

UNIT 3

TEEN Matters!

LESSON 1: Food for thought!

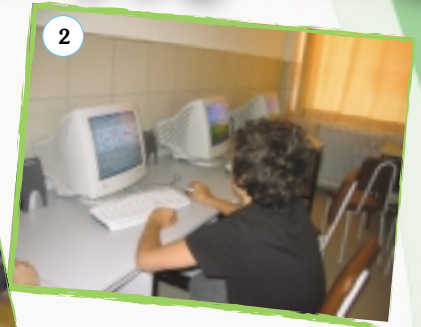
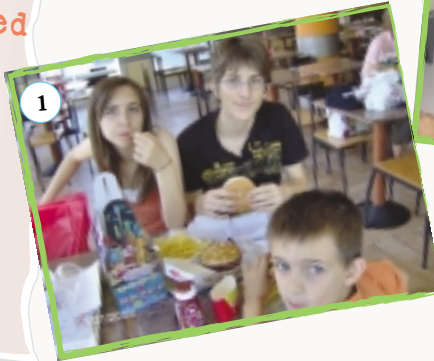
LESSON 2: Your problem sorted!

LESSON 3: We're on a shopping spree!

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

TEEN MAG Your problem sorted

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



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

(A)

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

(B)

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

(C)

In Unit 3 you will...

READ

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

LISTEN TO

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

LINK TO

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

TALK ABOUT

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

WRITE

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

Lesson 1

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



Reading

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

TEEN **MAG**

Myths and Facts

Check what you know...

1

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



2

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



3

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



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

- What is bad for our heart?
- Which kind of pizza can we eat?
- What are fizzy drinks bad for?

- What can we add in our water?
- Which foods have a lot of calories?
- What kinds of meals are good for us?

TEEN MAG

What are we really eating?

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

Burger and chips or pizza

What's in 'em?

Huge amounts of fat, salt and additives!

What's the damage?

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

A good alternative:

Tofu burgers, roasted potatoes and homemade pizza!



Fizzy drinks

What's in 'em?

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

What's the damage?

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

A good alternative:

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



Chocolate cake

What's in it?

Huge amounts of sugar, fat and additives!

What's the damage?

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

A good alternative:

Fresh fruit with yoghurt is a delicious dessert!



Eat More Healthily - Dr. Jackson says...

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

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

Lesson 1



Vocabulary Link

Healthy Food

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

1.

Less fat

2.

no sugar added

4.

no additives

3.

with salt

5.

no colouring

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

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

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

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



A

fat
salt
sugar
health

B

boiled
grilled
low-fat
whole grain

Culture Corner

Sayings

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

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

key on page 141

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

Task 6 - p.184

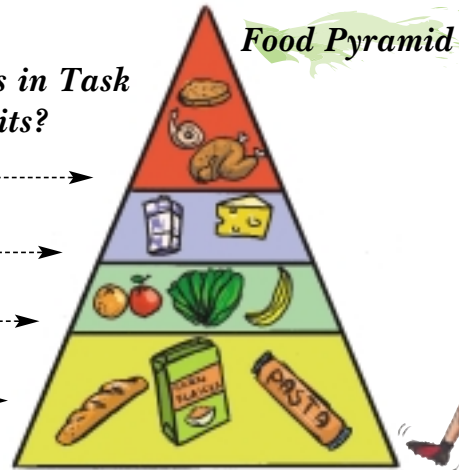
lettuce yoghurt apples cheese cereal chicken pasta steaks peas peaches

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

Food for thought!

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

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



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

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



Grammar Link

Nouns and Quantifiers

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

	• How many apples are there?	• How much rice is there?				
• There are a lot of apples.		• There's a lot of rice.				
• There are a few apples.		• There's a little rice.				
• There aren't many apples.		• There isn't much rice.				
• There aren't any apples.		• There isn't any rice.				
• Which of the two (apples or rice) can we count? • Put a tick (✓) in the right box:						
NOUNS	a lot of	a few	a little	(How) many	(How) much	any
COUNTABLE						
UNCOUNTABLE						

see Grammar Appendix, page 164

Lesson 1

Food for thought!

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

3 FIND THE DIFFERENCES.

Student A: Look at page 143. Student B: Look at page 145. **Task 7- p.184**

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

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

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

see Grammar Appendix, page 165

5 In pairs, write some **RULES FOR EXCELLENT HEALTH.**

Use **must / mustn't / don't have to.**

Golden Rules for Excellent Health

by Helen and John

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

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



Project

Eating Habits

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

Fish soup

Pita -Souvlaki

Greek Salad

Spring rolls

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

OR

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

Food and Religion

Food and Celebrations

Food and Climate



Thanksgiving dinner



Ramadan



Snack tray for Chinese New Year



Greek Easter

PROJECT STRATEGIES
see page 42

Lesson 2 Your problem sorted!

♪ Song Time ♪



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

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

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

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

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

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

I feel 😊

.....

.....

.....

.....

.....

I feel ☹️

.....

.....

.....

.....

.....

- 4 Can you add any others?

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

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

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



Lesson 2

Listening & Speaking

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

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



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

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

Language Bank

Making Guesses

- must
- may / might

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

Task 8- p.184-5

where they are their family their daily routine their problems

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

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

<p>1. Name:</p> <p>Problem:</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>2. Name:</p> <p>Problem:</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>3. Name:</p> <p>Problem:</p> <p>.....</p> <p>.....</p> <p>.....</p>
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Tip!

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

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

Your problem sorted!



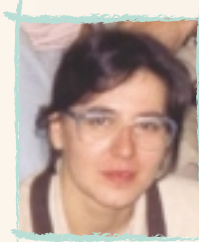
Reading

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

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

TEEN MAG

TEEN HELPLINE



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

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

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

Task 9 - p.185

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

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

- 4 *Think of people you know who:*

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

and tell each other.

Lesson 2 Your problem sorted!



Grammar Link

Giving advice

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

Giving Advice



a. You find new friends.



b. You stay at home.



c. A to have a party.



d. Or..... join a club.



e. Why go on an excursion?



f. Just relax and listen to music.

see Grammar Appendix, page 165

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



Writing

A letter of advice



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

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

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

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

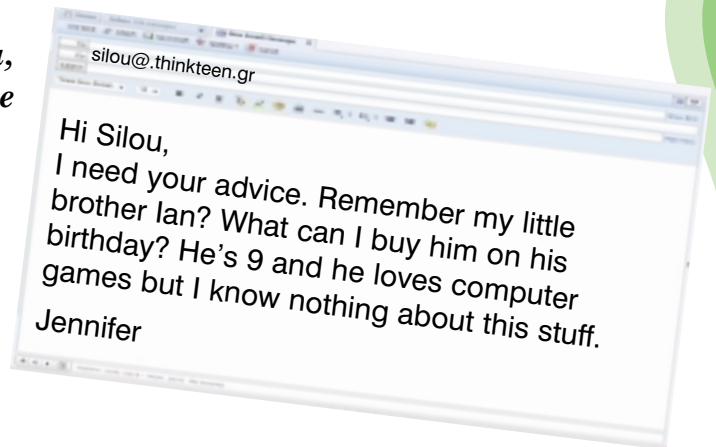
- 3 Take your draft back, listen to your partner's comments and make any necessary changes before you hand it in.

Lesson 3 We're on a shopping spree!



Reading

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



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

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

TEEN MAG

games

A



The Lord of the Rings: The Battle for Middle-Earth
(PC, £34.99)

A must for any fans of the films! Control the armies of Middle Earth - even the forces of evil - and lose yourself in the movie trilogy like never before. Quite clever so put your brainy hat on! ★★★★★

C



Matrix Online
(£29.99, Tega PC-ROM)

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



B

Mario Power Tennis
(£39.99, Sintendo GameCube)

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

D



Charlie and the Chocolate Factory
(PS2, £39.99)

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

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

Lesson 3

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

Task 10- p.186



Which one do you prefer?

This / These game(s) ...

1. are about films. ... and ...
2. have the same price. ... and ...
3. gives you more information every time you play. ...
4. is not as exciting as the others. ...

In this / these computer game(s) ...

5. there are a lot of characters. ...
6. people from other countries can play with you. ...
7. bad people are under your control. ...
8. you need to use your brain a lot. ...



Vocabulary Link

Guessing words from context

1 Find words in the reviews that mean:

Task 11- p.187

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

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

2 Find verbs in the reviews to complete the sentences:

Task 12 - p.187

- a. Lots of countries in the Eurovision contest every year. (C)
- b. If you want to use the computer, you need a password to (C)
- c. We must our computer software. It's very old. (C)
- d. This is my first time in Paris. I'm going out to the city. (D)
- e. Only top students can this maths problem. (D)

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

A. Match

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

What can be fun? What can be funny?

B. Find 3 **COMPUTER** words

-
-
-

C. Find a **Greek** word

-

D. Which **hat** can make you smarter?

My hat!



We're on a shopping spree!



Listening

1 Listen to Lyn and Peter and answer these questions.

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

2 Listen again and circle the correct answer.

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



Task 13- p.187



Grammar Link

Comparing

1 Study the example sentences and complete the Grammar table.

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

In which sentences do we compare:

- 1. two people or things?
- 2. more than two people or things?

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

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

see Grammar Appendix, pages 165-166

2 Compare yourself with members of your family.

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

Artistic



beautiful



STRONG



funny



rich



Lesson 3 We're on a shopping spree!



Speaking

- 1 Do you buy birthday presents for your friends? What do you usually choose?
- 2 Here are some ideas for presents. Talk with your partner and choose one for a friend.



Think!

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

Don't worry about mistakes.
Practice makes perfect!

Adjective Bank

modern	cheap
expensive	casual
warm	trendy
beautiful	fashionable

Language Bank

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



Project

Shopping around

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

computers

bikes

MP3s

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

Self-Assessment

VOCABULARY LINK

1 Match the words with the definitions.

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

½ POINT FOR EACH CORRECT ANSWER TOTAL ___/4

2 Complete the sentences with the correct word.

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

1 POINT FOR EACH CORRECT ANSWER TOTAL ___/7

GRAMMAR LINK

3 Circle the correct answer:

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

1 POINT FOR EACH CORRECT ANSWER TOTAL ___/7

4 Circle the correct answer:

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

1 POINT FOR EACH CORRECT ANSWER TOTAL ___/5

5 Write the adjectives in the correct form.

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




1 POINT FOR EACH CORRECT ANSWER TOTAL ___/7




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

Self-Assessment

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

Can-do Checklist

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

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

FOCUS ON PROJECT WORK

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

Project Work Strategies

Great help! I'll try ...

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



UNIT 4

Looking back on the past!

LESSON 1: On a mystery tour!

LESSON 2: Tell me a story!

LESSON 3: We survived the tsunami!

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

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

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

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

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

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



C
.....
Homework Helper! Mmm...



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



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

In Unit 4 you will...

READ

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

LISTEN TO

- an extract from a radio play
- short dialogues

LINK TO

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

TALK ABOUT

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

WRITE

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

Lesson 1



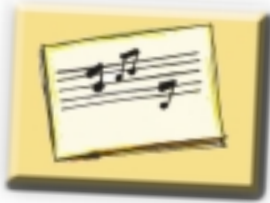
Reading

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

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



a



b.



c



d



e.



f



g

play
railway
award
dynamite
music score
fairy tale
puppet

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

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

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

- 4 EXTRA HELP! Read again and complete this information table.

Task 14- p.188

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

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

On a mystery tour!

TEEN MAG

Who's the Mystery Person!

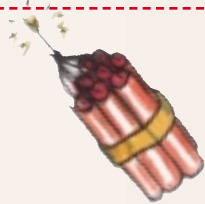
A

Clue 1: He was a chemist. He was born in Sweden in 1833 and he really liked explosives.

Clue 2: In 1867, he invented dynamite. People found it very useful. They used it to build canals, tunnels and railways.

Clue 3: Before he died, he asked that his money goes to annual international awards. The prizes carry his name.

Who is he?



B

Clue 1: He was born in Mississippi on September 24, 1936. He became a puppeteer.

Clue 2: He created the *Muppets*. *Kermit the Frog* and his friends appeared on *Sesame Street*, a TV programme for kids that started in 1969. Later, they starred on *The Muppet Show*. They had lots of fans.

Clue 3: He was Kermit's voice until his death in 1990.

Who is he?



C

Clue 1: He was born in Denmark on April 2, 1805.

Clue 2: He wrote more than 150 fairy tales, like *The Little Mermaid* and *The Emperor's New Clothes*.

Clue 3: His stories have been made into movies, ballets, television shows and musicals.

Who is he?



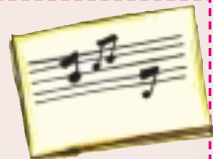
D

Clue 1: He was born in Salzburg, Austria, on January 27, 1756.

Clue 2: He composed his first music when he was 5 years old. He wrote more than 40 symphonies and many operas.

Clue 3: He died in 1791, at the age of 35. People say that he is one of the greatest classical music composers of all time.

Who is he?



E

Clue 1: He was a poet, an actor and a playwright born in Stratford-upon-Avon, England, in 1564.

Clue 2: He wrote 37 plays and 154 love sonnets. A sonnet is a 14-line poem. One of his best known plays is the tragic love

story, *Romeo and Juliet*.

Clue 3: He built a theatre, *The Globe Theatre*. Rich and poor people bought tickets for his plays.

Who is he?

adapted from:

- Text A: *Time for Kids* / October 21 / 2005 / Vol. 11 / No 7
- Text B: *Time for Kids* / September 30 / 2005 / Vol. 11 / No 5

- Text C: *Time for Kids* / April 8 / 2005 / Vol. 10 / No 23
- Text D: *Time for Kids* / January 28 / 2005 / Vol. 10 / No 15
- Text E: *Time for Kids* / February 13 / 2004 / Vol. 9 / No 1

Lesson 1



Vocabulary Link

Guessing words from context

Task 15- p.189

1 Find words in the texts that mean:

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

Collocations

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

We write...

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

We build...

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

We

an opera
a symphony
a ballet
music

3 Complete the gaps with the correct verb.

discovered created invented

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

4 Use your dictionary to complete this table.

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

5 Look at this box.

Mozart was born in 1756.
seventeen / fifty six

6 What happened in Greece in...?

1821 1940 2004

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

Language Bank

I was born...

- in May
- in 1994
- on 2nd May, 1990
- on June 16, 1981

VOCABULARY STRATEGIES
see page 62

On a mystery tour!



Grammar Link

Past Simple

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

MYSTERY PERSON - Quiz Time

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

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

Task 16- p.190

be	✓ X ?	Nobel was Swedish. Andersen ¹ Swedish. ² Mozart Swedish?	➤ Was Nobel clever? Yes, he was.
start	✓ X ?	<i>Sesame Street</i> ³ in 1969. It ⁴ start in 1968. ⁵ <i>The Muppet Show</i> start in 1969?	➤ Were The Muppets boring? No, they ⁹ ➤ Did Shakespeare write poems? Yes, he did.
write	✓ X ?	Andersen ⁶ fairy tales. Henson ⁷ write fairy tales. Did Nobel ⁸ fairy tales?	➤ Did Henson die in 1999? No, he ¹⁰

States and completed actions in the past



PAST SIMPLE

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

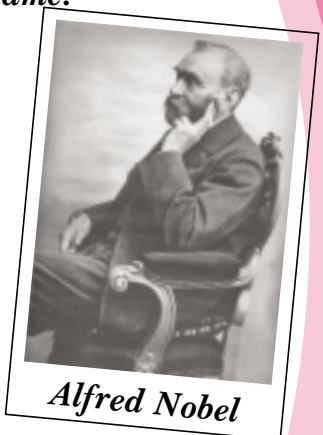
see Grammar Appendix, pages 167-168

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

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

Student B: Ask questions to find who your partner is.

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



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

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

Lesson 1 On a mystery tour!



Project

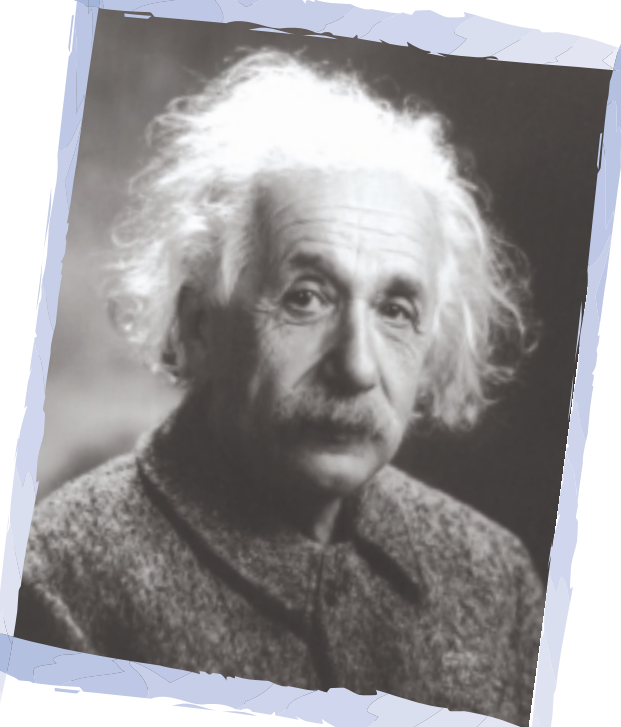
Who is Who

It was fun! Your turn now!



My Portfolio

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

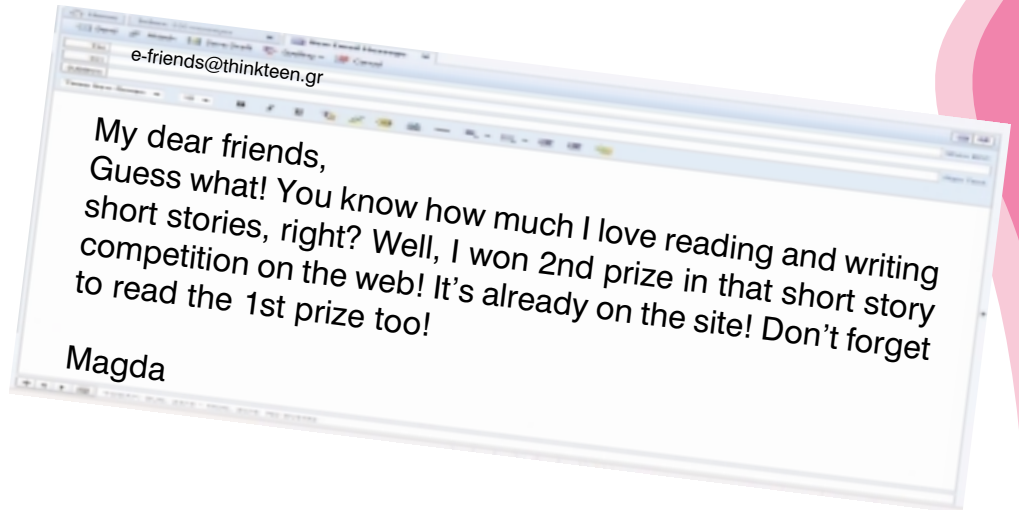


Lesson 2

Tell me a story!



Reading



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

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

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

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

1ST PRIZE

written by Sarah Crawley

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

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

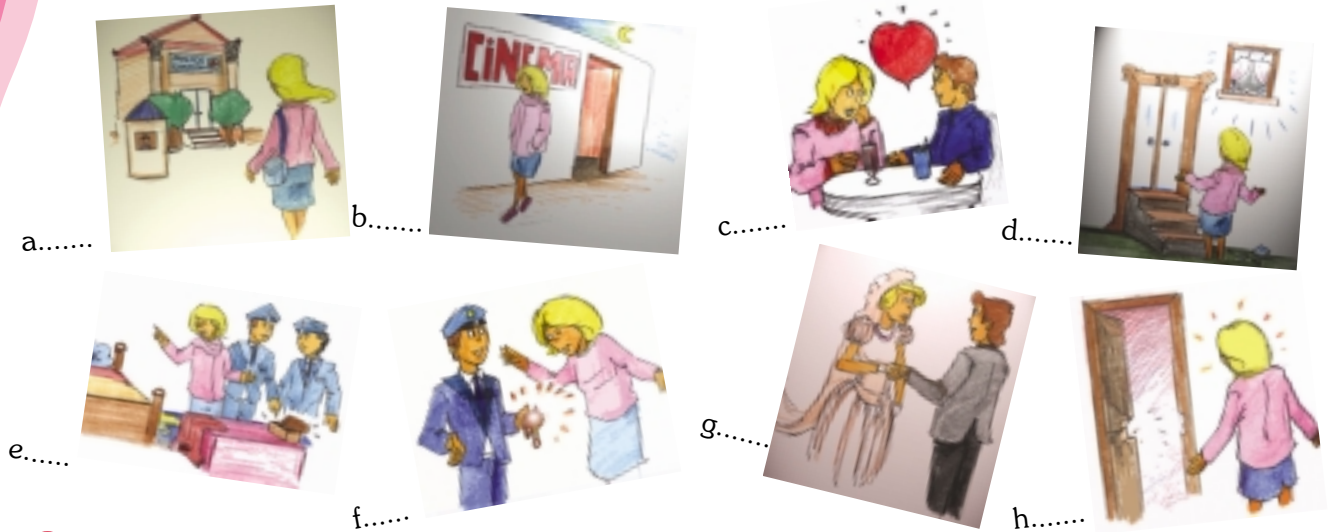
Three days later, she went to the police station and found one of the policemen, John Edwards. Unfortunately, he didn't have any news about the burglars but he asked Mary out for a cup of coffee. Mary said 'yes' because she liked John. You can guess the rest. Very soon, they fell in love with each other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

adapted from a student's story for the English school newspaper 'LEONteen'.

Lesson 2

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

Task 17- p.190-91



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

Task 18 - p.191

disappointed

excited

lucky

scared

happy

angry

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



Vocabulary Link

A burglary

1 Find words in the story to match these pictures.



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

2 What do these words and expressions mean? Match.

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

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


How many meanings has it got?

What meaning has it got in our story?



Tell me a story!

Weather Collocations

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

non-stop

sunny

hard

going down

light

(A.)

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



(B.)

It was snowing
heavily/
...../
lightly.



(C.)

The sun was
coming up/
...../
shining.



(D.)

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



(E.)

It was a
beautiful
/ /
warm /
spring
morning.

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



Listening

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

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



a.



b.



c.



d.



e.



f.



g.



h.

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

Lesson 2



Grammar Link

Past Simple - Past Continuous

1 Study the example sentences and complete the Grammar table.

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

To set the background in a story



PAST CONTINUOUS

Actions in progress at a specific time
in the past



PAST CONTINUOUS

Main events in a story



PAST SIMPLE

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

- main events in the story /
- the background in the story
- an action in progress at a specific time in the past

b. How do we form the Past Continuous?

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

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

see Grammar Appendix, page 169

2 In pairs, tell each other what you were doing

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

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

I was watching TV. What about you?

I was



Tell me a story!

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



b.



c.



d.



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



Reading & Speaking



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

Student A: Look at page 143.

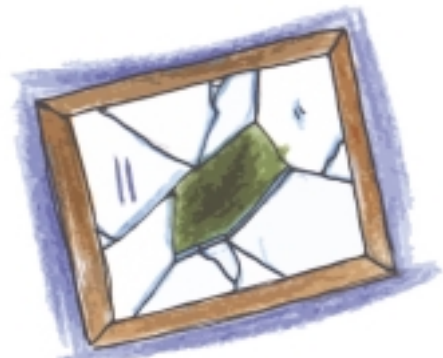
Student B: Look at page 145.

Task 19 - p.191

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

Think about:

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



Lesson 3



Reading

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



How much do you know about tsunamis?

www.thinkteen.gr

Quiz: Tsunamis

What is a tsunami?

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

What causes a tsunami?

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

Tsunamis in Greece:

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

key on page 141

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

Project - Disasters Notes on tsunami

Date:

Time:

Location:

Number of victims:
..... people were killed
..... lost their homes.

Witnesses: Pete and Cathy

Nationality:

Were staying in a hotel

Their description:

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

The tsunami tragedy

TEENnewspaper

What happened?

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

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

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

We survived the tsunami!

- 3 Do you know anything else about this event? How does it make you feel? How did Greece help the tsunami victims in Indonesia?
- 4 What other natural disasters can happen in the world? What might cause them? Find some information and tell the class.

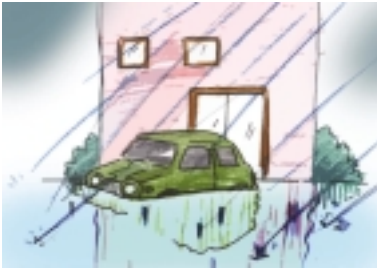


Vocabulary Link

Natural Disasters - Accidents:

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

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



1.....



2.....



3.....



4.....



5.....



6.....



7.....



8.....

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

Task 20- p.193-4

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

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

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

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

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

Lesson 3

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

Task 21- p.194

Word Bank

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

Victims

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

What they need

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

Who can help

the government /.....
.....
.....
.....
.....
.....
people around the world

NATIONAL NEWS

September 5, 2005

Rescues Continue in New Orleans

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



One week after Hurricane Katrina hit, helicopters circled New Orleans looking for survivors. By Monday, most people had left the destroyed Louisiana city. Police ordered anyone still there to leave. There is no electricity, clean drinking water or food. Hundreds of thousands of people have

already been evacuated. Many have been taken to neighboring states, including Texas and Tennessee. Texas is already housing 230,000 hurricane victims. Many of those survivors are expected to move to other nearby states that have offered help.

Rescue teams searched homes and rooftops for trapped victims. New Orleans Mayor C. Ray Nagin warned that the number of people

killed by the hurricane could be as high as 10,000. It will take a long time for officials to determine exactly how many people died.

By Dina El Nabli

From Time For Kids, September 5, 2005

We survived the tsunami!



Grammar Link

Past Simple vs Past Continuous

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



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

Circle the tense we use for:

An action in progress: Past Simple / Past Continuous

A sudden event: Past Simple / Past Continuous

The sudden event often interrupts the action in progress.

While + past

When + past simple or past continuous

see Grammar Appendix, page 169-170

2 Get in two groups, A and B.

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

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

While I was going to school this morning...



...I met Superman.

Tip!

The funnier,
the better!

Students A: Give your pieces of paper to the teacher.

Students B: Listen to your teacher reading each action in progress.
If your sentence matches, read it to the class.

Now, change roles.

Lesson 3



Listening

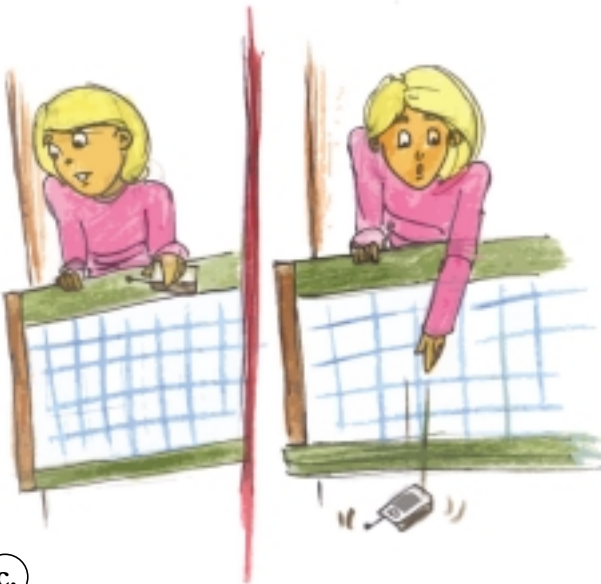
- 1 Accidents are not always disasters. Listen to people in three different situations (1 - 3) and match with a picture (a - d). There is one extra picture.



a.



b.



c.



d.

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

We survived the tsunami!



Writing

A newspaper article

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



Project - Disasters

Notes on earthquake

Date: 7/9/1999

Time: 14.57

Location: Athens - Greece

Magnitude: 5.9

Number of victims:

- 143 people were killed
- 700 people were injured

Witnesses: Heleni Denou, 13
Lives in Nea Smyrni - Athens

Was at home

Her description:

- Kids / set the table
- Mum / serve lunch
- Dad / talk on the phone
- House / start shaking
- Plates / books / fall off
- Under the kitchen table
- She: terrified / Sister: crying
- Telephones / go dead
- After the earthquake / go downstairs / lots of people in shock
- Next day: watch the news / see the victims / cry.

My Portfolio

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

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

Paragraph 1:

THE FACTS

- what / when / where
- victims

Paragraph 2:

INFORMATION ABOUT YOUR WITNESS

Paragraph 3:

DESCRIPTION OF

- the disaster
- people's feelings

b. Decide on

- the events in progress before the earthquake.
- the main events.
- the tenses you need.
- the vocabulary you need.

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

Tip!

Work in pairs.

Read each other's first drafts.

Make comments.

Lesson 3 We survived the tsunami!



Project

Natural Disasters around the world

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

Earthquake - China, 2008

Date: 12/05/2008

Time: 14.28

Location: China (Sichuan province)

Magnitude: 7.8

Number of victims:

- 69,000 people were killed (10,000 in Sichuan province alone)
- about 250,00 people were injured

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



Earthquake, China, 2008



Wildfire, Peloponnese, Greece 2007



Flood, Florida, USA 2005

My Portfolio

Self-Assessment

VOCABULARY LINK

1 Delete the odd word out.

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

1 POINT FOR EACH CORRECT ANSWER TOTAL ___/5

2 Complete the sentences with the correct word.

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

1 POINT FOR EACH CORRECT ANSWER TOTAL ___/5

GRAMMAR LINK

3 Complete the sentences with did/was/were

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

1 POINT FOR EACH CORRECT ANSWER TOTAL ___/5

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

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

1 POINT FOR EACH CORRECT ANSWER TOTAL ___/7


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


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

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

2 POINTS FOR EACH CORRECT ANSWER TOTAL ___/8

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

0 - 10: 




11 - 20: 




21 - 25 :  

26 - 30 :   

Self-Assessment

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

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

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

FOCUS ON LEARNING NEW VOCABULARY

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

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

