







Self-Assessment

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

| Can-do Checklist | My opinion | | |
|---|---|---|---|
| |  |  |  |
| a. I can read about a teenager and complete his/her profile card. | | | |
| b. I can talk about me and / or a new friend. | | | |
| c. I can write my profile. | | | |
| d. I can understand people talking about their favourite possessions. | | | |
| e. I can talk about my room. | | | |
| f. I can write a text about my favourite possession. | | | |
| g. I can read and understand signs, notices and maps. | | | |
| h. I can write an e-mail about my neighbourhood. | | | |

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

FOCUS ON SPEAKING SKILLS

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

| Speaking Strategies | Great help! | I'll try... |
|---|-------------|-------------|
| 1. Read the task carefully to understand what you have to do. | | |
| 2. Use English as much as possible. Don't miss your chance to practise. | | |
| 3. If there is a Language Bank, study it and use the words and phrases in it. | | |
| 4. Help each other with language. | | |
| 5. Ask your partner to repeat if you don't understand. | | |
| 6. Try to paraphrase if you can't find the right word. | | |
| 7. Don't worry about mistakes. Practice makes perfect. | | |



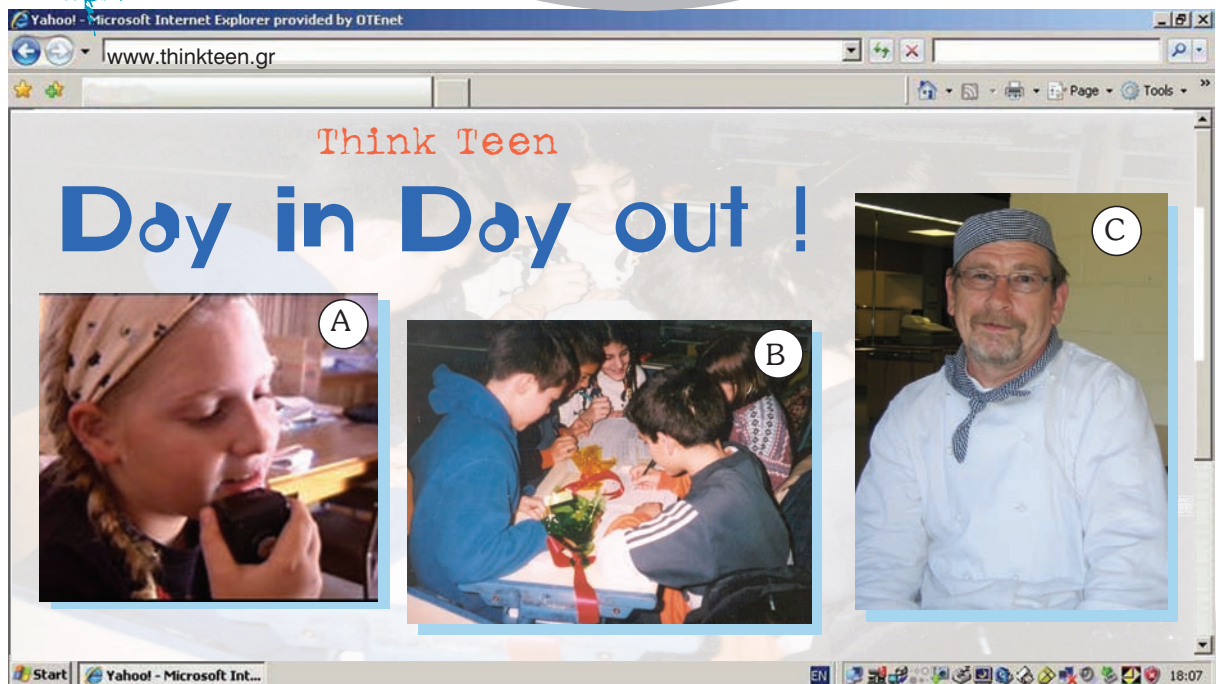
- LESSON 1: My day!
- LESSON 2: Greetings from Australia!
- LESSON 3: This is my job!

UNIT 3

Day in Day out !



Look! Our e-group is online.
What are they saying?
And who's that?



Listen to three people (speakers 1-3) and match with the photos (A-C).
Speaker 1: Speaker 2: ... Speaker 3: ...

In Unit 3 you will...

READ

- an advertisement for an e-project
- a teenager's project about his daily routine
- a quiz on Australia
- an article about an Australian girl's daily routine
- an interview with a chef

LISTEN TO

- an online conversation about teenagers' leisure activities
- an interview with a chef.

LINK TO

- Maths • PE • Geography • Culture • Modern Greek • Careers Guidance

TALK ABOUT

- your daily routine
- school subjects, sports & leisure activities you like or don't like

INTERVIEW

- a teacher / a shop owner

WRITE

- a presentation of your school day
- a presentation of what you and your friend like and/or dislike.
- descriptions of jobs

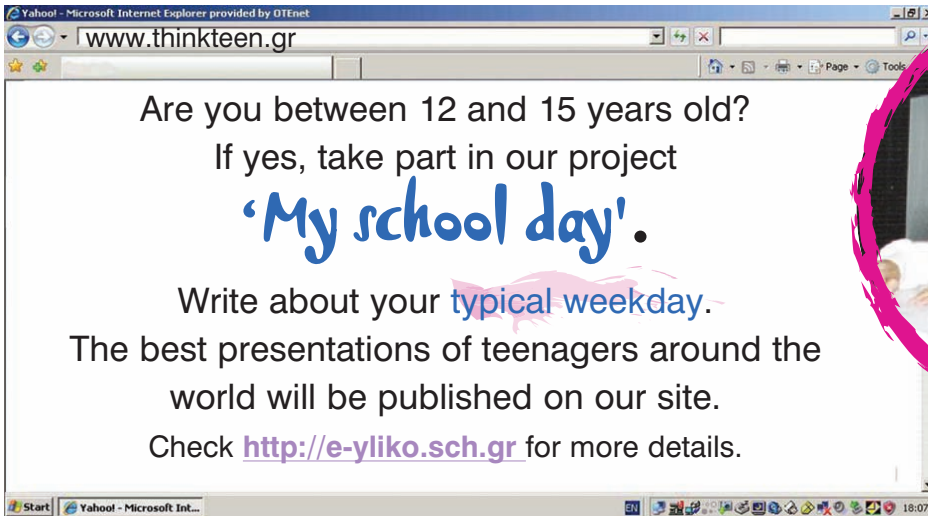
Lesson 1



Reading

1 *This is Jean Paul from Tours, France. He's looking at an advertisement on the e-notice board. What is it about?*

- a. a sports centre
- b. a project on the Internet
- c. lessons in England



2 *Jean Paul wants to take part in this project. Can you help him with some ideas? What can teenagers write about in their presentation? Guess and write three topics.*

- meal times
-
-
-

READING STRATEGIES
see page 40

3 *Jean Paul wrote about his school day. Read his presentation on page 27 quickly.*

- a. Does he mention any of the topics on your list?
- b. Can you find some of his hobbies?

4 *Read again and choose the correct fact about Jean Paul's day.*

5 *How different is your day? Talk about your routine to your partner. Look at the example.*

Task 10 - p.168

*I wake up at 7.30.
I don't go to school by bus or bike.
I go to school on foot...*



Jean Paul

- 'I wake up at 6 / ~~7~~ o'clock.'
- 'I usually go to school by bike / by bus.'
- 'I study ancient Greek / Latin.'
- 'We have maths / a lunch break at 12.00.'
- 'I do / I don't do my homework right after school.'
- 'I do a sport once / twice a week.'
- 'I tidy / don't tidy my room.'


My day!

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


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?

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

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

Lesson 1



Vocabulary Link

Daily routines

1 Here are some of the things teenagers do every day. Match the verbs (1-8) from column A with words (a-h) from column B to make phrases. Can you add more phrases?

| A | | B |
|-----------------|----------|---|
| 1. get | ... a... | a. up / dressed / to school |
| 2. go to | ..... | b. breakfast / lunch / dinner / a break |
| 3. have | ..... | c. my bike |
| 4. listen | ..... | d. bed |
| 5. do | ..... | e. by bus / on foot |
| 6. talk | ..... | f. to music |
| 7. go to school | ..... | g. (my) homework |
| 8. ride | ..... | h. on the phone |

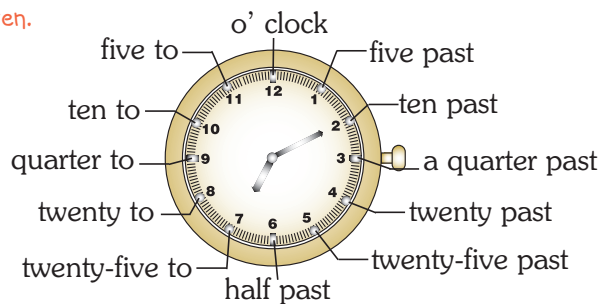
Telling the time

2 Look at the clock. In pairs, use the ideas in the box and your own ideas to ask and answer about your daily routine.

What time do you get up?

I get up at ten past seven. And you?

At quarter past seven.



Language Bank

- have breakfast/lunch/dinner
- go to school
- do your homework
- go to bed

Leisure Activities

3 Is your daily routine more or less interesting at weekends? Say why.

4 Listen to Jean Paul and his friend, Stella, from Italy talking online about their leisure activities. Write JP for Jean Paul, S for Stella and B (both) next to the activities they do. There are some extra activities you don't need to use.

| | | | |
|------------------------|-------|-------------------|-------|
| a. read a book | ..... | f. sing | ..... |
| b. go out with friends | ..... | g. play the piano | ..... |
| c. play board games | ..... | h. take exercise | ..... |
| d. draw | ..S.. | i. go shopping | ..... |
| e. dance | ..... | j. make models | ..... |

5 What about you? Ask and answer with your partner.

Do you read books?

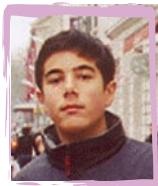
Yes, I do. / No, I don't.

My day!

Sports

6 Match the pictures (1-6) with the sports (a-f). Then listen and check.

7 Read what Jean Paul says. What do you notice? Make the rule. Then complete the table with the sports from Task 6. Add some sports.



I play tennis and go cycling.
I don't do judo.

go
play
do

8 Do you do any of these sports? How often? Tell each other.

I do judo twice a week
I go swimming at the weekend.



Grammar Link

Present Simple (1)

Language Bank
at the weekend, on Mondays,
once / twice a week,
every afternoon, in the
summer, every now and then

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

| | | |
|--|--|---|
| <ul style="list-style-type: none"> • We watch TV every day. • I go shopping on Saturday. | <ul style="list-style-type: none"> • We don't go to school by bus. • I don't go swimming on Mondays. | <ul style="list-style-type: none"> • Do they play tennis? Yes, they do. • Do you get up at 7.00? No, I don't. |
| <p>Use: We use the Present Simple to talk about</p> | <p>Form: I / you / / they go. I / you / ... / go? I/you/we/they go.</p> | |

see Grammar Appendix, page 147

Lesson 1

Adverbs of frequency

| | | |
|---|--|---|
| ALWAYS <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> USUALLY <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> OFTEN <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> SOMETIMES <input checked="" type="checkbox"/> NEVER <input type="checkbox"/> | I <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> make my bed I always make my bed. Do they often visit museums? We never go to school by bus. I'm never late. | We put adverbs of frequency: • before / after the verb 'to be' • before / after other verbs |
|---|--|---|

see Grammar Appendix, page 148.

2 Do you help out at home? Write true sentences about you. Use the ideas in the box.
 e.g. I usually do the washing up.

3 Look at your partner's sentences. Does he / she help out at home?

Language Bank

- make my bed
- make breakfast/lunch/dinner
- tidy my room
- do the shopping
- set the table
- do the ironing

 **Writing**

You want to make a presentation for the e-project 'My school day'.

1 Start planning. Write some **→** words. What's your routine? What do you do?

| in the morning | at school | in the afternoon | in the evening | on some days |
|----------------|-----------|------------------|----------------|--------------|
| get up at 7.30 | | | | |
| | | do my hw | ..... | ..... |
| | | | | |
| | | | | |

2 Which sections do you want to have in your presentation?

3 Start writing your text. Add some time expressions (e.g. twice a week) and adverbs of frequency (e.g. often) in your writing.

Task 11 - p.169

4 When you finish, exchange your work with a partner. Read each other's writing and check.

- Is it interesting to read?
- Are the Simple Present forms correct?
- What about the adverbs of frequency (usually, often etc).?
- What verb forms are there after like/don't like/love/enjoy etc?

5  Listen to your partner's comments and write your 2nd draft.

Lesson 2

Greetings from Australia!



Reading

- 1 *We're in Jennifer's class in Cambridge. They're doing a geography project about Australia. Jennifer got this quiz from the e-group. Can you do it with your partner?*

Quiz Time
HOW MUCH DO YOU KNOW ABOUT AUSTRALIA?
Answer these questions to find out.

- Australia is in the Pacific / Atlantic Ocean.
- The capital city of Australia is Canberra / Sydney
- It takes about 10 / 24 hours to fly to Australia from Greece.
- It is cold / hot in Australia at Christmas.
- Céline Dion / Kylie Minogue is Australian.

What else do you know about Australia?

Check your answers on page 131

Culture Corner

Do you know?

The school year in Australia starts at the end of January and finishes on 6th December. Can you explain why?



Check your answers on page 131

- 2 *This is Jennifer's article for the school newspaper. She's writing about Nicole, a teenager from Australia. Read her article and find out:*

Task 12 - p.170

- a. the name of Nicole's school b. how much time Nicole studies every day

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/

Lesson 2

3 Choose a title for each paragraph in Jennifer's article. There's one extra title.

Task 13 - p.170

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

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

Task 14 - p.171

| SCHOOL OF THE AIR | |
|----------------------|--|
| Where? | |
| Kind of lessons? | |
| How long? | |
| Necessary equipment? | |
| Homework activities? | |

5 Do you like the school of the air? Why / Why not? Tell the class.

Vocabulary Link

School Subjects

1 Magda and Helen, from Greece, do these subjects at school. Match the school subjects (a-m) with the pictures (1-13). Then listen and check.



1.....



2.....



5.....



6.....



9.....



10.....

- a. ancient Greek
- b. art
- c. biology
- d. computer studies
- e. English
- f. geography
- g. history
- h. home economics
- i. mathematics
- j. modern Greek
- k. music
- l. Physical Education - PE
- m. Religious Education - RE



3.....



4.....



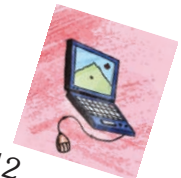
7.....



8.....



11.....



12.....



13.....

2 Which subjects do/don't you like? Do you do any other subjects?

I like maths but I don't like biology much.
I love biology. I hate geography!

Greetings from Australia!

3 *Pete is from Sydney, Australia. Look at his school timetable. Does he do the same subjects as you?*

| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|-------------------|---------------|------------------------------------|----------|------------------------------------|
| Technical Drawing | Tech. Drawing | Maths | English | Maths |
| | Science | History | Health | Science |
| BREAK | | | | |
| Health | Sport | English | Maths | Computers |
| Geography | | Languages (Spanish /Indonesian) | Music | English |
| LUNCH | | | | |
| Maths | English | Sport | Science | Art |
| English | Geography | | | Languages (Spanish /Indonesian) |



Grammar Link

e.g. We all do geography. We do Modern Greek but Pete does English.

Present Simple (2)

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

| | | |
|---|---|---|
| <ul style="list-style-type: none"> • Nicole learns things off by heart. • Mr Kennard gives Nicole work to do. | <ul style="list-style-type: none"> • She doesn't go to school every day. • He doesn't live in the area. | <ul style="list-style-type: none"> • Does she take tests? Yes, she does. • Does he meet Nicole? No, he doesn't. |
| <p><i>Find the Present Simple verb forms of the verbs below in Jennifer's article and complete the table.</i></p> | | |
| <p>Form:</p> <p>he / / it lives</p> <p>..... he / she / it live?</p> <p>he / she / it doesn't</p> | <p>go</p> <p>watch</p> <p>study</p> <p>enjoy</p> <p>want</p> | <p>he / she / it</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> |
| | | <p>What are the verb endings in the 3rd person singular?</p> <p style="text-align: center;">-s / -.... / -....</p> |

see Grammar Appendix, page 147.

2 *Marianna and Steve are friends but they don't like the same subjects.*

Student A: Look at Table A (Speaking appendix, page 132) and ask your partner about Steve.

Student B: Look at Table B (Speaking appendix, page 133) and ask your partner about Marianna.

3 *Look at your results and complete the text with the suitable school subject.*

Hi! I'm Marianna and this is my best friend, Steve. We get on really well together but we don't always agree. At school, for example, we both like I love but Steve doesn't like it at all! He's not so good at foreign languages. He likes very much but I don't agree. I think it's very difficult. Anyway, we both hate! What about you and your best friend?

Lesson 2

Greetings from Australia!



Speaking & Writing



'Everybody is different but we are all the same'

1 Do you like the same things as your partner? Complete the following table about you.

| SCHOOL SUBJECTS | | LEISURE ACTIVITIES | | SPORTS | |
|-----------------|-------|--------------------|-------|--------|-------|
| | | | | | |
| | | | | | |
| | | | | | |

2 Compare your table with your partner's. How many similarities and differences can you find? Tell each other.

I like playing board games but you don't.
 I don't like art but you do.
 We like going to the cinema.
 We don't like home economics.



Language Bank

I love playing tennis.
 I enjoy going to the cinema.
 I don't like dancing.
 I hate drawing.
 like, enjoy, don't like,
 hate, love + verb-ing.



3 Stick a photo and write a short paragraph about you and your friend. Begin like this.

ME AND MY FRIEND



I'm and this is my friend We get on really well together but we don't always agree. At school, for example, I like
 In our free time, Jim likes

4 Put your work on the e-notice board and read each other's work. Which pair has very little in common?

Lesson 3

This is my job!



Reading & Listening



- 1 *Jerry Young works at Jennifer's school. Look at the picture and read the title and the subtitle of this article. What is Jerry Young? What do you know about his job?*
- 2 *Read and / or listen to the interview and tick ✓ the topics Jerry is talking about. There are 2 extra topics.*

Task 15 - p.171

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

- 3 *Read and / or listen to the text again and complete Jerry's profile.*

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?

You know. Stuff you like. Pasta, burgers, fish
25 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 the chef at Oatridge College, Scotland



Jerry Young

Occupation:

Place of work:

Working hours: to

Number of dishes per meal:

Meeting day:

A popular dish / dessert:

Feels about his job

Tip!

Don't worry about words
you don't know.

Lesson 3

4 Match the words from the interview with the correct definitions. **Task 16 - p.172**

| | | |
|-------------------------------|---|---|
| 1. dishes (line 13) | | a. it is in your neighbourhood |
| 2. vegetarian (line 14) | | b. spaghetti or lasagne are types of this |
| 3. order (line 20) | g | c. sweet you eat after lunch or dinner |
| 4. local (line 21) | | d. somebody who doesn't eat meat or fish |
| 5. pasta (line 24) | | e. when you ask for more food |
| 6. dessert (line 26) | | f. kinds of food |
| 7. a second helping (line 32) | | g. ask a shop to bring you at home |



Vocabulary Link

Jobs

1 What do these people do? Match the pictures (a-i) with the words (1-9).
 Then listen and check. Can you fill in the sentences now?



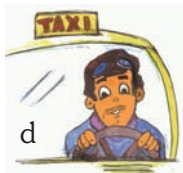
a



b



c



d

1. a vet ...e...
2. a driver
3. a secretary
4. an architect
5. a pilot
6. a dancer
7. a clerk
8. a shop owner
9. an author



e



f



g



h



i



1. *An author* writes books.
2. designs houses.
3. types letters.
4. flies a plane.
5. runs a shop.
6. plays in musicals.
7. drives a taxi / bus.
8. works in a bank / company.
9. helps sick animals.



2 What other jobs do you know? Say what they do.

This is my job!

3 Which jobs come from these words? Use your dictionary to find out. Do you know any people who do these jobs? Tell the class.

er ist man

ian or

e.g. My uncle, Harris, is a policeman.

| VERBS / NOUNS | JOBS |
|---------------|------------------------|
| build | a. build er |
| work | b. |
| art | c. |
| sail | d. |
| police | e. |
| engine | f. |
| act | g. |
| electricity | h. |

Idioms with 'work'

4 Work with a partner and match the idioms with their meaning. Who would say the following statements? Look at the example. Are there similar idioms in Greek?



| | | |
|--|-------|------------------------------|
| 1. I work like a dog every day! | ..b.. | a. I don't have a job |
| 2. 'Nice work!' | ..... | b. I work very hard |
| 3. 'Why do I always do the donkey work?' | ..... | c. Start working! |
| 4. 'I'm out of work. We can't go on holidays.' | ..... | d. I'm happy with your work! |
| 5. 'Come on, get down to work!' | ..... | e. I do the boring things |



e.g. My mum says 'Come on, get down to work!' when I'm lazy and I don't do my homework.

5 In groups, write mini-dialogues using some of these idioms. Then act them out in class.

Pronunciation Link

Word stress

1 Listen and mark the stress (•).

- | | | |
|----------------|----------------|---------------|
| 1. interesting | 3. supermarket | 5. vegetarian |
| 2. ingredients | 4. dessert | 6. local |

2 Can you mark the stress on the words in Vocabulary Link, Task 1?

Lesson 3



Grammar Link

1 Look at the example sentences and match the question words (1-7) with the answers (a-g).

- | | |
|--|--|
| <ul style="list-style-type: none"> • What do you usually cook? Stuff like pasta, burgers etc. • What time do you finish every day? At about 7 p.m. | <ul style="list-style-type: none"> • When do you meet the kitchen staff? On Saturdays. • How many meals do you prepare? Two. Lunch and dinner. |
|--|--|

| | | |
|---------------|-----|------------------|
| 1. Who? | ... | a. At school. |
| 2. What? | ... | b. On Saturdays. |
| 3. Where? | ... | c. Pasta. |
| 4. When? | ... | d. At 3.00 pm. |
| 5. What time? | ... | e. Four. |
| 6. How often? | ... | f. Once a week. |
| 7. How many? | ... | g. Peter. |

see Grammar Appendix, page 148.

2 In groups of four, play Noughts and Crosses. Use the following grid.

| | | |
|-----------|-----------|-------|
| What | When | Where |
| How many | Who | Which |
| What time | How often | Who |

3 In your roles!

Student A: Look at Appendix, page 134.
Student B: Look at Appendix, page 135.



Project



Professions

1 In your Modern Greek book, there is a unit about 'Work and Professions'. Go through it and choose at least 3 professions you want to know the English word for (e.g. professions of people in your family, the job you want to do in the future etc). Tell the class and explain why you need to know these professions in English.

I want to know the word «*αθλητικός συντάκτης*» in English because my dad is one.
I want to know the word «*κτηνίατρος*» in English because I like animals and I want to do this job in the future.

2 In groups, make a list of jobs you want to know in English. Use a dictionary to find the words for these jobs and what they do. Ask your teacher if you need help. When you finish, you can present them to your classmates.

My dad is a *sports editor*. He writes articles about sports events for a sports newspaper.

3 Make posters with the jobs you have collected. You can draw pictures or stick photographs from newspapers and magazines and write the word for the jobs next to them.

Self-Assessment

VOCABULARY LINK

1 Write the words in the correct column.

| | | |
|--|------|-----------------|
| architect biology art vet author PE music secretary | JOBS | SCHOOL SUBJECTS |
| | | |
| | | |
| | | |
| | | |

2 What time is it?

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

- | | |
|----------------|----------------|
| 1. 7.00 | 4. 6.30 |
| 2. 8.15 | 5. 9.45 |
| 3. 12.35 | 6. 11.20 |

1 POINT FOR EACH CORRECT ANSWER TOTAL ___/6

GRAMMAR LINK

3 Circle the correct answer.

- | | |
|--|---|
| 1. Do/Does you go shopping every week? | 6. She <u>do/does</u> her homework after lunch. |
| 2. I enjoy <u>listen/listening</u> to music. | 7. I'm an architect. I <u>design/designs</u> buildings. |
| 3. We go to school <u>on bus/on foot</u> . | 8. <u>Who/What</u> cooks at home? |
| 4. How often <u>do/does</u> you eat spaghetti? | 9. They <u>take/takes</u> tests on Fridays. |
| 5. <u>Where/When</u> do you live? In Kozani. | 10. <u>Do/Does</u> your parents play board games? |

1 POINT FOR EACH CORRECT ANSWER TOTAL ___/10

4 Write the verbs in the correct form of the Simple Present.

Tom **studies** (study) hard.

- | | |
|---|---|
| 1. your dad (take) any exercise? | 4. Nicky (not/enjoy) listening to jazz. |
| 2. My mum often (go) shopping with her friends. | 5. They..... (want) to buy her a present. |
| 3. They (play) basketball at the weekends. | 6. The baby often (cry) at night. |

1 POINT FOR EACH CORRECT ANSWER TOTAL ___/6


5 Mark where the words in brackets go.

She does her homework in the afternoon. (usually).

- | | |
|---|--|
| 1. My brother tidies his bedroom. (never) | 3. Do you play football? (often) |
| 2. We see our friends. (at weekends) | 4. They don't go to the theatre. (usually) |

1 POINT FOR EACH CORRECT ANSWER TOTAL ___/4

CHECK YOUR ANSWERS WITH YOUR PARTNER. THEN LOOK AT THE ANSWER KEY ON PAGE 158

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 about a teenager's daily routine and compare it with mine. | | | |
| b. I can understand teenagers talking about their leisure activities. | | | |
| c. I can talk about my favourite school subjects, leisure activities and sports. | | | |
| d. I can write a presentation of my school day. | | | |
| e. I can talk about likes and dislikes with my partner. | | | |
| f. I can write a text about what my friend and I like and/or dislike. | | | |
| g. I can write descriptions of different jobs. | | | |

| | |
|---|---|
|  : 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 strategies 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. Look at the title / pictures of the text and guess what it is about. | | |
| 3. Think of words / ideas you might find in the text before you read it. | | |
| 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. Remember that you don't need to know all the words in a text. | | |
| 7. Try to guess what a key word means. The text can help you. | | |

