

Think Teen!

1st Grade of Junior High School

STUDENT'S BOOK

Προχωρημένοι

ΣΥΓΓΡΑΦΕΙΣ	Ευαγγελία Καραγιάννη , Εκπαιδευτικός Βασιλική Κουή , Εκπαιδευτικός Αικατερίνη Νικολάκη , Εκπαιδευτικός
ΚΡΙΤΕΣ-ΑΞΙΟΛΟΓΗΤΕΣ	Ελένη Μπιντάκα , Σχολική Σύμβουλος Μαρία Μπαστάκη , Εκπαιδευτικός Ευαγγελία Γεωργούλη , Εκπαιδευτικός
ΕΙΚΟΝΟΓΡΑΦΗΣΗ	Βασίλειος Λόγιος , Σκιτσογράφος-Εικονογράφος
ΦΙΛΟΛΟΓΙΚΗ ΕΠΙΜΕΛΕΙΑ	Χρυσούλα Κανελλοπούλου , Εκπαιδευτικός
ΥΠΕΥΘΥΝΟΣ ΤΟΥ ΜΑΘΗΜΑΤΟΣ ΚΑΙ ΤΟΥ ΥΠΟΕΡΓΟΥ ΚΑΤΑ ΤΗ ΣΥΓΓΡΑΦΗ	Ιωσήφ Ε. Χρυσοχόος , Πάρεδρος ε.θ.του Παιδαγωγικού Ινστιτούτου
ΠΡΟΕΚΤΥΠΩΤΙΚΕΣ ΕΡΓΑΣΙΕΣ	Αφοί Ν. Παππά & Σία Α.Ε.Β.Ε.

Γ' Κ.Π.Σ. / ΕΠΕΑΕΚ II Ενέργεια 2.2.1 / Κατηγορία Πράξεων 2.2.1.α:
«Αναμόρφωση των προγραμμάτων σπουδών και συγγραφή νέων εκπαιδευτικών πακέτων

	ΠΑΙΔΑΓΩΓΙΚΟ ΙΝΣΤΙΤΟΥΤΟ Δημήτριος Γ. Βλάχος Ομότιμος Καθηγητής Α.Π.Θ. <i>Πρόεδρος του Παιδαγωγικού Ινστιτούτου</i>
Πράξη με τίτλο:	«Συγγραφή νέων βιβλίων και παραγωγή υποστηρικτικού εκπαιδευτικού υλικού με βάση το ΔΕΠΠΣ και τα ΑΠΣ για το Γυμνάσιο»
	Επιστημονικοί Υπεύθυνοι Έργου Αντώνιος Σ. Μπομπέτσης <i>Σύμβουλος του Παιδαγωγικού Ινστιτούτου</i> Γεώργιος Κ. Παληός <i>Σύμβουλος του Παιδαγωγικού Ινστιτούτου</i>
	Αναπληρωτές Επιστημονικοί Υπεύθυνοι Έργου Ιγνάτιος Ε. Χατζηευστρατίου <i>Μόνιμος Πάρεδρος του Παιδαγωγικού Ινστιτούτου</i> Γεώργιος Χαρ. Πολύζος <i>Πάρεδρος ε.θ. του Παιδαγωγικού Ινστιτούτου</i>

ΥΠΟΥΡΓΕΙΟ ΕΘΝΙΚΗΣ ΠΑΙΔΕΙΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ
ΠΑΙΔΑΓΩΓΙΚΟ ΙΝΣΤΙΤΟΥΤΟ

Ευαγγελία Καραγιάννη Βασιλική Κουή Αικατερίνη Νικολάκη

ΑΝΑΔΟΧΟΣ ΣΥΓΓΡΑΦΗΣ



1st Grade of Junior High School Student's book

Προχωρημένοι

ΟΡΓΑΝΙΣΜΟΣ ΕΚΔΟΣΕΩΣ ΔΙΔΑΚΤΙΚΩΝ ΒΙΒΛΙΩΝ
ΑΘΗΝΑ

Unit 1 - Welcome! (page 1)

FUNCTIONS	• Asking for & giving personal information
THEMES	• Communication / Interaction / Civilisation & Culture
VOCABULARY	• Classroom language
LANGUAGE FOCUS	• Verbs 'to be' & 'have got' / Present Simple
LINKS	• Geography / Modern Greek
PROJECT	• A collage of English signs / English words in the Greek language
READING	• Signs
LISTENING	• A teenager's presentation of International Teen Camp / English words in Greek dialogues
SPEAKING	• Photographs / Leisure activities
WRITING	• Students' profiles / Classroom language cards

UNIT 2 JUNIOR HIGH SCHOOL LIFE <i>page 7</i>	Lesson 1 Fancy school? <i>page 8</i>	Lesson 2 Join our club! <i>page 15</i>	Lesson 3 TEEN Best-sellers! <i>page 20</i>
--	--	--	--

FUNCTIONS	• Describing school routines, states & habits / Expressing preferences / Describing present activities & states / Narrating
THEMES	• System / Time
VOCABULARY	• School subjects & routines / School clubs & leisure activities / Idioms with 'Time' / 'Book' words
LANGUAGE FOCUS	• Simple Present / Present Continuous / Present Simple Tense vs. Present Continuous Tense
LEARNING STRATEGIES	FOCUS ON READING • Using titles and pictures to guess content / Activating background knowledge / Skimming for gist / Reading for specific information / Guessing unknown words from context
LINKS	• ICT / Literature / Art
PROJECT	• Books for teens
READING	• A magazine quiz / Teenagers' e-mails / A school timetable / A poster about school clubs / Blurbs of novels for teenagers
LISTENING	• Teenagers talking about school clubs / A radio programme about teenagers' favourite books and authors
SPEAKING	• My student type / My ideal school routine / My preferences in school clubs / Current activities/ The plot of a book
WRITING	• An e-mail about my ideal school / A school club poster

UNIT 3 TEEN MATTERS <i>page 27</i>	Lesson 1 Food for thought! <i>page 28</i>	Lesson 2 My problem sorted! <i>page 33</i>	Lesson 3 We're on a shopping spree! <i>page 37</i>
--	---	--	--

FUNCTIONS	• Expressing an opinion / quantity / obligation, prohibition & lack of obligation / emotions / Guessing / Giving advice & reasons / Comparing & contrasting / Suggesting / Agreeing / Disagreeing
THEMES	• Space / System / Civilisation & Culture / Quality / Quantity
VOCABULARY	• Food & healthy diet / Adjectives describing feelings / Vocabulary related to computer & video games / Shopping

CONTENTS

Think TEEN!

LANGUAGE FOCUS	• Nouns & quantifiers / Modals: must - mustn't - don't have to - may - might - should - shouldn't / Comparative & superlative form of adjectives
LEARNING STRATEGIES	FOCUS ON PROJECT WORK • Listing steps and assigning roles / Searching for information / Presenting work in a variety of ways
LINKS	• Home Economics / Culture / Music / Maths / ICT / Art
PROJECT	• Eating habits / Shopping around
READING	• A magazine article about eating habits / Food labels / An Agony Aunt's answer to a magazine reader / Computer game reviews
LISTENING	• A song about a teenager's feelings / Teenagers calling Teen Helpline / A dialogue between friends about buying a present
SPEAKING	• Differences in drawings / Description of teenagers in photos / Ideas for presents
WRITING	• Tips for healthy eating habits / The lyrics for a song / A letter of advice to a teenager

UNIT 4 LOOKING BACK ON THE PAST <i>page 43</i>	Lesson 1 On a mystery tour! <i>page 44</i>	Lesson 2 Tell me a story! <i>page 49</i>	Lesson 3 We survived the tsunami! <i>page 54</i>
--	---	---	---

FUNCTIONS	• Narrating past events / Asking and answering about past events / Describing the background in a story / Asking and answering about actions in progress at a certain time in the past
VOCABULARY	• Important personalities of the past / A burglary / Dates & years / Weather collocations / Natural disasters & accidents
LANGUAGE FOCUS	• Past Simple / Prepositions of Time / Past Continuous / Past Simple vs Past Continuous
THEMES	• Time / Change / Relativity of actions & events / Logical reasoning
LEARNING STRATEGIES	FOCUS ON LEARNING NEW VOCABULARY • Guessing unknown words from context / Keeping a record of new vocabulary / Using a dictionary
LINKS	• Science / History / Art / Music / Geography / ICT
PROJECT	• Who is who / Natural disasters around the world
READING	• A magazine quiz about important personalities / Students' short stories / A quiz about tsunamis / Newspaper articles about natural disasters and accidents
LISTENING	• An extract from a radio play / short dialogues
SPEAKING	• My activities at a specific time in the past / Specific information in a short story / A day I did something wrong
WRITING	• A 'Mystery Person' quiz / Opening paragraphs in stories / An article about a disaster / Information cards about a disaster

UNIT 5 TIMES CHANGE! <i>page 63</i>	Lesson 1 Fancy ancient history? <i>page 64</i>	Lesson 2 A nation in brief! <i>page 70</i>	Lesson 3 From generation to generation! <i>page 75</i>
---	---	---	---

FUNCTIONS	• Giving information / Asking for clarification & repetition / Comparing & contrasting / Expressing preferences & opinions / Describing photos / Agreeing / Disagreeing / Talking about past habits & states
THEMES	• Time / Place / Similarity-Difference / Change / Communication
VOCABULARY	• Ancient history / Education / Numbers / TV and radio programmes / Technology

CONTENTS

Think TEEN!

LANGUAGE FOCUS	<ul style="list-style-type: none"> • Relative clauses (Who / Which / Where) / The gerund / Past Simple & 'used to' (past habits & states)
LEARNING STRATEGIES	FOCUS ON LISTENING <ul style="list-style-type: none"> • Using titles, pictures and information tables to guess content and possible answers / Focusing on task / Ignoring redundancy
LINKS	<ul style="list-style-type: none"> • History / Geography / Culture / Maths / Technology / Music
PROJECT	<ul style="list-style-type: none"> • An ancient history quiz / A local history poster / About a nation / My learning routine
READING	<ul style="list-style-type: none"> • Museum guide book texts / A student's article about the UK
LISTENING	<ul style="list-style-type: none"> • 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
SPEAKING	<ul style="list-style-type: none"> • Ancient Rome and Egypt / Important historical figures / Similarities & differences between the British and the Greeks / Suitable photos for an exhibition / My past habits and states / My learning habits
WRITING	<ul style="list-style-type: none"> • A history quiz / A paragraph about my partner's past habits

UNIT 6 TEENS IN ACTION <i>page 83</i>	Lesson 1 Let's go green! <i>page 84</i>	Lesson 2 Many hands make light work! <i>page 89</i>	Lesson 3 Learn by doing! <i>page 93</i>
---	---	---	---

FUNCTIONS	<ul style="list-style-type: none"> • Talking about experiences, skills & abilities, recently completed actions / Expressing preferences
THEMES	<ul style="list-style-type: none"> • System / Interaction / Dimension / Logical processing
VOCABULARY	<ul style="list-style-type: none"> • Environment / Work / Vocabulary related to archaeological sites
LANGUAGE FOCUS	<ul style="list-style-type: none"> • Present Perfect Simple / Present Perfect Simple vs Past Simple
LEARNING STRATEGIES	FOCUS ON SPEAKING <ul style="list-style-type: none"> • Helping each other in pair work / Using Language Banks efficiently / Asking for repetition / Paraphrasing
LINKS	<ul style="list-style-type: none"> • Environmental Education / History / ICT / Modern Greek / Geography
PROJECT	<ul style="list-style-type: none"> • A treasure hunt game
READING	<ul style="list-style-type: none"> • A poster about recycling / School environmental schemes on the Internet / An advertisement for volunteers / A quiz on a historical area / A student's letter of application and CV / An online article about a museum
LISTENING	<ul style="list-style-type: none"> • A radio news report on a school trip
SPEAKING	<ul style="list-style-type: none"> • Class survey about students' experiences / Voluntary work / Ways of learning new things
WRITING	<ul style="list-style-type: none"> • A letter of application / My CV / A treasure hunt task sheet

UNIT 7 TOMORROW AND ... BEYOND! <i>page 101</i>	Lesson 1 Travel Plans! <i>page 102</i>	Lesson 2 Good intentions time! <i>page 106</i>	Lesson 3 In the year 2525! <i>page 111</i>
---	--	--	--

FUNCTIONS	<ul style="list-style-type: none"> • Speculating on photos / Talking about future personal arrangements, fixed plans & intentions / Asking for & giving advice / Predicting
THEMES	<ul style="list-style-type: none"> • Time / System / Difference-Similarity / Civilisation & Culture
VOCABULARY	<ul style="list-style-type: none"> • Travelling / Future Technology / Star signs & horoscopes
LANGUAGE FOCUS	<ul style="list-style-type: none"> • Present Continuous for future plans & arrangements / 'Be going to' for future plans & intentions / Future Simple for predictions

LEARNING STRATEGIES	FOCUS ON LEARNING NEW GRAMMAR
	<ul style="list-style-type: none"> • Guessing rules from context / Completing and using grammar tables and appendices
LINKS	<ul style="list-style-type: none"> • Geography / History / Art / Science / Careers Guidance
PROJECT	<ul style="list-style-type: none"> • Busy professionals / Our next school trip
READING	<ul style="list-style-type: none"> • A student's e-mail about a summer course in England / A diary entry / An article about life in the future
LISTENING	<ul style="list-style-type: none"> • A telephone conversation about a trip / Radio phone-in calls
SPEAKING	<ul style="list-style-type: none"> • A trip to England / Differences in students' diaries / Bad habits & good intentions / Ways of using everyday objects / Teenagers' life in the future / My horoscope
WRITING	<ul style="list-style-type: none"> • A list of good intentions / A diary entry / A horoscope of a famous person

UNIT 8 IN THE PAPERS! <i>page 117</i>	Lesson 1 "And the winner is..!" <i>page 118</i>	Lesson 2 Crack the code! <i>page 123</i>	Lesson 3 School Reporting! <i>page 127</i>
---	---	--	--

FUNCTIONS	<ul style="list-style-type: none"> • Exchanging information / Talking about events & situations / Asking & answering about one's past / Speculating on newspaper headlines
VOCABULARY	<ul style="list-style-type: none"> • Awards / Vocabulary related to the Braille code / Punctuation Marks / Disabilities / School newspaper
LANGUAGE FOCUS	<ul style="list-style-type: none"> • Simple Present Passive / Simple Past Passive
LEARNING STRATEGIES	FOCUS ON WRITING
	<ul style="list-style-type: none"> • Focusing on type, reader and purpose of a piece of writing / Process writing
LINKS	<ul style="list-style-type: none"> • History / Geography / ICT / Modern Greek
PROJECT	<ul style="list-style-type: none"> • Famous awards around the world / Our school newspaper
READING	<ul style="list-style-type: none"> • Articles about famous awards / An English message in Braille / An article about how to make a school newspaper / Newspaper headlines
LISTENING	<ul style="list-style-type: none"> • An interview with a blind boy / A conversation between students planning their school newspaper
SPEAKING	<ul style="list-style-type: none"> • Famous awards / Activities at different workplaces / Famous people with disabilities / The results of an event / My experiences / What a newspaper headline reveals
WRITING	<ul style="list-style-type: none"> • An article about awards around the world / An English message in Braille

UNIT 9 (REVIEW) - HAPPY SUMMER HOLIDAYS! *(page 135)*

FUNCTIONS	<ul style="list-style-type: none"> • Review
VOCABULARY	<ul style="list-style-type: none"> • Review
LANGUAGE FOCUS	<ul style="list-style-type: none"> • Review
LINKS	<ul style="list-style-type: none"> • PE / Geography / History / ICT / Culture / Art / Music
PROJECT	<ul style="list-style-type: none"> • My favourite painting
READING	<ul style="list-style-type: none"> • A web page about a teen camp / Teenagers' e-mails about their holidays / A teenager's e-mail about the European Union
LISTENING	<ul style="list-style-type: none"> • A conversation about the European Union
SPEAKING	<ul style="list-style-type: none"> • Travelling / Unusual sports & eco-holidays / The European Union / My favourite painting
WRITING	<ul style="list-style-type: none"> • A letter to a friend giving information about travelling in Europe / A short story

APPENDICES

QUIZ KEY - page 141

SPEAKING APPENDIX - page 142

MAPS - page 156


GRAMMAR APPENDIX - page 159

SELF-ASSESSMENT KEY - page 176

IT'S UP TO YOU - page 178

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.*

1
1



Ciao!
Come va?

4
1



Καλημέρα!

6
1



Apa Kabar!

2
1



Hi, there!

3
1



Ca va bien?

5
1



Hallo! Wie geht sie dir?

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?



Welcome!



- 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.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>surfs the net / weekends</i>
2. likes parties.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. is crazy about fashion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. wants a big family.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. prefers rock music.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. can sing very well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. has a pet.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. plays volleyball.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Student B

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

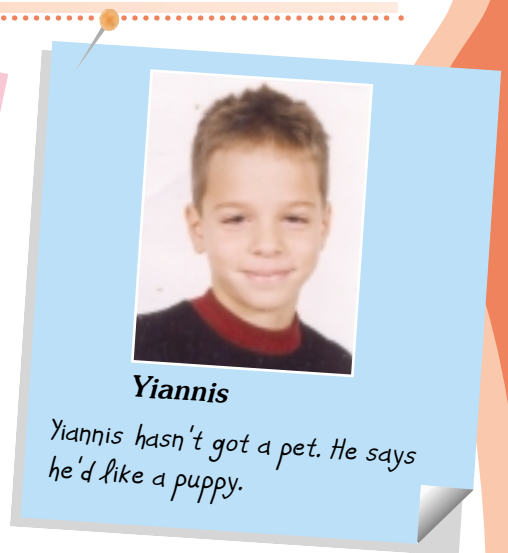


Welcome!

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

- 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.

Correct the mistakes

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 play 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?



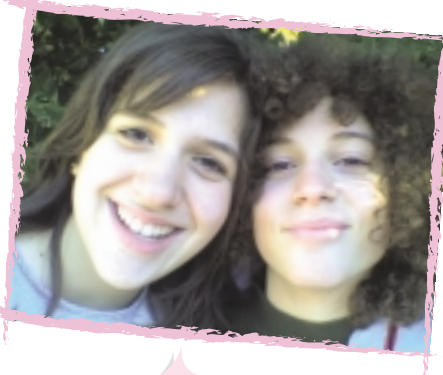
Project

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.



Πάμε για sandwich?

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, σαντιγί, 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!

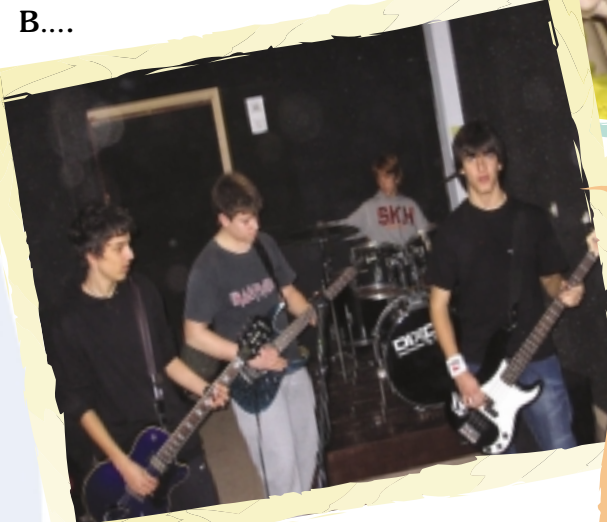


Listen to what the kids are saying and match the photos (A-C) with their words (1-3).

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

LINK TO

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

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

Lesson 1

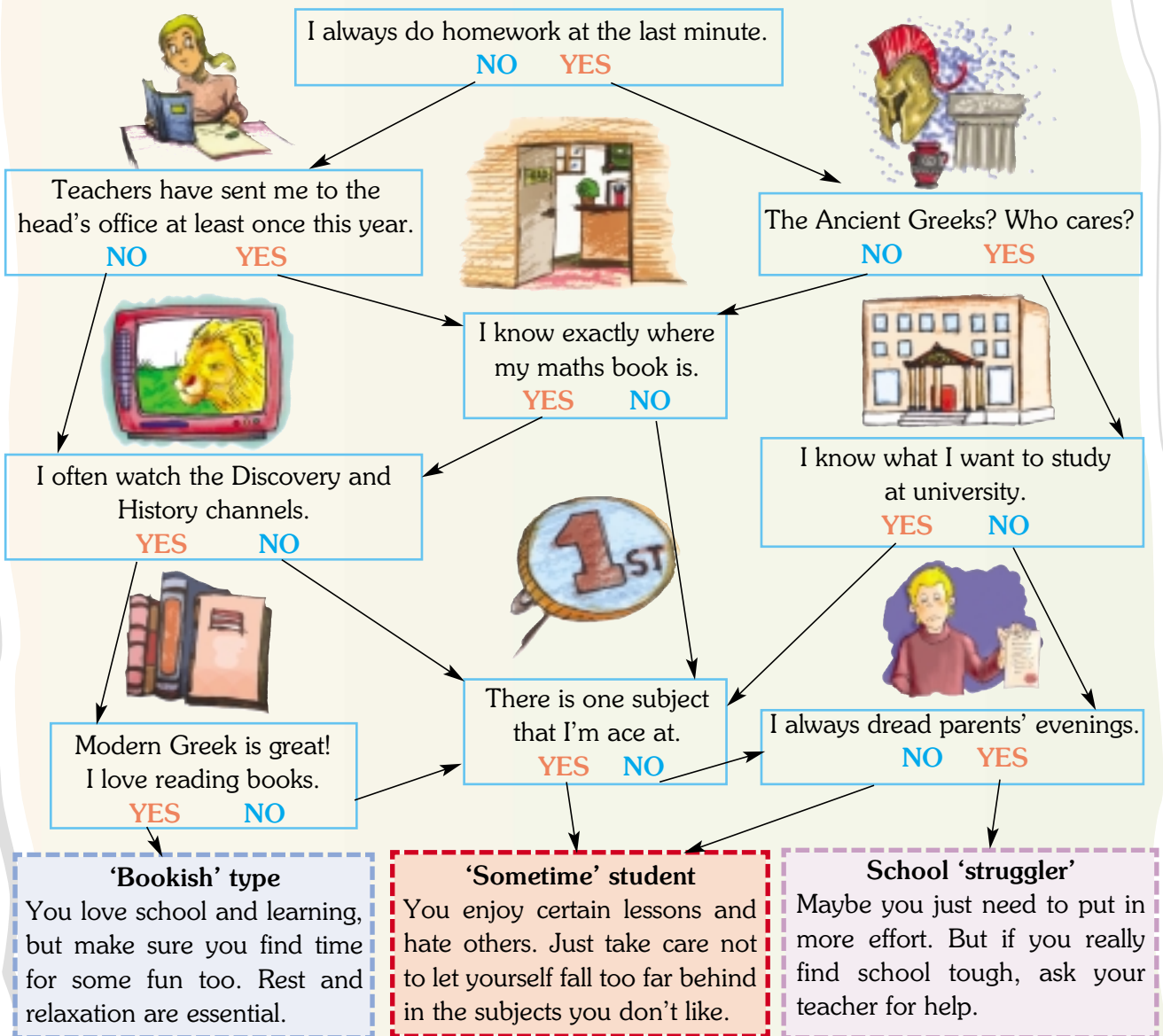


Reading

- 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.

TEEN newspaper What type of student are you ?

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



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?

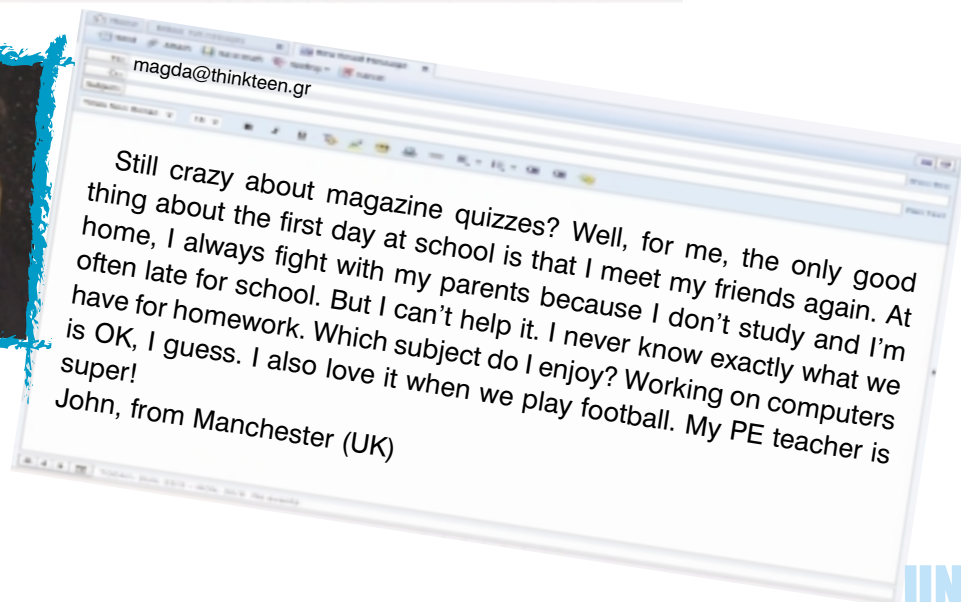
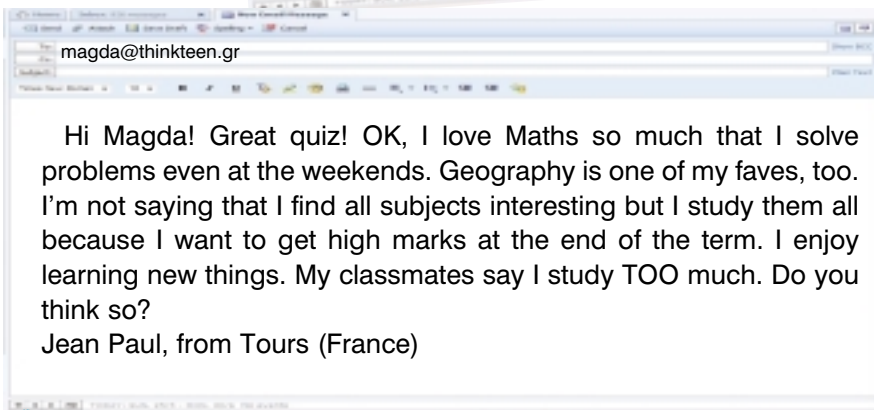
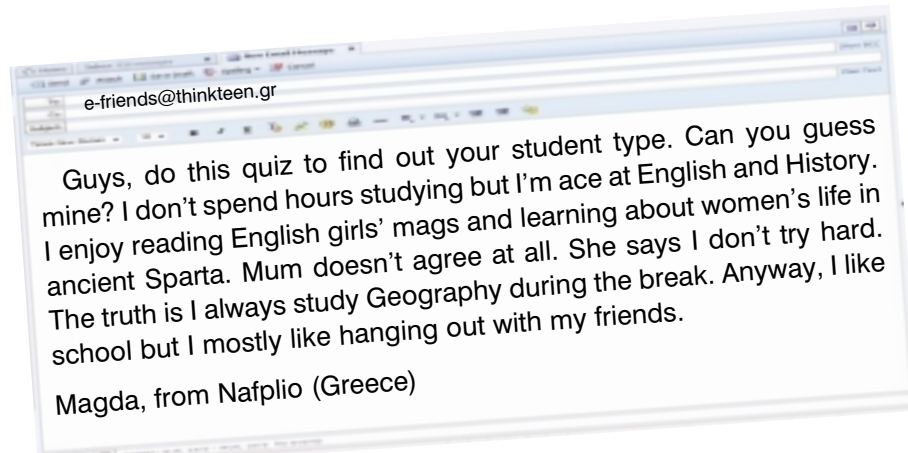
The quiz says I'm a 'sometime student' but I don't agree because I'm ace at maths.

Fancy school?

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.**



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

	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

Fancy school?

'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

Fancy school?

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?

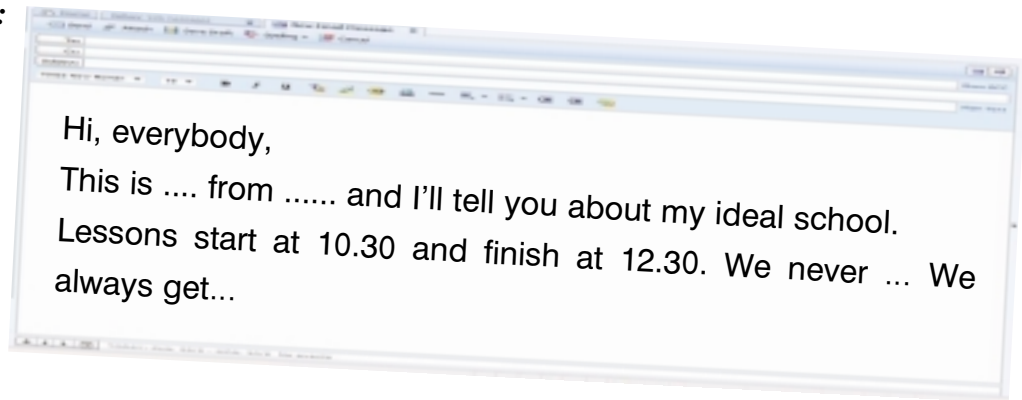
At 10.30. And they finish at 12.00. In yours?



Writing

My ideal school

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



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?

Are you interested in cooking?

Do you want to be a star of stage?

Have you got a beautiful voice?

Do you worry about the environment?

Do you enjoy dancing?

Do you want to help poor families in your area?

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

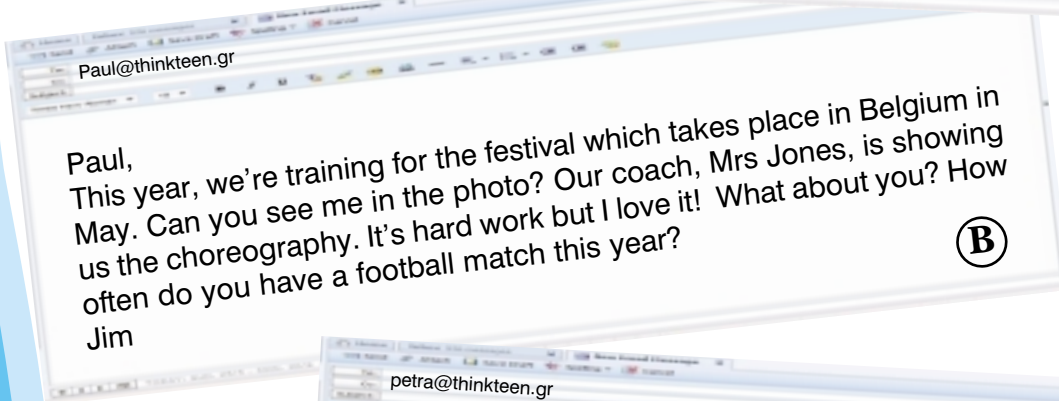
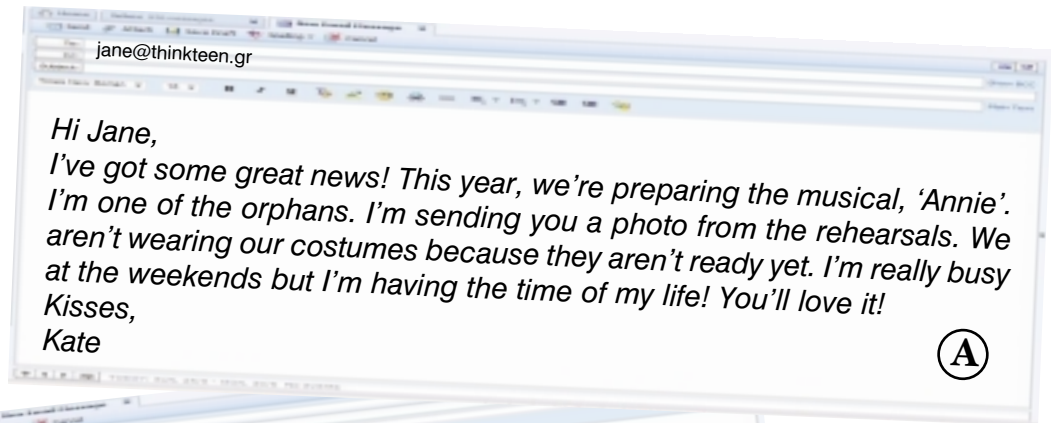
READING CLUB: Mrs Smith
CHARITY GROUP: Mr Flynn
ECO TEAM: Mr Wallace
DANCE ACADEMY: Mrs Jones

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

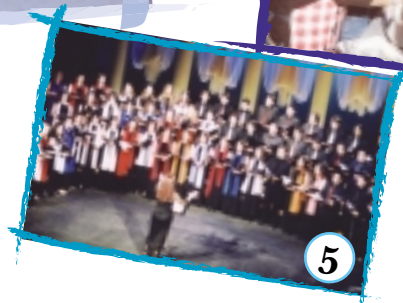
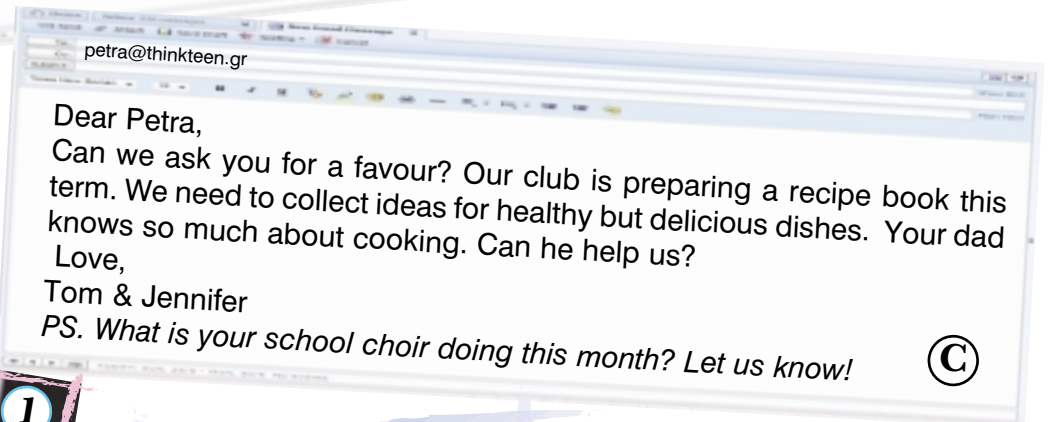
- I'd like to join the choir because I love singing and I've got a nice voice. What about you?
- Me, I prefer the cookery club. I don't know how to cook and I must learn.

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.



READING STRATEGIES
see page 26



Join our club!

Task 3 - p.180

4 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?



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.

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

We use the **Present Continuous**

- to talk about an action we are doing right now (sentence)
- to talk about what we are doing for some time at present (sentence)
- 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? | ..... |

Join our club!

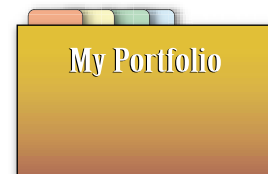
3 **Tell the class about your answers. Add any details you like.**

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

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

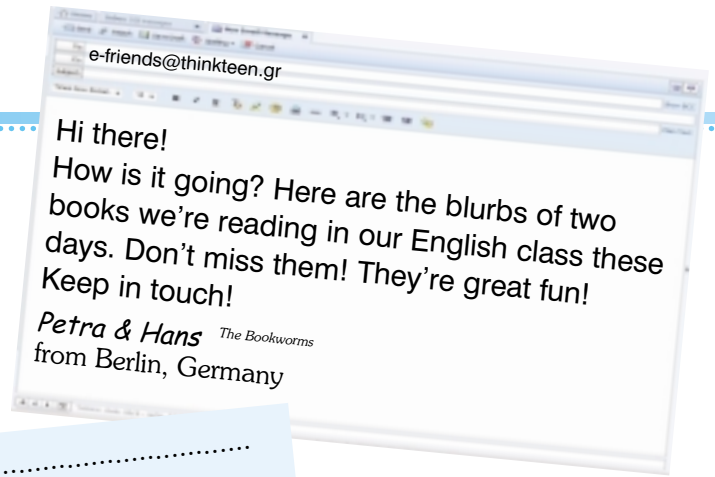


We're rehearsing at the weekends
Mr Rogers is showing us the choreography.
Do you like acting? You can join us!
For more information talk to Mr Rogers.

Lesson 3



Reading



A

Author:

Main character:

Other characters:

.....

B

Author:

Main character:

Other characters:

.....

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

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 ...

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 ...

2 Read the blurbs to find which character:

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

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

TEEN best-sellers!



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 classic children's adventure comic crime detective romantic spy novels.
 There are wonderful amazing incredible strange funny sad love horror bedtime stories.
 A writer can be famous great best-selling popular talented good young modern.



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
- Tina's **listening** to Cool Radio.
- Indigo's mum **likes** blue.
- 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.



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.

TEEN best-sellers!

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.



⑤.



④.



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...
2. spend...
3. hang out...
4. borrow...
5. a recipe...
6. a talented...

- a. at maths
- b. author
- c. books from the library
- d. with friends
- e. hours studying
- 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: <ul style="list-style-type: none"> ➤ 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!

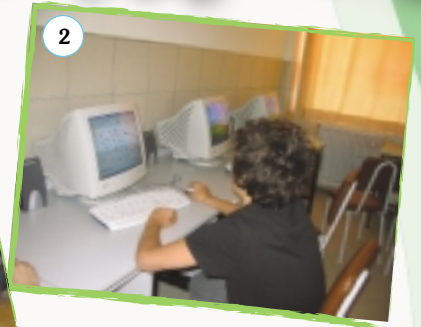
LESSON 2: Your problem sorted!

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

LINK TO

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

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

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? | d. What can we add in our water? |
| b. Which kind of pizza can we eat? | e. Which foods have a lot of calories? |
| c. What are fizzy drinks bad for? | 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?

Huge 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

Lesson 1



Vocabulary Link

Healthy Food

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

1.

Less fat

2.

no sugar added

4.

no additives

3.

with salt

5.

no colouring

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

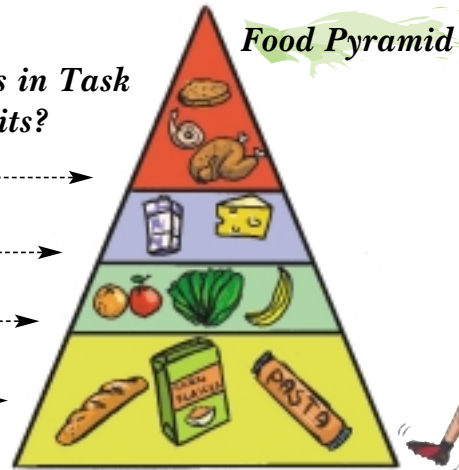
lettuce yoghurt apples cheese cereal chicken pasta steaks peas peaches

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

Food for thought!

- 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!



- 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

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

PROJECT STRATEGIES
see page 42

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.

I feel 😊

.....

.....

.....

.....

.....

I feel ☹️

.....

.....

.....

.....

.....

- 4 Can you add any others?

- 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

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.

<p>1. Name:</p> <p>Problem:</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>2. Name:</p> <p>Problem:</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>3. Name:</p> <p>Problem:</p> <p>.....</p> <p>.....</p> <p>.....</p>
--	--	--

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?

Your problem sorted!



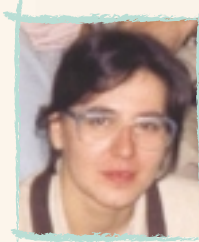
Reading

- 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?

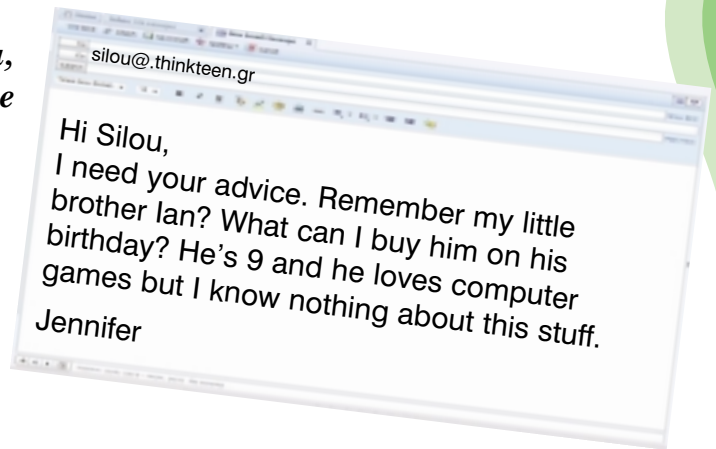
- 3 Take your draft back, listen to your partner's comments and make any necessary changes before you hand it in.

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

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! ★★★★★

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! ★★★★★

games



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! ★★★★★

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.

Artistic



beautiful



STRONG



funny



rich



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
expensive
warm
beautiful
cheap
casual
trendy
fashionable

Language Bank

What about ...?

We can buy him / her a...

What do you think?

That's a good idea.

I don't think so.

I think the T-shirt is more ...

It's very ...

He / She doesn't like ...

He / She can wear it at ...

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 |

½ POINT FOR EACH CORRECT ANSWER TOTAL ___/4

2 Complete the sentences with the correct word.

- | | |
|--|---|
| 1. We always buy whole g..... bread. | 6. Can you help Mario out of this sticky s.....? |
| 2. Try to eat home c..... meals. | 7. Playing football with your friends is great f..... |
| 3. Would you like a piece of cake? It's d..... | |
| 4-5. My mum gets w..... when my marks are l..... | |

1 POINT FOR EACH CORRECT ANSWER TOTAL ___/7

GRAMMAR LINK

3 Circle the correct answer:

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

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

Self-Assessment

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

Can-do Checklist

			
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)

Discover the World with us! **Time for Teens**

1 **"We survived the tsunami!"**
Two kids are describing their horrible experience in Indonesia.

2 **Homework Helper / This week: 'Who is who?'**
Who created Mickey Mouse?
Who invented dynamite?
Go on our mystery tour and top your teacher!

3 **'A broken window' - Short Story Competition**
Do you like short stories? Are you good at writing? Here's your chance to become a writer. First prizes will be published on this site!

Links:
1. Entertainment News
2. Teachers & Parents: Subscribe
3. Games and Trivia
4. Teen Reporters



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

LINK TO

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

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

Lesson 1



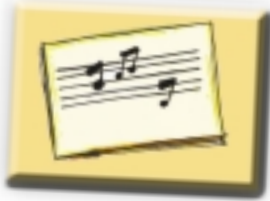
Reading

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.

On a mystery tour!

TEEN MAG

Who's the Mystery Person!

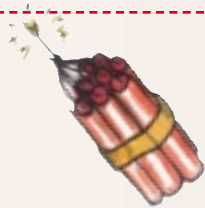
A

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?



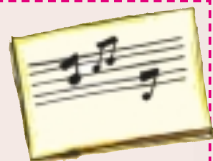
D

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

On a mystery tour!



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. <i>Sesame Street</i> 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	✓ X ?	Nobel was Swedish. Andersen ¹ Swedish. ² Mozart Swedish?	➤ Was Nobel clever? Yes, he was.
start	✓ X ?	<i>Sesame Street</i> ³ in 1969. It ⁴ start in 1968. ⁵ <i>The Muppet Show</i> start in 1969?	➤ Were The Muppets boring? No, they ⁹ ➤ Did Shakespeare write poems? Yes, he did.
write	✓ X ?	Andersen ⁶ fairy tales. Henson ⁷ write fairy tales. Did Nobel ⁸ fairy tales?	➤ 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.

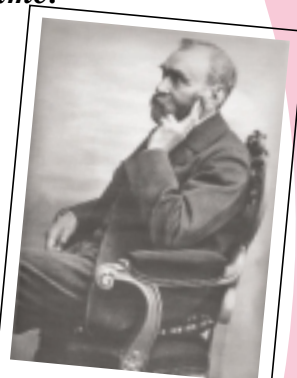
Student A: Choose one 'Mystery Person' you want to be. Answer your partner's questions. You can only say 'yes' or 'no'.

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

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?



Alfred Nobel

Lesson 1 On a mystery tour!



Project

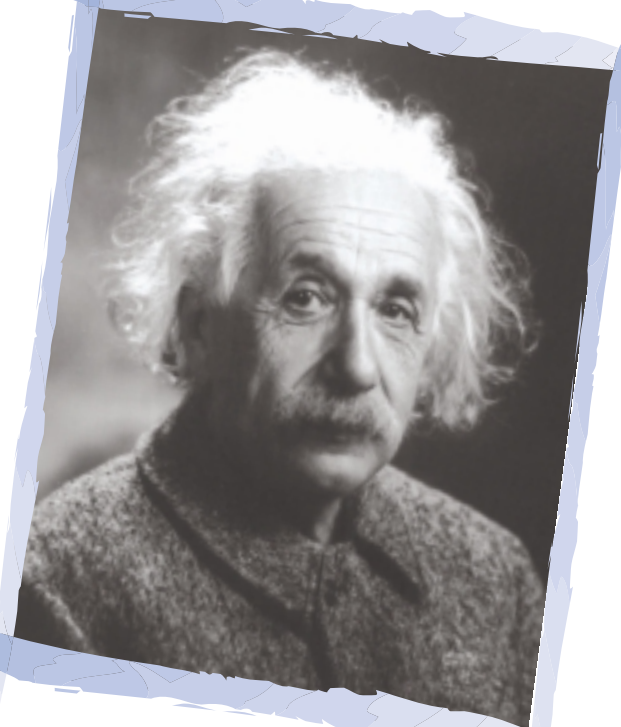
Who is Who

It was fun! Your turn now!



My Portfolio

- *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.*

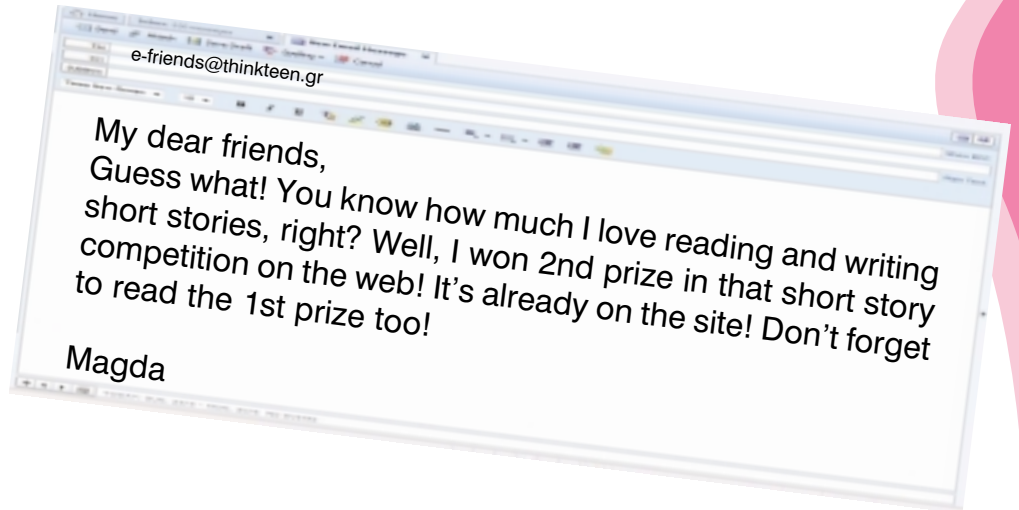


Lesson 2

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.*

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

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

A b r o k e n w i n d o w

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.

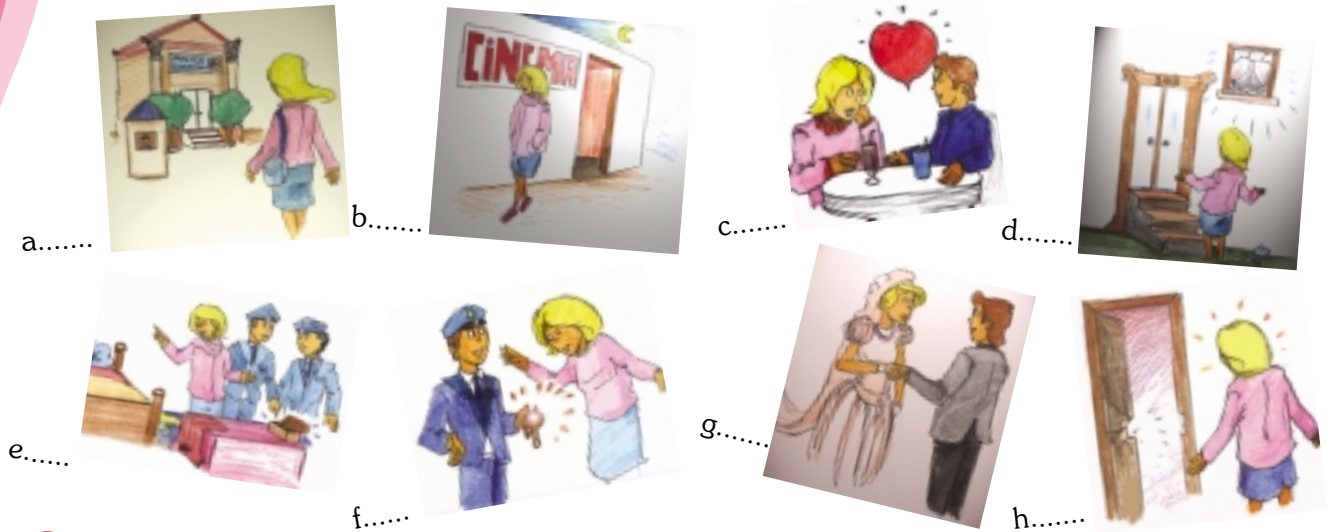
Three days later, she went to the police station and found one of the policemen, John Edwards. Unfortunately, he didn't have any news about the burglars but he asked Mary out for a cup of coffee. Mary said 'yes' because she liked John. You can guess the rest. Very soon, they fell in love with each other 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 'LEONteen'.

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



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?



Tell me a 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 strong wind **was blowing**.
- She **saw** glass on the pavement.
- She **called** the police.
- 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) ...

- main events in the story /
- the background in the story
- 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

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

e.g. What were you doing at eleven o'clock last night?

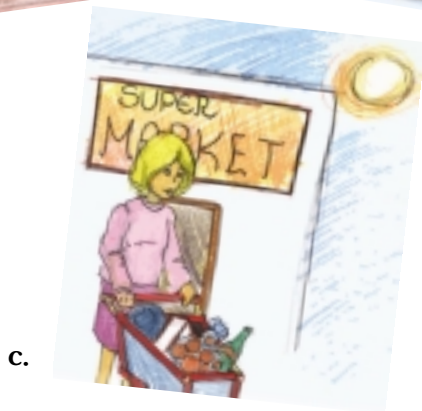
I was watching TV. What about you?

I was



Tell me a story!

- 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.



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'.

Student A: Look at page 143.

Student B: Look at page 145.

Task 19 - p.191

- 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?

www.thinkteen.gr

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.

The tsunami tragedy

TEEN newspaper

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."

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

We survived the tsunami!

- 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.

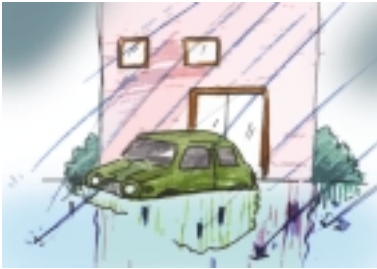


Vocabulary Link

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

injured
.....
cut off
.....
.....

What they need

medicine
.....
shelter
.....
money
.....
.....

Who can help

the government /.....
.....
.....
.....
.....
.....
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

We survived the tsunami!



Grammar Link

Past Simple vs Past Continuous

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



- 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, page 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?

We survived the tsunami!



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. In'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.		

