

Think Teen!

1st Grade of Junior High School

STUDENT'S BOOK

Προχωρημένοι

| | |
|--|---|
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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

| | |
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ΥΠΟΥΡΓΕΙΟ ΕΘΝΙΚΗΣ ΠΑΙΔΕΙΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ
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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> |
|--|--|--|--|
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| | |
|----------------------------|--|
| 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> |
|--|---|--|--|
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| | |
|-------------------|---|
| 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 | <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Listing steps and assigning roles / Searching for information / Presenting work in a variety of ways |
| LINKS | <ul style="list-style-type: none"> • Home Economics / Culture / Music / Maths / ICT / Art |
| PROJECT | <ul style="list-style-type: none"> • Eating habits / Shopping around |
| READING | <ul style="list-style-type: none"> • A magazine article about eating habits / Food labels / An Agony Aunt's answer to a magazine reader / Computer game reviews |
| LISTENING | <ul style="list-style-type: none"> • A song about a teenager's feelings / Teenagers calling Teen Helpline / A dialogue between friends about buying a present |
| SPEAKING | <ul style="list-style-type: none"> • Differences in drawings / Description of teenagers in photos / Ideas for presents |
| WRITING | <ul style="list-style-type: none"> • Tips for healthy eating habits / The lyrics for a song / A letter of advice to a teenager |

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

| | |
|----------------------------|--|
| FUNCTIONS | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Important personalities of the past / A burglary / Dates & years / Weather collocations / Natural disasters & accidents |
| LANGUAGE FOCUS | <ul style="list-style-type: none"> • Past Simple / Prepositions of Time / Past Continuous / Past Simple vs Past Continuous |
| THEMES | <ul style="list-style-type: none"> • Time / Change / Relativity of actions & events / Logical reasoning |
| LEARNING STRATEGIES | FOCUS ON LEARNING NEW VOCABULARY <ul style="list-style-type: none"> • Guessing unknown words from context / Keeping a record of new vocabulary / Using a dictionary |
| LINKS | <ul style="list-style-type: none"> • Science / History / Art / Music / Geography / ICT |
| PROJECT | <ul style="list-style-type: none"> • Who is who / Natural disasters around the world |
| READING | <ul style="list-style-type: none"> • A magazine quiz about important personalities / Students' short stories / A quiz about tsunamis / Newspaper articles about natural disasters and accidents |
| LISTENING | <ul style="list-style-type: none"> • An extract from a radio play / short dialogues |
| SPEAKING | <ul style="list-style-type: none"> • My activities at a specific time in the past / Specific information in a short story / A day I did something wrong |
| WRITING | <ul style="list-style-type: none"> • A 'Mystery Person' quiz / Opening paragraphs in stories / An article about a disaster / Information cards about a disaster |

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

| | |
|-------------------|--|
| FUNCTIONS | <ul style="list-style-type: none"> • Giving information / Asking for clarification & repetition / Comparing & contrasting / Expressing preferences & opinions / Describing photos / Agreeing / Disagreeing / Talking about past habits & states |
| THEMES | <ul style="list-style-type: none"> • Time / Place / Similarity-Difference / Change / Communication |
| VOCABULARY | <ul style="list-style-type: none"> • 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 |

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| 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> |
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|----------------------------|---|
| 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 |

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| 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> |
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| 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 |

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| 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> |
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| 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"/> | |

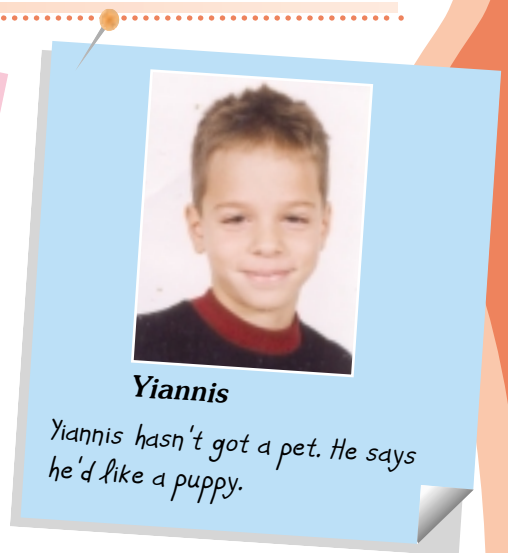


Welcome!

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!

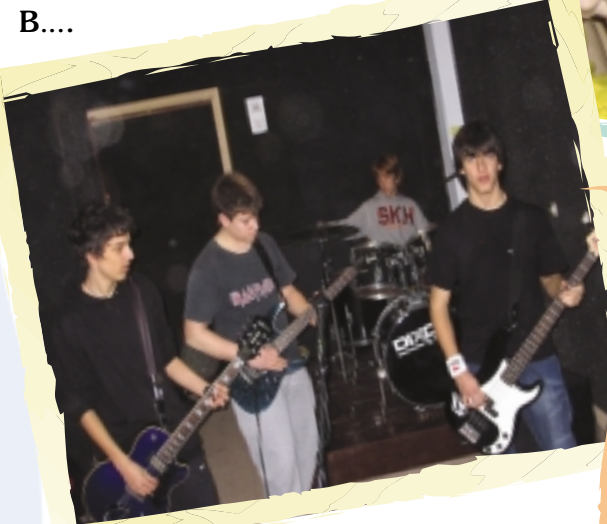


Listen to what the kids are saying and match the photos (A-C) with their words (1-3).

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

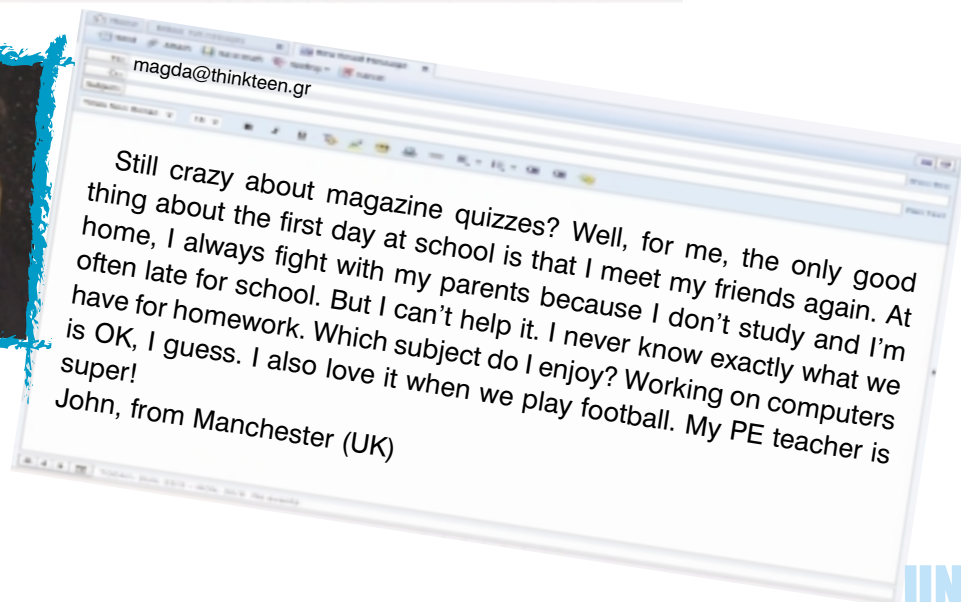
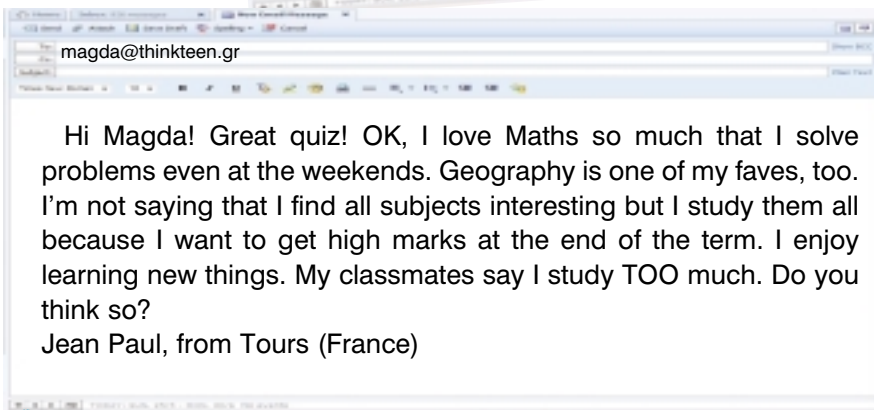
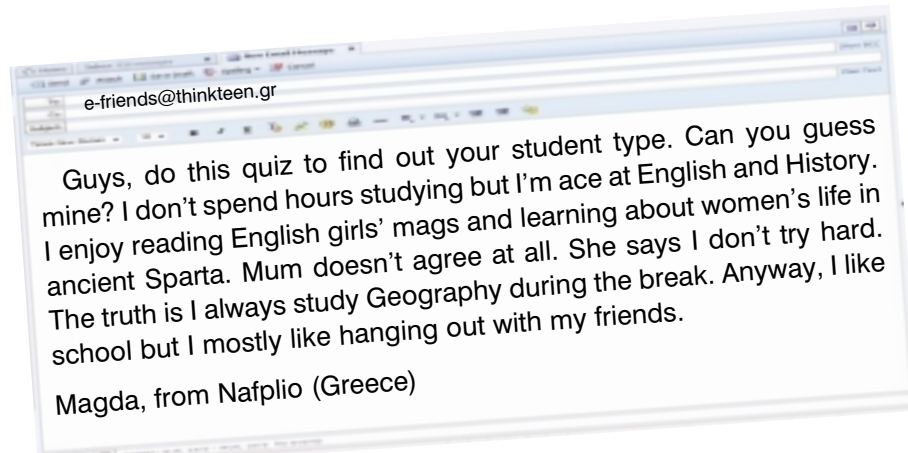
- an e-mail about your ideal school
- a school club poster

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.**

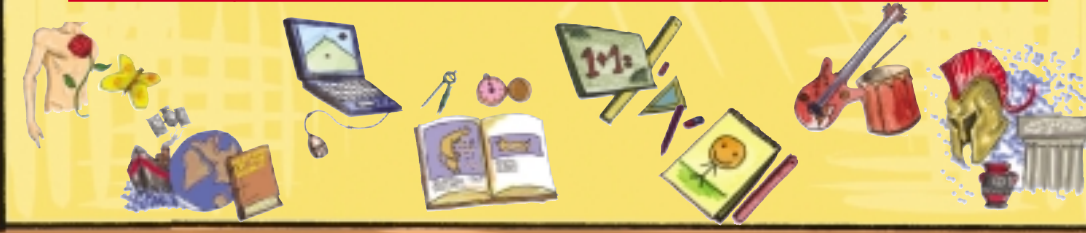


Lesson 1

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 | |
|---|--|
| <p>Form</p> <p style="text-align: center;">Statements</p> <p>I / you / / they + verb He / / + verb-s/es/ies</p> <p style="text-align: center;">Questions</p> <p>Do I / you / we / they + verb he/she/it + verb</p> <p style="text-align: center;">Negatives</p> <p>I / you / we / they don't + verb He / She / It + verb</p> | <p>REMEMBER:</p> <p>➤ Do / Don't add -s/-es/-ies to the verb when you make questions and negatives in the 3rd person singular.</p> <p>➤ After When / What time / How often / How many etc keep the question form of the verb</p> <ul style="list-style-type: none"> • 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?

.....

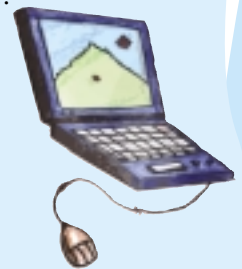
a.



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?

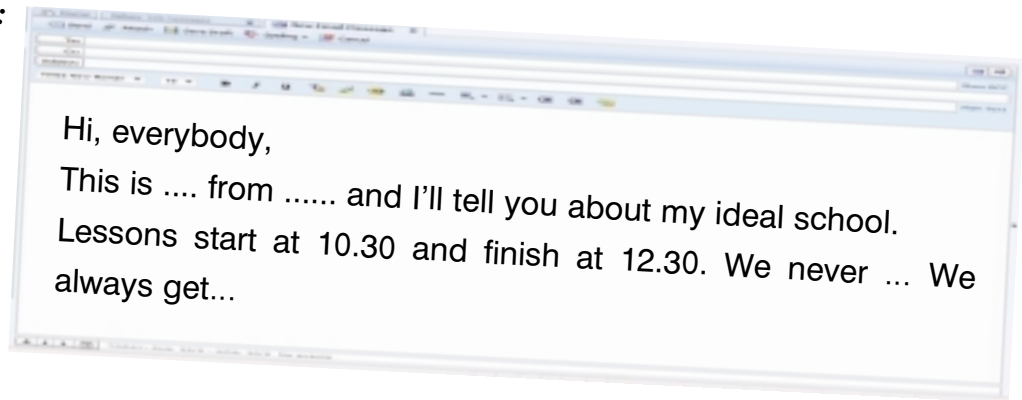
At 10.30. And they finish at 12.00. In yours?



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

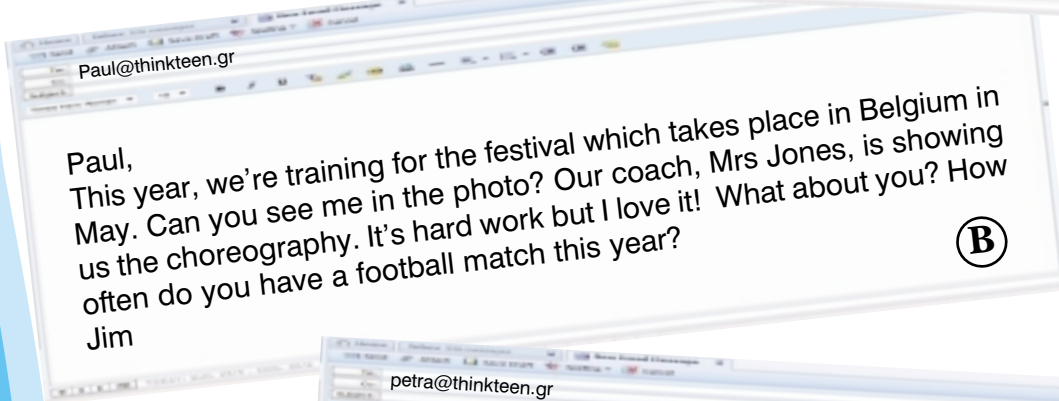
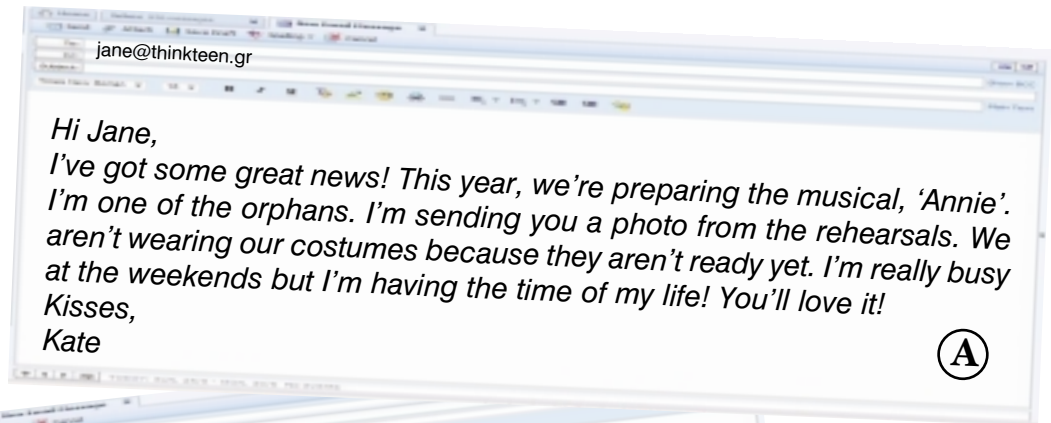
READING CLUB: Mrs Smith
CHARITY GROUP: Mr Flynn
ECO TEAM: Mr Wallace
DANCE ACADEMY: Mrs Jones

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

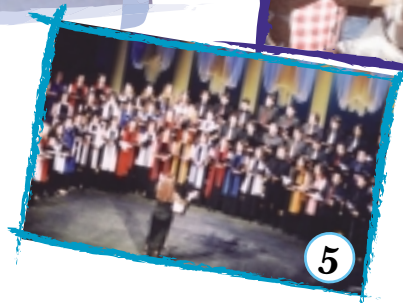
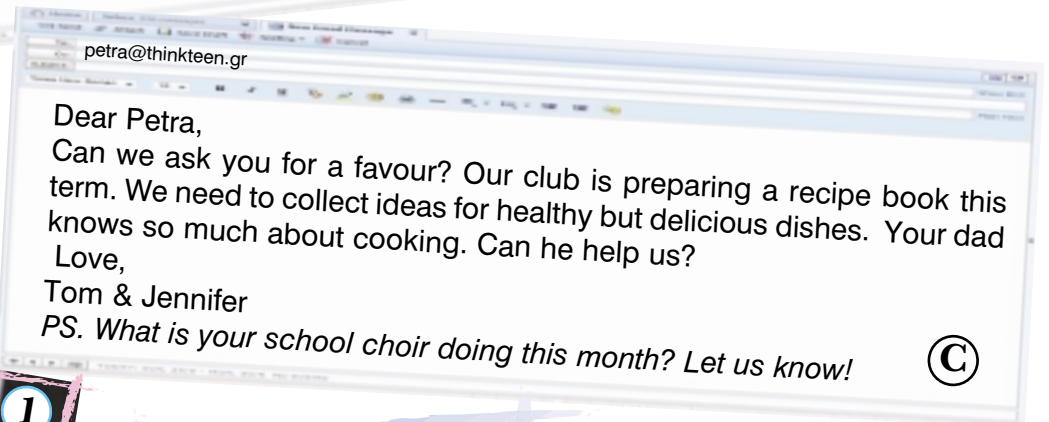
- I'd like to join the choir because I love singing and I've got a nice voice. What about you?
- Me, I prefer the cookery club. I don't know how to cook and I must learn.

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!

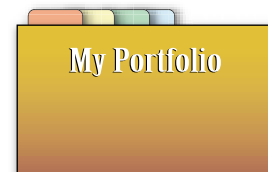
3 **Tell the class about your answers. Add any details you like.**

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

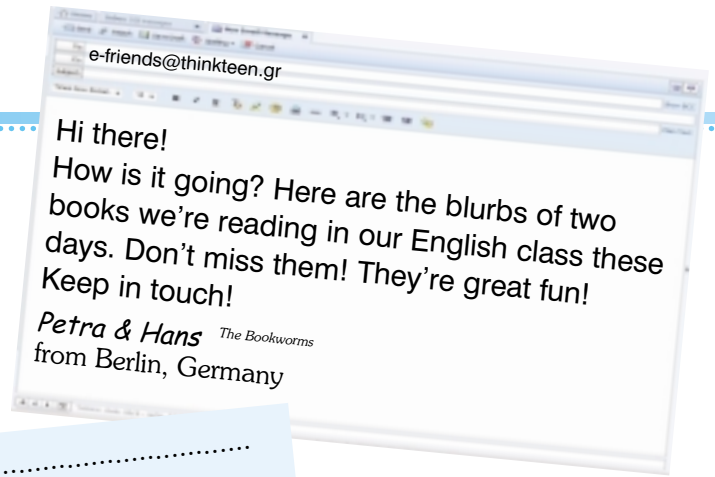


We're rehearsing at the weekends
Mr Rogers is showing us the choreography.
Do you like acting? You can join us!
For more information talk to Mr Rogers.

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 ...

U.K. £4.99
ISBN 0-11-01785-1
9 780141 317851
www.puffin.co.uk

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:

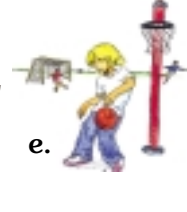
now/this week/these days OR **habits and states**

Present Simple:

Present Continuous:

see Grammar Appendix, page 163

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



| | |
|-----|------------------|
| 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. | | |

