: excellent, ☆☆☆: very good, ☆☆: interesting, ☆: boring

Which one did you like the most? Explain why.

[1] Jean Paul, France	[2] Magda, Greece	[3] Paul England	[4] Petra Germany	[5] Silou Indonesia
				
My rate:	My rate:	My rate:	My rate:	My rate: .....

2 ***What is your answer to the QUESTION OF THE DAY?***

In Unit 7 you will...

READ
- a student's e-mail about a summer course in England
- a diary entry
- an article about life in the future

LISTEN TO
- a telephone conversation about a trip
- radio phone-in calls

TALK ABOUT
- a trip to England
- differences in students' diaries
- bad habits & good intentions
- how you can use various objects
- teenagers' life in the future
- what your horoscope says

WRITE
- a list of your good intentions
- a diary entry
- a horoscope of a famous person

LINK TO
- Geography • History • Science • Art • Careers Guidance

Lesson 1

Speaking

1 ***Where are the students in the photos? Discuss in pairs.***



Culture Corner

- What exhibits are there at Madame Tussaud's?
- Are there any Greek personalities at Madame Tussaud's?
- Is there a similar museum in Greece?

2 ***Look at the pictures and the tickets. Can you imagine the students' daily programme?***

Reading

1 ***A group of Greek students from Syros is going on a summer course to England in July. Alex is one of them. Read his e-mail to his Italian e-friend, Pedro and complete their weekly programme.***

Royal Holloway English Course - Greek group

	Mon	Tue	Wed	Thu	Fri	Sat
Morning	[1].....	Lessons	Lessons	Lessons	Lessons	Trip to Cambridge
Afternoon	Visit [2].....	Sports	Shopping in London	Trip to Windsor	Trip to [5]	
Evening	Video	Disco Night	[3].....	[4].....	Blind Date	Farewell Party

Home | Inbox 926 messages | New Email Message

Send | Attach | Save Draft | Spelling | Cancel

To: pedro@thinkteen.gr Show BCC

Cc:

Subject: Plain Text

Times New Roman 18



Hi Pedro,

I've got great news! In July, I'm spending a week in London, doing an English course at a well-known English college, Royal Holloway. Here is a photo of it! The campus looks great, doesn't it?

There are lessons almost every morning (boring!) but lots of trips too. On our first day, on Monday, we're taking a placement test so there aren't any lessons on that day. After the test, we're visiting the British museum to see the Parthenon Marbles. I can't wait! I've heard so much about them at school.

On Wednesday evening, we're going to the theatre to see 'Evita', the famous musical. On Tuesday and Thursday, we're staying in. Lessons and sports. Tuesday is disco night and on Thursday there's karaoke. Cool?



Friday afternoon, we're going to Thorpe Park, a huge amusement park full of exciting rides (jealous?). Saturday, we're visiting Cambridge and spending the whole day there. We're flying back home on Sunday 17.

What about your plans? Where are you going in July? How about coming to my place in Syros in August?

Write soon!

Alex

TODAY: SUN, 25/5 - MON, 30/6 No events

2 ***Which of the activities above do you find most interesting? Explain why.***

3 ***Have you ever been on a trip like this? Which other famous London sights do you know?***

Lesson 1

Listening



1 ***Listen to Sophia talking to Patrick, her friend from Cambridge, on the phone. What are they talking about?***

2 ***Listen again and complete Patrick's notes.***

Sophia in England!

Arrives on: [1] .....

Trip to Cambridge: on [2] .....

Meet: [3] *in the* .....

outside [4] .....

at [5]..... p.m.

Sophia's mobile: .....



Vocabulary Link

Travelling



1 ***Look at the weekly programme of Royal Holloway and Alex's e-mail on page 103. In pairs, choose words to make a WORD GROUP called 'on a summer course'.***

2 ***Give a title to each WORD GROUP below. Choose from the following. Then, listen and check.***

at the airport	at the museum	at the hotel	on the underground
[1]	[2]	[3]	[4] .....
free admission	station	hotel reception	airline ticket
events	exit sign	porter	boarding pass
exhibition	platform	receptionist	check-in desk
opening hours	line	room key	duty free shop
floor plan	train	single room	departure lounge
gallery	tunnel	double room	luggage reclaim

3 ***Work in groups of four. Choose one of the WORD GROUPS in Task 2 above and use your dictionary to find the meaning of the words you do not know. Then, explain the words to the other groups.***

e.g. What is a 'gallery'?
It's a room in a museum.

My Portfolio

4 ***In groups, prepare Vocabulary posters for each WORD GROUP in Task 2. Visit one of these places in your area. Use a camera to take pictures to illustrate the vocabulary.***

Grammar Link

Present Continuous - Talking about future arrangements

1 ***Look at the example sentences and the article and choose TRUE or FALSE.***

- ***We're flying*** *to London on the 10th of July.*
- ***We're spending*** *the whole day in Cambridge.*
- ***We're going*** *back to London at 5.30.*
- *When* ***are you coming*** *to Cambridge?*

personal arrangements and fixed plans for the future
↓
PRESENT CONTINUOUS

Choose:

- We are sure they will happen.
  TRUE / FALSE
- We often give the time, date and/or place.
  TRUE / FALSE
- We often write about them in our diaries.
  TRUE / FALSE

see Grammar Appendix, page 173

2 ***You want to go shopping with your friend next week. What plans have you already got? Write down some of them and tell each other to find out the best day to go shopping together.***

e.g. – Let's see. Next Wednesday we can't go shopping because at 4 o'clock, I'm playing chess with Paul. What about Thursday?
– I'm sorry. Next Thursday afternoon, I'm visiting my grandma. Are you doing anything on ...?

Speaking

Find the differences

1 ***You and your partner have got a copy of two students' diaries. Some of the things in them are not the same. Take it in turns to ask and answer questions to find out 3 similarities and 3 differences. You have five minutes.***

Student A: Look at the diaries on page 149.
Student B: Look at the diaries on page 152.

Tip!

You don't want to miss the fun, so...

- Don't show your diary to your partner.
- Answer only your partner's questions.
- Don't give him/her any extra information.

2 ***What differences have you found? Check with the rest of the class.***



Project

Busy professionals

Work in pairs

- Think of a professional in your area you can talk to (e.g. a lawyer, a sports person, a teacher, a farmer, a doctor, a shop owner, a businessman etc.)
- Ask about his/her plans for next week. Has he/she got a diary?
- Use a diary to write down his/her plans for next week.
- Take some photos to use in your presentation.
- Present it to the class.

Lesson 2

Speaking

1 ***Have you got any bad habits? Do you want to do anything about them? Tell your partner and ask for advice.***

e.g.
– I bite my nails. I want to stop but it isn't easy. What should I do?
– A good idea is to buy a special nail polish which has a bad taste. It might help you stop.

2 ***Are you going to follow your partner's advice? Why (not)?***

Listening

1 ***Robert, the presenter of a radio programme for teenagers, invited the listeners to express their good intentions for this month. Listen to 6 of them and write the name of the teenager next to each intention (a-g). There is an extra intention.***


Silou


Christos


Pedro


Jean Paul


Hans


Maria

This teenager is going to ...	NAME
a. be more careful in the streets	.....
b. feel positive about themselves	.....
c. take advice from somebody older	.....
d. behave better towards others	.....
e. watch less TV	.....
f. eat less junk food	.....
g. be careful when visiting websites.	.....

2 ***Which of the above do you think are really important for a teenager to do? Explain why.***



Grammar Link

Be going to - Talking about future plans and intentions

1 ***Look at the example sentences and complete the Grammar table.***

- **I'm going to be** really nice to other kids.
- From now on, **Silou's going to think** PINK!
- **I'm going to talk** with an adult about my choices.

To talk about what we have decided to do - our future plans and intentions ↓ **BE GOING TO**	*Complete:* ..... / **is** / ..... + **going to** + ... *How do we form questions and negatives?* COMPARE: **I'm going to have** a party to celebrate my birthday. *(I'm talking about what I want to do)* **I'm having** a party on Saturday at 8.00. *(I'm talking about a fixed party)*

see Grammar Appendix, page 173

2 ***Look at your list of 'bad habits' in Speaking Task 1. Imagine this weekend is your GOOD INTENTIONS WEEKEND. Write down three things you are going to do on a piece of paper and give it to your partner. On Monday, he/she is going to check on you.***

- I'm going to visit my grandparents and spend two hours with them.
- I'm going to revise the subject I hate.
- I'm not going to watch TV all day.

Did you visit your grandparents?

Yes, I did.

Did you spend two hours with them?

Actually not. I spent only about one hour with them. I wanted to meet my friends.

GRAMMAR STRATEGIES See page 116

Lesson 2

Reading

1 ***Read this piece of writing and say:***

a. What type of writing is it?

b. How does the writer feel and why?

Thursday, April 3rd
11.30 pm

Can't sleep. I'm staring out of my bedroom window. Ten days to the party! I'm going to wear that fantastic dress I bought yesterday and I'm going to invite Tim, the boy who lives next door. I see him every morning. He rides his bike to school. I think he's gorgeous! He might like me too. I hope he does! And guess what! Mum and dad are eating out on the day of the party! Lalalala... life is fabby, fab, fab



2 ***Read it again, find and underline:***

a. something that is going on at the moment

b. something the writer has decided to do, an intention

c. a past action

d. a habit

e. something the writer is not really sure about

f. a fixed arrangement

3 ***What grammar structures has the writer used to express the above?***

My Portfolio

Writing

1 ***Write a short diary entry about something you feel excited or sad about at the moment. Use the diary entry above as a model. Try to include most of the points (a-f) in Reading Task 2.***

2 ***Check your grammar. Have you used the right structure to express each of your thoughts? You partner can help you.***

Speaking

1 ***Look at these drawings. What do they show?***



2 ***Get in groups of 4. Take it in turns to do the task.***

Students A, B & C: Choose one of the objects above (the same one) and tell student D only what you are going to do with it (different things).

Student D: Listen to your partners and guess which object they have chosen. Wait for all your partners to tell you about their intentions. You will get one point if you guess right.

E.g.

Student D: What are you going to do with it?

Student A: I'm going to water the plants with it.

Student B: I'm going to put it in the fridge.

Student C: I'm going to drink out of it.

Student D: Is it the bottle of water?

Lesson 2 Good intentions!



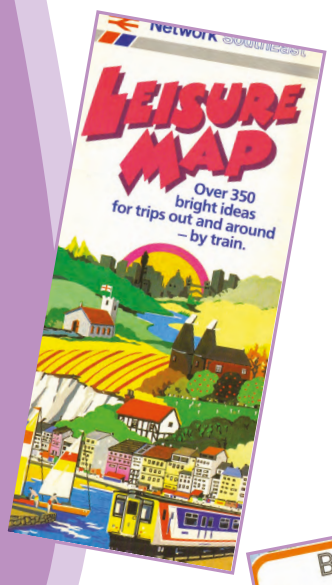
Project

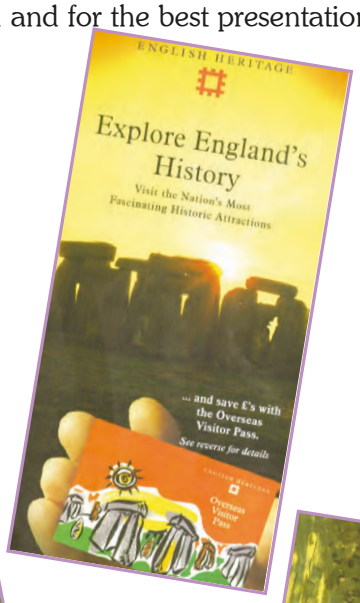
Our next school trip

Get in groups of four and organise the next school trip

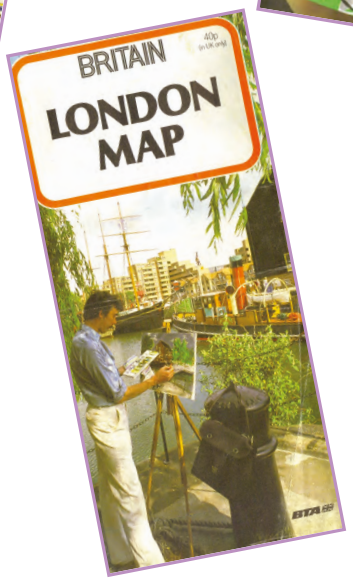
- Collect data about the place you want to visit. Find a map and information from brochures, websites, travel guides etc.
- Make a list of possible activities you can do there. Include something for everyone in your group.
- Make a list of the equipment you are going to need. Explain what you are going to do with it.
- Discuss and draw up the itinerary and programme of activities. Remember that your programme must be realistic and practical.
- Write out your plan neatly and add maps and photographs.
- Present it to your class.
- Vote for the best plan and for the best presentation.















Lesson 3 In the year 2525!

Reading

1 ***Silou, from Indonesia, is sometimes worried about the future. How do you feel? What might life be like after 100 years or more? In small groups, write down words to describe LIFE IN THE FUTURE. Then, share your ideas with the rest of the class.***



Fashion

.....

.....

6



Travelling

by helicopters

.....

.....

1



Technology

.....

.....

2

LIFE IN THE FUTURE



Education

.....

.....

5



Living Conditions

underwater flats

.....

.....

3

4

Entertainment

virtual reality games

.....

.....



2 ***In Silou's class, the students wrote an article about life in the future for their English newspaper. Read it to check which of the above (1-6) aspects there are. Have the writers mentioned any of your predictions?***

3 ***Silou sent the article to Andrew's site to share it with their e-friends. Andrew wants to add headings over each idea. Here is his list. Read the article again and choose the most suitable heading for each technological development (1-6). There are two extra headings.***

Tiny cameras	Brain Power	'Watch me'	No car? No problem
Cheap Travelling	See them live!	Future cities	Can you hear me?

4 ***Will teenagers have more fun in the future? Say why.*** **Task 37** - p.204

TEENnewspaper

What will life be like in the year 2525?

Take a look at some guesses about technological developments in our lifetime - and beyond.



1 You'll wear an interactive video watch and at the touch of a button, you'll talk to people next door or in another country. Don't forget to smile because a video image of your face will also appear.

2 You won't need one. You'll go to your Personal Station where you will type your destination on a special computer. A door will open to a small taxi that will take you to your stop.



3 Huge domes will protect all cities on Earth. In this way, we will enjoy the sun all year round and there won't be any pollution. Some cities will float in the air above the oceans so tourists will use air lifts to reach them.



4 Within a thousand years you will just think of a command and robots or other machines will obey it. Computers will recognise not only your voice but also your thoughts. For example, you will think "Sit" and your robotic dog will immediately sit next to you.



5



In some years, you won't need to go to the theatre, to a concert or to a football match. You'll watch any event live on your virtual reality screen without missing anything. Teenagers will feel they are in a crowded stadium, dancing to the rhythm of the latest hit. At the same time, parents won't worry about their children's safety.



6 The world is getting really noisy. That's why in the future we'll all cover our walls with a special kind of wallpaper which will block outside noise. Are you learning how to play the piano? Does your neighbour complain about the noise? Don't worry. Quite soon, you'll be able to play music whenever and anywhere you like without bothering anyone.

adapted from: http://www.nationalgeographic.com/ngkids/9901/beyond-2000/

In the year 2525!

Speaking

Guess the title

Get in two groups. Each group makes a list of films and/or books which are about the future. Choose a film or a book from your list and ask a member of the other group to use pantomime in order to help his/her partners guess its title. If they guess right, they win a point. Then, change roles and play the game again.



RULES OF THE GAME!

- Use only sign language to mime the film title. If you speak, your group misses a turn.
- Use only English to guess the title. If you don't, your group misses a turn.

Word Bank

space empire captain
time machine generation
cyberspace alien attack
planet trip enemy

Vocabulary Link

Guessing words from context

1 ***Get in groups of four and explain to each other what the following words mean. Use the text, the drawings and, if necessary, your class dictionary to get help. Use only English.***

destination (text 2)	dome (text 3)	air lift (text 3)
command (text 4)	crowded (text 5)	wallpaper (text 6)

2 ***Find words (1-8) in the text and match them with their meanings (a-h).***

1. interactive (text 1)	...	a. move slowly in the air
2. float (text 3)	...	b. not being in danger
3. reach (text 3)	...	c. annoy someone
4. recognise (text 4)	...	d. allows direct communication between A and B
5. immediately (text 4)	...	e. right away
6. safety (text 5)	...	f. say you aren't happy about something
7. complain (text 6)	...	g. arrive somewhere
8. bother (text 6)	...	h. know sth because you've seen or heard it before

Horoscope

3 ***When were you born? What is your star sign? Choose from the following:***

Aries (21/3 - 20/4)	**Taurus** (21/4 - 21/5)	**Gemini** (22/5 - 21/6)
Cancer (22/6 - 23/7)	**Leo** (24/7 - 23/8)	**Virgo** (24/8 - 23/9)
Libra (24/9 - 23/10)	**Scorpio** (24/10 - 22/11)	**Sagittarius** (23/11 - 22/12)
Capricorn (23/12 - 20/1)	**Aquarius** (21/1 - 19/2)	**Pisces** (20/2 - 20 /3)

Culture Corner

There are 12 animal signs in the Chinese horoscope:
Rat, Ox, Tiger, Rabbit, Dragon, Snake, Horse, Lamb, Monkey, Rooster, Dog and Pig.
What sign are you in the Chinese horoscope?

4 ***Listen to the star signs and repeat. Mark the stress (•) on each word.***

Lesson 3 In the year 2525!

Grammar Link

Future Simple - Predicting

1 ***Look at the example sentences to complete the Grammar table.***

a. Huge domes **will protect** all cities on Earth.
b. You **won't need** a car.
c. **Will** teenagers **have** more fun in the future?
d. **There won't be** any pollution.

To predict the future - to say what we think will happen ↓ **Future Simple**	**Future Simple**
We can use it with words/expressions like: **I (don't) think, I'm (not) sure, I hope, perhaps, soon**	☺ + **will** + verb ✓ ..... + ☺ + verb? ☺ + ... / **will not** + ... ✗ **Short answers** Yes, I will / No, I won't

see Grammar Appendix, page 174

2 ***Get in pairs. In 3 minutes, make as many predictions as you can about teenagers' future life. Think about school, fashion, leisure activities, family life, problems etc. When time is up, share the ideas with the rest of the class and write the most popular ones on the board.***

e.g. Perhaps, teenagers won't live with their parents.
We hope there will be a computer on each student's desk at school.

3 ***Which of your predictions are optimistic*** ☺ ***and which ones are pessimistic*** ☹ ***? Discuss.***

Speaking

Task 38 - p.204/205

Mediation Task

Student A: Look at page 150. **Student B:** Look at page 153.

Writing

1 ***Which famous person do you like? Which one do you hate? Write a horoscope for each one of them. You can have categories like: Personal Life, Career, Family and Friends, Money etc.***

2 ***When you finish, prepare a page for an English class magazine:***

- *Work in small pairs,*
- *type your drafts,*
- *add photos and*
- *make a collage.*

My Portfolio



Sign: Capricorn
Personal life: Sakis will .....
Career: This week, Sakis ....

Self-Assessment

VOCABULARY LINK

1 **Delete the odd one out.**

1. boarding pass	check-in desk	double room
2. duty free shop	platform	tunnel
3. stare	bite	watch
4. museum	statue	campus
5. destination	helmet	seatbelt
6. Capricorn	Sagittarius	star

1 POINT FOR EACH CORRECT ANSWER TOTAL ___/6

2 **Complete the sentences with the correct word from the box. There is an extra word you do not need to use.**

exhibits destination immediately placement jealous
recognise intentions fasten temple

1. We're taking a …… test on Monday.
2. There are important …… at the British Museum.
3. Remember to …… your seatbelt when you drive.
4. I'm often …… of my little brother. He always has anything he wants.
5. She's full of good …… but that doesn't help much.
6. We'll meet you …… after school.
7. Can you …… this tune?
8. A small taxi will take you to your ……

1 POINT FOR EACH CORRECT ANSWER TOTAL ___/8

GRAMMAR LINK

3 **Complete the sentences with the correct future tense.**

1. Ben …… (fly) to Rome tomorrow morning. Here's his ticket.
2. Christos is holding a DVD. He …… (watch) his favourite film.
3. My parents say that they …… (listen) to me more carefully this year.
4. I think I …… (become) a teacher when I grow up.

2 POINTS FOR EACH CORRECT ANSWER TOTAL ___/8

4 **Write questions for the sentences so that the underlined words are the answers.**

1. ……
   My parents are going to watch <u>the news</u> at 9.00.
2. ……
   She's flying to <u>Paris</u> tomorrow.
3. ……
   <u>My dad</u> will help me with my homework.
4. ……
   Tina and Martin are getting married <u>next month</u>.

2 POINTS FOR EACH CORRECT ANSWER TOTAL ___/8

TOTAL SCORE ___/30

CHECK YOUR ANSWERS WITH YOUR PARTNER. THEN LOOK AT THE ANSWER KEY ON PAGE 177

0 - 10:  **11 - 20:**  **21 - 25:**   **26 - 30:**   

Self-Assessment

Which is true for you? Put a tick ✓ in the right box.

Can-do Checklist	My opinion		
a. I can talk about a trip based on photos and tickets.			
b. I can read a student's e-mail to find out about the weekly programme of a summer course.			
c. I can understand a telephone conversation between two friends who want to meet.			
d. I can talk about my bad habits.			
e. I can understand what a radio phone-in call is about.			
f. I can write a diary entry about something exciting or sad.			
g. I can organise a school trip with my classmates.			
h. I can talk about teenagers' life in the future.			
i. I can write an imaginary horoscope for a celebrity.			

: I'm very good! What can I revise?	My Notes: ....
: I can become better. What should I practise?	
: I must try harder. What do I need to work on?	

FOCUS ON HOW TO LEARN NEW GRAMMAR

Tick ✓ the strategies that have helped you to learn grammar in this unit. Which other(s) do you want to try in the future?

Grammar Learning Strategies	*Great help!*	*I'll try...*
1. Study the example sentences and guess the new rule.		
2. Find examples of the new grammar structures in the texts of your book. Study how they are used.		
3. Complete the Grammar table carefully and clearly.		
4. Check with the Grammar table while you are doing tasks for practice.		
5. Think of what grammar structures you need for a speaking and/or writing task and get help from the Grammar Appendix to use them correctly.		



LESSON 1: "And the winner is...!"

LESSON 2: Crack the code!

LESSON 3: School reporting!

UNIT 8
In the papers!



Listen to Penelope, Pedro and Jennifer. What does each teenager enjoy reading in a school newspaper? Make a note under each photo. Who do you have the same taste with?







In Unit 8 you will...

READ
- students' articles about famous awards
- an English message in Braille
- an article about how to make a school newspaper
- newspaper headlines

LISTEN TO
- an interview with a blind boy
- a conversation between students planning their school newspaper

TALK ABOUT
- famous awards
- activities at different workplaces
- famous people with disabilities
- the results of an event
- your experiences
- what a newspaper headline reveals

WRITE
- an article about awards around the world
- an English message in Braille

LINK TO
- History • Geography • ICT • Modern Greek

Lesson 1

Reading & Speaking

1 ***What do these photos have in common? Which are related to show biz? Tell the class.***






2 **JIGSAW READING** ***You want to write an article about famous awards for your school newspaper and you need some ideas. Get in pairs and look at David and Susan's work for their newspaper.***

Student A: Read Susan's article on page 119 and complete Table A. Then, check your answers with another Student A.
Student B: Read David's article on page 120 and complete Table B. Then, check your answers with another Student B.

3 ***Student A: Pair up with a Student B. Turn to page 151 to do the Speaking task.***

Student B: Pair up with a Student A. Turn to page 154 to do the Speaking task.

The Oscars

TEENnewspaper

by Susan Dukes



What are they?

The Oscars are actually the most prestigious award anyone in the film industry can win. They started in 1929 and nowadays everybody looks forward to this glamorous annual event. They are called the Oscars after the golden statue which is given out to the winners.

What is the Academy?

The Oscars are organised by the Academy of Motion Picture Arts and Sciences which is made up of professionals in the film biz. The Academy was set up in 1927 with just 36 members, but now there are more than 6,000 members because all Oscar winners are asked to become Academy members and vote for the next Oscars.

What categories are there?

The most important Oscar is the Best Picture prize which is given to the best film of the year. But the Best Actor and Best Actress in a leading role are really important too. Oscars are also given out for categories like direction, music, costumes, make-up and sound.

Some Oscar Facts

- Walt Disney has won more Oscars than anyone else. He was nominated for 64 and won 26!
- The most Oscars ever won by a single film are 11. That's happened three times, with Ben Hur (1959), Titanic (1997) and The Lord of the Rings: The Return of the King (2003).

For more information, visit http://www.oscar.com and http://theoscarsite.com

adapted from: http://news.bbc.co.uk/cbbcnews/hi/newsid_1880000/newsid_1881900/1881938.stm

A. The Oscars - Table of Facts

What they are:	[1]……	Number of Members:	(1927) [6]……
First Oscars (date):	[2]……		(today) [7]……
How often:	[3]……	Most important category:	[8]……
Organisers:	[4]……	Facts	
Who the members are:	[5]……	➢ Walt Disney:	[9]…… Oscars
		➢ Titanic:	[10]…… Oscars

Lesson 1

Music Awards

TEENnewspaper

by David Reims



Top of the Pops Music Awards

The Top of the Pops Awards are new to the game of pop gongs and only started in November 2001. The viewers of the BBC1 music show choose the winners. The main titles are: *Best Pop Act, Best R&B and Best Rock Group.*

The Brits

These high-profile awards are held every February and they are seen as the Oscars of the music industry in the UK. There are 15 categories in all but only four are voted for by the public. And these are: *Best Pop Act, Best British Video, Best British Single and Best British Newcomer.*

MTV Awards

Held in November, the MTV Europe Music Awards are chosen by fans from all over Europe. They vote by phone or on the web. More than 2 million people took part in the voting last year.

The American Music Awards

The American Music Awards cover many categories of contemporary music like hip-hop/R&B, rock, Latin, pop, country, and alternative. The award nominations are based on the artists' record sales. Each winner is chosen by a group of 20,000 music fans.

a gong (noun) *UK informal* an honour for a particular acting or singing performance

adapted from http://news.bbc.co.uk/cbbcnews/hi/newsid_4180000/newsid_4188100/4188148.stm

B. Music Awards - Table of Facts

TOP OF THE POPS		MTV AWARDS	
First appeared:	[1].....	When:	[7].....
Who votes:	[2].....	Who votes:	[8].....
One main category:	[3].....	How to vote:	[9].....
THE BRITS		**THE AMERICAN MUSIC AWARDS**	
How often:	[4].....	Types of music:	[10].....
Where:	[5].....	Winning depends on:	[11].....
Best British Single voted by:	[6].....	Who votes:	[12].....

4 ***Read the extract from Sean Penn's interview and say if you agree with him or not. What qualities in a film or performance bring an Oscar? Do you think that the winner is always the best?***

TEEN MAG

May 2008

This year, the president of the jury for the Oscars Sean Penn (the famous American actor) said in his interview to 'Le Monde': *"We should not give the Oscars to films which have become box office hits because of very good marketing and the star system. We should try to find what will stay with us forever."*

adapted from www.iefili.com

Vocabulary Link

Awards

1 ***Circle the words in the word snake to form Show Biz collocations. The articles can help you. Then, listen and check.***

Show Biz:

filmindustrymusicindustryhigh-profileawardsrecordsales
awardnominationsgoldenstatueglamorouseventleadingrole

2 ***Match the following definitions with words from Vocabulary Task 1.***

a. the number of records/CDs an artist has sold:	.....
b. the main role in a film:	.....
c. there are many but one of them will get the award:	.....
d. an attractive and exciting event:	.....
e. people who make films work in it:	.....
f. awards that attract our attention:	.....



Grammar Link

Passive Structures - Simple Present Passive

1 ***Study the example sentences and complete the Grammar table.***

- The Best Picture prize **is given** to the best film of the year.
- The Oscars **aren't voted** for **by** the public.
- Each winner **is chosen by** a group of 20,000 music fans.
- **Are** such events **organised** in your country? **Yes, they are**.

USE	FORM
Complete with: ***person / action / by / repeatedly / true*** We use: 1. the Passive to stress the .....and not the .....who does it. 2. the Present Passive for actions that are always ..... or that happen ..... 3. ..... if we want to mention the person who does the action, that is the *agent*.	**SIMPLE PRESENT PASSIVE** am / is / are + past participle a. *How do we form the negatives, questions and short answers of SIMPLE PRESENT PASSIVE?* b. *Underline all present passive sentences in the articles. In which ones is the agent mentioned? Can you say why?*

see Grammar Appendix, page 174

Lesson 1 "And the winner is ...!"

2 ***Get in groups of three. Choose one of the following places and make a list of activities that are normally done at this location. Write passive sentences and add the agent if necessary. When you finish, tell the class.***

Task 39 - p.206

school	hotel	restaurant
theatre	park	zoo

e.g. At a hotel
a. Beds are made every day.
b. Breakfast is served between 7.00 and 9.00.
c. Credit cards are accepted.
d. ....

3 ***Imagine your school organised a number of visits to workplaces for the students so that they would learn about different jobs. You would be able to see people working and you would also have the chance to help. Which place would you choose to go to?***



Project

Famous Awards around the World

- You are going to prepare an article about 'Famous Awards around the World'.
- Get in groups of four.
- In your group, carry out some research to find out about different kinds of awards.
- You can choose one of the following or find one yourself.
  - ***The Caledonian Award***
  - ***Hans Christian Andersen Award***
  - ***Conservation Awards***
  - ***Nobel Prizes***
  - ***Genesis Awards***
  - ***Tiger Award***
  - ***Pulitzer Prize***
  - ***The Emmy® Awards***
  - ***Radio Disney Music Awards***
  - ***Πανελλήνιοι Μαθητικοί Καλλιτεχνικοί Αγώνες***



- Take notes on the following areas:
  kind of awards / when they are held / organisers / categories / voters / winners
- Choose the most interesting information and write your contribution to the article. Add photos, if possible.
- Your ICT teacher can help you put all your contributions together to create a school newspaper page.



12οι Πανελλήνιοι Μαθητικοί Καλλιτεχνικοί Αγώνες 2006

Lesson 2 Crack the code!

Listening

1 ***How do people communicate? What about those who can't see, hear or speak? Look at photos 1-6 and add your own ideas.***





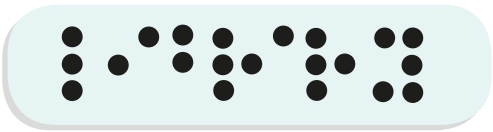








2 ***Look at this sign. Do you know what code this is?***



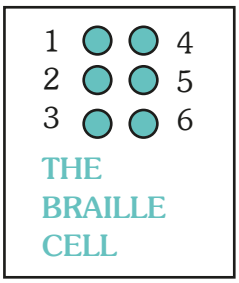
3 ***Jennifer's class, in Cambridge, is writing articles about children with special needs for the school newspaper. Jennifer is interviewing Tom, a 12-year old boy, who is blind. Listen to the first part of the interview to find out:***

a. what the sign says:	.....	b. the name of the code:	.....

Lesson 2

4 ***Look at Tables A and B and try to understand how the Braille code works.***

A



THE BRAILLE ALPHABET

a	b	c	d	e	f	g	h	i	j
k	l	m	n	o	p	q	r	s	t
u	v	w	x	y	z				

B

!	’	,	-	.	?	Capital

5 ***Listen to the second part of the interview and complete Jennifer’s notes.***

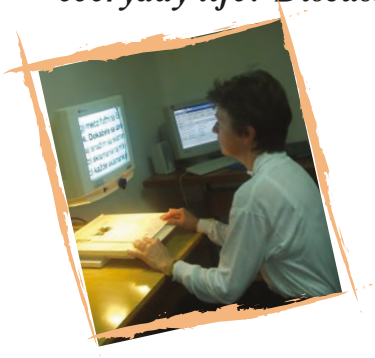
- Louis Braille was from [1] ..... (Date of Birth: 4 Jan [2].....)
- Blinded by accident at the age of [3].....
- Sent to [4]..... to study at the Royal Institute for Blind Youth.
- A French soldier, Charles Barbier, visited Louis’s school in [5]..... and showed the students his code.
- Based on Barbier’s idea, Louis invented his code which had [6]..... dots.
- There are Braille symbols for each letter. E.g. letter D has dots 1, 4 and [7]..... Letter [8]..... is written with dots 2 and 4.
- Braille readers touch the dots and can read up to [9]..... words in a minute.
- 1829: [10]..... was published.
- There are extra symbols for [11]..... and .....
- Braille Asteroid: Number [12].....

6 ***Work in pairs. Look at the Braille alphabet and ...***

a. find the letters of your name and tell the dot numbers for each one.
b. write your name in Braille
c. write a secret message in Braille for another pair of students.



7 ***What kind of difficulties do these people face in their everyday life? Discuss in class.***





Tatyana McFadder

Crack the code!



Vocabulary Link

Guessing words from context

1 ***Read these extracts from the interview with Tom. In pairs, try to guess and explain what the expressions in bold mean. Then, tell the class.***

Task 40 - p.206-207

a. Braille became blind **by accident** when he was only three years old.
b. How did he **come up with the idea of** his code?
c. Soldiers used this code **to share top-secret information** during a battle.
d. Each dot has **a numbered position** on the Braille cell.
e. I can read a sign or a book **just by** touching these dots with my fingers.
f. You can see Braille signs in most **public places**.
g. The asteroid 9969 Braille **was named after him**.
h. **Thanks to** you, I'll write a great article for our newspaper.

2 ***In pairs, choose four of the expressions above (a-h) to make sentences with.***

Punctuation Marks

3 ***Match the punctuation marks with their names. Then, listen and check.***

a. full stop
b. comma
c. question mark
d. exclamation mark
e. capital letter
f. bracket
g. hyphen
h. apostrophe

1. ! .... 2. , ... 3. ? .... 4. ' ....
5. (... 6. L .... 7. . .... 8. -

4 ***Read the following message and say what the BRC is. Then, in pairs, add the right punctuation marks in the message.***

braille reading club BRC

do you want to talk with other kids about the new Braille best sellers
visit the reading club e message board
you can learn about prices bookshops and authors
don t miss it

Disabilities

5 ***What do you know about these people? Match (a-c) with (1-3). Then, choose from the Word Bank what can help each group in their everyday life.***

a. The blind / Blind people ...	1. can't hear.
b. The deaf / Deaf people ...	2. can't use a part of their body.
c. The disabled / Disabled people ...	3. can't see.

Language Bank

- a seeing eye dog
- a wheelchair
- a cane
- sign language
- a hearing aid
- a Braille printer

6 ***Do you know any famous people with disabilities? In pairs, check*** *http://en.wikipedia.org/wiki/List_of_people_with_disabilities* ***and make a list.***

e.g. Beethoven was deaf.

For more about the different kinds of disabilities visit *http://library.thinkquest.org/11799/index.html*

Lesson 2 Crack the code!



Grammar Link

Passive Structures - Simple Past Passive

1 ***Study the example sentences and complete the Grammar table.***

• It **was invented by** a blind 12-year-old boy like me, Louis Braille. • Louis **was born** on January 4, 1809 in a small town near Paris.	• Symbols for maths and music **were added** in 1837. • **Was** Louis Braille **sent** to a school in London? **No, he wasn't.**
USE *Complete with:* ***past / date / finished*** We use the **Simple Past Passive** 1. for *complete*, ... *actions* in the ..... 2. to give someone's ..... or *place* of birth.	FORM **SIMPLE PAST PASSIVE** ..... / ..... + past participle *How do we form the negatives, questions and short answers of SIMPLE PAST PASSIVE?*

see Grammar Appendix, page 175

2 ***Read the titles of these newspaper articles about two big events. In small groups, choose one event and make a list of possible results and results-of-results, using past passive sentences.***

TEENnewspaper

2004. The Olympic Games in Athens!

The Olympic spirit returns to its ... .
....

TEENnewspaper

Massive Earthquake rocks the capital and kills innocent people!

September, 1999. Strong earthquake, measuring 6.3 on the Richter scale, destroyed part of the city! ....

e.g. The Olympic Games

- Lots of tickets were sold.
- The Paralympics were organised in Athens too.
- .....

e.g. Massive Earthquake

- People were taken to hospitals.
- More doctors were needed.
- .....



Speaking

Find someone who..... Do the speaking task on page 155. The student who will be the first to complete the questionnaire correctly is the winner. Tell the class about your findings.

Lesson 3 School reporting!

Reading

1 ***Petra and Hans from Berlin have sent their e-friends an e-mail and an attached file. Read the e-mail to find out what the attachment is. What do they suggest?***

e-friends@thinkteen.gr

Dear all,
Here's the spring issue of our school newspaper. We had a great time preparing it. Have a look and tell us what you think.
Love,
Petra & Hans
PS. If you like the idea of a school newspaper, read our article. It will help you get started.



2 ***Read Petra and Hans's article about how to prepare a school newspaper (pages 129-130) and put the headings (1-6) above the correct section (a-e). There is an extra heading.***

I. What about printing your newspaper?

2. Helen Porte of Huxlow School's English Department gives some advice:

3. How to make your school newspaper interesting!

4. Why is it a good idea?

5. What can you do for your newspaper?

6. What can you include in your newspaper?

3 ***Look at the texts (A-E) from English school newspapers. What type of text is each one? Choose from the ideas mentioned in the article (section b / items 1-8)***

TEENnewspaper

A



Raise Those Voices

The children take part in the workshops every Thursday after school. There will be a performance for the school on the last day of the Spring Term.

Lesson 3

B

By Meera Solanki
'The Series of Unfortunate Events' is by Lemony Snicket and the title means what it says. It is about three children whose parents both perished in a fire that burnt down their family home. They think one of

C

USE your knowledge

Find the subjects! What is the hidden word?

1 ____ ☐
2 __ ☐ ____
3 __ ☐ ____
4 ____ ☐ ____
5 ____ ☐ ____
6 ____ ☐ ____

1. You solve problems and work with numbers.
2. You learn how to make simple things, what energy is and about inventions.
3. You carry out experiments.
4. You draw maps and learn about the world.
5. You learn about your body, animals and plants.
6. That's the easiest. You study the language spoken in England.

M. Alevizakos, B. Sphyris, IAB

Key: 1. maths, 2. technology, 3. chemistry, 4. geography, 5. biology, 6. English

D

SPORTS FANS

Kalogerakis John (2A) and Stamelos Evagelos (2F) talk about

Sailing

If you cannot fly or feel absolutely free or use your mind when doing a hobby or sport, don't waste time, try sailing! Many people believe that sailing is not a sport. This is totally wrong because when you sail, you exercise your body and your mind as well. In order to feel all the sensation that sailing offers you, you must have a strong body, free mind and



the most convenient sport to Greek people, because our country is

like the way of tea construction is bes to be because of th We believe that in types of boats wom ones won't even to Despite the fact th athletes that do sa very successful ch knows the great G took part and won **Games: Mr. Kal Tsoufla and Mr 4,70 category a Papathanasiou**

E

The Cookery Column

Our Chef Recommends... A Delicious Snack!

Baked baguette
with mozzarella cheese and tomato

INGREDIENTS

- 1 medium baguette
- 200 g of mozzarella cheese cut into slices
- 2 tablespoons mustard
- 1 big tomato cut into slices
- 1 tablespoon of oregano
- Olive oil

With a sharp knife, carefully make deep cuts in the baguette, brush them with olive oil and mustard and fill them with tomato slices.
Then, sprinkle them with oregano and wrap the baguette well in aluminium foil. Bake at 200 degrees for 5 min.
Unwrap carefully, add cheese slices and bake for a further 2-3 min. Serve warm.

By the Cookery Club members

A. .....
B. .....
C. .....
D. .....
E. .....

4 ***In pairs, read section c and find the person(s) who will ...***

a. need to carry a modern type of equipment.	.....
b. find information for you.	.....
c. go to a book exhibition in your area.	.....
d. check all pieces of writing.	.....
e. prepare the newspaper on the computer.	.....

5 ***In pairs, read Helen Porte's advice in section e. Which piece do you think is the most useful? Explain why.***

TEENnewspaper

Let's work together for our SCHOOL NEWSPAPER!

a. _____

A lot of people who work in the media started out by writing for school newspapers. It's a great way of learning how a story is put together. You can also learn about the different jobs there are and find out which one you might like to do. School newspapers also help students talk about the things they are unhappy with, which can lead to changes in the way a school works.

b. _____

There is a lot going on in schools so you will never be short of ideas. Think about:

1. **News articles:** competitions, sports events, celebrations, school trips etc. Anything that affects people at your school (students, teachers, school staff).
2. **Club announcements:** Let everyone know about the various activities going on.
3. **Quizzes:** Set some challenging questions for your classmates.
4. **Recipes:** Share your favourite recipe with the readers.
5. **Artwork:** This is a great chance to show your artistic skills.
6. **Photos:** Take pictures of students, teachers and school staff in action. They will want to get your paper to see themselves in print.
7. **Reviews:** Write about the latest books, films and albums of your favourite artists.
8. **Songs:** What about publishing the lyrics of the latest hit?





c. _____

If your team is small, then everyone has to do a bit of everything. If you are a big team, here are some of the jobs you can do.

1. **Editor:** The editor is the boss of the paper. Editors decide what sort of stories it should cover and who is doing what. They also correct or change pieces of text before they are printed.
2. **Cartoonist:** Students who are good at art could draw a cartoon or a comic strip.
3. **Photographer:** Find someone who knows how to use a digital camera. If your paper is photocopied, remember that the quality of your photos won't be really satisfactory.
4. **Reporters:** They write news stories. This means that they should go to school events (matches, school parade, plays etc.) and come back with an article or an interview.
5. **Researcher:** You might need someone who is really good at digging up information. They should know how to use libraries and the Internet.
6. **Designer:** Your newspaper should look interesting. Find students who have design skills and can use computer graphics.

Lesson 3

TEENnewspaper

d. _____

This is where you're going to need help and advice. Students with good ICT skills are needed for this job. Most school newspapers are put together like this:



1. Write each story using a word processing package.
2. Paste the text to some desk top publishing software.
3. Arrange the stories on the page the way you want them.
4. Add the pictures, artwork and headlines.
5. Check the work very carefully - more than once.
6. Print it.
7. Run off loads of copies on a photocopier.

e. _____

1. Try to invite someone from the local newspaper to talk to teachers and students who are interested in the idea of a school newspaper.
2. Get a team of volunteers together. Ask some teachers to help all students in the school to write for the newspaper if they wish.
3. Take advantage of everyone in the local area - they usually want to help out schools. Ask for interviews, prizes and sponsorships.
4. If printing costs are too high, put the newspaper on the Internet. The school ICT teacher can help you.
5. Set realistic targets. Try to produce one paper per term.

Glossary
word processing noun [U] the organisation of a text in electronic form using a word processing program.
desk-top publishing noun [U] the production of a page design for books, newspapers etc. by using a small computer and printer

adapted from: www.news.bbc.co.uk/cbbcnews/hi/find_out/guides/2003/school_newspapers/

Reading & Speaking

Catchy headlines

Task 41- p.207

If you want to attract readers, you need to find a catchy headline for your newspaper article. In pairs, read the following headlines and discuss:

1. What kind of text is it? 2. What might it be about? 3. Is it interesting to read?

a. Hey TEENS! Can we have your attention, please?

b. Are celebs too skinny?

c. Caught on Camera!

d. The 9 Laws of Friendship

e. Destination ... OXFORD

f. The boy in the striped pyjamas ~John Boyne
'A small wonder of a book' GUARDIAN

g. FROM THE EDITOR
Dear readers,

Listening

1 ***Listen to some students in Petra and Hans's class talking about their newspaper and take notes of what each student is going to do.***

Petra: .....
Robert: .....
Hans: .....
Sylvia: .....
John: .....



2 ***What would you like to do for your school newspaper? Tell the class.***

Link to www.e-yliko.gr for the first grade of Junior High School: **Project: School Radio**

Project

Our school Newspaper

Phase One

- Get in groups of five.
- Decide what to include in your newspaper. Try to include a variety of genres (article, quiz, story etc.) as well as a contribution from each member of your group.
- Look at your portfolios. Read each other's work and discuss which pieces you would like to publish in your newspaper.
- Choose a representative of your group and present your Top 5 suggestions to the rest of the class. Appoint a secretary to write them on the board (e.g. A HISTORY QUIZ by Konstantinos P.)
- Vote for the texts you would like to include in your newspaper. Remember! YOU CAN'T VOTE FOR YOURS.
- Make a final list of ideas/texts for your newspaper. Now, you are ready to start working on them.
- Agree on a name for your school newspaper.
- Reread Helen Porte's advice.

Phase Two

- What would you like to do for your newspaper? Look at your options in Petra and Hans's article (section c), choose and form groups.

Phase Three

- You should all help with photocopying and stapling the newspaper pages together.
- Make a poster to advertise your newspaper.
- Run a newspaper kiosk in the school yard to distribute your newspaper (a couple of desks and chairs and an 'Our School Newspaper' sign will do). You can also distribute your newspaper to your family, friends, neighbours and local shop owners.
- Put your newspaper on the school site.

Self-Assessment

VOCABULARY LINK

1 **Circle the correct collocation**

1. film	vote	INDUSTRY
2. annual	golden	STATUE
3. in	by	ACCIDENT
4. read	invent	A SIGN
5. print	paste	A NEWSPAPER

1 POINT FOR EACH CORRECT ANSWER TOTAL __/5

2 **Complete the sentences with the words from the box. There is an extra word you don't need to use.**

thanks **package** **strip** **after** **prestigious** **out**

1. The Oscars are the most …… awards in the film industry.
2. …… to Braille, blind people can read books.
3. I was named …… my grandma.
4. Use a word processing …… to write your article.
5. Students who are good at art can do a cartoon or a comic ……

1 POINT FOR EACH CORRECT ANSWER TOTAL __/5

GRAMMAR LINK

3 **Are the sentences active or passive? Write A for active and P for passive.**

1. She writes all the e-mails at the office. ☐
2. Dinner is served at 7 o'clock. ☐
3. The meeting was cancelled. ☐
4. A bank robbery took place yesterday. ☐
5. The house was completely destroyed by the fire. ☐

1 POINT FOR EACH CORRECT ANSWER TOTAL __/5

4 **Choose the correct answer.**

1. I ……my homework very early today.
   a. was finished b. finished
2. America …… discovered by Columbus.
   a. is b. was
3. We are …… lots of presents at Christmas.
   a. gave b. given

4. Our school newspaper …… published twice a month.
   a. is b. are

5. Dad is …… a sports magazine.
   a. reading b. read

1 POINT FOR EACH CORRECT ANSWER TOTAL ___/5

5 Change the sentences from Active to Passive. Omit the agent when appropriate.

1. The cartoonist draws the cartoons for the paper.
.....

2. Our classmates wrote challenging questions for the quiz.
.....

3. Mary often uses a digital camera.
.....

4. They arranged the stories on the page.
.....

5. We invited lots of people to the end-of-year party.
.....

2 POINTS FOR EACH CORRECT ANSWER TOTAL ___/10

TOTAL SCORE ___/30

CHECK YOUR ANSWERS WITH YOUR PARTNER. THEN LOOK AT THE ANSWER KEY ON PAGE 177

0 - 10: 

11 - 20: 

21 - 25: 

26 - 30: 

Self-Assessment

Which is true for you? Put a tick ✓ in the right box.

Can-do Checklist	My opinion 		
a. I can do jigsaw reading with my partner.			
b. I can talk about activities at different workplaces.			
c. I can write an article about famous awards around the world.			
d. I can talk about famous people with disabilities.			
e. I can use punctuation marks.			
f. I can play 'Find someone who …' with my classmates.			
g. I can use the title and the headings of an article to guess the ideas in it.			
h. I can plan a school newspaper with my classmates.			

 : I'm very good! What can I revise?	My Notes:
 : I can become better. What should I practise?	.....
 : I must try harder. What do I need to work on?	.....

FOCUS ON WRITING SKILLS

Tick ✓ the writing strategies that have helped you in this unit. Which other(s) do you want to try in the future?

Writing Strategies	*Great help!*	*I'll try...*
1. Read the task to understand ➢ *what type of text* you are writing, ➢ *who* you are writing to and ➢ *why* you are writing.		
2. Use the model texts in your book to get help.		
3. Make a plan before you start writing.		
4. If there is a Language Bank, use the words and phrases in your writing.		
5. Ask your partner to read your draft and comment on your ideas and language. Do the same for him/her.		
6. Use the 'writing code' to correct mistakes.		
7. Keep all your writing in a file and read it from time to time to avoid making the same mistakes.		



UNIT 9

Review

Happy summer holidays!



Which famous songs do you know about SUMMERTIME and/or HOLIDAYS? In groups, make a list of titles and the artists. Can you sing one of them with your partners?

In **Unit 9** you will...

READ
- a web page about a teen camp
- teenagers' e-mails about their holidays
- a teenager's e-mail about the European Union

LISTEN TO
- a conversation about the European Union

TALK ABOUT
- unusual sports & eco-holidays
- travelling
- the European Union
- your favourite painting

WRITE
- a letter to an English-speaking friend giving information about travelling in Europe

LINK TO
- Physical Education • Geography • History • ICT • Culture • Art • Music

UNIT 9

Reading & Speaking



1 ***Silou is sending this e-mail and webpage to her e-friends. Read both and say what they are about.***

e-friends@.thinkteen.gr

Dear all!
Are we going to Greece again this summer? Visit this site and let me know what you think. Isn't it a wonderful idea? If you and your parents agree, we need to book early.
Silou

Yahoo! - Microsoft Internet Explorer provided by OTEnet

LOOKING FOR FUN?

Are you between **13** and **18** years old?
Would you like to visit **Greece** this summer?
Do you love unusual and **extreme sports**?
Are you a fan of **eco-holidays**?
Then, come to the
International Teen Camp,
to have the time of your life!
Are you the adventurous type?
Go for **white-water rafting**, **wall scaling**, **abseiling** or **canoeing**.
Our experienced instructors will be next to you to help.





If you don't like risky sports, there is **archery**, **fishing**, **trekking** or **cycling** for you.





Do you prefer eco-holidays?
Then, **help with the grape harvest** or with **cleaning the beaches**.
Whatever you choose to do, the experience will be unforgettable!
The **International Teen Camp** is open all weekends during the winter months and every day from May to September.
Book our two-week package holiday in August now and have fun with your friends!
School groups are welcome.
For more information and bookings, e-mail us at ITCamp@set.gr

Start | Yahoo! - Microsoft Int... | EN | 18:07

2 ***In pairs, write down all the activities you can do at the International Teen Camp. Make the following* WORD GROUPS:**

Unusual and Extreme Sports **Eco-holidays.**

Add any other activities you know.



3 **CLASS DISCUSSION:** ***Have you ever done any of the activities mentioned in Task 2 above? Which ones would you like to do? Tell the class.***





Reading

1 ***Magda, Jennifer, Silou, Jean Paul, Nadia and Pedro have decided to spend two weeks together at the International Teen Camp in Greece in August. Read some of the e-mails they exchanged before their holidays and do the task on the next page.***

e-friends@thinkteen.gr

Hi everyone!
Before we go on holiday, let's help each other get organised. I've bought a first aid kit in case somebody has an accident. Last year, I took a first aid course at school and I'm actually proud of what I've learnt. What about clothes? Let's make a list of what we need.

Jean Paul

PS. Magda, you should tell us what the Greek weather is like. OK?

e-friends@thinkteen.gr

Jean Paul,
You know how to get us going. Well, it's really hot in Greece in August but the camp is in a region, Epirus, where it gets chilly in the evening. So, don't forget to bring a couple of sweaters with you. Make sure you have a cap and some sunscreen with you. The sun can be really strong.
Can't wait to see you all!

Magda

e-friends@thinkteen.gr

Guys,
What's the currency in Greece? Euro, I suppose. I'll have to go to the bank. I also need to renew my passport. How much money do you think we'll need for two weeks? Are all meals included in the package? What is the Greek cuisine like?

Silou

e-friends@thinkteen.gr

... After the ITCamp, I'm spending some days on a Greek island, Syros. My friend Alex has invited me. Magda, will you please let me know some stuff I must remember when I meet Greek people? I know we're very much alike but the more I know the better.
Thnx

Pedro

e-friends@thinkteen.gr

... I'm also going to bring my English Trivial Pursuit® and Scrabble®. We spent hours playing these games last year, remember? Magda, will you bring your backgammon? It's 'tavli' in Greek, right? You see, I remember it.
Love,

Jennifer

e-friends@thinkteen.gr

... Will you please remember to bring me postcards from your country for my collection? Actually, I'd love some paintings if possible. Pedro, bring me a Picasso, will you?

Nadia

PS Silou, trust me. The Greek cuisine is delicious!

UNIT 9

Find out who...	... and write his/her name
a. will be most helpful if there is an accident.	.....
b. is an art lover.	.....
c. needs to answer most of the e-friends' questions.	.....
d. will spend more time in Greece.	.....
e. will take care of their evening entertainment.	.....
f. needs extra papers.	.....
g. can be the leader of the group.	.....
h. uses a Greek word.	.....

2 ***Read the e-mails again. What issues about travelling are there? Discuss in class.***

Listening

1 ***Silou wants to know more about the European Union (EU) before her trip to Greece. Listen to her talking to her English teacher about the EU and tick (✓) the topics they are discussing.***



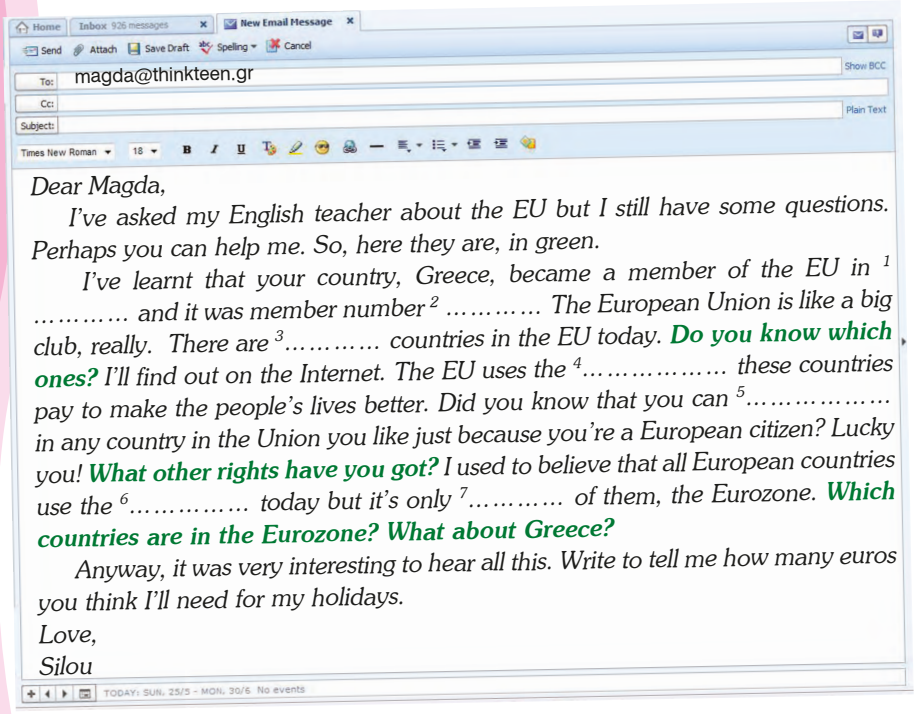
What is the EU? ☐ Who's in the EU? ☐

The Council of the EU ☐

Your EU rights ☐ The Eurozone ☐



2 ***Silou is really excited about the EU so she's writing to Magda about it. Listen to the recording again and complete her e-mail.***



To: magda@thinkteen.gr

Cc:

Subject:

Dear Magda,

I've asked my English teacher about the EU but I still have some questions. Perhaps you can help me. So, here they are, in green.

I've learnt that your country, Greece, became a member of the EU in [1] …… and it was member number [2] …… The European Union is like a big club, really. There are [3]…… countries in the EU today. ***Do you know which ones?*** *I'll find out on the Internet. The EU uses the [4]…… these countries pay to make the people's lives better. Did you know that you can [5]…… in any country in the Union you like just because you're a European citizen? Lucky you!* ***What other rights have you got?*** *I used to believe that all European countries use the [6]…… today but it's only [7]…… of them, the Eurozone.* ***Which countries are in the Eurozone? What about Greece?***

Anyway, it was very interesting to hear all this. Write to tell me how many euros you think I'll need for my holidays.

Love,

Silou

3 ***In pairs, find the answers to Silou's questions about the EU.***

4 ***Do you have any other questions about the EU? Discuss them in class.***

Get help from:

- Your school books
- Your teachers of modern Greek, history, geography
- The Internet

Link to www.e-yliko.gr for the first grade of Junior High School:
Outdoor Games: Kites around the world African Games, Hopscotch.

Writing

Imagine you are going to spend two weeks at a camp like the ITCamp with an English-speaking friend of yours who lives in a non-European country. Write a letter to give him/her the information he/she needs to be well prepared for his/her holidays. Think about the following:

THE CAMP

GREEK WEATHER / PEOPLE / FOOD / CUSTOMS

TRAVELLING IN EUROPE

Project

My favourite painting

1 *Here are four postcards of paintings Nadia got from her e-friends when they met. Do you know any of them? What do they show? Which painting do you prefer? Discuss in class.*



..... - Child with a dove



..... - Τα κάλαντα



..... - The Dance Class

2 **GUESS THE ARTIST!** *In pairs, discuss and write the name of the artist under each painting. Choose from the following and explain your choice.*

Νικηφόρος Λύτρας - **Pablo Picasso**

Vincent Van Gogh - Edgar Degas



..... - The Bedroom

3 *Which is your favourite painting or painter? Find some information about them.*

4 *Present your favourite painting to the class. Explain what you like about it.*

UNIT 9

The story behind a famous painting

5 ***In groups, write a short story to accompany your favourite painting. The Writing Guide and your imagination will help you.***

WRITING GUIDE

STEP ONE

1. Think about what you want to include in your story. (e.g. information about the people in the painting such as their name, age and family situation, where they are, what they are doing, their feelings, background events, what is going to happen next etc.).
2. Think about the tone of your story. Is it going to be sad, humorous, etc?
3. Decide who is going to be the narrator. You can write your story in the first or in the third person.
4. Write your first draft.

STEP TWO

1. When you finish, exchange drafts with another group.
2. Look at the painting your friends are writing about, read their story and make comments to help them make it more interesting and vivid. What else do you want to know about the people in the painting and / or the events in the story?
3. Help each other with language if necessary.

STEP THREE

1. Write your second draft.
2. If possible, scan the paintings, enlarge them and make coloured photocopies.
3. Put your work on display.

APPENDICES Quiz Key

Unit 3 — Lesson 1

Vocabulary Link, Culture Corner

Sayings

1. Eating an apple each day can help you keep healthy.
2. Too many people doing the same thing at the same time will not be successful.
3. Don't feel upset about a mistake that cannot be undone.

Unit 4 — Lesson 1

Answers to the mystery person quiz

A. Alfred Nobel
B. Jim Henson
C. Hans Christian Andersen
D. Wolfgang Amadeus Mozart
E. William Shakespeare

Unit 4 — Lesson 3

Answers to the tsunami quiz

1. fast
2. 10
3. After
4. small/huge
5. a. at some time between 1650 and 1600 BC after the eruption of the volcano in Santorini
   b. in 373 BC after an earthquake in the area of the Gulf of Corinth (Katsanopoulou, 2005 at http://www.helike.org/)
6. a. It destroyed the north coast of Crete and according to Professor Marinatos the Minoan civilisation.
   b. It destroyed Helike, the principal Greek city on the southwest shore of the Gulf of Corinth.

Unit 6 — Lesson 1

Answers to Andrew's quiz

1. b 2. b 3. b 4. a

Unit 6 — Lesson 3

Answers to Penelope's quiz

1. b 2. c 3. a 4. c 5. c

Speaking Appendix

Speaking

Student A

Read the blurb of this book and tell your English-speaking friend about it.
The words in the box may help you.
Don't try to translate the text. Use your own words.



get married to move to
record moments
new member

Λότη Πέτροβιτς - Ανδρουτσοπούλου

σπίτι για πέντε

Ο Φίλιππος 12 ετών, έχει καινούργια οικογένεια. Η μητέρα του παντρεύεται τον Ορέστη, πατέρα του εννιάχρονου και πολύ ζωηρού Άρη. Μετακομίζουν σε καινούργιο σπίτι. Ο Φίλιππος έχει ένα μικρό κασετοφωνάκι και καταγράφει την καθημερινή ζωή της οικογένειας. Το ίδιο κάνει και ο Άρης. Η μητέρα γράφει τα νέα στην αδερφή της στην Κρήτη και ο Ορέστης τηλεφωνεί συχνά στον καλύτερο του φίλο. Έχουν καλές στιγμές, κωμικές στιγμές αλλά και τραγικές στιγμές μέχρι που έρχεται ένα νέο μέλος στην οικογένεια και το σπίτι γίνεται σπίτι για πέντε.

Για παιδιά από 9 ετών και εφήβους
Εκδόσεις Πατάκη
Συλλογή Χελιδόνια

adapted from: **Σπίτι για πέντε** - Λότη Πέτροβιτς - Ανδρουτσοπούλου / Εκδόσεις Πατάκη (Συλλογή Χελιδόνια)

UNIT 3 — Lesson 1

Grammar Link

FIND THE DIFFERENCES

Student A

Tell your partner what there is in Petra's fridge.

*Use **a lot, a little, a few, some** etc.*

Your partner will tell you what there is in Jane's fridge.

Who has healthier eating habits, Petra or Jane? Why?



Petra's fridge

UNIT 4 — Lesson 2

Reading & Speaking

Student A

1 Read the story that won second prize in the story-writing competition.
a. Is it funny or sad?
b. Can you guess the missing information?
c. Ask your partner (Student B) to give you the information missing.

2nd PRIZE

My friends are going to the [1]..... tonight. But I am not! And you know why? Because of that stupid window! Everything happened so fast. You see, I was dancing to the rhythm of 'Lose my breath' in our living room. I was having so much fun!

Suddenly, I raised my left [2]..... and, by mistake, I kicked my [3].....'s ball. The ball flew across the room and hit the window. You can imagine the rest. The window broke into two thousand pieces! [4]..... got angry and punished me of course. I'm grounded for two weeks! It's so unfair!

Tip!

- Don't show your story to your partner. You'll miss the fun!
- Use Wh - questions.
- Remember to use the question form after a Wh-word.

Speaking Appendix



Speaking

Student B

Read the blurb of this book and tell your English-speaking friend about it.
The words in the box may help you.
Don't try to translate the text. Use your own words.



help each other team
get a tan feel good
lie under the sun

Βησσαρία Ζορμπά - Ραμμοπούλου

Η Σαββίνα, η Μοένια και τα χρώματα

Η Σαββίνα μένει στην Αθήνα και είναι μοναχοπαίδι. Μια μέρα φτιάχνει μια ομάδα αλληλοβοήθειας. Η ομάδα τρέχει να βοηθήσει κάθε παιδί της τάξης που αντιμετωπίζει κάποιο πρόβλημα. Όπως την Μοένια που είναι από την Αφρική και θέλει να γίνει... λευκή. Η Σαββίνα πείθει τα παιδιά της τάξης να μαυρίσουν για να αισθάνεται η Μοένια καλά. Και κάθονται στον ήλιο με τις ώρες! Μα η ιδέα της δεν είναι και τόσο καλή. Όλοι είναι θυμωμένοι. Οι γονείς, οι δάσκαλοι... και η Μοένια δεν είναι ευτυχισμένη.

Εκδόσεις ΑΚΡΙΤΑΣ.

adapted from: **Η Σαββίνα, η Μοένια και τα χρώματα**
Βησσαρία Ζορμπά-Ραμμοπούλου - Εκδόσεις ΑΚΡΙΤΑΣ

Unit 3 — Lesson 1

Grammar Link

FIND THE DIFFERENCES

Student B

Tell your partner what there is in Petra's fridge.

*Use **a lot, a little, a few, some** etc.*

Your partner will tell you what there is in Jane's fridge.

Who has healthier eating habits, Petra or Jane? Why?



Jane's fridge

UNIT 4 — Lesson 2

Reading & Speaking

1 **Student B**

Read the story that won second prize in the story-writing competition.

a. Is it funny or sad?

b. Can you guess the missing information?

c. Ask your partner (Student A) to give you the information missing.

2nd PRIZE

My [1]..... are going to the cinema tonight. But I am not! And you know why? Because of that stupid window! Everything happened so fast. You see, I was dancing to the rhythm of '*Lose my breath*' in our [2]..... I was having so much fun!

Suddenly, I raised my left foot and, by mistake, I kicked my brother's ball. The ball flew across the room and hit the window. You can imagine the rest. The window broke into [3]..... pieces! Mum got angry and punished me of course. I'm grounded for [4]..... weeks! It's so unfair!

Tip!

- Don't show your story to your partner. You'll miss the fun!
- Use Wh - questions.
- Remember to use the question form after a Wh-word.

Speaking Appendix

UNIT 5 — Lesson 1



Speaking

Take it in turns to do the task.

STUDENT A

Use the text and your notes to tell your partner about Ancient Egypt.

- *Make sure you give him / her all the information you have found.*
- *Use WORKSHEET A in Vocabulary Link (History 1) to explain some new words.*
- *Help your partner by repeating or explaining but don't show your notes.*

Now change roles.
Listen to your partner and complete the notes about the Roman Empire.

Language Bank

My text says that ...
Can you repeat the (name), please?
Say that again, please.
What do you mean?
How do you spell that?

THE ROMAN EMPIRE

- Big parts of Europe, [1]..... and [2]..... belonged to the Roman Empire.
- Emperor [3]..... built a wall.
- it was [4] ..... miles long.
- The wall protected the empire from the [5].....
- Gladiators fought with [6].....

Tip!

Ask your partner to repeat or rephrase. Don't look at each other's notes because you'll miss the fun!

STUDENT B

1 ***Use the text and your notes to tell your partner about the Roman Empire.***

- *Make sure you give him / her all the information you have found.*
- *Use WORKSHEET in Vocabulary Link (History 1) to explain some new words.*
- *Help your partner by repeating or explaining but don't show your notes.*

2 ***Listen to your partner and complete the notes about Ancient Egypt.***

ANCIENT EGYPT

- An important river: [1] the River .....
- People hunted for food but also for [2].....
- People travelled by [3] .....
- Rameses II ruled for [4] ..... years.
- The Egyptians were very good at [5] .....
- Today, we can look inside the [6].....



Speaking

Ask and answer

e.g. – Have you ever taken care of a stray dog?
– Yes, I have / No, I haven't

Write:

Maria has taken care of a stray dog. / No one in the class has taken care of a stray dog.

Find Someone Who .....

1. *Find someone who has taken care of a stray dog.*
Name:
.....
2. *Find someone who has cleaned up a beach.*
Name:
.....
3. *Find someone who has planted a tree.*
Name:
.....
4. *Find someone who has worked in an eco team.*
Name:
.....
5. *Find someone who has collected cans for recycling.*
Name:
.....
6. *Find someone who has helped put out a fire in a forest.*
Name:
.....
7. *Find someone who has recycled their mobile phone or their computer.*
Name:
.....
8. *Find someone who has dropped litter in the street.*
Name:
.....

Speaking Appendix



Speaking

Go around the class, ask and take notes.

e.g. – Have you ever cooked on your own?
– Yes, I have. I've cooked on my own many times.
– When did you last cook on your own?
– Last week.
– What did you cook?
– I made meat balls.
– Did your family like them?
– To be honest, not much

Find Someone Who ..... AGAIN!

1. *has cooked on their own.* *Name:* .....

(Find out when it was, what they cooked and if their family liked it)

.....

2. *has done an experiment in chemistry.* *Name:* .....

(Find out when it was, what it was about and if it went well)

.....

3. *has played Trivial Pursuit* *Name:* .....

(Find out when he played, who with and if he won)

.....

4. *has heard stories about the past from old people.* *Name:* .....

(Find out who told the stories, where they were and what the story was about)

.....

5. *has visited a foreign country.* *Name:* .....

(Find out where they went, who they went with and what they did on the first day)

.....

6. *has performed on stage.* *Name:* .....

(Find out when it was, where it was and what they did)

.....

Speaking

Student A



Emma's diary	
16 Monday Dance lesson - 6.30	20 Friday Take the dog to the vet - 6.15
17 Tuesday Go to the dentist - 3.30	21 Saturday Meet Carol outside school - 8.00
18 Wednesday Study for the Maths test	22 Sunday Visit Museum of Modern Art with mum and dad Have lunch at the park.
19 Thursday Tidy my room	

Paul's diary	
16 Monday Play basketball - 5.15	20 Friday Wash dad's car
17 Tuesday Revise Biology	21 Saturday Meet Jane outside school - 8.00
18 Wednesday Buy present for dad (after 3.00) 19 Thursday	22 Sunday Visit grandma - morning Go to the cinema with Tom - 7.30
Watch football match - 8.00	



Language Bank

- Paul is playing basketball on Monday.
- What is Paul doing next Sunday?
- Is Emma studying for a Maths test on Wednesday 18th?
  Yes, she is / No, she isn't
- When / What time is Emma ....?
- According to my diary, Paul isn't ....

Speaking Appendix

UNIT 7 — Lesson 3

Mediation

Student A

Your American friend is in Greece. You are looking at Greek magazines together and your friend wants to know what his/her horoscope says. Tell him/her.

Student A:

- *Read the horoscope before you start.*
- *What do you want to say to your friend?*
- *Think about the language you need. Don't try to translate everything.*

  Use your own words.

....

Αυτό το μήνα, θα καταφέρεις επιτέλους να λύσεις ένα πρόβλημα που σε απασχολεί πολύ αυτό τον καιρό. Οι φίλοι σου θα σου δείξουν την αγάπη τους και θα σε βοηθήσουν.

Θα πάρεις πρόσκληση και θα πας σε ένα καταπληκτικό πάρτυ. Οι γονείς σου όμως θα σου πουν να γυρίσεις νωρίς και έτσι προμηνύεται σύγκρουση.

Στο τέλος του μήνα θα γράψετε διαγώνισμα στο μάθημα που σιχαίνεσαι. Προετοιμάσου! Τα θέματα δεν είναι και τόσο εύκολα.

Μην σπαταλήσεις όλο το χαρτζιλίκι σου διότι θα χρειαστείς χρήματα για κάτι σημαντικό. Μπορεί να είναι για μια συναυλία που θα θέλεις να πας ή για την αγορά ενός δώρου. Οι γονείς σου δεν θα σου δώσουν επιπλέον χρήματα.

Now, ***Student A***

You are from Australia and you're spending your holidays in Greece at your Greek friend's house. You are looking at some Greek magazines together and you want to know what your horoscope says. Your friend will tell you. Is it good news?

Student A:

- *Listen to your partner.*
- *Ask any questions you like.*
- *Say if you agree with what your horoscope says. Are you happy with it?*

adapted from the teenage magazine: Young No 8 Ιούλιος 2006 (Greek edition - pages 206-207)



Take it in turns to do the task.

STUDENT A

1 ***Use your notes to tell your partner about the Oscars.***

- Make sure you give him / her all the information you have found.
- Help your partner by repeating or explaining but don't show your notes.
- Use the Language Bank for help.

Language Bank

- *David's article is about .... He says that there are ....*
- *According to Susan's article, the Oscars ....*
- *Now, I'm going to tell you about...*
- *How often do (The Brits) take place?*
- *What's the name of these awards?*
- *What do you know about (Walt Disney)?*
- *Who can vote?*
- *Tell me one of the categories.*
- *Is there anything else you want to know?*

2 ***Now, listen to your partner and complete the table about the Music Awards.***

B. Music Awards - Table of Facts

Top of the Pops		[6]..... Awards	
First appeared:	November [1].....	When:	November
Who votes:	[2].....	Who votes:	[7].....
One main category:	[3].....	How to vote:	phone or [8].....
The Brits		**The American Music Awards**	
How often:	[4].....	Types of music:	[9].....
Where:	the UK	Winning depends on:	record sales
Best British Single voted by:	[5].....	Who votes:	[10].....

Speaking Appendix

Speaking

Student B



Emma's diary	
16 Monday Dance lesson - 6.30	20 Friday Take the dog to the vet - 7.15
17 Tuesday Go to the dentist - 3.30	21 Saturday Meet Jane outside school - 8.00
18 Wednesday Study for the English test	22 Sunday Visit Museum of Modern Art with mum and dad Have lunch at the park.
19 Thursday Tidy my room	

Paul's diary	
16 Monday Play basketball - 4.30	20 Friday Wash dad's car
17 Tuesday Revise Biology	21 Saturday Tidy my room
18 Wednesday Buy present for dad (after 5.00)	22 Sunday Visit grandma - afternoon Go to the cinema with Tom - 7.30
19 Thursday Watch football match - 8.00	



Language Bank

- Paul is playing basketball on Monday.
- What is Paul doing next Sunday?
- Is Emma studying for an English test on Wednesday 18th?
  Yes, she is / No, she isn't
- When / What time is Emma ....?
- According to my diary, Paul isn't ....

Mediation

Student B

You are from the USA and you're spending your holidays in Greece at your Greek friend's house. You are looking at some Greek magazines together and you want to know what your horoscope says.. Your friend will tell you. Is it good news?

Student B:
- *Listen to your partner.*
- *Ask any questions you like.*
- *Say if you are happy with what your horoscope says.*

Now, Student B

Your Australian friend is in Greece. You are looking at Greek magazines together and your friend wants to know what his/her horoscope says. Tell him/her.

Student B:
- *Read the horoscope before you start.*
- *What do you want to say to your friend?*
- *Think about the language you need.*
  Don't try to translate everything.

  Use your own words.

....
Αυτό τον καιρό η ζωή σου είναι λίγο μονότονη αλλά τα πράγματα θα αλλάξουν πολύ σύντομα. Θα ξεκινήσεις κάτι καινούργιο -ένα άθλημα ίσως- που θα σ' αρέσει πολύ και θα γνωρίσεις νέα άτομα. Κάποιος στην οικογένειά σου θα χρειαστεί τη βοήθειά σου. Μην αρνηθείς γιατί θα στεναχωρηθεί.
Ίσως δεν βγεις με την παρέα σου πάρα πολύ αυτό το μήνα γιατί θα έχεις πολύ δουλειά για το σχολείο. Υπάρχει όμως περίπτωση να πας μια σχολική εκδρομή.
Στο τέλος του μήνα, θα έχεις ένα πρόβλημα στο σχολείο, ίσως με κάποιο συμμαθητή σου ή με κάποιο καθηγητή. Θα σε βοηθήσουν οι γονείς σου να το λύσεις.

adapted from the teenage magazine: Young No 8 Ιούλιος 2006 (Greek edition - pages 206-207)

Speaking Appendix



Speaking

Take it in turns to do the task.

STUDENT B

1 ***Listen to your partner and complete the table about the Oscars.***

A. The Oscars - Table of Facts

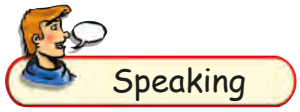
What they are:	Music Awards	Number of Members:	(1927) [6]……
First Oscars (date):	[1]……		(today) [7]……
How often:	every year	Most important category:	[8]……
Organisers:	[2]……	Facts	
Who the members are:	[3]……	➢ Walt Disney:	[9]…… Oscars
		➢ Titanic:	[10]…… Oscars

2 ***Now, use your notes to tell your partner about the Music Awards.***

- *Make sure you give him / her all the information you have found.*
- *Help your partner by repeating or explaining but don't show your notes.*
- *Use the Language Bank for help.*

Language Bank

- *David's article is about .... He says that there are ....*
- *According to Susan's article, the Oscars ....*
- *Now, I'm going to tell you about...*
- *How often do (The Brits) take place?*
- *What's the name of these awards?*
- *What do you know about (Walt Disney)?*
- *Who can vote?*
- *Tell me one of the categories.*
- *Is there anything else you want to know?*



The student who will be the first to complete the questionnaire correctly is the winner.

Find Someone Who .....

1. was born in December.	*Name:*
(find out the exact date)	.....
2. was sent to a kindergarten.	*Name:*
(find out at what age)	.....
3. was made to go to bed early.	*Name:*
(find out what time)	.....
4. was allowed to watch TV every day.	*Name:*
(find out what programmes they were allowed to watch)	.....
5. was given a bike before the age of six.	*Name:*
(find out at what age)	.....

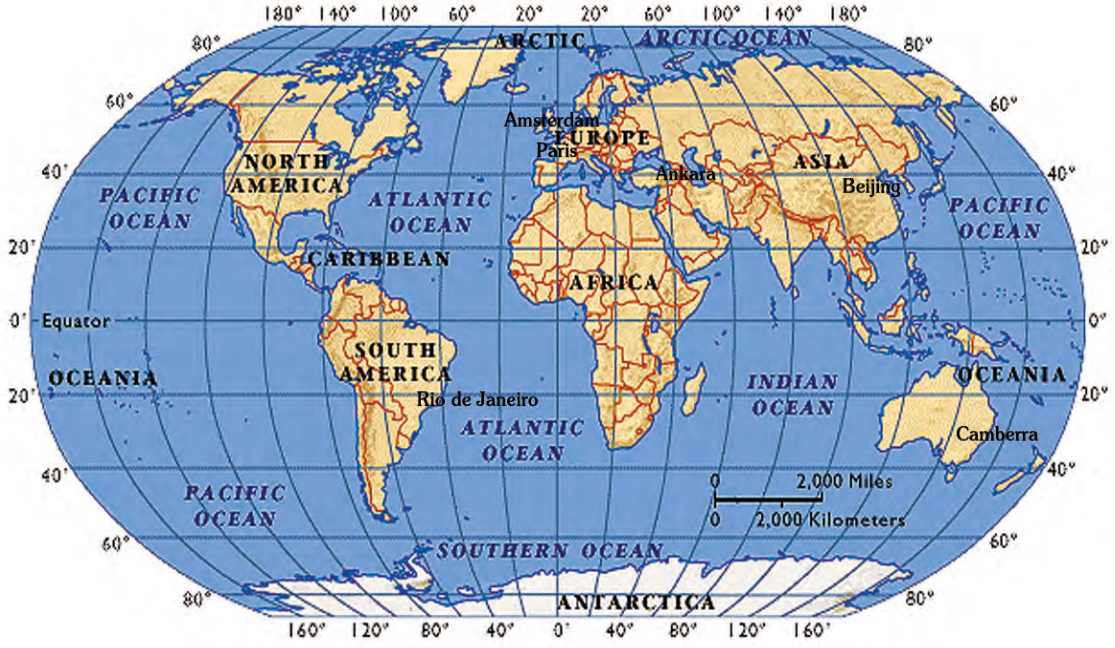
Ask and answer.

e.g. – Were you born in December, John?
– No, I wasn't. Sorry.
– Were you born in December, Litsa?
– Yes, I was.
– When exactly were you born?
– (I was born) on 5th January.

Maps

WORLD MAP

The World





Map retrieved from: http://go.hrw.com/atlas/norm_htm/europe.htm

Maps

MAP OF THE UK





GRAMMAR APPENDIX

Unit 1

PRESENT SIMPLE OF 'BE' - FORM

Statements	Questions	Negatives		Short Answers
		Full form	Short form	
I am	Am I?	I am not	I'm not	Yes, I am
You are	Are you?	You are not	You aren't	Yes, he is
He is	Is he?	He is not	He isn't	Yes, they are
She is	Is she?	She is not	She isn't	
It is	Is it?	It is not	It isn't	No, you aren't
We are	Are we?	We are not	We aren't	No, she isn't
You are	Are you?	You are not	You aren't	No, we aren't
They are	Are they?	They are not	They aren't	

PRESENT SIMPLE OF 'BE' - USE

- We use the verb 'be' to talk about *physical characteristics* and *conditions.*

e.g. I'm not tall.
What colour are your eyes?
We're hungry.

THE VERB 'HAVE GOT' - FORM

Statements		Questions	Negatives	
Full form	Short form		Full form	Short form
I have got	I've got	Have I got?	I have not got	I haven't got
You have got	You've got	Have you got?	You have not got	You haven't got
He has got	He's got	Has he got?	He has not got	He hasn't got
She has got	She's got	Has she got?	She has not got	She hasn't got
It has got	It's got	Has it got?	It has not got	It hasn't got
We have got	We've got	Have we got?	We have not got	We haven't got
You have got	You've got	Have you got?	You have not got	You haven't got
They have got	They've got	Have they got?	They have not got	They haven't got

THE VERB 'HAVE GOT' - USE

- We use the verb *'have got'* to talk about *possession, characteristics* and *relationships.*

e.g. I've got a collection of thimbles.
Has Magda got long hair?
Alexander's got a twin sister.

GRAMMAR APPENDIX

PLURAL NOUNS

REGULAR NOUN PLURALS - SPELLING RULES

- we add ***-s*** to make the plural of a noun
  e.g. park – parks, bed – beds
- nouns ending in ***consonant*** +***-y*** drop the -y and take ***-ies***
  e.g. bakery – bakeries BUT toy – toys
- we add ***-es*** after ***-s / -ss / -ch / -sh / -x /-o***
  e.g. bus – buses / glass – glasses / church – churches / box – boxes / tomato – tomatoes
  BUT
  photos / pianos / radios / zoos
- nouns ending in ***-f*** or ***-fe*** drop the -f or -fe and take ***-ves***
  e.g. wolf – wolves knife – knives

IRREGULAR NOUN PLURALS

- Some nouns have irregular plural forms or they do not change.

Singular	*Plural*
man	men
woman	women
child	children
tooth	teeth
mouse	mice
foot	feet
sheep	sheep
fish	fish (*Am* E. fishes)

THERE IS / THERE ARE - FORM

Statements	Questions	Negatives	Short Answers
There is a(n) …	Is there a(n) …?	There isn't a(n) …	Yes, there is.
There are (some / two) …?	Are there (any / two) …?	There aren't(any/two)…	No, there isn't .

THERE IS / THERE ARE - USE

- *We use **there is** / **there are*** to
  - o say that something exists or doesn't exist at a specific place
  - o ask if something exists at a specific place

e.g. There is an internet cafè.
There aren't any cinemas.
Is there a TV in your room?



Unit 2

Lesson 1

PRESENT SIMPLE - FORM

Statements	Questions	Negatives		Short Answers
		Full form	Short form	
I walk	Do I walk?	I do not walk	I don't walk	Yes, I do.
You walk	Do you walk?	You do not walk	You don't walk	Yes, he does.
He walk**s**	**Does** he walk?	He **does** not walk	He **doesn't** walk	Yes, we do.
She walk**s**	**Does** she walk?	She **does** not walk	She **doesn't** walk	
It walk**s**	**Does** it walk?	It **does** not walk	It **doesn't** walk	No, you don't .
We walk	Do we walk?	We do not walk	We don't walk	No, she doesn't.
You walk	Do you walk?	You do not walk	You don't walk	No, they don't.
They walk	Do they walk?	They do not walk	They don't walk	

Spelling Rules	Time expressions
In the 3rd person singular: • Verbs ending in ***-o / -ss / -ch / -sh / -x***, take ***-es***. *goes / misses / watches / washes / relaxes* • Verbs ending in ***consonant*** + ***-y***, drop the ***-y*** and take ***-ies***. *tries / flies* BUT *plays / says*	*every day / on Mondays / at the weekends / in winter / twice a month / in the morning etc.*

- **REMEMBER** to add *-s / -es / -ies* in the 3rd person singular **BUT** drop it in questions and negatives!

e.g. Mary plays the piano every day.
Does John **play** the piano?
My brother **doesn't play** the piano.

PRESENT SIMPLE - USE

We use the Present Simple to talk about:

- habits and routines

e.g. Jean Paul listens to music every day.
I go to school by bus.

- states

e.g. We live in London.
Mum doesn't speak English.

GRAMMAR APPENDIX

ADVERBS OF FREQUENCY

- Adverbs of frequency tell us **how often** something happens.
- They go *between* the subject and the verb.
- They go *after* the verb '*be*'.

ALWAYS ☑ ☑ ☑ ☑	**I** ☑ ☑ ☑ ☑ **get** high marks
USUALLY ☑ ☑ ☑	I **always** get high marks.
OFTEN ☑ ☑	
SOMETIMES ☑	**We are** ☑ late for school.
NEVER ☐	We are **sometimes** late for school.

WH- QUESTIONS

Who do you meet every morning?	My friend, John.
Who helps you with your homework?	My dad.
Which is your favourite subject?	Maths.
Where do you live?	In London.
What time do you get up?	At 7.00.
When is your birthday?	On 4 January.
What is your telephone number?	210 3939202.
How do you go to school?	By bus.
How many breaks do you have every day?	Three.
How much time do you study every afternoon?	About two hours.
How often do you take tests?	Once a week.

REMEMBER to use the question form after Wh-words **EXCEPT** when you are asking about the subject!

e.g. Who *do you meet* every morning? I meet my friend, John.
Who *helps* you with your homework? My dad usually helps me.

Unit 2

Lesson 2

PRESENT CONTINUOUS - FORM

am / is / are + verb-ing

Statements		Negatives		Questions
Full form	**Short form**	**Full form**	**Short form**	
I am singing	I'm singing	I am not singing	I'm not singing	Am I singing?
You are singing	You're singing	You are not singing	You aren't singing	Are you singing?
He is singing	He's singing	He is not singing	He isn't singing	Is he singing?
She is singing	She's singing	She is not singing	She isn't singing	Is she singing?
It is singing	It's singing	It is not singing	It isn't singing	Is it singing?
We are singing	We're singing	We are not singing	We aren't singing	Are we singing?
You are singing	You're singing	You are not singing	You aren't singing	Are you singing?
They are singing	They're singing	They are not singing	They aren't singing	Are they singing?



Spelling Rules	Short Answers	
• Verbs ending in **-e** drop **e** and add - **ing** e.g. write – writing • Verbs ending in one vowel and one consonant and stressed on the final syllable double the consonant e.g. swim – swimming • Verbs ending in -**y** add -**ing** e.g. play – playing / tidy – tidying	Yes, I am. Yes, he is. Yes, they are.	No, you aren't. No, she isn't. No, we aren't.

PRESENT CONTINUOUS - USE

We use the Present Continuous

- to talk about actions happening *at the moment*
  e.g. *Look! Kate is dancing over there!*
- to describe actions in a photo.
  e.g. *We aren't wearing our costumes in that photo.*
- to describe actions happening for some time, around the time of speaking.
  e.g. *This year, we're preparing the musical 'Annie'.*

Time Words: ***now / at the moment / right now / this year / these days***

Unit 2

Lesson 3

PRESENT SIMPLE VS PRESENT CONTINUOUS

We use the **Present Continuous** to:

- talk about actions that are happening at the moment.
  e.g. *I'm studying grammar right now.*
- to describe actions in a photo.
  e.g. *Look at Jim in this photo. He's climbing a wall.*
- to describe actions happening for some time, around the time of speaking.
  e.g. *This year, we're preparing the musical 'Annie'.*

We use the **Present Simple** to talk about:

- daily routines
  e.g. *We get up early every day.*
- habits
  e.g. *I go to the cinema every two weeks.*
- states
  e.g. *Mary lives in London.*
- events in the plot of a book / film / story
  e.g. *One day, Dizzy's mum takes her away from her dad.*

GRAMMAR APPENDIX

ACTION VS. STATE VERBS

- Verbs describe:
  actions
  e.g. go / play / dance / drive / cook / work / study etc.
  states
  e.g. love / like / know / prefer / understand / want etc.

- We can use **action** verbs in continuous tenses because actions can be in progress.
- We can't normally use **state** verbs in continuous tenses because states are not in progress.

Compare:

Mary *is watching* a film in English right now. She understands it very easily.

- She is watching a film. It's an action she's doing right now.
- She understands this film and generally English films because her English is good. It's a state.

Unit 3

Lesson 1

NOUNS AND QUANTIFIERS

A lot of / much / many / how much / how many / a few / a little / any

- **Countable** nouns: nouns we can count e.g. *oranges, glasses of beer*
- **Uncountable** nouns: nouns we can't count e.g. *rice, bread*

We use:

How many *apples* are there?	**How much** *rice* is there?
 There are **a lot of** apples.	 There is **a lot of** rice.
 There are **a few** apples. There aren't **many** apples.	 There is **a little** rice. There isn't **much** rice.
 There aren't **any** apples	 There isn't **any** rice.



MODALS OF OBLIGATION - MUST / MUSTN'T / DON'T HAVE TO

USE

- We use **must** to talk about actions we feel are *necessary or really important to happen.*
  e.g. *We must drink a lot of water every day.*

- We use **mustn't** to talk about actions that are really important *not* to happen.
  e.g. *We mustn't skip meals.*

- We use **don't have to** to talk about actions that are not necessary to happen.
  e.g. *We don't have to eat fish every day.*

MODALS OF CERTAINTY AND UNCERTAINTY: MUST / MAY / MIGHT

USE

- We use **must** to talk about something *we are sure* is happening.
  e.g. *Paul had a fight with his dad. He must be really sad.*

- We use **may** / **might** to talk about something we are not really sure about.
  e.g. *Paul isn't here. He might be ill.*

Unit 3

Lesson 2

GIVING ADVICE

To **give advice** we use:

- **should /shouldn't**
  e.g. You should find new friends.
  You shouldn't stay at home.

- **Why don't you ....., A good idea is to ....., You could ....**
  e.g. Why don't you have a party?
  A good idea is to go on an excursion.
  You could join a club.

- **Imperatives**
  e.g. Just relax and listen to music.

Unit 3

Lesson 3

MAKING COMPARISONS

Comparative adjectives

USE

- We use **comparative adjectives** to compare **two** people/things or two groups of people/things.
- We use ***than*** with comparatives

e.g. Jeans are nicer than uniforms.
Jeans are more practical than uniforms.

GRAMMAR APPENDIX

FORM

- One syllable adjectives add **-er**
  e.g. cheap – cheaper
- One syllable adjectives ending in **-e** add **-r**
  e.g. large – larger
- One syllable adjectives ending in one consonant *double* the final consonant
  e.g. big – bigger
- Two syllable adjectives ending in **-y** change **-y** to *i* and add **-er**
  e.g. trendy – trendier
- Other two syllable adjectives and *longer* adjectives use **more**
  e.g. practical – **more** practical
- Some adjectives are **irregular**
  good – **better** bad – **worse**

MAKING COMPARISONS

Superlative adjectives

USE

- We use superlative adjectives to compare *more than two* people or things.
- We use the article *the* before the superlative adjective.
- We usually use expressions like *in the world, in class, of all* etc. after superlative adjectives.
  e.g. The River Nile is *the longest* river in the world.
  Angel Falls is *the most beautiful* waterfall of all.

FORM

- One syllable adjectives add **-est**
  e.g. cheap – cheap**est**
- One syllable adjectives ending in *-e* add **-st**
  e.g. large – large**st**
- One syllable adjectives ending in one consonant *double* the final consonant
  e.g. big – big**g**est
- Two syllable adjectives ending in **-y** change **-y** to *i* and add **-est**
  e.g. trendy – trend**iest**
- Other two syllable adjectives and *longer* adjectives use **most**
  e.g. practical – **most** practical
- Some adjectives are **irregular**
  good – **best** bad – **worst**

MAKING COMPARISONS

(not) as... as

- We use **as** ... **as** to say that people or things are (not) equal in some way.
  e.g. My house is *as big as* this one.
  We aren't *as tall as* our cousins.
- We use the positive form of the adjective.



Unit 4

Lesson 1

THE VERB 'TO BE' - PAST SIMPLE

Statements	Questions	Negatives		Short Answers
		Full form	Short form	
I was	Was I?	I was not	I wasn't	Yes, I was.
You were	Were you?	You were not	You weren't	Yes, he was.
He was	Was he?	He was not	He wasn't	Yes, they were.
She was	Was she?	She was not	She wasn't	
It was	Was it?	It was not	It wasn't	
We were	Were we?	We were not	We weren't	No, you weren't.
You were	Were you?	You were not	You weren't	No, she wasn't.
They were	Were they?	They were not	They weren't	No, we weren't.

PAST SIMPLE - FORM

Regular verbs (verb+ ed)

Statements	Questions	Negatives		Short Answers
		Full form	Short form	
I asked	Did I ask?	I did not ask	I didn't ask	Yes, I did.
You asked	Did you ask?	You did not ask	You didn't ask	Yes, he did.
He asked	Did he ask?	He did not ask	He didn't ask	Yes, we did.
She asked	Did she ask?	She did not ask	She didn't ask	
It asked	Did it ask?	It did not ask	It didn't ask	No, you didn't.
We asked	Did we ask?	We did not ask	We didn't ask	No, she didn't.
You asked	Did you ask?	You did not ask	You didn't ask	No, they didn't.
They asked	Did they ask?	They did not ask	They didn't ask	

Spelling Rules

- Verbs ending in **-e** add **-d**
  e.g. live – lived / die – died
- Verbs ending in vowel - consonant - vowel and are stressed on the final syllable double the consonant
  e.g. star – starred / stop– stopped
- Verbs ending in **consonant** + **y**, drop -y and take **-ied**
  e.g. tidy – tidied BUT play – played

REMEMBER to drop the ending -ed in questions and negatives!

e.g. Nobel invented dynamite.
Did he invent the telephone?
He didn't invent the telephone.

GRAMMAR APPENDIX

PAST SIMPLE - FORM

Irregular verbs

- Irregular verbs do not take the ending -ed for the past simple.
- Each irregular verb has its own form and we have to learn these forms off by heart.
  e.g. go – went

Statements	Questions	Negatives		Short Answers
		Full form	Short form	
I went	Did I go?	I did not go	I didn't go	Yes, I did.
You went	Did you go?	You did not go	You didn't go	Yes, he did.
He went	Did he go?	He did not go	She didn't go	Yes, we did.
She went	Did she go?	She did not go	He didn't go	
It went	Did it go?	It did not go	It didn't go	
We went	Did we go?	We did not go	We didn't go	No, you didn't.
You went	Did you go?	You did not go	You didn't go	No, she didn't.
They went	Did they go?	They did not go	They didn't go	No, they didn't.

Irregular Verbs - INFINITIVE - PAST SIMPLE - PAST PARTICIPLE

be - was / were - been	fly - flew - flown	say - said - said
become - became - become	get - got - got	see - saw - seen
begin - began - begun	give - gave - given	send - sent -sent
buy - bought - bought	go - went - gone	sit - sat - sat
catch - caught - caught	have - had - had	speak - spoke - spoken
come - came - come	hit - hit - hit	swim - swam - swum
cut - cut - cut	know - knew - known	take - took - taken
do - did - done	leave - left - left	teach - taught - taught
drink - drank - drunk	make - made - made	tell - told - told
drive - drove - driven	meet - met - met	think - thought - thought
eat - ate - eaten	read - read - read	write - wrote - written
find - found - found	run - ran - run	

- **REMEMBER** to use the base form of the verb in questions and negatives!
  e.g. Andersen wrote fairy tales.
  He didn't write articles.
  Did he write music?

PAST SIMPLE - USE

We use the **Past Simple** to talk about:

- finished actions in the past. e.g. Sesame Street started in 1969.
- main events in a story. e.g. Mary got dressed and went to the police station. She asked to see ...

Time words: ***in 2003 / last week / ten years ago / yesterday ...***



Unit 4

Lesson 2

PAST CONTINUOUS - FORM

was / were + verb-ing

Statements	Questions	Negatives	
		Full form	Short form
I was sleeping	Was I sleeping?	I was not sleeping	I wasn't sleeping
You were sleeping	Were you sleeping?	You were not sleeping	You weren't sleeping
He was sleeping	Was he sleeping?	He was not sleeping	He wasn't sleeping
She was sleeping	Was she sleeping?	She was not sleeping	She wasn't sleeping
It was sleeping	Was it sleeping?	It was not sleeping	It wasn't sleeping
We were sleeping	Were we sleeping?	We were not sleeping	We weren't sleeping
You were sleeping	Were you sleeping?	You were not sleeping	You weren't sleeping
They were sleeping	Were they sleeping?	They were not sleeping	They weren't sleeping

Short Answers	Spelling Rules
Yes, I was. Yes, he was. Yes, they were. No, you weren't. No, she wasn't. No, we weren't.	• Verbs ending in ***-e*** drop ***e*** and add ***- ing*** e.g. make – making • Verbs ending in one vowel and one consonant and are stressed on the final syllable double the consonant e.g. swim – swimming • Verbs ending in **-y** add **-ing** e.g. play – playing / tidy – tidying • Verbs ending in **- ie**, drop the **-ie** and add **-ying** e.g. lie / lying

PAST CONTINUOUS / PROGRESSIVE - USE

We use the **Past Continuous**:

- to set the background in a story.

e.g. That morning, a strong wind was blowing.

- to talk about an action that was going on (in progress) around a specific past time.

e.g. Pam was listening to music at 5:00.
When Mary arrived at the police station, John was talking on the phone.

Unit 4

Lesson 3

PAST CONTINUOUS VS PAST SIMPLE

- We use the **Past Continuous** and **Past Simple** together to contrast an action in progress with a sudden event in the past.

e.g. When the tsunami *hit*, we were *sleeping*

GRAMMAR APPENDIX

- The sudden event often interrupts the action in progress or happens in the middle.
  e.g. *While / When dad was talking on the phone with mum, the phone went dead.*
- We can use **when** with both Past Simple and continuous.
- We use **while** only with Past Continuous.

Unit 5
Lesson 1

RELATIVE CLAUSES - WHO / WHICH / WHERE

We often join sentences by using *relative pronouns* such as **who**, **which** and **where**.
We use:

- **who** to talk about **people**
  Hadrian was the first Roman emperor who had a beard.
- **which** to talk about **things** and **animals**
  The Nile is the river which passes through Egypt.
- **where** to talk about **places** where something happens
  There were amphitheatres, where the Romans watched the gladiators.

Unit 5
Lesson 2

GERUNDS

FORM

We form gerunds by adding the ending **-ing** to the verb.
e.g. dance – dancing

USE

- A gerund can be the **subject** of a sentence
  Walking is the most popular physical activity.
- A gerund can be the object of verbs like: **love** / **like** / **enjoy** / **hate** / **prefer**
  They like listening to the radio.
- A gerund comes after expressions like: **good at /bad at /crazy about /interested in**
  They are good at gardening and do-it-yourself activities.

Unit 5
Lesson 3

TALKING ABOUT PAST HABITS - PAST SIMPLE / USED TO

To talk about **past states** or **past habits**, we can use:

- the **Past Simple**
  When I was a student, I hated my uniform.
  When we needed information, we looked for it in encyclopaedias.



- **used to**

  We used to go to school on Saturdays.

We form negatives, questions and short answers of **used to** using **did / didn't**.

Boys didn't use to wear a school uniform.

Did you use to go out with your classmates? Yes, I did / No, I didn't.

Unit 6

Lesson 1

PRESENT PERFECT SIMPLE (1)

FORM

Statements		Negatives	
Full form	Short form	Full form	Short form
I have helped	I've helped	I have not helped	I haven't helped
You have helped	You've helped	You have not helped	You haven't helped
He has helped	He's helped	He has not helped	He hasn't helped
She has helped	She's helped	She has not helped	She hasn't helped
It has helped	It's helped	It has not helped	It hasn't helped
We have helped	We've helped	We have not helped	We haven't helped
You have helped	You've helped	You have not helped	You haven't helped
They have helped	They've helped	They have not helped	They haven't helped
Questions	**Short Answers**		
Have I helped?	Yes, I have.		
Have you helped?	Yes, she has.		
Has he helped?	Yes, we have.		
Has she helped?			
Has it helped?			
Have we helped?	No, you haven't.		
Have you helped?	No, he hasn't.		
Have they helped?	No, they haven't.		

+ have / has + past participle

Regular past participles: **verb - ed**
e.g. play – played

Irregular past participles
e.g. go – gone, take – taken
see list of irregular verbs on page 168

PRESENT PERFECT SIMPLE - USE

We use the **Present Perfect Simple** to talk about finished actions that are important *in the present*. We don't mention when they happened.

- They may be ***fresh news*** or ***personal experiences***.
- They have results in the present.

  e.g. We've formed eco teams in our community.
  They've given us green flags to fly.
- We use ***Have you ever ...*** to ask about experiences.

  e.g. Have you ever heard of the 3R's?

GRAMMAR APPENDIX

Unit 6
Lesson 2

PRESENT PERFECT SIMPLE (2)

We use the **Present Perfect Simple** with

- **just**
  e.g. I have just finished school (i.e. a very short time ago).
- **yet**
  e.g. I haven't studied yet (i.e. it is not finished).
- **already**
  e.g. The college has already accepted me (i.e. it is finished).
- **for**
  e.g. I have worked in the school library for three years (i.e. for a period of time up to now)
- **ever**
  e.g. Have you ever worked in a library?
- **never**
  e.g. Mary has never written a CV.

Unit 6
Lesson 3

PRESENT PERFECT SIMPLE VS PAST SIMPLE

We use the **Past Simple** to talk about:

- actions that happened in the past and we usually know when they happened. They have no connection with the present.
  e.g. Yesterday, students of the 14th Junior High School of Athens ***visited*** *the Philopappos Hill.*
- details (time, place etc.) of news
  e.g. I've been on a school trip. We ***met*** *at school and* ***went*** *to the Philopappos Hill.*

We use the **Present Perfect Simple** to talk about:

- finished actions with results in the present
  e.g. The teachers ***have given*** *us a questionnaire to complete. Here it is.*
- news
  e.g. ***We've won*** *the first prize!*
- personal experiences
  e.g. I ***have never visited*** *the Philopappos Hill.*
- repeated actions up to the present
  e.g. Our school ***has organised*** *this game four times so far.*



Unit 7

Lesson 1

PRESENT CONTINUOUS - TALKING ABOUT FUTURE ARRANGEMENTS

We use the **Present Continuous** to talk about **personal arrangements** and **fixed plans** for the future, like the ones we note down in our diaries. We often give the time, date and/or place.

e.g. We're **flying** to London on the 10th of July.
When **are you coming** to Cambridge?

Unit 7

Lesson 2

BE GOING TO - TALKING ABOUT FUTURE PLANS AND INTENTIONS

FORM

 + am / is / are + going to + verb

Am / Is / Are +  + going to + verb?

 + am ('m) not / is not (isn't) / are not (aren't) + going to + verb

USE

We use **be going to** to talk about our **decisions, future plans** and **intentions.**

e.g. **I'm going to be** really nice to other kids.
From now on, **Silou's going to think** PINK!
I'm going to invite Tim, the boy who lives next door.

COMPARE:
I'm going to have a party to celebrate my birthday.
(I'm talking about my plan, what I want to do)

I'm having a party on Saturday at 8.00.
(I have already arranged everything. It is fixed)

GRAMMAR APPENDIX

Unit 7

Lesson 3

FUTURE SIMPLE - PREDICTING

FORM

Statements		Questions	Negatives	
Full form	Short form		Full form	Short form
I will help	I'll help	Will I help?	I will not help	I won't help
You will help	You'll help	Will you help?	You will not help	You won't help
He will help	He'll help	Will he help?	He will not help	He won't help
She will help	She'll help	Will she help?	She will not help	She won't help
It will help	It'll help	Will it help?	It will not help	It won't help
We will help	We'll help	Will we help?	We will not help	We won't help
You will help	You'll help	Will you help?	You will not help	You won't help
They will help	They'll help	Will they help?	They will not help	They won't help
Short Answers:		Yes, I / she / we will.	No, you / he / they won't.	

USE

We use the **Future Simple** (will) to ***predict*** the future; to say what we think or we guess will happen in the future.

e.g. Huge domes **will protect** all cities on Earth.
Will teenagers **have** more fun in the future?
There **won't be** any pollution.

We use the **Future Simple** with words/expressions like:
I (don't) think, I'm (not) sure, I hope, perhaps, soon.

Unit 8

Lesson 1

SIMPLE PRESENT PASSIVE

FORM

 + am / is / are + past participle

 + am ('m) not / is not (isn't) / are not (aren't) + past participle

Am / Is / Are +  + past participle?

e.g. The MTV Awards **are voted** for by the public.
The Oscars **aren't voted** for **by** the public.
Are the American Music Awards **voted** for **by** the public?
Yes, they are.



USE

We use:

- the **Passive** to stress the **action** and ***not*** the ***person*** who does it.
- the **Simple Present Passive** for actions that are ***always true*** or that happen ***repeatedly***.
- ***by*** if we want to ***mention the person*** who does the action, that is ***the agent***.

Unit 8

Lesson 2

SIMPLE PAST PASSIVE

FORM

 + was / were + past participle  + was not (wasn't) / were not (weren't) + past participle Was / Were +  + past participle?	
e.g.	Braille **was invented by** a 12 year-old boy. Braille **wasn't invented by** Charles Barbier. **Was** Louis Braille **born** in the summer? No, he wasn't.

USE

We use the **Simple Past Passive**:

- for ***complete, finished actions*** in the past.
- to give someone's ***date*** or ***place*** of birth.

Self-assessment key

Units 1 & 2

VOCABULARY LINK

Task 1

Any 6 school subjects

e.g. art, music, maths, PE, geography, RE, home economics, modern Greek, ancient Greek, history, ICT/ computer studies

Task 2

1. a 2. e 3. d 4. c 5. f 6. b

Task 3

1. *behind*
2. *on*
3. *charity*
4. *having*
5. *in*
6. *blurb*

GRAMMAR LINK

Task 4

1. is watching
2. have
3. don't understand
4. are you drinking
5. wears
6. is Andrew crying
7. Do you like

Task 5

1. My parents are going to bed late tonight.
2. David is tidying his room now
3. We take a test once a week.
4. He plays the guitar every Monday
5. Does she read a novel every summer?

Unit 3

VOCABULARY LINK

Task 1

1. f 2. g 3. d 4. h 5. a
6. e 7. c 8. b

Task 2

1. grain
2. cooked
3. delicious
4-5. worried/ low
6. situation
7. fun

GRAMMAR LINK

Task 3

1. many 2. any 3. a lot of 4. a few
5. a little 6. many 7. a lot of

Task 4

1. should 2. don't have to
3. may 4. should 5. may

Task 5

1. the happiest 2. strong
3. the sweetest 4. the most beautiful
5. thinner 6. worse
7. the best

Unit 4

VOCABULARY LINK

Task 1

1. play 2. fairy tale 3. pavement
4. shining 5. government

Task 2

1. invented 2. born 3. slightly
4. love 5. shaking

GRAMMAR LINK

Task 3

1. did 2. Were 3. did 4. were 5. Did

Task 4

6. was waiting/ met
7. was studying/ were playing
8. washed/ made
9. went

Task 5

1. Was your sister sleeping at 11 o'clock last night?
   Yes, she was.
2. Did you watch the concert on TV last night?
   No, I didn't.
3. Did Jenny get back home early last Saturday?
   Yes, she did.
4. Were you taking a test when the bell rang?
   No, I wasn't.

Unit 5

GRAMMAR LINK

Task 1

1. island 2. chat show 3. statue 4. temple

5. documentary 6. crops 7. commercials
8. gladiator 9. gardening 10. beard

Task 2
1. ruled 2. communicate 3. official 4. surf
5. download 6. soap 7. grew

Task 3
1,678 = one thousand, six hundred and seventy-eight
64% = sixty-four per cent
3.32 = three point three-two
4,980,060 = four million, nine hundred and eighty thousand, and sixty
206,612 = two hundred and six thousand, six hundred and twelve

GRAMMAR LINK

Task 4
1. who 2. where 3. who 4. which 5. which

Task 5
1. I love playing football.
2. I hate watching horror films.
3. My parents used to go to discos on Saturdays.
4. Boys didn't use to wear uniforms at school.

Unit 6

VOCABULARY LINK

Task 1
1. b, 2. f, 3. e, 4. c, 5. g, 6. j, 7. h, 8. i, 9. d, 10. a

Task 2
1. throw away 2. spare 3. application form 4. compass
5. orator 6. guided tour

GRAMMAR LINK

Task 3

VERB	PAST SIMPLE	PAST PARTICIPLE
be	*was/were*	*been*
break	broke	*broken*
come	*came*	*come*
find	*found*	found
keep	*kept*	*kept*
lose	lost	*lost*
meet	*met*	met
write	*wrote*	*written*

Task 4
1. has/have just joined 2. collected
3. Have you volunteered 4. has already done
5. Did/get

Task 5
1. yet 2. have 3. not 4. already 5. have 6. been

Unit 7

VOCABULARY LINK

Task 1
1. double room 2. duty free shop 3. bite
4. campus 5. destination 6. star

Task 2
1. placement 2. exhibits 3. fasten
4. jealous 5. intentions 6. immediately
7. recognise 8. destination

GRAMMAR LINK

Task 3
1. is flying 2. is going to watch 3. are going to listen
4. will become

Task 4
1. What are your parents going to watch at 9.00?
2. Where is she flying to tomorrow?
3. Who will help me with my homework?
4. When are Tina and Martin getting married?

Unit 8

VOCABULARY LINK

Task 1
1. film 2. golden 3. by 4. read 5. print

Task 2
1. prestigious 2. Thanks 3. after 4. package 5. strip

GRAMMAR LINK

Task 3
1. A 2. P 3. P 4. A 5. P

Task 4
1. b 2. b 3. b 4. a 5. a

Task 5
1. The cartoons for the paper are drawn by the cartoonist.
2. Challenging questions were written for the quiz by our classmates.
3. A digital camera is often used by Mary.
4. The stories were arranged on the page.
5. Lots of people were invited to the end-of-year party.

It's up to you!

Appendix

Unit 2 **Lesson 1**

Reading

1 ***This is Magda's school timetable. What is her favourite day of the week at school? What would be her e-friends' favourite day if they spent a year in Greece? Read their e-mails and take notes in the table. Then, explain why.***

School Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
8.00 - 9.30	R. E.	History English	Maths Ancient Gr.	Ancient Gr. Geography	English R. E.
9.45 - 11.15	Maths Modern Gr.	Modern Gr. Modern Gr.	Biology Modern Gr.	Maths History	ICT Art
11.30 - 12.55	Biology	Library	Geography	Home Economics	P. E.
13.05 - 13.45	Ancient Gr.	Music	Library	English	P. E.



MAGDA	SUBJECTS 1 …… 2 ……	SUBJECTS 3 ……
JEAN PAUL	SUBJECTS 1 …… 2 ……	SUBJECTS ×
JOHN	SUBJECTS 1 …… 2 ……	SUBJECTS all the others



e-friends@thinkteen.gr

'Guys, do this quiz to find out your student type. Can you guess mine? I don't spend hours studying but I'm ace at English and History. I enjoy reading English girls' mags and learning about women's life in ancient Sparta. Mum doesn't agree at all. She says I don't try hard. The truth is I always study Geography during the break. Anyway, I like school but I mostly like hanging out with my friends.'
Magda, from Nafplio (Greece)

magda@thinkteen.gr

'Hi Magda! Great quiz! OK, I love Maths so much that I solve problems even at the weekends. Geography is one of my faves, too. I'm not saying that I find all subjects interesting but I study them all because I want to get high marks at the end of the term. I enjoy learning new things. My classmates say I study TOO much. Do you think so?'
Jean Paul, from Tours (France)





magda@thinkteen.gr

'Still crazy about magazine quizzes? Well, for me, the only good thing about the first day at school is that I meet my friends again. At home, I always fight with my parents because I don't study and I'm often late for school. But I can't help it. I never know exactly what we have for homework. Which subject do I enjoy? Working on computers is OK, I guess. I also love it when we play football. My PE teacher is super!'
John, from Manchester (UK)



Vocabulary Link

Guessing words from context

2 ***Find words in the text that mean:***

Magda	a. very good at	……
	b. going out with friends	……
Jean Paul	c. find the answer to a problem	……
	d. a 3-month period at school	……
John	e. shout at each other	……
	f. I can't do otherwise	……

It's up to you!

Appendix

Unit 2 **Lesson 2**

3 ***Read the e-mails again and find the student(s). Write their names.***

a. Who's asking for help? ……

b. Who's playing a team sport? ……

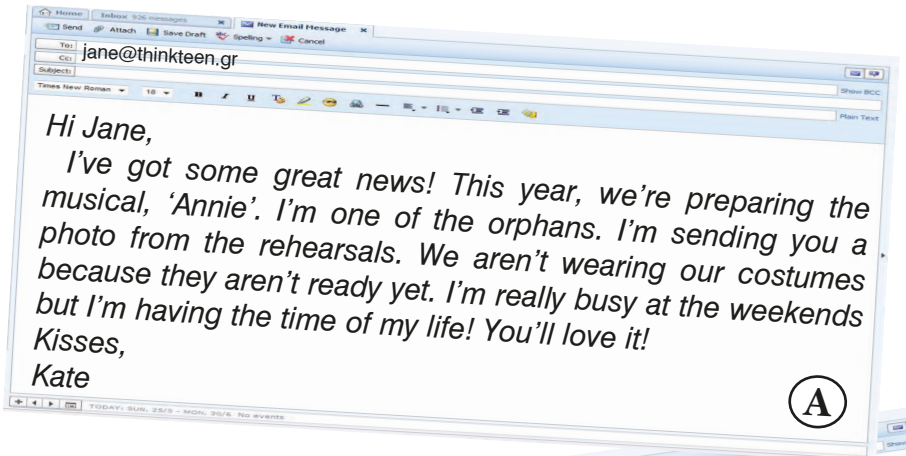
c. Who's going to travel in spring? ……

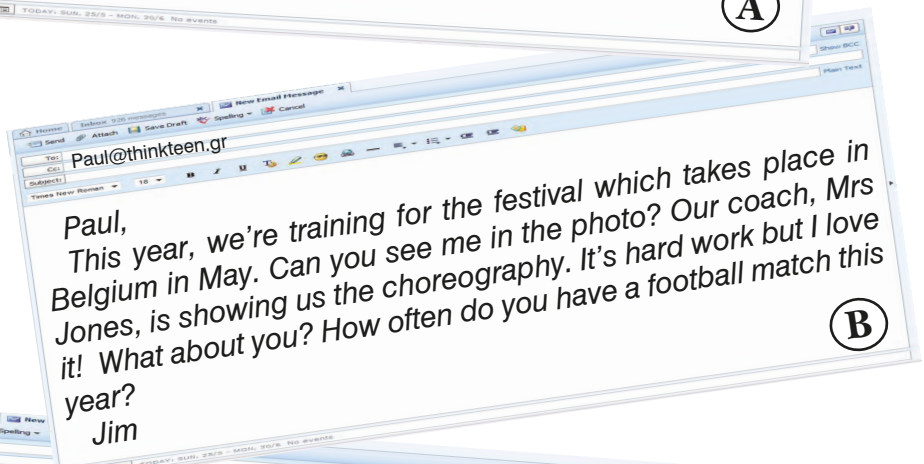
d. Who spends the weekends at school? ……

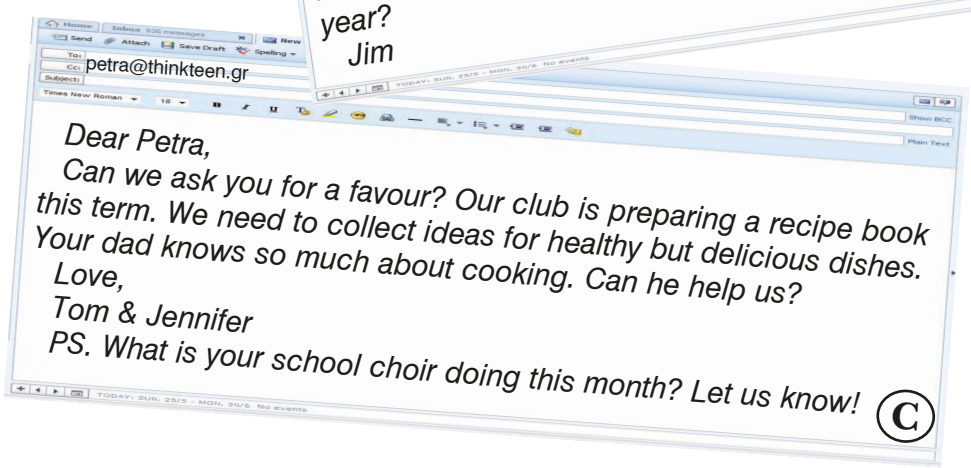
e. Who knows a lot about cooking? ……

f. Who isn't sending a photo with their e-mail? ……

g. Who is good at singing? ……







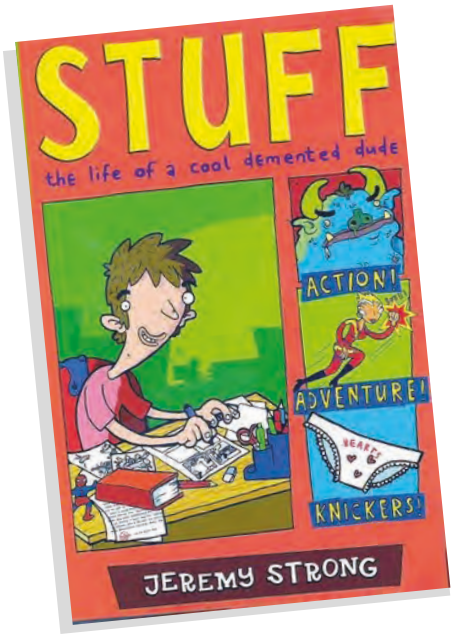


Vocabulary Link

Guessing words from context

4 ***Find the following words or expressions in the blurbs and use them to complete what Stuff is saying. Then, listen to him and check.***

break up | secret | gorgeous | the hurry | taste | sense of humour | heating





a. "Delphine's jokes aren't funny. She's got a bad ……"

b. "Dad and I have the same …… We listen to the same songs."

c. "I don't love you anymore. I want to ……"

d. "This girl is ……! I want to meet her!"

e. "Why ……? Wait for me, please!"

f. "It's very cold in here, Miss! Can we turn on the ……?"

g. "Sorry pal! I can't tell you where we're going. It's a ……"

It's up to you!

Appendix



Speaking

5 **Student A**

Read the blurb of this book and tell your English-speaking friend about this book. The words in the box may help you. Don't try to translate the text. Use your own words.

Λότη Πέτροβιτς - Ανδρουτσοπούλου

σπίτι για πέντε

Ο Φίλιππος 12 ετών, έχει καινούργια οικογένεια. Η μητέρα του παντρεύεται τον Ορέστη, πατέρα του εννιάχρονου και πολύ ζωηρού Άρη. Μετακομίζουν σε καινούργιο σπίτι. Ο Φίλιππος έχει ένα μικρό κασετοφωνάκι και καταγράφει την καθημερινή ζωή της οικογένειας. Το ίδιο κάνει και ο Άρης. Η μητέρα γράφει τα νέα στην αδερφή της στην Κρήτη και ο Ορέστης τηλεφωνεί συχνά στον καλύτερο του φίλο. Έχουν καλές στιγμές, κωμικές στιγμές αλλά και τραγικές στιγμές μέχρι που έρχεται ένα νέο μέλος στην οικογένεια και το σπίτι γίνεται σπίτι για πέντε.

Για παιδιά από 9 ετών και εφήβους
Εκδόσεις Πατάκη
Συλλογή Χελιδόνια



get married to **move to** **a cassette recorder**
record **daily life** **same** **news**
sad **moments** **new member**

Read the blurb and think about the following:

- Who is the main character of the book? What do we know about him/her?
- Are there any other characters in the story? What do we know about them?
- What is the main event in the story?
- Do you think the story is interesting to read?

5 Student B

Read the blurb of this book and tell your English-speaking friend about this book. The words in the box may help you. Don't try to translate the text. Use your own words.

Βησσαρία Ζορμπά - Ραμμοπούλου

Η Σαββίνα, η Μοένια και τα χρώματα

Η Σαββίνα μένει στην Αθήνα και είναι μοναχοπαίδι. Μια μέρα φτιάχνει μια ομάδα αλληλοβοήθειας. Η ομάδα τρέχει να βοηθήσει κάθε παιδί της τάξης που αντιμετωπίζει κάποιο πρόβλημα. Όπως την Μοένια που είναι από την Αφρική και θέλει να γίνει... λευκή. Η Σαββίνα πείθει τα παιδιά της τάξης να μαυρίσουν για να αισθάνεται η Μοένια καλά. Και κάθονται στον ήλιο με τις ώρες! Μα η ιδέα της δεν είναι και τόσο καλή. Όλοι είναι θυμωμένοι. Οι γονείς, οι δάσκαλοι... και η Μοένια δεν είναι ευτυχισμένη.

Εκδόσεις ΑΚΡΙΤΑΣ.



an only child | help each other | team | have a problem | become | get a tan | feel good | lie under the sun | angry

Read the blurb and think about the following:

- Who is the main character of the book? What do we know about him/her?
- Are there any other characters in the story? What do we know about them?
- What is the main event in the story?
- Do you think the story is interesting to read?

It's up to you!

Appendix

Unit 3 — Lesson 1



Vocabulary Link

Healthy Food

6 ***Complete the food groups with food we usually eat.***

GRAINS	VEGETABLES	DAIRY PRODUCTS	FRUIT	MEAT / POULTRY / FISH
rice	green beans	milk	bananas	tuna
.....	.....	.....	.....	.....
.....	.....	.....	.....	.....
.....	.....	.....	.....	.....



Grammar Link

Nouns and Quantifiers

7 ***FIND THE DIFFERENCES.***

Student A: Look at page 143
Student B: Look at page 145



Unit 3 — Lesson 2



Listening

8 ***What can you say about the teenagers in the other photos? Talk about:***

where they are their family their daily routine their problems

Some questions to help you talk about the people in the photos:

- Who do you think is each person in each photo?
- How old are they? What year are they in? What type of students are they?
- Where are they at the moment?
- What season of the year is it? What time of the day?
- Are they sad / happy / worried / excited / lonely / angry?
- Do they have a problem at home / at school / with their friends?
- Can you tell if they like or hate something?
- Study the example on page 185.

e.g. The girl in photo 'd' must have her own room. I can see only one bed.
Yes, you're right. And she must be sad because she's ready to cry.
She might have a problem at school. What do you think?

> Remember! If you are almost sure about something, use **must**
> If you are not really sure, use **may** / **might**

Reading

9 ***What four pieces of advice does Laura Haley give? Find them and write them down.***

TEEN MAG

TEEN HELPLINE



Laura Haley answers our friends' letters. Read her advice.

Well, first you should start by smiling. It makes you look friendly and people want to be around you. A very good idea is to do something you enjoy. What about a sports activity? Or you could join an after-school club. This way, you can meet people who have similar interests to you and have something to chat about right away. Why don't you talk to your mum about your problem? She might come up with some wonderful ideas. You shouldn't feel nervous about making new mates. Just relax, be yourself and you'll be fine.

a. Smile!

b. ……

c. ……

d. ……

It's up to you!

Appendix

Unit 3 **Lesson 3**

Reading

10 ***Read the reviews more carefully to complete Jennifer's notes about the games.***

TEEN MAG

games

A



The Lord of the Rings: The Battle for Middle-Earth
(PC, £34.99)
A must for any fans of the films! Control the armies of Middle Earth - even the forces of evil - and lose yourself in the movie trilogy like never before. Quite clever so put your brainy hat on! ★★★★

B



Mario Power Tennis
(£39.99, Sintendo GameCube)
With 14 characters and 8 different courts to choose from, your tennis matches will never be the same again! All the characters have their own special moves to help them out of sticky situations. Very funny! ★★★★

C



Matrix Online
(£29.99, Tega PC-ROM)
You've seen the films - now take part in the action. Every time you log-on to play Matrix Online, Tega updates the info for you to get further in the game, plus you play with people from around the world. Just join in the fun! ★★★★

D



Charlie and the Chocolate Factory
(PS2, £39.99)
Wish you could win a golden ticket, too? Now you can. You'll get to explore the world of Will Wonka, help the OOmpa-Loompas solve puzzles and save the chocolate factory. It's not the most thrilling game in the world, but it's loads of fun. ★★★

This / These game(s) …

1. are about films. … and …
2. have the same price. … and …
3. gives you more information every time you play. …

In this / these computer game(s) …

5. there are a lot of characters. …
6. people from other countries can play with you. …
7. bad people are under your control. …



Vocabulary Link

Guessing words from context

11 ***Find words in the reviews that mean:***

a. a fight between armies (**A**)	_ _ _ _ _ _
b. groups with power (**A**)	_ _ _ _ _ _
c. very bad (**A**)	_ _ _ _
d. difficult (**B**)	_ _ _ _ _ _
e. connected to the Internet (**C**)	_ _ _ _ _ _

12 ***Find verbs in the reviews to complete the sentences:***

a. Lots of countries _ _ _ _ _ _ _ _ in the Eurovision contest every year. (**C**)

b. If you want to use the computer, you need a password to _ _ _ _ _ (**C**)

c. We must _ _ _ _ _ _ our computer software. It's very old. (**C**)

d. This is my first time in Paris. I'm going out to _ _ _ _ _ _ _ the city. (**D**)

e. Only top students can _ _ _ _ _ this maths problem. (**D**)





Listening

13 ***Listen again and complete the sentences.***

a. It's a …… present for Ian.

b. Ian is …… than 7 years old.

c. Peter finds "Mario Power Tennis" more ……..

d. Peter …… sports.

e. "Matrix" …… better than "The Lord of the Rings".

f. Lyn …… where the nearest computer shop is.

It's up to you!

Appendix

Unit 4 **Lesson 1**

Reading

14 ***EXTRA HELP! Read again and complete this information table. In the last column, add one interesting piece of information about each of them. Then, check in pairs.***

	born in	*died in*	*nationality*	*profession*	*famous for*	*interesting fact(s)*
MYSTERY PERSON A	1833	-				
MYSTERY PERSON B			American			was Kermit's voice
MYSTERY PERSON C		-				
MYSTERY PERSON D				composer		
MYSTERY PERSON E		-			plays	

TEEN MAG

Who's the Mystery Person!

A



Clue 1: He was a chemist. He was born in Sweden in 1833 and he really liked explosives.
Clue 2: In 1867, he invented dynamite. People found it very useful. They used it to build canals, tunnels and railways.
Clue 3: Before he died, he asked that his money goes to annual international awards. The prizes carry his name.
Who is he? .....

B



Clue 1: He was born in Mississippi on September 24, 1936. He became a puppeteer.
Clue 2: He created the *Muppets*. *Kermit the Frog* and his friends appeared on *Sesame Street*, a TV programme for kids that started in 1969. Later, they starred on *The Muppet Show*. They had lots of fans.
Clue 3: He was Kermit's voice until his death in 1990.
Who is he? .....

TEEN MAG
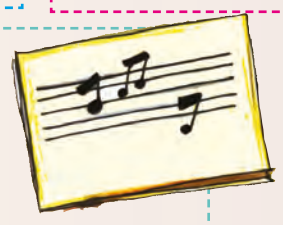


C

Clue 1: He was born in Denmark on April 2, 1805.
Clue 2: He wrote more than 150 fairy tales, like *The Little Mermaid* and *The Emperor's New Clothes.*
Clue 3: His stories have been made into movies, ballets, television shows and musicals.
Who is he? .....

D

Clue 1: He was born in Salzburg, Austria, on January 27, 1756.
Clue 2: He composed his first music when he was 5 years old. He wrote more than 40 symphonies and many operas.
Clue 3: He died in 1791, at the age of 35. People say that he is one of the greatest classical music composers of all time.
Who is he? .....

E



Clue 1: He was a poet, an actor and a playwright born in Stratford-upon-Avon, England, in 1564.
Clue 2: He wrote 37 plays and 154 love sonnets. A sonnet is a 14-line poem. One of his best known plays is the tragic love story, *Romeo and Juliet.*
Clue 3: He built a theatre, *The Globe Theatre.* Rich and poor people bought tickets for his plays.
Who is he? .....



Vocabulary Link

Guessing words from context

15 ***Find words in the texts that mean:***

a. they make things explode (*noun* TEXT A): _ _ _ _ _ _ _ _ _ _ (10 letters)
b. that happens once a year (*adj.* TEXT A): _ _ _ _ _ _ (6 letters)
c. were the protagonists (*verb* TEXT B) _ _ _ _ _ _ _ (7 letters)
d. wrote music (*verb* TEXT D) _ _ _ _ _ _ _ _ (8 letters)
e. famous (*adj.* TEXT E) _ _ _ _ _ _ _ _ _ (4 & 5 letters)

It's up to you!

Appendix



Grammar Link

Past Simple Tense

16 ***Use this table and do the following:***

a. ***Group the REGULAR past forms***
b. ***Make a list of all the IRREGULAR past forms in the 'Mystery Person' texts.***

- ed	- d	-ied	irregular verbs

Unit 4 — Lesson 2



Reading

17 ***Time for Teens magazine wants to make a comic based on the story about the broken window. Read it again and put the drawings (1-6) in the right order.***

A broken window

1ST PRIZE *Written by Sarah Crawley*

It was about 11.30, on a cold winter evening. A strong wind was blowing. Mary Larson was coming back home from the cinema. When she was outside her block of flats, she saw glass on the pavement. She looked up and saw her kitchen window broken! It was late and all her neighbours were sleeping. She panicked but she called the police on her mobile right away. Two policemen arrived within five minutes.

Together, they unlocked the door and got into the flat. It was in a terrible mess! Some furniture was upside down! Mary's clothes were lying on the floor and her money and jewellery was missing! The policemen searched the flat, asked Mary some questions and wrote a report. Mary spent that night at a friend's house and the next day she got someone to repair the window and fit a new lock.

Three days later, she went to the police station and found one of the policemen, John Edwards. Unfortunately, he didn't have any news about the burglars but he asked Mary out for a cup of coffee. Mary said yes because she liked John. You can guess the rest. Very soon, they fell in love with each other and decided to get married! Mary never got her jewellery back but she found a lovely husband. And all this thanks to that broken window!

a..... 

b..... 

c..... 

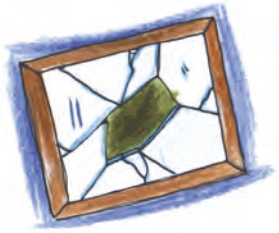
d..... 

e..... 

f..... 

18 ***Let's discuss Mary's feelings. In which part of the story did Mary feel ...? Say why.***

excited | scared | happy | angry



Reading & Speaking

19 ***You are going to read the 2nd prize, Magda's story, with the title 'A Broken Window'.***

Student A

Read the story that won the second prize in the story-writing competition.

a. Is it funny or sad?

b. Can you guess the missing information?

c. Ask your partner (Student B) to give you the information missing.

2nd Prize

My friends are going to the [1]..... tonight. But I am not! And you know why? Because of that stupid window! Everything happened so fast. You see, I was dancing to the rhythm of 'Lose my breath' in our living room. I was having so much fun!

Suddenly, I raised my left [2]..... and, by mistake, I kicked my [3].....'s ball. The ball flew across the room and hit the window. You can imagine the rest. The window broke into two thousand pieces! [4]..... got angry and punished me of course. I'm grounded for two weeks! It's so unfair!

Appendix

Tip!

- Don't show your story to your partner. You'll miss the fun!
- Use Wh - questions to ask:
  1. Where ….?
  2. What. …?
  3. Whose …?
  4. Who …?
- Remember to use the question form after a Wh-word.

  e.g. *Where are your friends going tonight?*
  What did …

19 Student B

Read the story that won the second prize in the story-writing competition.

a. Is it funny or sad?

b. Can you guess the missing information?

c. Ask your partner (Student A) to give you the information missing.

2nd PRIZE

My [1]..... are going to the cinema tonight. But I am not! And you know why? Because of that stupid window! Everything happened so fast. You see, I was dancing to the rhythm of '*Lose my breath*' in our [2]..... I was having so much fun!

Suddenly, I raised my left foot and, by mistake, I kicked my brother's ball. The ball flew across the room and hit the window. You can imagine the rest. The window broke into [3]..... pieces! Mum got angry and punished me of course. I'm grounded for [4]..... weeks! It's so unfair!

Tip!

- Don't show your story to your partner. You'll miss the fun!
- Use Wh - questions to ask:
  1. Where ....?
  2. What. ...?
  3. Whose ...?
  4. Who ...?
- Remember to use the question form after a Wh-word.

  e.g. *Where are your friends going tonight?*
  What did ...

Unit 4 Lesson 3



Vocabulary Link

Natural Disasters / Accidents

20 ***Read these short texts from newspaper articles. What are they about? Choose from Vocabulary Task 1 on page 55. Underline all the words which can be used to talk about each disaster or accident and make word groups.***

A. "The rivers go up as much as four inches a day, and the end of the rainy season is still weeks away. We're fighting against time!"

C. Many strong aftershocks, one measuring 6.3 in magnitude, rocked the area.

B. On the night of the deadly crash, photographers on motorbikes were chasing Diana's car through the streets of Paris.

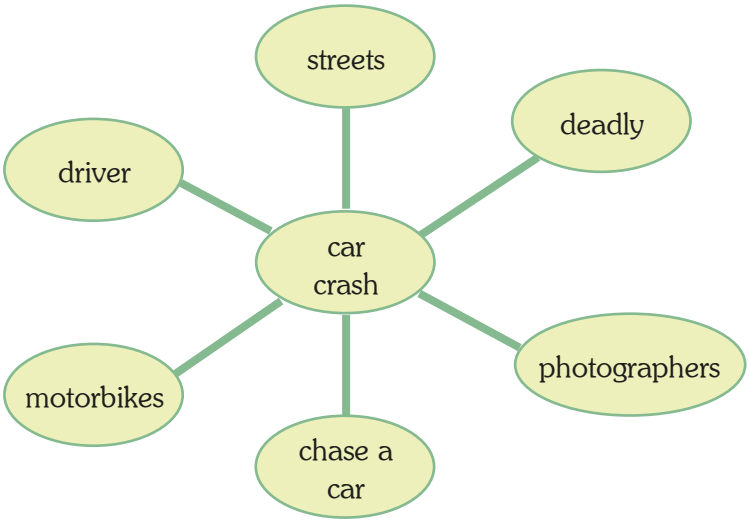
D. A SLEEPING GIANT AWAKES! Lava rocketed up to the top of Mount Saint Helens in Washington last week.

E. Back to school after Katrina. Thousands of students whose schools were destroyed by strong winds are being welcomed at new schools.

It's up to you!

Appendix

If you like, you can make spidergrams and add words. Here is an example:



21 ***Match the words with their meanings. Then, put them in the correct group on page 56.***

1. rescue teams	....	a. people without home
2. homeless	....	b. they put out fires
3. hospital care	....	c. they make sick people well again
4. trapped	....	d. they offer to work for free
5. fire fighters	....	e. they cannot escape
6. food supplies	....	f. you need it when you are very ill
7. doctors / nurses	....	g. food that you need
8. volunteers	....	h. groups who save people in danger

Unit 5 **Lesson 1**



22 ***We are in David and Susan's school in Notting Hill. Their class is organising a school trip to the British museum. David called the museum for more information. Listen to the recorded message and complete his notes (1-10).***

School Trip to the British Museum

- *Opening hours:*
  Mondays, Tuesdays, Wednesdays, [1] …… and
  Sundays from [2] ……. am to [3] ……. pm
  [4] …… and Fridays from 10 am to [5] .....pm
- *The [6]…… desk is in the Great Court*
- *Get tickets for the guided tour at the [7] .....*
- *Buy books from the [8].....*
- *Special activities for children, families and [9] .....*
- *For information about activities, call [10] .....*



Unit 5 Lesson 2

23 ***Read the text and answer these questions. How quickly can you find the answers?***

a. How many people live in the UK: …… *million*
b. A plane travels at 750 km per hour. How long does it take to fly from the south to the north of Great Britain: *1 hour and ..... minutes*
c. How many people use public libraries in the UK? .....
d. What is the Globe Theatre? .....
e. At what age can British children leave school? .....
f. How many children go to private schools? .....
g. Which are the three most important school subjects? .....
h. What is the Grand National? .....
i. Name two more sporting events in the UK: .....

24 ***Find the following numbers in the article and say what they refer to.***

100 5 5.5

It's up to you!

Appendix

Yahoo! - Microsoft Internet Explorer provided by OTEnet

The UK – Land and People



by Nadia Garcia

GEOGRAPHY

The United Kingdom includes Great Britain (England, Scotland and Wales) and Northern Ireland. It is 500km wide and 1,000 km long.
It has a population of about 59 million. Great Britain is the largest island in Europe and the eighth largest in the world. English is the official language.



LEISURE TIME

The most common leisure activities among people in the UK are home-based, like entertaining or visiting relatives and friends. Watching television is by far the most popular leisure pastime. They also like listening to the radio or to music and reading books (6 out of 10 people are members of public libraries). Finally, they are good at gardening and do-it-yourself activities.

THE ARTS

London is one of the biggest cultural centres in the world. It has around 100 theatres which show musicals, modern dramas, classical plays and comedies. At the famous Globe Theatre, where William Shakespeare performed, visitors can enjoy one of his plays and feel the atmosphere of his time.





EDUCATION

Children in Britain must attend school from the age of 5 until they are 16. Around 93% of children in the UK get free education. The rest attend private schools. The average weight of a British child's school bag is 5.5 kilos. There is a National Curriculum for all pupils. English, mathematics and science are 'core' subjects and students spend more time on them.

SPORT



About 29 million people over the age of 16 in the UK take part in sport or exercise. Walking is the most popular physical activity.
The sport which the British love watching is football. The Football Association Cup Final, the Wimbledon tennis tournament, the Open Golf Tournament and the Grand National (a world-famous horserace over fences) are the most important sporting events in the UK.

information taken from:The Foreign and Commonwealth Office Britain in Brief; London Crown

Start | Yahoo! - Microsoft Int... | EN | 18:07



Vocabulary Link

Guessing words from context

25 ***Find words in the article on page 196 that mean:***

a. the number of people who live in a country: GEOGRAPHY _ _ _ _ _ _ _ _ _ _

b. give food and drink to visitors in your house: LEISURE TIME _ _ _ _ _ _ _ _ _

c. something you like doing when you aren't working: LEISURE TIME _ _ _ _ _ _ _

d. about art, music and theatre: ARTS _ _ _ _ _ _ _ _

e. go to: EDUCATION _ _ _ _ _ _

f. the group of subjects children study at school: EDUCATION _ _ _ _ _ _ _ _ _ _

Unit 5 Lesson 3



Listening

26 ***Listen again and complete Magda's notes.***

Interview with Mrs Ioannou - Notes

- School on [1] .....
- Only [2] ..... wore a school uniform.
- Used encyclopaedias for school [3] .....
- Best part of the week: [4] .....
- TV was [5] ..... & [6] .....
- Radio stations: played the listeners' [7] .....
- Usually fought with [8] .....

It's up to you!

Appendix

Listening & Reading





27 ***Listen again and read the song. Tick ✓ what the singer DID NOT use to do to learn English?***

He didn't use to ...

a. read English books / mags. ☐
b. travel abroad. ☐
c. listen to English songs. ☐
d. keep a diary in English. ☐
e. watch films with English subtitles. ☐
f. practise speaking English with his friends. ☐
g. use an English-English dictionary. ☐
h. play Scrabble® in English. ☐
i. have an English key pal. ☐
j. send text messages in English. ☐

Unit 6 — Lesson 1

28 ***Decide on a suitable name for each school scheme. Choose from a-d.***

a. 'Zero Waste Day' ...	b. 'Draw to Help!' ...
c. 'Cash for Cans' ...	d. 'Recycle Paper' ...

29 ***Read the texts again in more detail. Find the team that....***

a. needs something extra at their school. ...
b. has unusual bins today. ...
c. has bought something new. ...
d. uses its members' artistic skills. ...
e. does a different thing every day. ...
f. tells you where to take your old computer. ...
g. believes they need to work harder. ...

Green Schools ⇔ Green Communities



1 Andrew, 15

"Recycling a can is 20 times cheaper than making a new one, so manufacturers are happy to buy used ones. I've joined an eco team which collects cans students usually throw away and takes them to the nearest recycling point. It's really cool! We've bought three new basketballs with the money they've given us for the used cans so far. Have you ever volunteered for your community?"

2 Sheila, 12

"We've started a Waste Reduction Week at our school. Today, we've removed the waste-paper bins from all classrooms and the headmaster has given each student a bag where we must put all the litter we produce during the day. At the end of the day, the student with the smallest bag will get a prize! So, let's get down to work!"

3 Tony, 13

We've teamed up with other schools in our area and we've formed eco teams. We're trying to recycle as much paper as possible. We've asked the local council for extra recycling bins and they've given us green flags to fly! It's a good start but we haven't gone green yet. We must keep working."

4 Bettina, 14

"My team has designed recycling posters which encourage people to sort the paper, glass and cans from their rubbish. We've also made a poster with the names and addresses of phone and computer stores which take old mobiles and computers and give them to people in poor countries or recycle them. Have you ever heard of that?"



It's up to you!

Appendix



Vocabulary Link

Guessing words from context

30 ***Find the words (1-8) in the students' texts (Texts 1-4). In pairs, guess what they mean. Then, match (1-4) with (a-d) and (5-8) with (e-h).***

1. manufacturer	...	a. the people who live in a place
2. volunteer	...	b. a person or company that makes sth
3. community	...	c. we throw less rubbish away during this week
4. waste reduction week	...	d. offer to work without getting any money
5. remove	...	e. put things in groups
6. get down to	...	f. start
7. sort	...	g. shops
8. stores	...	h. to take sth off or away



Speaking

31 ***The student who will be the first to complete their questionnaire correctly is the winner.***

Find Someone Who .....

1. *Find someone who has taken care of a stray dog.*
   Name:
   .....
2. *Find someone who has cleaned up a beach.*
   Name:
   .....
3. *Find someone who has planted a tree.*
   Name:
   .....
4. *Find someone who has helped put out a fire in a forest.*
   Name:
   .....
5. *Find someone who has recycled their mobile phone or their computer.*
   Name:
   .....

Ask and answer:

e.g. Have you ever taken care of a stray dog?
Yes, I have / No, I haven't

Write:

e.g. Maria has taken care of a stray dog. / No one in the class has taken care of a stray dog.



32 ***Complete the gaps (1-6) with one of the following phrases (a-f).***

a. 8 Milton Road, SE1 London
b. but classes start in September.
c. I also like meeting new people
d. I have also worked in the school library
e. reading, dancing
f. which I read on your website

15th June, 2006

Dear Sir/Madam,

I am writing to answer your advertisement which is about voluntary work in the Wild Zoo and [1] *.....*

I have just finished school but I have not started my studies yet. I have always loved animals so I want to become a vet. The college I want to go to has already accepted me [2] *..... ..... So, I think it is a wonderful idea to spend the summer months as a volunteer for the zoo.*

I speak French very well. [3] *..... . ..... for the last three years. I believe I am a friendly person and I learn fast.* [4] *..... ..... and spending time with children.*

I am sending you my application form and my CV. I look forward to your answer.

Yours faithfully,
Lyn Elliot

CURRICULUM VITAE

Name	Lyn Elliot
Address	[5] .....
Telephone	020-7798 098
Nationality	British
Date of Birth	11 May 1988
Education	
1999-2006	Oatridge Secondary School
Languages	French (Level C1)
Skills	Computer literate (Word, PowerPoint)
Experience	Assistant in school library
Interests	[6] .....

It's up to you!

Appendix

Vocabulary Link

Work

33 ***Match the words (a-e) with their meanings (1-5) and the words (f-j) with (6-10). Lyn's letter and CV can help you.***

a. skills	...	1.	things you can do (type, drive etc.)
b. voluntary work	...	2.	your character (if you are polite, friendly etc.)
c. personal qualities	...	3.	work done for no pay
d. working hours	...	4.	it gives information about you
e. CV	...	5.	the hours when you work
f. interview	...	6.	work of the same type you've done before
g. experience	...	7.	certificates and exams you've passed
h. salary	...	8.	a talk with a company about a job you want to get
i. qualifications	...	9.	a special form you complete to get a job
j. application form	...	10.	the money you get for your work every month

Unit 6 **Lesson 3**

Listening

34 ***Listen to the whole news report and help Penelope put the pictures (a-d) in the correct order (1-4).***



a. ...



b. ...



c. ...



d. ...

35 ***Listen again and choose the correct information to help Penelope with the article.***

14th Junior High School of Athens

The Event: School Trip to Philopappos Hill

- Time spent: [1] two hours / three hours
- Name of game: treasure hunt
- Work in [2] in pairs / in groups
- A questionnaire about [3] daily life / monuments in ancient Athens.
- 1st task: Find where Greek orators stood to [4] meet the public / speak to the public.
- 2nd task: [5] copy the numbers / copy the names on the Philopappos monument
- Equipment: [6] ..... and compasses
- Main Organiser: Mr Ravasopoulos, the [8] history / biology teacher
- Total number of ss this year: [9] 120 / 110



Speaking

36 ***Go around the class, ask and take notes.***

Find Someone Who ..... AGAIN!

1. *has cooked on their own.* *Name:* .....
   (Find out when it was and what they cooked)
   .....
2. *has done an experiment in chemistry.* *Name:* .....
   (Find out when it was and if it went well)
   .....
3. *has played Trivial Pursuit.* *Name:* .....
   (Find out when he played and if he won)
   .....
4. *has heard stories about the past from old people.* *Name:* .....
   (Find out who told the stories and what the story was about)
   .....
5. *has visited a foreign country.* *Name:* .....
   (Find out where they went and who they went with)
   .....
6. *has performed on stage.* *Name:* .....
   (Find out when it was and what they did)
   .....

e.g. – Have you ever cooked on your own?
– Yes, I have. I've cooked on my own many times.
– When did you last cook on your own?
– Last week.
– What did you cook?
– I made meat balls.

It's up to you!

Appendix

Unit 7 **Lesson 3**



Reading

37 ***Silou sent the article about life in the future to Andrew's site to share it with their e-friends. Andrew wants to add headings over each idea. Read the article again and, in pairs, make up one suitable heading for each technological development.***



Speaking

Mediation Task

38 ***Student A:***
Your American friend is in Greece. You are looking at Greek magazines together and your friend wants to know what his/her horoscope says. Tell him/her.

Student A:
- *Read the horoscope before you start.*
- *What do you want to say to your friend?*
- *Think about the language you need. Don't try to translate everything.*

  Use your own words and words from the Language Bank, if you like.
- *Think in English.*

Language Bank

solve
show
invitation
early
fight

....
Αυτό το μήνα, θα καταφέρεις επιτέλους να λύσεις ένα πρόβλημα που σε απασχολεί πολύ αυτό τον καιρό. Οι φίλοι σου θα σου δείξουν την αγάπη τους και θα σε βοηθήσουν.
Θα πάρεις πρόσκληση και θα πας σε ένα καταπληκτικό πάρτυ. Οι γονείς σου όμως θα σου πουν να γυρίσεις νωρίς και έτσι προμηνύεται σύγκρουση.
Στο τέλος του μήνα θα γράψετε διαγώνισμα στο μάθημα που σιχαίνεσαι. Προετοιμάσου!

Now, ***Student A:***
You are from Australia and you're spending your holidays in Greece at your Greek friend's house. You are looking at some Greek magazines together and you want to know what your horoscope says. Your friend will tell you. Is it good news?

Student A:
- *Listen to your partner.*
- *Ask any questions you like.*
- *Say if you agree with what your horoscope says. Are you happy with it?*

Adapted from the teenage magazine: Young No 8 Ιούλιος 2006 (Greek edition - pages 206-207)

Student B:
You are from the USA and you're spending your holidays in Greece at your Greek friend's house. You are looking at some Greek magazines together and you want to know what your horoscope says. Your friend will tell you. Is it good news?

Student B:
- *Listen to your partner.*
- *Ask any questions you like.*
- *Say if you are happy with what your horoscope says.*

Now, ***Student B:***
Your Australian friend is in Greece. You are looking at Greek magazines together and your friend wants to know what his/her horoscope says. Tell him/her.

Student B:
- *Read the horoscope before you start.*
- *What do you want to say to your friend?*
- *Think about the language you need. Don't try to translate everything.*

  Use your own words and words from the Language Bank, if you like.
- *Think in English.*

Language Bank

change
soon
take up
need
feel sad

....
Αυτό τον καιρό η ζωή σου είναι λίγο μονότονη αλλά τα πράγματα θα αλλάξουν πολύ σύντομα. Θα ξεκινήσεις κάτι καινούργιο -ένα άθλημα ίσως- που θα σ' αρέσει πολύ και θα γνωρίσεις νέα άτομα. Κάποιος στην οικογένειά σου θα χρειαστεί τη βοήθειά σου. Μην αρνηθείς γιατί θα στεναχωρηθεί.
Ίσως δεν βγεις με την παρέα σου πάρα πολύ αυτό το μήνα γιατί θα έχεις πολλή δουλειά για το σχολείο. Υπάρχει όμως περίπτωση να πας μια σχολική εκδρομή.

It's up to you!

Appendix

Unit 8 — Lesson 1



Grammar Link

Passive structures - Simple Present Passive

39 ***Get in groups of three. Choose one of the following places and make a list of activities that are normally done at this location. Write passive sentences and add the agent if necessary. The Language Bank can help you. When you finish, tell the class.***

school | hotel | restaurant | zoo

e.g.

At a hotel

e. Beds are made every day.
f. Breakfast is served between 7.00 and 9.00.
g. Credit cards are accepted.
h. ....

Language Bank

NOUNS: school trips / cages / customers / guests / visitors absent students / plants / bills / material / food / meals / animals / phone calls / damages / order / classrooms / offices / projects / photos / information etc.

VERBS: register / clean / serve / pay / make / water / organise / plan / do / prepare / buy / tidy / adopt / repair / answer / take / give / deliver / sell etc.

Unit 8 — Lesson 2



Vocabulary Link

Guessing words from context

40 ***Read these extracts from the interview with Tom. In pairs, try to guess what the expressions in bold mean. Choose A or B. Then, tell the class.***

a. Braille became blind **by accident** when he was only three years old.
A. he expected to become blind. *B. he didn't expect to become blind.*

b. How did he **come up with the idea of** his code?
A. get the idea *B. present the idea*

c. Soldiers used this code **to share top-secret information** during a battle.
A. hide important information *B. tell each other important information*

d. Each dot has **a numbered position** on the Braille cell.
A. a place with a number *B. a series of numbers*

e. I can read a sign or a book **just by** touching these dots with my fingers.
A. I only need to *B. I don't have to*

f. You can see Braille signs in most **public places**.
A. places where blind people go *B. places where anyone can go*

g. The asteroid 9969 Braille **was named after him**.
A. was given his name *B. has no name after the death of Braille*

h. **Thanks to** you, I'll write a great article for our newspaper.
A. Thank you for the article *B. You helped me write my article.*

Unit 8 Lesson 3



Catchy headlines

41 ***If you want to attract readers, you need to find a catchy title for your newspaper article. In pairs, read the following titles and discuss:***

1. What kind of text is it? 2. What might it be about? 3. Is it interesting to read?

a. Hey TEENS! Can we have your attention, please?

b. Are celebs too skinny?

c. Caught on Camera!

d. The 9 Laws of Friendship

e. **Destination ...**
OXFORD

f. Bro or Sis driving you crazy? Here is how to fix it...

g. The boy in the striped pyjamas - John Boyne
'A small wonder of a book' GUARDIAN

I. FROM THE EDITOR
Dear readers,

h. Are you mad about Fashion?
Find out...

j. Health Club Corner ~
Our tips for the summer

k. 26th September - European Day of Languages
It was great fun!

*ΠΗΓΕΣ ΚΕΙΜΕΝΩΝ & ΕΙΚΟΝΩΝ ΠΟΥ ΧΡΗΣΙΜΟΠΟΙΗΘΗΚΑΝ ΓΙΑ:

Αγγλικά Α΄ Γυμνασίου - Επίπεδο Προχωρημένων - Βιβλίο Μαθητη

ΚΕΙΜΕΝΑ

UNIT 2

- **Lesson 1 -** *Fancy School?* Quiz (What's your school type), σελίδα 8, προσαρμοσμένο κείμενο από: *Mizz No. 531 / Sept 21st - Oct 4th 2005 / p.61*
  Culture Corner σελίδα 14, βασίστηκε σε πληροφορίες από: www.compassionbb.org
- **Lesson 3 -** *Teen Bestsellers*, Reading (Blurbs), σελίδα 20, χρησιμοποιήθηκαν τα εξώφυλλα των βιβλίων (ως εικόνες) καθώς και το κείμενο στα οπισθόφυλλα των βιβλίων:
  - **Stuff** *by Jeremy Strong* - Puffin 2005
  - **Indigo Blue** *by Cathy Cassidy* - Puffin 2005

  Παράρτημα:
  Speaking: Εξώφυλλα και κείμενα προσαρμοσμένα από την περίληψη στα οπισθόφυλλα των βιβλίων
  - **Σπίτι για πέντε** - Λότη Πέτροβιτς-Ανδρουτσοπούλου / Εκδόσεις Πατάκη (Συλλογή Χελιδόνια)
  - **Η Σαββίνα, η Μοένια και τα χρώματα** - Βησσαρία Ζορμπά-Ραμμοπούλου - Εκδόσεις Ακρίτας

UNIT 3

- **Lesson 1 -** *Food for thought*, Reading (What are we really eating?), σελίδα 29, προσαρμοσμένο κείμενο από: Mizz No. 519 / April 6th - 19th 2005 / p. 24-25
- **Lesson 3 -** *We're on a shopping spree* Reading (games), σελίδα 37, προσαρμοσμένα κείμενα από Mizz Reviews
  - Charlie and the Chocolate Factory - *Mizz No 527 / July 27th - Aug 9th 2005 p. 69*
  - Mario Power Tennis - *Mizz No 516 / Feb 23rd - March 18th 2006 p. 69*
  - Matrix Online - *Mizz No 522 / May 18th - 31st 2005 p. 69*
  - The Lord of the Rings - *Mizz No 513 / Jan 12th - 25th 2005 p. 69*

UNIT 4

- **Lesson 1 -** *On a mystery tour*, Reading (Who's the Mystery Person?), σελίδα 45, προσαρμοσμένα κείμενα από:
  - Κείμενο A: *Time for Kids / October 21 / 2005 / Vol. 11 / No 7*
  - Κείμενο B: *Time for Kids / September 30 / 2005 / Vol. 11 / No 5*
  - Κείμενο C: *Time for Kids / April 8 / 2005 / Vol. 10 / No 23*
  - Κείμενο D: *Time for Kids / January 28 / 2005 / Vol. 10 / No 15*
  - Κείμενο E: *Time for Kids / February 13 / 2004 / Vol. 9 / No 1*
- **Lesson 2 -** **Reading** - *A broken window*, σελίδα 49, προσαρμοσμένο από τη σχολική εφημερίδα 'LEONteen'
- **Lesson 3 -** *We survived the tsunami*, Reading (The tsunami tragedy), σελίδα 54, προσαρμοσμένο κείμενο από: *Mizz No. 514 Jan 26th - Feb 8th 2005 p. 28 - 29*
  - *Rescues Continue in New Orleans*, σελίδα 56, προσαρμοσμένο κείμενο από: Time For Kids, September 5, 2005

UNIT 5

- **Lesson 1 -** **Listening** - σελίδα 64, βασίστηκε σε πληροφορίες από: *'The World of the British Museum'* (The British Museum Press)
  Reading: *Ancient Egypt / The Roman Empire*, σελίδες 66-67, προσαρμοσμένα κείμενα από: *'The World of the British Museum'* (The British Museum Press)
- **Lesson 2 -** **Reading** -*The UK - Land and People*, σελίδα 71, βασίστηκε σε πληροφορίες από: *'Britain in Brief'* (The Foreign and Commonwealth Office)

Listening: *Superstitions in the UK*, σελίδα 73, βασίστηκε σε πληροφορίες από: *'Britain in Brief* (The Foreign and Commonwealth Office)
• **Song:** σελίδα 79, *My English is great*, Στίχοι: Βίκυ Κουή

UNIT 6

• **Lesson 1 -** **Reading:** *Green Schools /Green Communities*, σελίδα 85, βασίστηκε σε πληροφορίες από:
1. www.ci.fort-collins.co.us
2. www.kidsrecycle.org/index.php
3. www.metrokc.gov/dnr.kidsweb/index.htm

• **Lesson 3 -** **Listening:** *Junior Archaeologists*, σελίδα 94, βασίστηκε στο άρθρο «Μικροί αρχαιολόγοι εν δράσει», Τύπος της Κυριακής - 4.6.2006
Reading & Writing: *Kazantzakis Museum*, σελίδα 96, βασίστηκε σε πληροφορίες από www.culture.gr

UNIT 7

• **Lesson 2 -** **Listening:** *Good Intentions*, σελίδα 106, προσαρμοσμένο από http://www.aap.org/advocacy/releases/jankidstips.htm

• **Lesson 3 -** **Reading:** *What will our great-grand children's life be like?*, σελίδα 112, κείμενο προσαρμοσμένο από http://www.nationalgeographic.com/ngkids/9901/beyond-2000/
Speaking: Mediation Task, σελίδες 150 & 153, προσαρμοσμένο από το περιοδικό : Young No 8 Ιούλιος 2006 (Greek edition - pages 206-207)

UNIT 8

• **Lesson 1 -** απόσπασμα από συνέντευξη Sean Penn *adapted from* www.iefili.com

• **Lesson 2 -** **Listening-Tasks 3 & 5 pp. 123-124 *Adapted from*** www.afb.org/braillebug

• **Lesson 3 -** Απόσπασμα από club announcement, σελίδα 129 από http://www.millenniumschools.co.uk/pub/sunderland/townend/d.html?1173106461
Απόσπασμα από book review (B) σελίδα 130 από http://www.stjohnswhetstone.co.uk/pls/dad_stjn20/stjn20_page?p_cr_id=773
Άρθρα C, D & E σελίδα 130 από σχολική εφημερίδα Leonteen του Λεοντείου Λυκείου *Let's work together for our school newspaper*, σελίδες 128-129 προσαρμοσμένο από www.news.bbc.co.uk/cbbcnews/hi/find_out/guides/2003/school_newspapers/

UNIT 9

ΠΙΝΑΚΕΣ σελίδα 138 Information taken from:
http://news.bbc.co.uk/cbbcnews/hi/newsid_2130000/newsid_2138900/2138993.stm
σελίδα 139 από http://en.wikipedia.org

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ΦΩΤΟΓΡΑΦΙΕΣ

UNIT 1

- Φωτογραφίες B, C σελίδα 2 από αρχείο Λεοντείου Λυκείου

UNIT 2

- Φωτογραφίες σελίδες 16 & 19 από αρχείο Λεοντείου Λυκείου
- Φωτογραφίες λεξικού στη σελίδα 11 από Hornby, A. S. (1974) Oxford Advanced Learner's Dictionary of Current English
- Φωτογραφίες *Culture Corner* σελίδα 14 από www.compassionbb.org
- το εξώφυλλο του βιβλίου **Stuff** *by Jeremy Strong* - Puffin 2005, σελίδα 21
- Φωτογραφία *Jeremy Strong* σελίδα 21 από www.bbc.co.uk
- Φωτογραφία *Cathy Cassidy* σελίδα 21 από www.cathycassidy.com

UNIT 3

- **Lesson 1 -** σελίδα 32:
  Thanksgiving dinner από inventorspot.com/articles/thanksgiving_patent...
  Ramadan από www.clipfile.org/marcia/archives/foodfamily
  Snack tray for Chinese New Year από pro.corbis.com/search/Enlargement.aspx?CID=is...
- **Lesson 3 -** We're on a shopping spree Reading (games), σελίδα 37, φωτογραφίες από Mizz Reviews
  - Charlie and the Chocolate Factory - *Mizz No 527 / July 27th - Aug 9th 2005 p. 69*
  - Mario Power Tennis - *Mizz No 516 / Feb 23rd - March 18th 2006 p. 69*
  - Matrix Online - *Mizz No 522 / May 18th - 31st 2005 p. 69*
  - The Lord of the Rings - *Mizz No 513 / Jan 12th - 25th 2005 p. 69*

UNIT 4

- Φωτογραφία Alfred Nobel σελίδα 47 από http://en.wikipedia.org
- Φωτογραφίες σελίδα 48, 56, 59 από http://en.wikipedia.org
- Φωτογραφία σελίδα 60 από http://www.nytimes.com/

UNIT 5

- Φωτογραφία χάρτη, σελίδα 63 από Βρετανική Πρεσβεία Μαδρίτης
- Φωτογραφία The Death of Socrates, painting by Jacques-Louis David σελίδα 68 από www.wikipedia.org
- Φωτογραφία Γιάννη Πετρίδη σελίδα 75 από http://www.zaffy.net/petridis_main.htm
- Φωτογραφία ασπρόμαυρης τηλεόρασης σελίδα 76 από http://news.bbc.co.uk/2/hi/uk_news/magazine/7291578.stm

UNIT 6

- Φωτογραφίες b & d, σελίδα 95 από αρχείο Λεοντείου Λυκείου
- Φωτογραφία σελίδα 96 από www.culture.gr
- Φωτογραφία Μουσείου Σύγχρονης Τοπικής Ιστορίας Κοζάνης σελίδα 97 από www.kozanh.gr

UNIT 7

- Φωτογραφίες σελίδα 102 από αρχείο Λεοντείου Λυκείου
- Φωτογραφία Σάκη Ρουβά, σελίδα 114 από http://www.sakisrouvas.com

UNIT 8

- Φωτογραφίες βραβεύσεων σελίδες 118-122 από http://en.wikipedia.org
- Φωτογραφία βράβευσης 12ου Πανελλήνιων Μαθητικών Καλλιτεχνικών Αγώνων σελίδα 118 & φωτογραφία σελίδα 129 από αρχείο Λεοντείου Λυκείου
- Πίνακας Remington, σελίδα 123 από http://en.wikipedia.org
- Φωτογραφία 6 σελίδα 123 από www.artbeyondsight.org
- Φωτογραφίες σελίδα 124 από www.visioneu.org , http://archives.umc.org & www.guidedog.org
- Φωτογραφία σελίδα 129 από http://www.millenniumschools.co.uk/pub/sunderland/townend/d.html?1173106461
- Φωτογραφίες σελίδων 129-130 Newspaper 1, 3, 5, 6, 7 από σχολική εφημερίδα Leonteen του Λεοντείου Λυκείου
- Φωτογραφία σελίδα 131 από http://news.bbc.co.uk/cbbcnews/hi/find_out/guides/2003/school_newspapers/newsid_3292000/3292327.stm

UNIT 9

- Ζωγραφιά του 10χρονου Joseph Rojas Madriga σελίδα 138 για την Ευρώπη από www.ticotimes.net

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- Φωτογραφίες του Χρήστου, του Περικλή και της Βιβιάνας Ντίνου
- Φωτογραφίες της Μάγδας Πλέσσα
- Φωτογραφίες του Κωνσταντίνου και της Τίνας Θεοφανοπούλου

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