

FRIENDS FROM AROUND THE WORLD



Hello! I'm Magda from Nafplio, Greece. I'm 12 years old and I'm in the first grade of Junior High School. I'm an only child, but it's OK. I've got lots of friends. I like dancing and I love musicals! My favourite one is 'Cats'. It's English. What are your hobbies?

Hi! I'm Pablo and I'm 13. I'm Portuguese and I live in Lisbon. I've got a brother, Marco. He's 10. We play football in the school football team. Our coach says we're very good. What's your favourite sport? At school, I love biology but I'm not very good at maths. I don't like it. Are you good at maths?

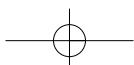


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it's up to you



It's up to you!

Appendix

STUDENT B: *Read about Jennifer or Antonio on page 163 and choose the correct information to complete her/his Profile Card.*

Jennifer

From 🏠: *England / Portugal*

Lives in: 🏠 *Oxford / Cambridge*

Brothers or sisters: *two brothers / a sister*

Languages: *German / Spanish*

Antonio

From 🏠: *Portugal / Italy*

Lives in: 🏠 *Florence / Nafplio*

Brothers or sisters: *two brothers / a sister*

Languages: *English and Greek / Italian and English*

Now tell your partner about your new friend.

e.g. Jennifer is from **England**. She lives in She's got She speaks

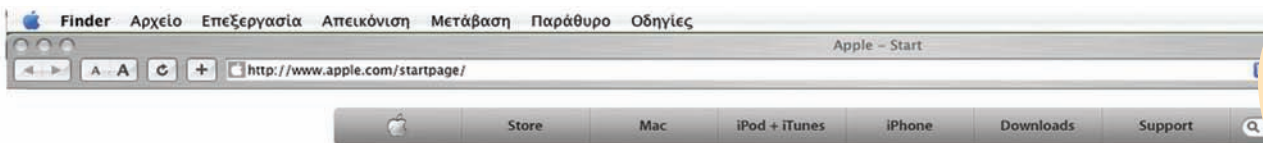
Antonio is from He lives in He's got He speaks

Tip!

Speak English with your partner.

Don't worry about mistakes.

Practice makes perfect!



FRIENDS FROM AROUND THE WORLD



Hi, there! My name's Jennifer but my friends call me Jenny. That's my nickname. I'm from Cambridge, a city in the east of England. I study Spanish at school. It isn't difficult. I love it! My sister, Mary, hates it. What's your favourite language?

Teen Links around the world

Hello everyone!
I'm Antonio and I come from Italy. I live in Florence, with my parents and my twin sister. Her name is Rita. I speak Italian and English. I love English because it's easy. Have you got a large family?



Google
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

flag

Αναζήτηση εκδόσεων

Παρακολούθηση ιστορικού αναζήτησης

it's up to you

It's up to you!

Appendix

Unit 2

Lesson 2



Listening

2 Do you remember who is who?
Listen again and choose the right person.

1. Who's got key pals? *John/Mike*.
2. Who's an only child? *John/Mike*.
3. Who's got souvenirs from different places? *Jennifer/Miss Baker*.
4. Who's got a special case for a collection? *Jennifer/Miss Baker*.



Vocabulary Link

Adjectives

3 Look at the adjectives in the boxes. What do they describe? Put these words above the suitable word set.

Age	Size	Opinion	Material	Colour
1 <i>Opinion</i>	2	3	4	5 <i>Material</i>
lovely ugly horrible	tiny long short	old new modern	green black white	plastic cotton gold <i>leather</i>

Add the following adjectives to the word sets. Can you find any others?

small brown leather fantastic young



Reading

4 Read what some students wrote about their favourite possessions for their e-group. Can you guess what they are? The list can help you.

a. A cat	b. A dog	c. Trainers
d. Footballs	e. A bag	f. A T-shirt



 **Writing**

My favourite possessions

5 Write a paragraph about something you have and you really love. Don't write what it is. Give your work to your classmates. Can they guess your possession?

If you write about a pet:

- Is it big / small?
- What colour is it?
- Has it got small ears / a long tail etc.?
- Why do you love it?

If you write about a thing:

- How many have you got?
- What colour is it?
- Is it big / small?
- Do you wear it? Is it in your bedroom? Do you bring it at school?
- Is it plastic / cotton?
- Why do you love it?

.....

.....

.....

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it's up to you

It's up to you!

Appendix

Unit 2

Lesson 3



Reading

6 *You're in Plaka with some friends. Choose the right place. Find the information in Helen's e-mail. Where do you go if...?*

- | | |
|--|---|
| a. ...you want to have lunch or dinner? | <i>restaurant/night club</i> |
| b. ...you want to buy a souvenir from Greece? | <i>church/art-and-craft shop</i> |
| c. ...you want information about the Acropolis? | <i>tourist information centre/hotel</i> |
| d. ...you want to draw pictures with other children? | <i>Art Museum/restaurant</i> |

Hi there!

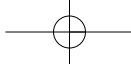
I've just got your e-mail and here is my answer. I live in Plaka, a very old neighbourhood in one of the most beautiful cities, Athens. It's under the Acropolis! I can see it from my window. It's beautiful, especially at night.

My neighbourhood is near the city centre. There aren't any wide streets. All of them are small with traditional houses, churches and art-and-craft shops. There are a lot of Greek restaurants and some night clubs.

There is a tourist information centre because lots of tourists visit Plaka every day. They go to the centre and get information about places to visit. There's also an Art Museum for children where I often spend time at the weekends. There's always something interesting to do with other children, such as pottery or drawing.

You can see Plaka in lots of old Greek films. I'm sending you a photo. I love it! What about your neighbourhood?

Love,
Helen



Vocabulary Link

Places and Buildings

7 Look at these signs. Where is each one from? Match the signs (1-4) with the names of buildings (a-d). Then listen and check.

1 **MAPS OF THE CITY**
PLEASE TAKE ONE

2 **BREAKFAST: 7:00 - 9:30**

3 **DON'T TOUCH THE PAINTINGS**

4 **Restaurant - 2nd floor ↑**
Shops - 1st floor ↑
Toilets →

a. art museum ...	b. tourist information centre ...
c. shopping centre ...	d. hotel ...



Vocabulary Link

8 Eva is recording the presentation of her neighbourhood. Listen to her and make a list of what there is in her neighbourhood.

cinema

.....

.....

.....

.....

.....

Tip!

Don't worry if you don't understand everything on the tape. Try to pick the information you need.



Speaking

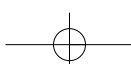
9 Demetris and Christos live in the same street but their drawings are not the same. In pairs, read the example and find two more differences.

Student A: Look at the picture, Speaking Appendix, page 132.

Student B: Look at the drawing, Speaking Appendix, page 133.

In my picture, there's a bus stop in front of the bank.

In my picture, there's a Metro station in front of the bank. That's one difference!



It's up to you!

Appendix

Unit 3

Lesson 1

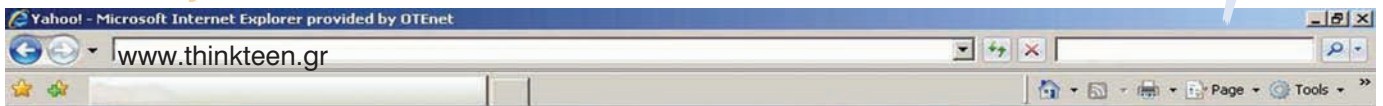


Reading

10 *How different is your day? Talk about your routine to your partner. Here are some ideas.*

Me

- 'I wake / don't wake up at
- 'I usually go to school I don't go
- 'I study
- 'I do / I don't do my homework
- 'I do a sport
- 'I tidy / don't tidy



A DAY IN JEAN PAUL'S LIFE



Hi there!
I'm Jean Paul. I'm 12 and I live in Tours, in France. My city is about 250km from the capital, Paris. I live with my mum, my stepdad and my stepbrother, Thierry.

My day is very busy. I get up at 7 o'clock, have breakfast and leave for school. It's only 10 minutes on foot so I don't get the bus. I usually ride my bike to school. I'm never late.



Lessons start at 8. I'm in Year 5 and my favourite subject is Social Studies. We learn about our city and our rights. I also study Ancient Greek! The Greek alphabet is so weird!

We have a lunch break from 12 to 2 o'clock.

I don't eat at the school canteen. I go back home. Then, we have lessons again until half past four (boring!).



In the evening, after dinner, my parents watch TV. I prefer listening to my CDs and reading my comics. I also tidy my room a bit because my mum goes crazy if i don't. But i hate it of course. I go to bed at around 11 o'clock.



After school, I always play the guitar for half an hour. I relax this way. Then, I do my homework. On Wednesdays I play tennis at the tennis club. In France, we love playing tennis and cycling. Do you know anything about the Tour de France?

based on an authentic interview with Jean Paul, a 12-year-old boy from France



Writing

- 11** *Start writing your text. The following plan can help you with ideas. Choose the ones you would like to write about. Add some time expressions (e.g. twice a week) and adverbs of frequency (e.g. often) in your writing.*

PARAGRAPH 1:

- What's your name?
- Where are you from? Where do you live? Who do you live with?

PARAGRAPH 2:

- Is your day busy? What time do you get up? How do you usually go to school?
- What time do lessons start / finish? Write about your favourite subject / teacher/ school activity.
- When do you do your homework?

PARAGRAPH 3:

- What are your hobbies? How often do you play a sport / go out with friends / watch TV etc.?
- What do you usually do in the evening? What time do you go to bed?

It's up to you!

Appendix

Unit 3

Lesson 2



Reading

12 *This is Jennifer's article for the school newspaper. She's writing about Nicole, a teenager from Australia. Read her article and choose the correct information:*

- a. What is the name of Nicole's school: *the outback / the school of the air*
- b. how much time does Nicole study every day: *30 minutes / 5 to 6 hours*

by Jennifer Taylor



This is my key pal, Nicole. Her life is different. She lives in Central Australia at 'the outback'. She doesn't go to school every morning like other children around the world. They're miles away from cities and towns so there are only 'schools of the air' at the outback.

Three times a week she has an 'on air lesson' for 30 minutes only. Her teacher, Mr Kennard, doesn't live in the area. 'I see him on my computer screen and he sends



me work to do by e-mail. I do it and I send it back' says Nicole.

Every day she studies for five to six hours. She learns things off by heart and she does exercises. She also watches interesting videos and of course she takes tests. 'My mum helps me a lot. If I have a serious problem, I send an e-mail to my teacher'.

TEENnewspaper

A Day in the life of an Australian Teenager

In the afternoons, she goes horse riding and she also learns how to cook. She enjoys cooking. 'There aren't many children in the area but I've got two very good friends. What do you do every day? I'm sure your life is really different!'



based on information from www.assoa.nt.edu.au/

13 *Choose a title for each paragraph in Jennifer's article.*

- a. What about homework? par. ...
- b. A different kind of lesson. par. ...
- c. Free time. par. ...
- d. It's too far away! par. ...

14 Complete the table about the 'school of the air'. All the information is in Jennifer's article.

SCHOOL OF THE AIR	
Where?	
Kind of lessons? How long?	
Homework activities?	

Unit 3

Lesson 3



15 Read and / or listen to the interview and tick ✓ the topics Jerry is talking about. There is one extra topic.

- My working hours
- Kinds of food served
- Problems at work
- This is how I feel about my job

TEEN newspaper

DINNER IS READY!

For this week's issue we talked to Jerry Young, the main chef at our school in Cambridge. This is what he said about his work.

5 *Good morning, Mr Young. We're writing an article about different jobs. Do you want to help?*

Yes, sure. What do you want to know?

What exactly do you do at the school?

10 Well, I'm a cook. I prepare lunch and dinner for the students of this college.

What time do you start work?

I start at 9:30 and it takes about two hours.

I usually cook three dishes. One of them is vegetarian. After lunch, I start preparing dinner.

15 I also help with serving the students. I usually finish at 7 p.m.

When do you decide on the menu?

Usually every Saturday. We have a meeting and

we write down what we want to cook and what
20 we need to buy. Then, we give our orders to the local supermarket. Every day they bring us fresh ingredients.

What do you usually cook?

25 You know. Stuff you like. Pasta, burgers, fish and chips, rice... But we also make mixed salads and desserts. Cakes, pies, fruit salads... Everyone is crazy about my apple pie.

Yummy! OK, one last question. What do you like about your job?

30 Oh, I love cooking, first of all. It's a kind of art. The students here say I'm good at my job.

They quite often ask for a second helping. Also, I enjoy being with young people every day.

Sounds interesting!

35 *Thanks for your time, Mr Young.*

You're welcome, guys. I have a day-off. See you on Tuesday.

based on an authentic interview with a college chef

It's up to you!

Appendix

16 Match the words from the interview with the correct definitions.

1. dishes (line 13)	b	a. sweet you eat after lunch or dinner
2. vegetarian (line 14)		b. somebody who doesn't eat meat or fish
3. order (line 20)		c. when you ask for more food
4. dessert (line 26)		d. kinds of food
5. a second helping (line 32)		e. ask a shop to bring you at home

Unit 4

Lesson 1



Vocabulary Link

17 These notices are in the zoo. What do they mean? Match the notices (1-7) with the sentences (a-g).

1 Kid's meal - £4
Family meal (4 persons) - £12

2 AQUARIUM

3 DON'T DROP LITTER

4 Map inside

5 Giraffe House

6 CHILDREN'S ZOO

7 Next stop Water birds

- a. If you want to see the penguins, go on. ...
- b. There are many farm animals here like sheep, cows and ducks. ...
- c. There are very tall animals here. ...
- d. It's full of fish. ...
- e. Keep the area clean. ...
- f. There's a map in the guide. ...
- g. You eat with little money here. ...

Unit 4

Lesson 2



Reading

18 Read the project again and complete these notes. They can help you with your project.



A Timber Wolf

- Weight: kg
- A family pack: to wolves.
- Wolves eat



A Brown Bear

- In you can see very large bears.
- Eats and
- Hibernates (sleeps) from till



A Rhino

- Colour: or
- A baby rhino can stand when it's old.
- People make medicine from a rhino's

Yahoo! - Microsoft Internet Explorer provided by DTEnet

www.thinkteen.gr

THE TIMBER WOLF

It's 75 - 80 cm tall and weighs between 20 and 60 kg. It has strong jaws and very sharp teeth.
Do you weigh more than 40 kg?
Yes No

Wolves usually hunt in a family pack (3 to 30 wolves). In this way, they can kill large animals. Parents teach pups how to hunt.
Do you like hunting?
Yes No

It can eat a lot of meat at one meal and then go without food for a long in time. It usually eats small animals like mice, rabbits and squirrels.
Do you like eating meat?
Yes No

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

It's up to you!


Appendix

Yahoo! - Microsoft Internet Explorer provided by OTENet
 www.thinkteen.com

THE BROWN BEAR

The largest brown bears are in Alaska. They can be over 2.5m in height and weigh more than 600 kg!

Are you tall?
 Yes No



Brown bears eat animals and plants. They don't often attack humans. When they attack, it is because they can't see very well.

Are you afraid of bears?
 Yes No


Around October, brown bears get in caves or holes and fall into a deep sleep (hibernate) till March or April.

Do you sleep a lot?
 Yes No

THE RHINO

Rhinos eat grass, branches and leaves. Their skin is very thick and they've got one or two horns. They're grey or brown and they're hairless.

Do you eat green salads?
 Yes No



Female rhinos can have babies when they are about three years old. A baby rhino can stand in about an hour after it is born!

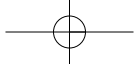
Can a newborn human baby stand?
 Yes No

People kill rhinos for their horn. They use it to make medicine. WWF help all parks that keep rhinos.

Do you know WWF?
 Yes No

based on www.panda.org/news_facts/education/middle_school/species

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



Vocabulary Link

Guessing words from context

19 Find words in David's project that mean:

Text A: *The Timber Wolf*

- a. the mouth of a wild animal:
- b. they cut very easily
- c. baby wolves:

Text B: *The Brown Bear*

- d. how tall you are :
- e. start fighting
- f. people:

Text C: *The Rhino*

- g. two main parts of a tree &
- h. not thin:
- i. without hair:
- j. you take it when you're ill

Unit 4

Lesson 3



Reading

20 Here are some photos we can put on the RECYCLING poster.

- a. Choose one photo (a - f) for each point on the poster (1-5). There is one extra photo.
- b. Write a short title (one word or a very short phrase) for each point on the poster.
e.g. Number 2: Buy glass bottles!
- c. Write two sentences to go with the extra photo on the poster.



a



b



c



d

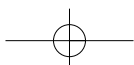


e



f

it's up to you



It's up to you!

Appendix

We must all help to save our planet! So,

THINK BEFORE YOU BIN!

Believe it or not, we can recycle over half of what we throw away.

WHAT CAN YOU DO?

1. Sort the paper, glass and cans from your rubbish. Take them to a recycling point. Ask your parents to help you.
2. Buy products you can easily recycle, like ketchup in glass bottles and not in plastic ones.
3. Form an 'eco team' at school, ask for a recycling bin and get down to work!
4. Are you on a shopping spree with your friends? Take a large bag with you to put your buys in.
5. Don't throw away your old mobile. Some phone stores send old mobiles to people in poor countries.

**WE MUST GO GREEN!
RECYCLING IS JUST THE BEGINNING.**



Vocabulary Link

Guessing words from context

- 21 Find these words on the poster and match them with their meanings. The text can help you.

1. throw away	a	a. put something in the bin
2. sort	...	b. shops
3. recycling point	...	c. shopping
4. eco team	...	d. you take things for recycling there
5. buys	...	e. they organise recycling
6. stores	...	f. put things in groups



Speaking & Writing



22 *You want to send Antonio some ideas about how we can help protect the environment. Discuss in groups and then, tell the class. Which are the top 3 ideas in your class?*

The model dialogue can help you.

Language Bank

Suggesting

We can

Another good idea is to

Why don't we

Let's

I think we must / mustn't ...

Agreeing / Disagreeing

I agree.

That's a great idea.

I think this is difficult because ...

I don't agree with you because...

Ideas Bank

- ask for a recycling bin
- form eco teams
- collect paper / cans
- put up posters
- organise a 'green day'
- clean up the beach
- collect the rubbish from the park near our school

Add your ideas

-
-

e.g.

- We can form eco teams.
- That's a great idea. I want to help with recycling cans.
- Another good idea is to clean up a beach.
- I think this is difficult. The beach is far away. We can't go on foot.
- Let's collect the rubbish from the park.
- I don't agree. I don't like rubbish.
-

So, what do you all agree to do?

It's up to you!

Appendix

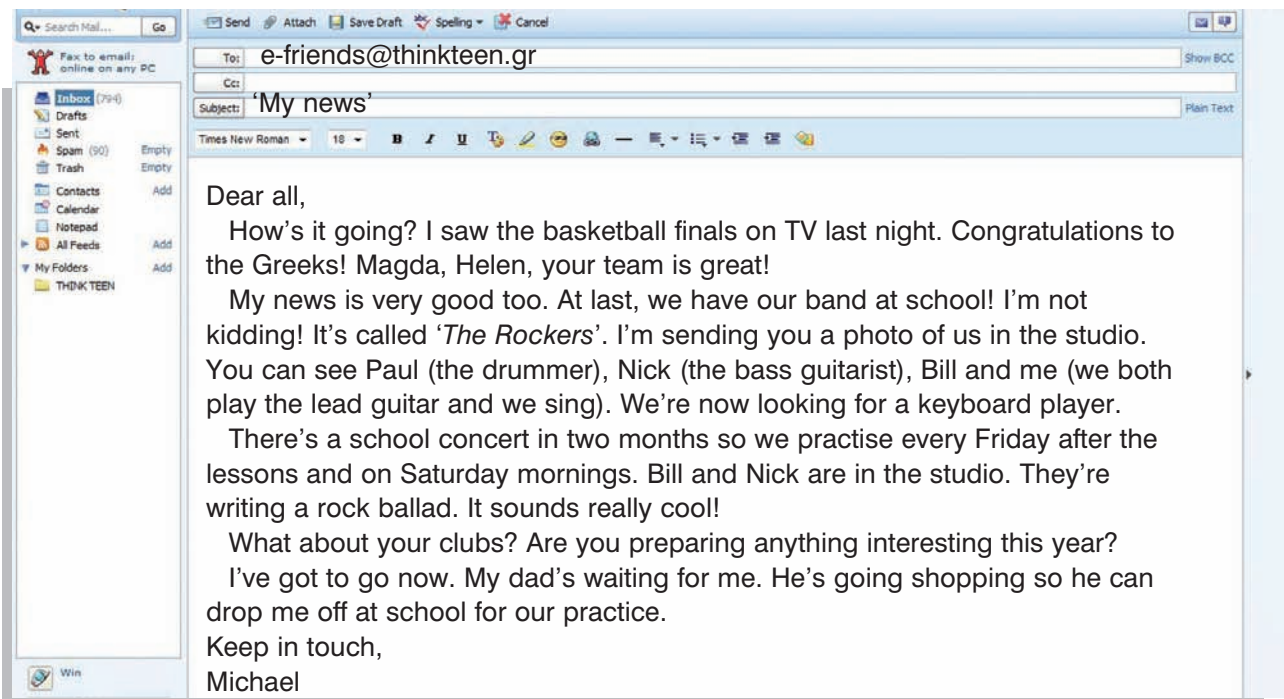
Unit 5

Lesson 1



Reading

- 23 *The band is giving out this leaflet at school. Read Michael's e-mail to complete (1-5).*



Meet **The Rockers**

Our School Rock Band!

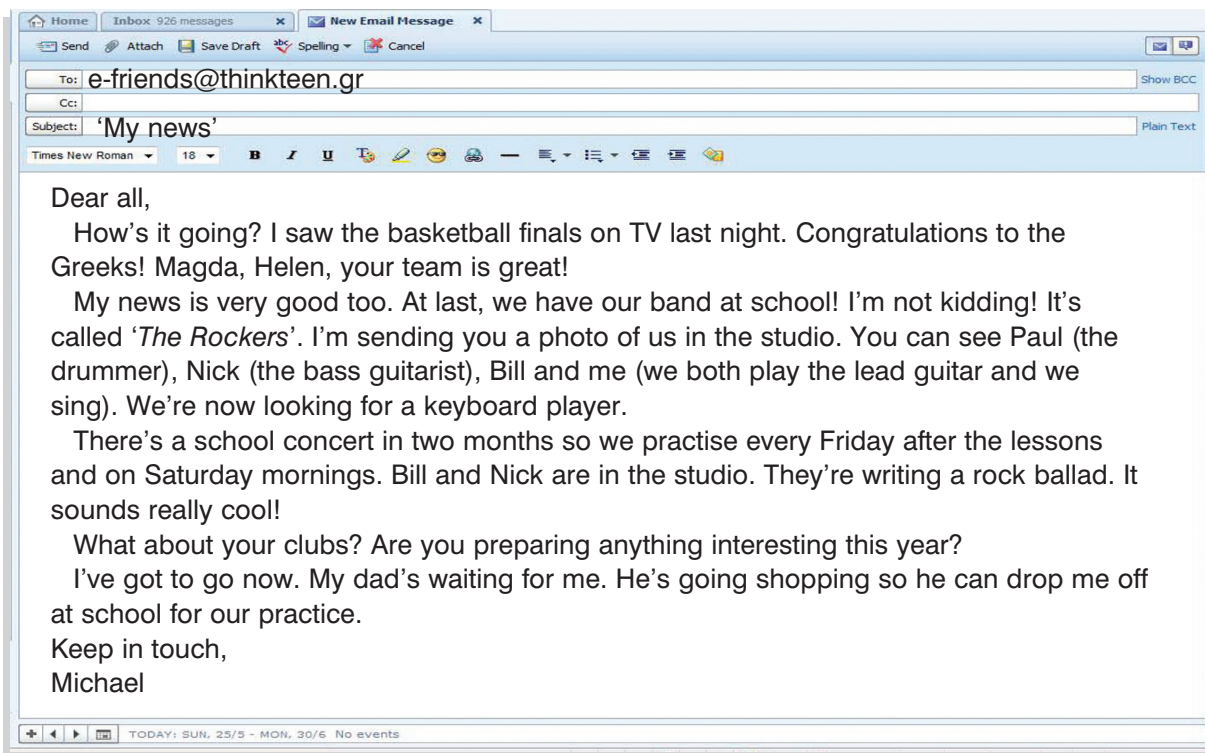
Paul Salders - drums

Nick White - ¹..... guitar

Bill Cassidy - ²..... guitar and vocals ³..... *Dixon*.
 - lead guitar and vocals.

We practise every ⁴.....
 afternoon and ⁵..... morning.

24 Read the e-mail again and complete this letter to the head master, Mr Williams.



To: Mr Williams
From: Michael Dixon - Class 3A
Re: School Rock Band

Dear Sir,

I am writing to inform you about our school rock band. At the moment, there are members in the band:

1. Paul Salders - drums
2. Nick White - guitar
3. Bill Cassidy - guitar and vocals
4. - lead guitar and vocals

We are still looking for a student who can play the synthesizer. Our practice sessions for the school 5. in May are on 6. afternoons and Saturday mornings.

We will keep you informed of our progress.

Michael Dixon

It's up to you!

Appendix



Grammar Link

Present Continuous

25 Look around you and answer these questions about you and your class.

Use: *Yes, I am. / No, I'm not.*
Yes, he/she / it is. / No, he/she/it isn't.
Yes, we/you/they are. / No, we/you/they aren't.

• Are you sitting with your best friend today?	<i>Yes, I am. / No, I'm not.</i>
• Is your friend sending a text message?	.....
• Are you wearing white socks today?	.....
• Is your partner eating something at the moment?	.....
• Is your teacher wearing trainers today?	.....
• Are all students doing this task?	.....

26 Write a diary entry about what you and your classmates are doing in your English class at the moment.

Date: ... / ... / ...
It's Monday morning. We're having English. I'm not sitting with my best friend today. He's sitting with Jim. I'm wearing my favourite T-shirt. I'm not chewing gum but Mary is. We're...

Date: ... / ... / ...
It's Monday morning.
We're having English.
I'm (not) sitting with my best friend today.
I'm (not) wearing my favourite T-shirt.
I'm (not) chewing gum.
Mary is / isn't doing the task.
We're ...

When you finish, check your Present Continuous forms:

- Check the verb 'to be' (am / is / are)
- Check the ending **-ing** (having, doing etc).
- See Grammar Table on page 150.

Unit 5

Lesson 2



Reading

27 Read the text on the brochure and complete Michael's notes about the place.

LOOKING FOR FUN?

Are you between 14 and 18 years old?
Do you love unusual and **extreme sports**?
Then, come to the *Teen Camp* to have the time of your life!

Are you the adventurous type?
Go **white water rafting, scaling** or **abseiling**.
If you don't like risky sports, there is **archery** or **fishing** for you.

Our experienced instructors will be next to you to help.
Teen Camp is open all weekends during the winter months and every day from May to September.
School groups are welcome.
For more information, e-mail us at TeenCamp@oet.gr

Place: ¹

Must be ² to ³ yrs old

Sports: ⁴ / ⁵ / ⁶ /

Open: at ⁷ in winter

⁸ from May to September



Vocabulary Link

28 Find these words in the brochure and complete what 'The Rockers' are saying about the camp. Then listen and check.

- instructors extreme the time of our life experienced adventurous

- a. Paul: "It's really cool! We are going to have!"
- b. Nick: "White water rafting isn't for me. I'm not at all."
- c. Bill: "Are you kidding me? I love sports! I want to go scaling."
- d. Nick: "What happens when you aren't in water rafting?"
- e. Michael: "Don't worry! The are with you all day."

It's up to you!

Appendix

Unit 5

Lesson 3



Reading

29 *Magda is in Windsor for two weeks, on an exchange school programme. Read her e-mail to her key pal, Michael and find...*

- | | |
|---------------------------------|-----------------------------------|
| a. where she is right now. | d. tonight's activity. |
| b. her friend's name. | e. evening activities..... |
| c. her teacher's name. | f. a famous place in London. |

The screenshot shows an email client interface. The email is from Magda to Michael (michael@thinkteen.gr) with the subject 'trip to London'. The email body contains the following text:

Dear Mike,

It's Wednesday, 14:30 and I'm in the library. I'm waiting for Silou, an Indonesian friend. You know, I speak English with her all day. Our teacher, Lyn, says we must try to do everything in English.

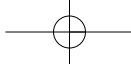
I'm staying in a small room but it's cosy. In the mornings, we have lessons from 9:00 to 12:30. The food is tasty but not really healthy. Thank God, there are many different salads! I eat lots of them.

After lunch, we leave on excursions to Windsor or to London or we play sports and games on campus. Our teachers are always with us (is that good?). In the evenings, we organise parties. I think it's karaoke night tonight. I love this place! It's full of surprises.

Got to go now. Silou's here and we must find some information about the Tower of London. Are you having a good time? Sure you can't come to London just for a day?

Write soon,
Magda

The email client interface includes a toolbar with options like Send, Attach, Save Draft, Spelling, and Cancel. The status bar at the bottom shows 'TODAY: SUN, 25/5 - MON, 30/6 No events'.



30 *Magda's English is getting better and better every day. Find these sentences in her e-mail. What do the words in bold refer to?*

1. I speak English with her all day. (para. 1)	a. Silou	b. Lyn
2. I'm staying in a small room but it's cosy. (para. 2)	a. the library	b. the room
3. and I eat lots of them . (para. 2)	a. sweets	b. salads
4. It's full of surprises. (para. 3)	a. the college	b. the karaoke night
5. Silou's here and (para. 4)	a. my room	b. the library



Vocabulary Link

Dictionary Skills

Today, we are learning how to use an English-English dictionary. Do the same.

31 *Put the words into alphabetical order.*

32 *Mark the stress in these words.*

- | | |
|------------|---------|
| 1. teacher | a. |
| 2. table | b. |
| 3. tennis | c. |
| 4. tour | d. |
| 5. train | e. |
| 6. tonight | f. |

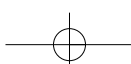
- | |
|----------------------|
| a. W ednesday |
| b. library |
| c. Japanese |
| d. different |
| e. surprises |

33 *Find what the words in bold mean:*

- I want to stay in England for **a fortnight**.
a. one week b. two weeks
- Dad's washing **the crockery**.
a. plates, cups and dishes b. glasses

34 *Find words that begin with the word 'table' and mean the following:*

- A big spoon you use to serve food.
- A sport you play on a table.



It's up to you!

Appendix

Unit 6

Lesson 2



Vocabulary Link

Guessing words from context

35 Look at the webpage and find words the students are using that mean:

- a. nice to wear: _____ ①
- b. it's not important to me: I don't _____ ②
- c. think about all the time: _____ ③
- d. it costs a lot of money: _____ ④
- e. not be polite to sb: _____ on sb ⑤
- f. very bad: _____ ⑥
- g. modern: _____ ⑦
- h. comfortable and easy to wear: _____ ⑧

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 www.thinkteen.gr

Poll: School Uniforms

Love or Hate? Vote now!



Terrible idea! I want to look different, not the same with all my classmates. I find my clothes more comfortable. On *No Uniform Day* I think I'm a better student!
John, from Canada ①

Uniforms are sometimes more expensive than our clothes. We spend a lot of money to buy something we wear only at school!
Silou, from Indonesia ③



We're luckier than teenagers in other countries. We don't have to wear a uniform. School is nicer if you wear cool clothes. What do you think?
Spyros, from Greece ⑤

I don't mind my uniform - it's comfortable and it's a symbol of our school. And of course, I don't have to worry about what to wear every morning.
Pete, from Australia ②

My classmates usually pick on me because I always wear cheaper clothes. My parents can't buy me whatever I like. So, I prefer my uniform. Everybody is the same at school.
Vanessa, from Japan ④

The problem is that they look awful! Can we design our uniform and choose something trendy? What about a polo shirt, jeans and colourful trainers? They're more practical than those long skirts and ties.
Jennifer, from England ⑥



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Speaking

- 36 *In pairs, compare these items. Which of the two is ideal for school? The questions can help you with ideas.*



Think about:

- Which bag is more practical to carry?
- Which bag is trendier this year?
- Which is warmer for the winter, the jacket or the fleece?
- Which is more modern, the jacket or the fleece?
- Which shoes are more comfortable when you play in the school yard?
- Which shoes are warmer when it is cold?

It's up to you!

Appendix

Unit 6

Lesson 6



Listening

37 Dorothy used this radio programme for her project. Listen to it and complete her notes.

1. Name of the quiz?
2. Number of questions?
3. What's the prize?

a. Question 1: Which of the two rivers is longer? *The Nile / The Mississippi*

b. Question 2: Does James know the answer? *Yes / No*

c. Question 3: Which mountain is it about? *Kilimanjaro / Everest*

d. Question 4: What is it about? *countries / continents*

e. Question 5: What is the name of the lake? *The Dead Sea / Loch Ness*



Reading

38 Dorothy prepared this table for her geography project. Read the text more carefully and complete the facts in it in pairs.

WATER FACTS		
Name	It is	Other info
The Pacific Ocean	¹	² of the Earth
³	the smallest ocean	⁴ smaller than the Pacific
⁵	the deepest spot	⁶ m
⁷	the lowest lake	very ⁸
⁹	the longest river	¹⁰ km
The ¹¹ rainforest	¹²	very wet
¹³	the highest waterfall	¹⁴ km

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 www.thinkteen.gr

THE MOST INTERESTING WATER FACTS

A Geography Project by the Blue Team





The Pacific Ocean is **THE LARGEST OCEAN** in the world. It covers almost a third of the Earth.

THE SMALLEST OCEAN is the Arctic Ocean. It's about 10 times smaller than the Pacific Ocean.

THE DEEPEST SPOT (in the ocean) is the Mariana Trench. It's about 10,911m deep in the Pacific Ocean. That's deeper than the height of Mount Everest (8,850m), the highest mountain in the world!

THE LOWEST LAKE is the Dead Sea on the border of Israel and Jordan. Its water is 408 m below sea level. The Dead Sea is also the saltiest lake in the world. That's why almost nothing can live in it.

The River Nile in Egypt is **THE LONGEST RIVER**. It's 6,671km long and flows into the Mediterranean Sea.

The Amazon in South America is **THE LARGEST RIVER** with the greatest water flow. This is because it flows through the Amazon rainforest, the largest and wettest rainforest on our planet.

Angel Falls in Canaima National Park in Venezuela is **THE HIGHEST WATERFALL** in the world at 979m. It's also one of **THE MOST BEAUTIFUL** waterfalls.

 **Writing**

39 Write a short article about the UK. Use the facts in this table and the text about WATER FACTS as a model.

THE UNITED KINGDOM		
Great Britain (England / Wales / Scotland) & Northern Ireland		
Name	It is	Other info
Ben Nevis	the highest mountain	1344m / Scotland
The Severn	the longest river	338km / Wales and England
Lough Neagh	the largest lake	296 sq. km / Northern Ireland
Isle of Lewis	the biggest island	Scotland
A1	the longest UK road	648 km / London - Edinburgh

it's up to you

It's up to you!

Appendix

- Think what you want to write about. You don't have to use all the information on the table.
- You can start your sentence like this:
 - Ben Nevis is the highest mountain
- Or like this:
 - The highest mountain is Ben
- Write where it is:
 - It is in Scotland.
- You can write how long, high, large it is (if you know):
 - It is 1344m high.

Unit 7

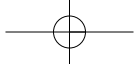
Lesson 1



Reading

40 Mrs Baker collects information for her class. Read the article again to complete this table.

THE BRAILLE SYSTEM	
What is it?	A code of ¹ dots
A Braille reader can read	Up to ² words per minute
How it works	Dots for each letter E.g. Letter F has dots 1, 2 and ³ Letter ⁴ has dots 1, 3 and 6
About Louis Braille	Date of birth: ⁵ Blind after an ⁶ when ⁷ yrs old Schooling: ⁸ Invented the Braille system at the age of ⁹
Extra symbols for	¹⁰ and ¹¹
You can see Braille signs	In ¹² places like airports and banks



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www.afb.org

We can read

The Braille system - What is it?

BRaille is not a language, but a 6-dot code. It helps blind people (people who can't see) all over the world read. Braille readers can read 100-200 words in a minute! They just touch the dots with their fingers.

1 ○ ○ 4
 2 ○ ○ 5
 3 ○ ○ 6

THE BRAILLE CELL

Each dot has a numbered position on the cell.
 Each letter has its dots. For example, the letter D has dots 1, 4 and 5.

Who was the inventor?

LOUIS BRAILLE (1809-1852) was from a small town near Paris. He was born on January 4. He was blind because when he was only three years old he had an accident in his father's workshop.

Some years later, he was a student of a special school in Paris. There were a lot of blind students. Louis was very bright and he wanted to read books. So, at the age of 15, he invented the Braille code.

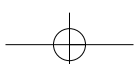
TODAY, every country in the world uses Braille. There are symbols for music and maths. There are also Braille signs in public places like airports, banks and shops.

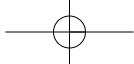
THE BRAILLE ALPHABET

						Capital			

adapted from www.afb.org/braillebug

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It's up to you!

Appendix



Vocabulary Link

Guessing words from context

41 Find words or phrases in the article that mean:

- | | |
|--|-------|
| a. put your hand on something: | ----- |
| b. every: | ----- |
| c. a place with a number: | ----- |
| d. something bad that happens: | ----- |
| e. people make or repair things there: | ----- |
| f. 'NO PARKING' is one: | ----- |

Unit 7

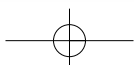
Lesson 2



Reading

42 That was a great historic trip. Check if you remember every moment of it. Read the article again and put these events in order (1-6).

- | | |
|--|-------|
| a. Armstrong climbed out of the 'Eagle'. | ..... |
| b. Armstrong landed the 'Eagle' on the moon. | ..... |
| c. Armstrong walked on the moon. | ..... |
| d. They planted their flag. | ..... |
| e. Aldrin climbed out of the 'Eagle'. | ..... |
| f. They landed in the Pacific Ocean. | ..... |



TEEN newspaper

“... a small step for a man, one giant leap for mankind.”



IT WAS JULY 20, 1969. Millions of people watched on television as astronaut Neil Armstrong, the commander of Apollo 11, walked on the moon for the first time in history.

The historic trip wasn't easy. After a lot of problems, Armstrong landed his lunar module, called the 'Eagle', on the moon. There were two more astronauts with him, Buzz Aldrin and Michael Collins. They put on their spacesuits and Armstrong opened the door. He climbed out on

a ladder. It had nine steps.

Armstrong jumped the last step and his feet touched the moon. Some minutes later, Aldrin also climbed out of the 'Eagle'.

The two astronauts stayed about 3 hours on the moon. They collected rocks and planted the US flag.

On July 24th the crew landed in the Pacific Ocean. Scientists studied the rocks from the moon and discovered that there was no life there. Armstrong called their mission

the 'beginning of a new age'. Did they do it again? No, they didn't. They stopped travelling into space. But that journey changed their life.



Armstrong (left) Collins (centre) and Aldrin

It's up to you!

Appendix



43 Find these sentences in the article. What do the words in bold refer to?

- a. There were two more astronauts with **him**.
- b. **It** had nine steps.
- c. that there was no life **there**.



Listening

44 Listen again and complete the table.

Space Shuttles	Year			More info
DISCOVERY	2005			¹ Man / Woman commander
COLUMBIA	² 20.....			Day: ³ Time: ⁴ before landing ⁵ Number of astronauts:
CHALLENGER	⁶ 19.....			Time: ⁷ after lift-off Number of astronauts: ⁸ Christa McAuliffe was a ⁹

Unit 7

Lesson 3



Reading

45 Write *J. W.* for *Jacqueline Wilson* and *A. H.* for *Antony Horowitz*. Which author...

- a. worked as a writer when he / she was a teenager?
- b. loved a film character?
- c. talks about one of his / her characters?
- d. says that writing is sometimes difficult?



Jacqueline Wilson

Q1:

Well, I started quite early. When I was young, I always told stories to my teddies. Later, at school, all my notebooks were full of my own stories.

One day, I saw an advert for teen writers in a newspaper and I thought, "Well, I'm a teenager and I want to be a writer!" So I sent them one of my stories. They liked it and gave me a job. At the age of 17, I became a writer!

Q2:

No, it wasn't. Publishers didn't like the first book I wrote. But I didn't stop. And I was right. It was magical when I saw 'Double Act' or 'Bad Girls' in the bookshops!

Q3:

You should read lots of books, different kinds. Another good idea is to keep a diary. If there's a school magazine, send your stories. It's not always easy but don't be afraid to try.



Antony Horowitz

Q1:

When I was 14, James Bond was my favourite hero. I very often went to the cinema to see him on the big screen. At that age, I thought that James Bond was the coolest man on Earth. When I began to write the first book, 'Stormbreaker', I knew that Alex, the main hero, had to be like James.

Q2:

About a year. I wrote every evening. When it was ready, I took it to the publishers. One day they called me and they said "We like it". I jumped into the air. My two sons got really scared.

Q3:

Alex Rider became a spy for the British secret service at the age of 14. He didn't want to but he didn't have a choice. He was really clever and he never lost his cool. That's why he succeeded in all his missions in the Alex Rider book series.

It's up to you!

Appendix



Vocabulary Link

Guessing words from context

46 Find words in the interviews that mean:

- a. not late: _____
- b. tells you about a job in a newspaper: _____
- c. they prepare books for sale: _____
- d. types: _____

- e. cinema: _____
- f. central: _____
- g. frightened: _____
- h. stopped being calm: _____

Unit 8

Lesson 2



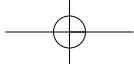
Listening

47 Who is going to do what this month?

 Listen again, write the name of the teenager under each picture (a-e) and add the piece of information missing (1-5).



a. / What colour does the speaker mention? ¹



b. / According to the speaker, adults are more ²



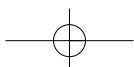
c. / Who shouts at the speaker? ³



d. / What kind of information is the speaker's address? ⁴



e. / Who works in London? ⁵



It's up to you!

Appendix

Unit 8

Lesson 3



Reading

- 48 *The students are thinking about 'catchy' headings for the passages in their article. Read it again and decide on a suitable heading for each technological development (A-D).*

TEEN newspaper

What will our great-grand children's life be like?

Find out about technological developments in our lifetime - and beyond.



A.
You won't need one. You'll go to your Personal Station and you will type your destination on a special computer. A door will open and a small taxi will take you to your stop. .



B.
Huge domes will protect all cities on Earth. In this way, we will enjoy the sun all year round and there won't be any pollution.

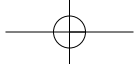


C.
Within a thousand years you will just *think* a command and robots or other machines will carry it out. Computers will recognise your voice and your thoughts. For example, you will think "Sit" and your robotic dog will sit immediately next to you.

D.
In some years, you won't need to go to the theatre, to a concert or to a football match. You'll watch any event live on your virtual reality screen and you won't miss a thing. You will feel you are in a crowded stadium, dancing to the rhythm of the latest hit. At the same time, your parents won't worry about their children's safety.



Adapted from: <http://www.nationalgeographic.com/ngkids/9901/beyond-2000/>



Vocabulary Link

Guessing words from context

49 Find words in the text with a similar meaning to phrases 1-10.

- | | |
|---|-----------------|
| 1. our children's kids ^{title} | ..... |
| 2. after that time ^{title} | ..... |
| 3. where you want to go ^{text A} | ..... |
| 4. very big ^{text B} | ..... |
| 5. a round roof ^{text B} | ..... |
| 6. an order ^{text C} | ..... |
| 7. understand who or what it is ^{text C} | ..... |
| 8. right away ^{text C} | ..... |
| 9. full of people ^{text D} | ..... |
| 10. not in danger ^{text D} | <i>in</i> |

