

# UNIT 7

## Tomorrow and.. beyond!

LESSON 1: Travel plans!

LESSON 2: Good intentions!

LESSON 3: In the year 2525!

Yahoo! - Microsoft Internet Explorer provided by OTTnet

www.thinkteen.gr

### QUESTION OF THE DAY!

What is the first thing that comes to your mind when you hear the word 'TOMORROW'?

Call us on 020-7474-9009 and tell us.  
The best recorded messages will be on this site next week.

1 Lots of e-friends called the magazine and left their messages. Listen to Jean Paul, Magda, Paul, Petra and Silou's messages (1-5) and rate them.

☆☆☆☆: excellent, ☆☆☆: very good, ☆☆: interesting, ☆: boring

Which one did you like the most? Explain why.

<p>1 Jean Paul, France</p>  <p>My rate: .....</p>	<p>2 Magda, Greece</p>  <p>My rate: .....</p>	<p>3 Paul England</p>  <p>My rate: .....</p>	<p>4 Petra Germany</p>  <p>My rate: .....</p>	<p>5 Silou Indonesia</p>  <p>My rate: .....</p>
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2 What is your answer to the QUESTION OF THE DAY?

### In Unit 7 you will...

#### READ

- a student's e-mail about a summer course in England
- a diary entry
- an article about life in the future

#### LISTEN TO

- a telephone conversation about a trip
- radio phone-in calls

#### LINK TO

- Geography • History • Science • Art • Careers Guidance

#### TALK ABOUT

- a trip to England
- differences in students' diaries
- bad habits & good intentions
- how you can use various objects
- teenagers' life in the future
- what your horoscope says

#### WRITE

- a list of your good intentions
- a diary entry
- a horoscope of a famous person

# Lesson 1



## Speaking

1 Where are the students in the photos? Discuss in pairs.

## Culture Corner

- What exhibits are there at Madame Tussaud's?
- Are there any Greek personalities at Madame Tussaud's?
- Is there a similar museum in Greece?



2 Look at the pictures and the tickets. Can you imagine the students' daily programme?

# Travel plans!



## Reading

- 1 *A group of Greek students from Syros is going on a summer course to England in July. Alex is one of them. Read his e-mail to his Italian e-friend, Pedro and complete their weekly programme.*

### Royal Holloway English Course - Greek group

	Mon	Tue	Wed	Thu	Fri	Sat
Morning	<sup>1</sup> .....	Lessons	Lessons	Lessons	Lessons	Trip to Cambridge
Afternoon	Visit <sup>2</sup> .....	Sports	Shopping in London	Trip to Windsor	Trip to <sup>5</sup> .....	
Evening	Video	Disco Night	<sup>3</sup> .....	<sup>4</sup> .....	Blind Date	Farewell Party

Hi Pedro,

I've got great news! In July, I'm spending a week in London, doing an English course at a well-known English college, Royal Holloway. Here is a photo of it! The campus looks great, doesn't it?

There are lessons almost every morning (boring!) but lots of trips too. On our first day, on Monday, we're taking a placement test so there aren't any lessons on that day. After the test, we're visiting the British museum to see the Parthenon Marbles. I can't wait! I've heard so much about them at school.

On Wednesday evening, we're going to the theatre to see 'Evita', the famous musical.

On Tuesday and Thursday, we're staying in. Lessons and sports. Tuesday is disco night and on Thursday there's karaoke. Cool?

Friday afternoon, we're going to Thorpe Park, a huge amusement park full of exciting rides (jealous?). Saturday, we're visiting Cambridge and spending the whole day there. We're flying back home on Sunday 17.

What about your plans? Where are you going in July? How about coming to my place in Syros in August?

Write soon!

Alex

- 2 *Which of the activities above do you find most interesting? Explain why.*
- 3 *Have you ever been on a trip like this? Which other famous London sights do you know?*

# Lesson 1



## Listening

- 1 Listen to Sophia talking to Patrick, her friend from Cambridge, on the phone. What are they talking about?
- 2 Listen again and complete Patrick's notes.



### Sophia in England!

Arrives on: <sup>1</sup> .....

Trip to Cambridge: on <sup>2</sup> .....

Meet: <sup>3</sup> in the .....

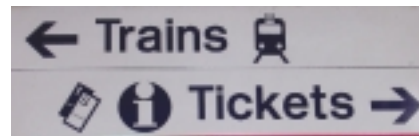
outside <sup>4</sup> .....

at <sup>5</sup> ..... p.m.

Sophia's mobile: .....



## Vocabulary Link



## Travelling

- 1 Look at the weekly programme of Royal Holloway and Alex's e-mail on page 103. In pairs, choose words to make a WORD GROUP called 'on a summer course'.
- 2 Give a title to each WORD GROUP below. Choose from the following. Then, listen and check.

at the airport

at the museum

at the hotel

on the underground

<sup>1</sup> .....

free admission  
events  
exhibition  
opening hours  
floor plan  
gallery

<sup>2</sup> .....

station  
exit sign  
platform  
line  
train  
tunnel

<sup>3</sup> .....

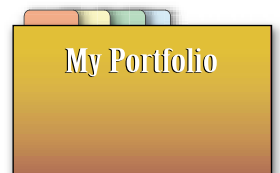
hotel reception  
porter  
receptionist  
room key  
single room  
double room

<sup>4</sup> .....

airline ticket  
boarding pass  
check-in desk  
duty free shop  
departure lounge  
luggage reclaim

- 3 Work in groups of four. Choose one of the WORD GROUPS in Task 2 above and use your dictionary to find the meaning of the words you do not know. Then, explain the words to the other groups.

e.g. What is a 'gallery'?  
It's a room in a museum.



- 4 In groups, prepare Vocabulary posters for each WORD GROUP in Task 2. Visit one of these places in your area. Use a camera to take pictures to illustrate the vocabulary.

# Travel plans!



## Grammar Link

### Present Continuous - Talking about future arrangements

1 Look at the example sentences and the article and choose **TRUE** or **FALSE**.

- We're flying to London on the 10<sup>th</sup> of July.
- We're spending the whole day in Cambridge.
- We're going back to London at 5.30.
- When are you coming to Cambridge?

*personal arrangements and fixed plans  
for the future*  
↓  
**PRESENT CONTINUOUS**

Choose:

- We are sure they will happen.  
**TRUE / FALSE**
- We often give the time, date and/or place.  
**TRUE / FALSE**
- We often write about them in our diaries.  
**TRUE / FALSE**

see Grammar Appendix, page 173

2 You want to go shopping with your friend next week. What plans have you already got? Write down some of them and tell each other to find out the best day to go shopping together.

- e.g. - Let's see. Next Wednesday we can't go shopping because at 4 o'clock, I'm playing chess with Paul. What about Thursday?  
- I'm sorry. Next Thursday afternoon, I'm visiting my grandma. Are you doing anything on ...?



## Speaking

### Find the differences

1 You and your partner have got a copy of two students' diaries. Some of the things in them are not the same. Take it in turns to ask and answer questions to find out 3 similarities and 3 differences. You have five minutes.

Student A: Look at the diaries on page 149.

Student B: Look at the diaries on page 152.

2 What differences have you found? Check with the rest of the class.

**Tip!**

- You don't want to miss the fun, so...
- Don't show your diary to your partner.
  - Answer only your partner's questions.
  - Don't give him/her any extra information.



## Project

### Busy professionals

#### Work in pairs

- Think of a professional in your area you can talk to (e.g. a lawyer, a sports person, a teacher, a farmer, a doctor, a shop owner, a businessman etc.)
- Ask about his/her plans for next week. Has he/she got a diary?
- Use a diary to write down his/her plans for next week.
- Take some photos to use in your presentation.
- Present it to the class.



# Lesson 2



## Speaking

- 1 *Have you got any bad habits? Do you want to do anything about them? Tell your partner and ask for advice.*

e.g.

- I bite my nails. I want to stop but it isn't easy. What should I do?
- A good idea is to buy a special nail polish which has a bad taste. It might help you stop.

- 2 *Are you going to follow your partner's advice? Why (not)?*



## Listening

- 1 *Robert, the presenter of a radio programme for teenagers, invited the listeners to express their good intentions for this month. Listen to 6 of them and write the name of the teenager next to each intention (a-g). There is an extra intention.*



Silou



Christos



Pedro



Jean Paul



Hans



Maria

This teenager is going to ...	NAME
a. be more careful in the streets	.....
b. feel positive about themselves	.....
c. take advice from somebody older	.....
d. behave better towards others	.....
e. watch less TV	.....
f. eat less junk food	.....
g. be careful when visiting websites.	.....

- 2 *Which of the above do you think are really important for a teenager to do? Explain why.*

# Good intentions!



## Grammar Link

### Be going to - Talking about future plans and intentions


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

- I'm going to be really nice to other kids.
- From now on, Silou's going to think PINK!
- I'm going to talk with an adult about my choices.

To talk about what we have decided to do - our future plans and intentions

↓  
BE GOING TO

Complete:

 ..... / is / ..... + going to + .....

How do we form questions and negatives?

COMPARE:

I'm going to have a party to celebrate my birthday.  
(I'm talking about what I want to do)

I'm having a party on Saturday at 8.00.  
(I'm talking about a fixed party)

see Grammar Appendix, page 173

2 Look at your list of 'bad habits' in Speaking Task 1. Imagine this weekend is your **GOOD INTENTIONS WEEKEND**. Write down three things you are going to do on a piece of paper and give it to your partner. On Monday, he/she is going to check on you.

➤ I'm going to visit my grandparents and spend two hours with them.

➤ I'm going to revise the subject I hate.

➤ I'm not going to watch TV all day.

**GRAMMAR STRATEGIES**  
See page 116

Did you visit your grandparents?

Yes, I did.

Did you spend two hours with them?

Actually not. I spent only about one hour with them. I wanted to meet my friends.

# Lesson 2



## Reading

- 1 **Read this piece of writing and say:**
- What type of writing is it?
  - How does the writer feel and why?

Thursday, April 3<sup>rd</sup>

11.30 pm

Can't sleep. I'm staring out of my bedroom window. Ten days to the party! I'm going to wear that fantastic dress I bought yesterday and I'm going to invite Tim, the boy who lives next door. I see him every morning. He rides his bike to school. I think he's gorgeous! He might like me too. I hope he does! And guess what! Mum and dad are eating out on the day of the party! Lalalala... life is fabby, fab, fab



- 2 **Read it again, find and underline:**
- something that is going on at the moment
  - something the writer has decided to do, an intention
  - a past action
  - a habit
  - something the writer is not really sure about
  - a fixed arrangement

- 3 **What grammar structures has the writer used to express the above?**

My Portfolio



# Good intentions!



## Writing

- 1 Write a short diary entry about something you feel excited or sad about at the moment. Use the diary entry above as a model. Try to include most of the points (a-f) in Reading Task 2.
- 2 Check your grammar. Have you used the right structure to express each of your thoughts? Your partner can help you.



## Speaking

- 1 Look at these drawings. What do they show?



a.



b.



c.



d.



e.



f.



g.



h.



i.



j.

- 2 Get in groups of 4. Take it in turns to do the task.

**Students A, B & C:** Choose one of the objects above (the same one) and tell student D only what you are going to do with it (different things).

**Student D:** Listen to your partners and guess which object they have chosen. Wait for all your partners to tell you about their intentions. You will get one point if you guess right.

E.g.

*Student D: What are you going to do with it?*

*Student A: I'm going to water the plants with it.*

*Student B: I'm going to put it in the fridge.*

*Student C: I'm going to drink out of it.*

*Student D: Is it the bottle of water?*



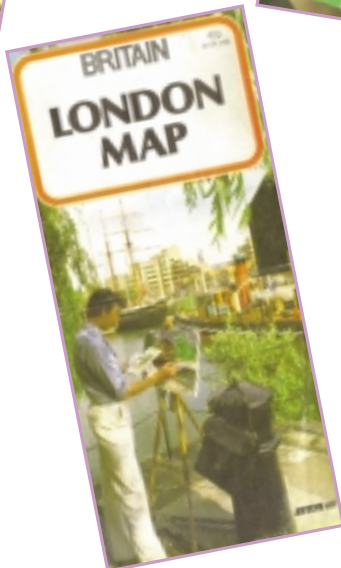
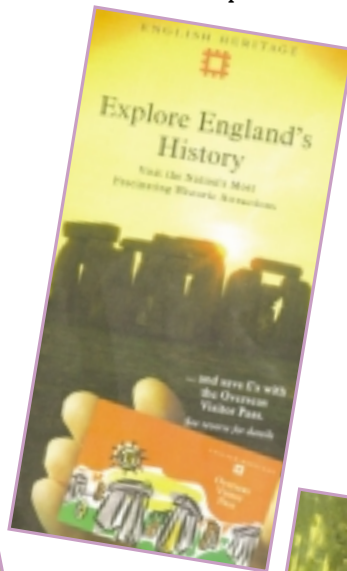
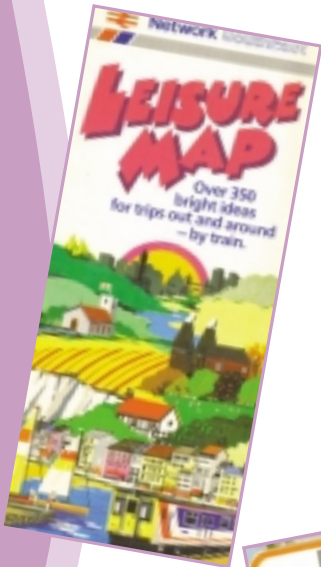
## Project

### Our next school trip

*Get in groups of four and organise the next school trip*

- Collect data about the place you want to visit. Find a map and information from brochures, websites, travel guides etc.
- Make a list of possible activities you can do there. Include something for everyone in your group.
- Make a list of the equipment you are going to need. Explain what you are going to do with it.
- Discuss and draw up the itinerary and programme of activities. Remember that your programme must be realistic and practical.
- Write out your plan neatly and add maps and photographs.
- Present it to your class.
- Vote for the best plan and for the best presentation.

My Portfolio

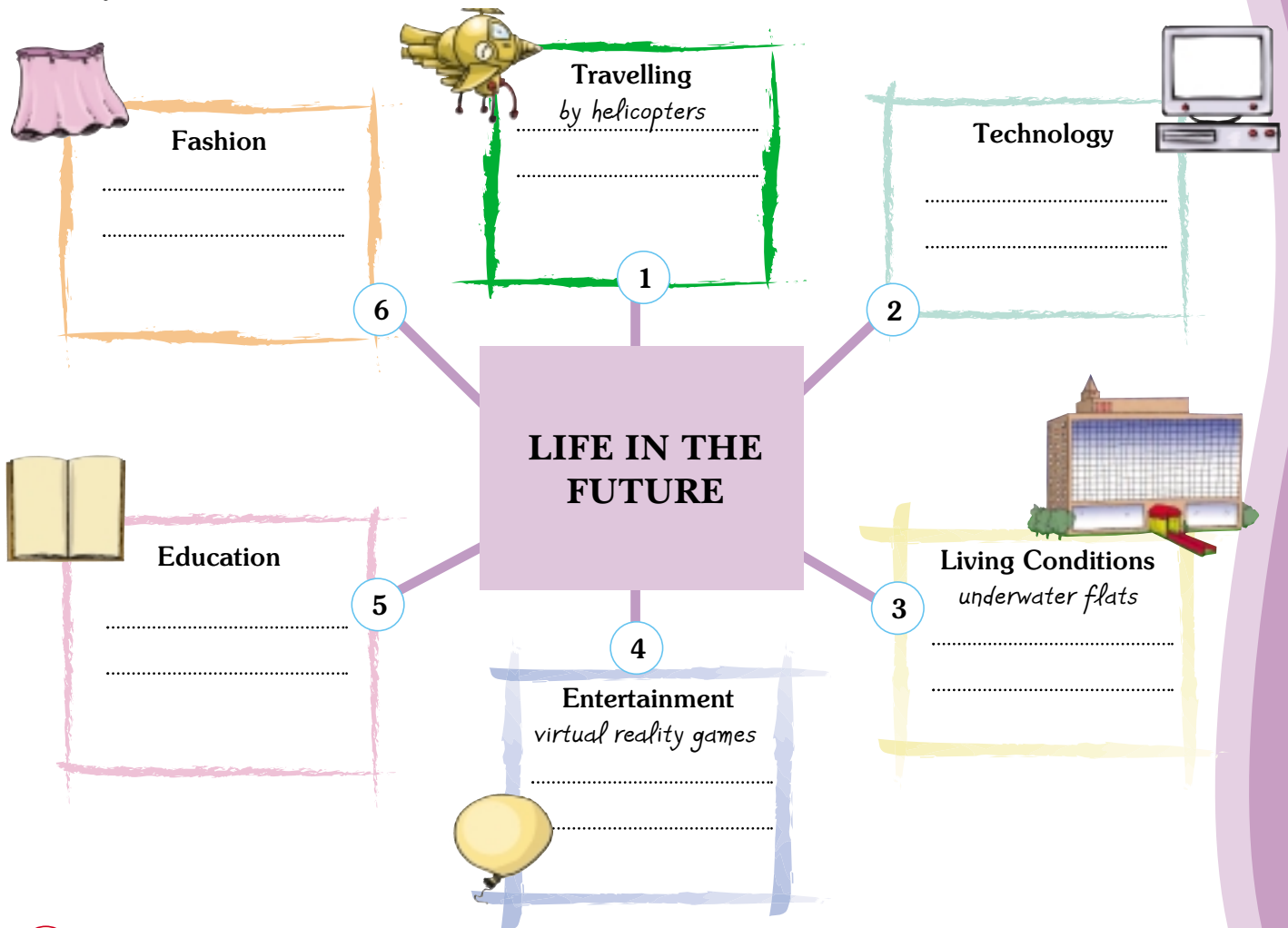


# Lesson 3 In the year 2525!



## Reading

- 1 *Silou, from Indonesia, is sometimes worried about the future. How do you feel? What might life be like after 100 years or more? In small groups, write down words to describe LIFE IN THE FUTURE. Then, share your ideas with the rest of the class.*



- 2 *In Silou's class, the students wrote an article about life in the future for their English newspaper. Read it to check which of the above (1-6) aspects there are. Have the writers mentioned any of your predictions?*
- 3 *Silou sent the article to Andrew's site to share it with their e-friends. Andrew wants to add headings over each idea. Here is his list. Read the article again and choose the most suitable heading for each technological development (1-6). There are two extra headings.*

Tiny cameras	Brain Power	'Watch me'	No car? No problem
Cheap Travelling	See them live!	Future cities	Can you hear me?

- 4 *Will teenagers have more fun in the future? Say why.*

**Task 37- p.204**

# Lesson 3

## TEEN newspaper

### *What will life be like in the year 2525?*

Take a look at some guesses about technological developments in our lifetime - and beyond.



1 You'll wear an interactive video watch and at the touch of a button, you'll talk to people next door or in another country. Don't forget to smile because a video image of your face will also appear.

3 Huge domes will protect all cities on Earth. In this way, we will enjoy the sun all year round and there won't be any pollution. Some cities will float in the air above the oceans so tourists will use air lifts to reach them.



5 In some years, you won't need to go to the theatre, to a concert or to a football match. You'll watch any event live on your virtual reality screen without missing anything. Teenagers will feel they are in a crowded stadium, dancing to the rhythm of the latest hit. At the same time, parents won't worry about their children's safety.



6 The world is getting really noisy. That's why in the future we'll all cover our walls with a special kind of wallpaper which will block outside noise. Are you learning how to play the piano? Does your neighbour complain about the noise? Don't worry. Quite soon, you'll be able to play music whenever and anywhere you like without bothering anyone.

2

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



4

Within a thousand years you will just think of a command and robots or other machines will obey it. Computers will recognise not only your voice but also your thoughts. For

example, you will think "Sit" and your robotic dog will immediately sit next to you.



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

# In the year 2525!



## Speaking

### Guess the title

Get in two groups. Each group makes a list of films and/or books which are about the future. Choose a film or a book from your list and ask a member of the other group to use pantomime in order to help his/her partners guess its title. If they guess right, they win a point. Then, change roles and play the game again.



### RULES OF THE GAME!

- Use only sign language to mime the film title. If you speak, your group misses a turn.
- Use only English to guess the title. If you don't, your group misses a turn.

### Word Bank

space    empire    captain  
time machine    generation  
cyberspace    alien    attack  
planet    trip    enemy



## Vocabulary Link

### Guessing words from context

- 1 Get in groups of four and explain to each other what the following words mean. Use the text, the drawings and, if necessary, your class dictionary to get help. Use only English.













destination <sup>(text 2)</sup>	dome <sup>(text 3)</sup>	air lift <sup>(text 3)</sup>
command <sup>(text 4)</sup>	crowded <sup>(text 5)</sup>	wallpaper <sup>(text 6)</sup>

- 2 Find words (1-8) in the text and match them with their meanings (a-h).

1. interactive <sup>text 1</sup>	...	a. move slowly in the air
2. float <sup>text 3</sup>	...	b. not being in danger
3. reach <sup>text 3</sup>	...	c. annoy someone
4. recognise <sup>text 4</sup>	...	d. allows direct communication between A and B
5. immediately <sup>text 4</sup>	...	e. right away
6. safety <sup>text 5</sup>	...	f. say you aren't happy about something
7. complain <sup>text 6</sup>	...	g. arrive somewhere
8. bother <sup>text 6</sup>	...	h. know sth because you've seen or heard it before

## Horoscope

- 3 When were you born? What is your star sign? Choose from the following:

 <b>Aries</b> (21/3 - 20/4)	 <b>Taurus</b> (21/4 - 21/5)	 <b>Gemini</b> (22/5 - 21/6)
 <b>Cancer</b> (22/6 - 23/7)	 <b>Leo</b> (24/7 - 23/8)	 <b>Virgo</b> (24/8 - 23/9)
 <b>Libra</b> (24/9 - 23/10)	 <b>Scorpio</b> (24/10 - 22/11)	 <b>Sagittarius</b> (23/11 - 22/12)
 <b>Capricorn</b> (23/12 - 20/1)	 <b>Aquarius</b> (21/1 - 19/2)	 <b>Pisces</b> (20/2 - 20/3)



## Culture Corner

There are 12 animal signs in the Chinese horoscope: Rat, Ox, Tiger, Rabbit, Dragon, Snake, Horse, Lamb, Monkey, Rooster, Dog and Pig. What sign are you in the Chinese horoscope?

- 4 Listen to the star signs and repeat. Mark the stress (•) on each word.

# Lesson 3

# In the year 2525!



## Grammar Link

### Future Simple - Predicting

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

- Huge domes **will protect** all cities on Earth.
- You **won't need** a car.
- Will** teenagers **have** more fun in the future?
- There **won't be** any pollution.

<p>To predict the future - to say what we think will happen</p> <p>↓</p> <p>Future Simple</p> <p>We can use it with words/expressions like: I (don't) think, I'm (not) sure, I hope, perhaps, soon</p>	<p>Future Simple</p> <p> + <b>will</b> + verb ✓</p> <p>..... +  + verb?</p> <p> + ..... / <b>will not</b> + ..... ✗</p> <p>Short answers</p> <p>Yes, I will / No, I won't</p>
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see Grammar Appendix, page 174

2 Get in pairs. In 3 minutes, make as many predictions as you can about teenagers' future life. Think about school, fashion, leisure activities, family life, problems etc. When time is up, share the ideas with the rest of the class and write the most popular ones on the board.

- e.g. Perhaps, teenagers won't live with their parents.  
We hope there will be a computer on each student's desk at school.

3 Which of your predictions are optimistic and which ones are pessimistic ? Discuss.



## Speaking

Task 38- p.204/205

### Mediation Task

Student A: Look at page 150. Student B: Look at page 153.

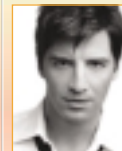
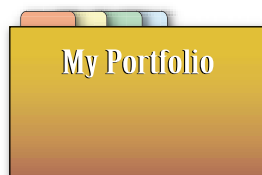


## Writing

1 Which famous person do you like? Which one do you hate? Write a horoscope for each one of them. You can have categories like: Personal Life, Career, Family and Friends, Money etc.

2 When you finish, prepare a page for an English class magazine:

- Work in small pairs,
- type your drafts,
- add photos and
- make a collage.



Sign: Capricorn  
Personal life: Sakis will .....

Career: This week, Sakis ....

# Self-Assessment

## VOCABULARY LINK

### 1 Delete the odd one out.

1. boarding pass	check-in desk	double room
2. duty free shop	platform	tunnel
3. stare	bite	watch
4. museum	statue	campus
5. destination	helmet	seatbelt
6. Capricorn	Sagittarius	star

1 POINT FOR EACH CORRECT ANSWER TOTAL \_\_\_/6

### 2 Complete the sentences with the correct word from the box. There is an extra word you do not need to use.

exhibits      destination      immediately      placement      jealous  
recognise      intentions      fasten      temple

- We're taking a ..... test on Monday.
- There are important ..... at the British Museum.
- Remember to ..... your seatbelt when you drive.
- I'm often ..... of my little brother. He always has anything he wants.
- She's full of good ..... but that doesn't help much.
- We'll meet you ..... after school.
- Can you ..... this tune?
- A small taxi will take you to your .....

1 POINT FOR EACH CORRECT ANSWER TOTAL \_\_\_/8

## GRAMMAR LINK

### 3 Complete the sentences with the correct future tense.

- Ben ..... (fly) to Rome tomorrow morning. Here's his ticket.
- Christos is holding a DVD. He ..... (watch) his favourite film.
- My parents say that they ..... (listen) to me more carefully this year.
- I think I ..... (become) a teacher when I grow up.

2 POINTS FOR EACH CORRECT ANSWER TOTAL \_\_\_/8

### 4 Write questions for the sentences so that the underlined words are the answers.

- .....  
My parents are going to watch the news at 9.00.
- .....  
She's flying to Paris tomorrow.
- .....  
My dad will help me with my homework.
- .....  
Tina and Martin are getting married next month.




2 POINTS FOR EACH CORRECT ANSWER TOTAL \_\_\_/8




TOTAL SCORE \_\_\_/30

CHECK YOUR ANSWERS WITH YOUR PARTNER. THEN LOOK AT THE ANSWER KEY ON PAGE 177

# Self-Assessment

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

Can-do Checklist	My opinion		
			
a. I can talk about a trip based on photos and tickets.			
b. I can read a student's e-mail to find out about the weekly programme of a summer course.			
c. I can understand a telephone conversation between two friends who want to meet.			
d. I can talk about my bad habits.			
e. I can understand what a radio phone-in call is about.			
f. I can write a diary entry about something exciting or sad.			
g. I can organise a school trip with my classmates.			
h. I can talk about teenagers' life in the future.			
i. I can write an imaginary horoscope for a celebrity.			

 : 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 HOW TO LEARN NEW GRAMMAR

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

Grammar Learning Strategies	Great help! I'll try ...	
1. Study the example sentences and guess the new rule.		
2. Find examples of the new grammar structures in the texts of your book. Study how they are used.		
3. Complete the Grammar table carefully and clearly.		
4. Check with the Grammar table while you are doing tasks for practice.		
5. Think of what grammar structures you need for a speaking and/or writing task and get help from the Grammar Appendix to use them correctly.		





LESSON 1: "And the winner is...!"


LESSON 2: Crack the code!

LESSON 3: School reporting!

# UNIT 8

## In the papers!

Do you like reporting?  
Do you write for your school newspaper?  
Your work can now be published in  
**"Time for Teens"**,  
the best teenage e-Newspaper.  
Send your articles and win fabulous prizes!

 Listen to Penelope, Pedro and Jennifer. What does each teenager enjoy reading in a school newspaper? Make a note under each photo. Who do you have the same taste with?



In Unit 8 you will...

### READ

- students' articles about famous awards
- an English message in Braille
- an article about how to make a school newspaper
- newspaper headlines

### LISTEN TO

- an interview with a blind boy
- a conversation between students planning their school newspaper

### LINK TO

- History • Geography • ICT • Modern Greek

### TALK ABOUT

- famous awards
- activities at different workplaces
- famous people with disabilities
- the results of an event
- your experiences
- what a newspaper headline reveals

### WRITE

- an article about awards around the world
- an English message in Braille

# Lesson 1



## Reading & Speaking



- 1 *What do these photos have in common? Which are related to show biz? Tell the class.*



- 2 **JIGSAW READING** *You want to write an article about famous awards for your school newspaper and you need some ideas. Get in pairs and look at David and Susan's work for their newspaper.*

*Student A:* Read Susan's article on page 119 and complete Table A. Then, check your answers with another Student A.

*Student B:* Read David's article on page 120 and complete Table B. Then, check your answers with another Student B.

- 3 *Student A: Pair up with a Student B. Turn to page 151 to do the Speaking task.*

*Student B: Pair up with a Student A. Turn to page 154 to do the Speaking task.*

### The Oscars

by Susan Dukes

#### What are they?

The Oscars are actually the most prestigious award anyone in the film industry can win. They started in 1929 and nowadays everybody looks forward to this glamorous annual event. They are called the Oscars after the golden statue which is given out to the winners.



#### What is the Academy?

The Oscars are organised by the Academy of Motion Picture Arts and Sciences which is made up of professionals in the film biz. The Academy was set up in 1927 with just 36 members, but now there are more than 6,000 members because all Oscar winners are asked to become Academy members and vote for the next Oscars.

#### What categories are there?

The most important Oscar is the Best Picture prize which is given to the best film of the year. But the Best Actor and Best Actress in a leading role are really important too. Oscars are also given out for categories like direction, music, costumes, make-up and sound.

#### Some Oscar Facts

- Walt Disney has won more Oscars than anyone else. He was nominated for 64 and won 26!
- The most Oscars ever won by a single film are 11. That’s happened three times, with Ben Hur (1959), Titanic (1997) and The Lord of the Rings: The Return of the King (2003).

For more information, visit <http://www.oscar.com> and <http://theoscarsite.com>

adapted from: [http://news.bbc.co.uk/cbbcnews/hi/newsid\\_1880000/newsid\\_1881900/1881938.stm](http://news.bbc.co.uk/cbbcnews/hi/newsid_1880000/newsid_1881900/1881938.stm)

### A. THE OSCARS - Table of Facts

What they are:	<sup>1</sup> .....	Number of Members:	(1927) <sup>6</sup> .....
First Oscars (date):	<sup>2</sup> .....		(today) <sup>7</sup> .....
How often:	<sup>3</sup> .....	Most important category:	<sup>8</sup> .....
Organisers:	<sup>4</sup> .....	Facts	
Who the members are:	<sup>5</sup> .....	➤ Walt Disney:	<sup>9</sup> ..... Oscars
		➤ Titanic:	<sup>10</sup> ..... Oscars

# Lesson 1

## Music Awards

by David Reims



## TEEN newspaper

### Top of the Pops Music Awards

The Top of the Pops Awards are new to the game of pop gongs and only started in November 2001. The viewers of the BBC1 music show choose the winners. The main titles are: *Best Pop Act*, *Best R&B* and *Best Rock Group*.

### The Brits

These high-profile awards are held every February and they are seen as the Oscars of the music industry in the UK. There are 15 categories in all but only four are voted for by the public. And these are: *Best Pop Act*, *Best British Video*, *Best British Single* and *Best British Newcomer*.

### MTV Awards

Held in November, the MTV Europe Music Awards are chosen by fans from all over Europe. They vote by phone or on the web. More than 2 million people took part in the voting last year.

### The American Music Awards

The American Music Awards cover many categories of contemporary music like hip-hop/R&B, rock, Latin, pop, country, and alternative. The award nominations are based on the artists' record sales. Each winner is chosen by a group of 20,000 music fans.

**a gong** (noun) *UK informal* an honour for a particular acting or singing performance

adapted from [http://news.bbc.co.uk/cbbcnews/hi/newsid\\_4180000/newsid\\_4188100/4188148.stm](http://news.bbc.co.uk/cbbcnews/hi/newsid_4180000/newsid_4188100/4188148.stm)

## B. MUSIC AWARDS - Table of Facts

TOP OF THE POPS		MTV AWARDS	
First appeared:	1 .....	When:	7 .....
Who votes:	2 .....	Who votes:	8 .....
One main category:	3 .....	How to vote:	9 .....
THE BRITS		THE AMERICAN MUSIC AWARDS	
How often:	4 .....	Types of music:	10 .....
Where:	5 .....	Winning depends on:	11 .....
Best British Single voted by:	6 .....	Who votes:	12 .....

- 4 Read the extract from Sean Penn's interview and say if you agree with him or not. What qualities in a film or performance bring an Oscar? Do you think that the winner is always the best?

May 2008

TEEN MAG

This year, the president of the jury for the Oscars Sean Penn (the famous American actor) said in his interview to 'Le Monde': "We should not give the Oscars to films which have become box office hits because of very good marketing and the star system. We should try to find what will stay with us forever."

adapted from [www.iefili.com](http://www.iefili.com)

# “And the winner is ...!”



## Vocabulary Link

### Awards

- 1 Circle the words in the word snake to form Show Biz collocations. The articles can help you. Then, listen and check.

### Show Biz:

film industry music industry high-profile awards records sales  
award nominations golden statue glamorous event leading role

- 2 Match the following definitions with words from Vocabulary Task 1.

- a. the number of records/CDs an artist has sold:
- b. the main role in a film:
- c. there are many but one of them will get the award:
- d. an attractive and exciting event:
- e. people who make films work in it:
- f. awards that attract our attention:

.....  
.....  
.....  
.....  
.....  
.....



## Grammar Link

### Passive Structures - Simple Present Passive

- 1 Study the example sentences and complete the Grammar table.

- The Best Picture prize **is given** to the best film of the year.
- Each winner **is chosen by** a group of 20,000 music fans.
- The Oscars **aren't voted for by** the public.
- **Are** such events **organised** in your country? **Yes, they are.**

#### USE

Complete with:

**person / action / by / repeatedly / true**

We use:

1. the Passive to stress the .....and not the .....who does it.
2. the Present Passive for actions that are always ..... or that happen .....
3. .... if we want to mention the person who does the action, that is the agent.

#### FORM

#### SIMPLE PRESENT PASSIVE

am / is / are + past participle

- a. How do we form the negatives, questions and short answers of SIMPLE PRESENT PASSIVE?
- b. Underline all present passive sentences in the articles. In which ones is the agent mentioned? Can you say why?

see Grammar Appendix, page 174

# Lesson 1 “And the winner is ...!”

- 2 Get in groups of three. Choose one of the following places and make a list of activities that are normally done at this location. Write passive sentences and add the agent if necessary. When you finish, tell the class.

Task 39- p.206

school      hotel      restaurant  
theatre      park      zoo

e.g. At a hotel

- Beds are made every day.
- Breakfast is served between 7.00 and 9.00.
- Credit cards are accepted.
- ....

- 3 Imagine your school organised a number of visits to workplaces for the students so that they would learn about different jobs. You would be able to see people working and you would also have the chance to help. Which place would you choose to go to?



## Project

### Famous Awards around the World

- You are going to prepare an article about ‘Famous Awards around the World’.
- Get in groups of four.
- In your group, carry out some research to find out about different kinds of awards.
- You can choose one of the following or find one yourself.

- *The Caledonian Award*
- *Hans Christian Andersen Award*
- *Conservation Awards*
- *Nobel Prizes*
- *Genesis Awards*
- *Tiger Award*
- *Pulitzer Prize*
- *The Emmy® Awards*
- *Radio Disney Music Awards*
- *Πανελλήνιοι Μαθητικοί Καλλιτεχνικοί Αγώνες*



- Take notes on the following areas:  
kind of awards / when they are held / organisers / categories / voters / winners
- Choose the most interesting information and write your contribution to the article. Add photos, if possible.
- Your ICT teacher can help you put all your contributions together to create a school newspaper page.



12<sup>ος</sup> Πανελλήνιοι Μαθητικοί Καλλιτεχνικοί Αγώνες, 2006

# Lesson 2 Crack the code!

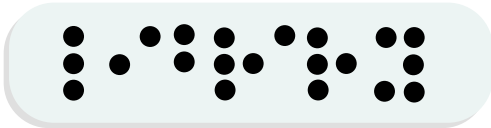


## Listening

1 How do people communicate? What about those who can't see, hear or speak? Look at photos 1-6 and add your own ideas.



2 Look at this sign. Do you know what code this is?



3 Jennifer's class, in Cambridge, is writing articles about children with special needs for the school newspaper. Jennifer is interviewing Tom, a 12-year old boy, who is blind. Listen to the first part of the interview to find out:

a. what the sign says:

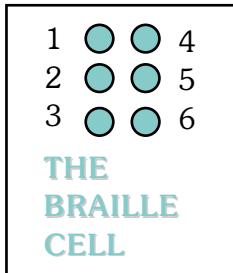
.....

b. the name of the code:

.....

# Lesson 2

4 Look at Tables A and B and try to understand how the Braille code works.



THE BRAILLE ALPHABET

●	●	●●	●●	●	●●	●●	●●	●	●●
a	b	c	d	e	f	g	h	i	j
●	●	●●	●●	●	●●	●●	●●	●	●●
●	●	●	●●	●	●	●●	●●	●	●●
k	l	m	n	o	p	q	r	s	t
●	●	●●	●●	●●	●				
●	●	●	●●	●●	●●				
u	v	w	x	y	z				
●●	●	●	●●	●●	●●	●			
!	,	,	-	.	?	Capital			

5 Listen to the second part of the interview and complete Jennifer's notes.

- Louis Braille was from <sup>1</sup> ..... (Date of Birth: 4 Jan <sup>2</sup>.....)
- Blinded by accident at the age of <sup>3</sup> .....
- Sent to <sup>4</sup>..... to study at the Royal Institute for Blind Youth.
- A French soldier, Charles Barbier, visited Louis's school in <sup>5</sup>..... and showed the students his code.
- Based on Barbier's idea, Louis invented his code which had <sup>6</sup>..... dots.
- There are Braille symbols for each letter. E.g. letter D has dots 1, 4 and <sup>7</sup>..... Letter <sup>8</sup>..... is written with dots 2 and 4.
- Braille readers touch the dots and can read up to <sup>9</sup>..... words in a minute.
- 1829: <sup>10</sup>..... was published.
- There are extra symbols for <sup>11</sup>..... and .....
- Braille Asteroid: Number <sup>12</sup>.....

6 Work in pairs. Look at the Braille alphabet and ...

- find the letters of your name and tell the dot numbers for each one.
- write your name in Braille
- write a secret message in Braille for another pair of students.

7 What kind of difficulties do these people face in their everyday life? Discuss in class.



Tatyana McFadden





# Crack the code!



## Vocabulary Link

### Guessing words from context

1 Read these extracts from the interview with Tom. In pairs, try to guess and explain what the expressions in bold mean. Then, tell the class.

Task 40- p.206-207

- Braille became blind **by accident** when he was only three years old.
- How did he **come up with the idea** of his code?
- Soldiers used this code **to share top-secret information** during a battle.
- Each dot has a **numbered position** on the Braille cell.
- I can read a sign or a book **just by** touching these dots with my fingers.
- You can see Braille signs in most **public places**.
- The asteroid 9969 Braille **was named after him**.
- Thanks to** you, I'll write a great article for our newspaper.

2 In pairs, choose four of the expressions above (a-h) to make sentences with.

### Punctuation Marks

3 Match the punctuation marks with their names. Then, listen and check.

- |                     |   |           |   |           |           |           |         |
|---------------------|---|-----------|---|-----------|-----------|-----------|---------|
| a. full stop        | ! | 1. ! .... | ? | 2. , .... | 3. ? .... | '         | 4. .... |
| b. comma            | , |           |   |           |           |           |         |
| c. question mark    | ? |           |   |           |           |           |         |
| d. exclamation mark | ! |           |   |           |           |           |         |
| e. capital letter   | L |           |   |           |           |           |         |
| f. bracket          | ( | 5. ( ...  | L | 6. L .... | .         | 7. . .... | -       |
| g. hyphen           | - |           |   |           |           |           |         |
| h. apostrophe       | ' |           |   |           |           |           |         |

4 Read the following message and say what the BRC is. Then, in pairs, add the right punctuation marks in the message.

### braille reading club BRC

do you want to talk with other kids about the new Braille  
best sellers  
visit the reading club e message board  
you can learn about prices bookshops and authors  
don t miss it

### Disabilities

5 What do you know about these people? Match (a-c) with (1-3). Then, choose from the Word Bank what can help each group in their everyday life.

- |                                       |                                    |
|---------------------------------------|------------------------------------|
| a. The blind / Blind people ...       | 1. can't hear.                     |
| b. The deaf / Deaf people ...         | 2. can't use a part of their body. |
| c. The disabled / Disabled people ... | 3. can't see.                      |

### Language Bank

- a seeing eye dog
- a wheelchair
- a cane
- sign language
- a hearing aid
- a Braille printer

6 Do you know any famous people with disabilities? In pairs, check [http://en.wikipedia.org/wiki/List\\_of\\_people\\_with\\_disabilities](http://en.wikipedia.org/wiki/List_of_people_with_disabilities) and make a list.

e.g. Beethoven was deaf.

For more about the different kinds of disabilities visit <http://library.thinkquest.org/11799/index.html>



## Grammar Link

### Passive Structures - Simple Past Passive

1 Study the example sentences and complete the Grammar table.

<ul style="list-style-type: none"> <li>• It <b>was invented by</b> a blind 12-year-old boy like me, Louis Braille.</li> <li>• Louis <b>was born</b> on January 4, 1809 in a small town near Paris.</li> </ul>	<ul style="list-style-type: none"> <li>• Symbols for maths and music <b>were added in</b> 1837.</li> <li>• <b>Was</b> Louis Braille sent to a school in London? <b>No, he wasn't.</b></li> </ul>
<p>USE Complete with: <i>past / date / finished</i></p> <p>We use the <b>Simple Past Passive</b></p> <ol style="list-style-type: none"> <li>1. for <i>complete</i>, ..... actions in the .....</li> <li>2. to give someone's ..... or <i>place of birth</i>.</li> </ol>	<p>FORM</p> <p><b>SIMPLE PAST PASSIVE</b></p> <p>..... / ..... + past participle</p> <p><i>How do we form the negatives, questions and short answers of SIMPLE PAST PASSIVE?</i></p>

see Grammar Appendix, page 175

2 Read the titles of these newspaper articles about two big events. In small groups, choose one event and make a list of possible results and results-of-results, using past passive sentences.



e.g. The Olympic Games

- Lots of tickets were sold.
- The Paralympics were organised in Athens too.
- .....



e.g. Massive Earthquake

- People were taken to hospitals.
- More doctors were needed.
- .....



## Speaking

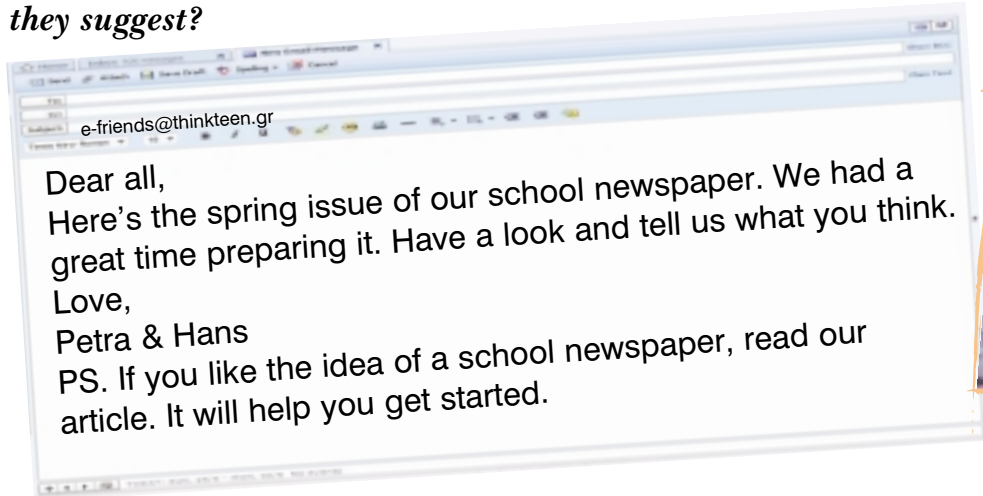
**Find someone who.....** Do the speaking task on page 155. The student who will be the first to complete the questionnaire correctly is the winner. Tell the class about your findings.

# Lesson 3 School reporting!



## Reading

- 1 *Petra and Hans from Berlin have sent their e-friends an e-mail and an attached file. Read the e-mail to find out what the attachment is. What do they suggest?*



- 2 *Read Petra and Hans's article about how to prepare a school newspaper (pages 129-130) and put the headings (1-6) above the correct section (a-e). There is an extra heading.*

1. What about printing your newspaper?
2. Helen Porte of Huxlow School's English Department gives some advice:
3. How to make your school newspaper interesting!
4. Why is it a good idea?
5. What can you do for your newspaper?
6. What can you include in your newspaper?

- 3 *Look at the texts (A-E) from English school newspapers. What type of text is each one? Choose from the ideas mentioned in the article (section b / items 1-8)*

## TEENnewspaper

A



### *Raise Those Voices*

The children take part in the workshops every Thursday after school. There will be a performance for the school on the last day of the Spring Term.

# Lesson 3

**B**

By Meera Solanki  
 'The Series of Unfortunate Events' is by Lemony Snicket and the title means what it says. It is about three children whose parents both perished in a fire that burnt down their family home. They think one of

**USE your knowledge**

Find the subjects! What is the hidden word?

1 \_\_\_\_\_  \_\_\_\_\_ **C**

2 \_\_\_\_\_  \_\_\_\_\_

3 \_\_\_\_\_  \_\_\_\_\_

4 \_\_\_\_\_  \_\_\_\_\_

5 \_\_\_\_\_  \_\_\_\_\_

6 \_\_\_\_\_  \_\_\_\_\_

1. You solve problems and work with numbers.
2. You learn how to make simple things, what energy is and about inventions.
3. You carry out experiments.
4. You draw maps and learn about the world.
5. You learn about your body, animals and plants.
6. That's the easiest. You study the language spoken in England.

M. Alevizakis, B. Sphyris, IAB

Exp. 1. maths, 2. technology, 3. geography, 4. biology, 5. English, 6. English

**D**

**SPORTS FANS**

Kalogerakis, John (JM) and Stavros Ergiatis (ST) talk about

**Sailing**

If you cannot fly or feel absolutely free at sea your mind when doing a hobby or sport, don't waste time, try sailing! Many people believe that sailing is not a sport. This is totally wrong because when you sail, you exercise your body and your mind as well. In order to feel all the sensation that sailing offers you, you must have a strong body, free mind and ...

the most convenient sport in Greek people, because our country is ...

We the way of our recreation is best to be because of it. We believe that in types of boats we ones won't even to despite the fact it offers that do is very successful ch leaves the great if took part and we Games: Mr. Kai Tsamlikis and Mr. 4,78 category: Papathanasiou

**E**

**The Cookery Column**

Our Chef Recommends - A Delicious Snack!

**Baked baguette**  
 with mozzarella cheese and tomatoes

**INGREDIENTS**

- 1 medium baguette
- 200 g of mozzarella cheese cut into slices
- 2 tablespoons mustard
- 1 big tomato cut into slices
- 1 tablespoon of oregano
- Olive oil

With a sharp knife, carefully make deep cuts in the baguette, brush them with olive oil and mustard and fill them with tomato slices.

Then, sprinkle them with oregano and wrap the baguette well in aluminium foil. Bake at 200 degrees for 5 min.

Unwrap carefully, add cheese slices and bake for a further 2-3 min. Serve warm.

By the Cookery Club members

- A. ....
- B. ....
- C. ....
- D. ....
- E. ....

4 In pairs, read section c and find the person(s) who will ...

- |  |       |
|--|-------|
| a. need to carry a modern type of equipment. | ..... |
| b. find information for you.                 | ..... |
| c. go to a book exhibition in your area.     | ..... |
| d. check all pieces of writing.              | ..... |
| e. prepare the newspaper on the computer.    | ..... |

5 In pairs, read Helen Porte's advice in section e. Which piece do you think is the most useful? Explain why.

# School reporting!

## TEEN newspaper

Let's work together for our  
SCHOOL NEWSPAPER!

a. \_\_\_\_\_

A lot of people who work in the media started out by writing for school newspapers. It's a great way of learning how a story is put together. You can also learn about the different jobs there are and find out which one you might like to do. School newspapers also help students talk about the things they are unhappy with, which can lead to changes in the way a school works.

b. \_\_\_\_\_

There is a lot going on in schools so you will never be short of ideas. Think about:

1. **News articles:** competitions, sports events, celebrations, school trips etc. Anything that affects people at your school (students, teachers, school staff).
2. **Club announcements:** Let everyone know about the various activities going on.
3. **Quizzes:** Set some challenging questions for your classmates.
4. **Recipes:** Share your favourite recipe with the readers.
5. **Artwork:** This is a great chance to show your artistic skills.
6. **Photos:** Take pictures of students, teachers and school staff in action. They will want to get your paper to see themselves in print.
7. **Reviews:** Write about the latest books, films and albums of your favourite artists.
8. **Songs:** What about publishing the lyrics of the latest hit?



c. \_\_\_\_\_

If your team is small, then everyone has to do a bit of everything. If you are a big team, here are some of the jobs you can do.

1. **Editor:** The editor is the boss of the paper. Editors decide what sort of stories it should cover and who is doing what. They also correct or change pieces of text before they are printed.
2. **Cartoonist:** Students who are good at art could draw a cartoon or a comic strip.
3. **Photographer:** Find someone who knows how to use a digital camera. If your paper is photocopied, remember that the quality of your photos won't be really satisfactory.
4. **Reporters:** They write news stories. This means that they should go to school events (matches, school parade, plays etc.) and come back with an article or an interview.
5. **Researcher:** You might need someone who is really good at digging up information. They should know how to use libraries and the Internet.
6. **Designer:** Your newspaper should look interesting. Find students who have design skills and can use computer graphics.



# Lesson 3

## TEEN newspaper

d.

This is where you're going to need help and advice. Students with good ICT skills are needed for this job. Most school newspapers are put together like this:

1. Write each story using a word processing package.
2. Paste the text to some desk top publishing software.
3. Arrange the stories on the page the way you want them.
4. Add the pictures, artwork and headlines.
5. Check the work very carefully - more than once.
6. Print it.
7. Run off loads of copies on a photocopier.



e.

1. Try to invite someone from the local newspaper to talk to teachers and students who are interested in the idea of a school newspaper.
2. Get a team of volunteers together. Ask some teachers to help all students in the school to write for the newspaper if they wish.
3. Take advantage of everyone in the local area - they usually want to help out schools. Ask for interviews, prizes and sponsorships.
4. If printing costs are too high, put the newspaper on the Internet. The school ICT teacher can help you.
5. Set realistic targets. Try to produce one paper per term.

### Glossary

**word processing** noun [U]  
the organisation of a text in electronic form using a word processing program.

**desk-top publishing** noun [U]  
the production of a page design for books, newspapers etc. by using a small computer and printer



### Reading & Speaking



adapted from: [www.news.bbc.co.uk/cbbcnews/hi/find\\_out/guides/2003/school\\_newspapers/](http://www.news.bbc.co.uk/cbbcnews/hi/find_out/guides/2003/school_newspapers/)

### Catchy headlines

Task 41- p.207

*If you want to attract readers, you need to find a catchy headline for your newspaper article. In pairs, read the following headlines and discuss:*

1. What kind of text is it?
2. What might it be about?
3. Is it interesting to read?

a. Hey TEENS! Can we have your attention, please?

b. Are celebs too skinny?

c. Caught on Camera!

d. The 9 Laws of Friendship

e. Destination ... OXFORD

f. **The boy in the striped pyjamas** ~ John Boyne  
*'A small wonder' of a book' GUARDIAN*

g. FROM THE EDITOR  
*Dear readers,*

# School reporting!



## Listening

- 1 Listen to some students in Petra and Hans's class talking about their newspaper and take notes of what each student is going to do.

Petra: .....

Robert: .....

Hans: .....

Sylvia: .....

John: .....



- 2 What would you like to do for your school newspaper? Tell the class.



## Project

Link to [www.e-yliko.gr](http://www.e-yliko.gr) for the first grade of Junior High School: Project: School Radio

### Our school Newspaper

#### Phase One

- Get in groups of five.
- Decide what to include in your newspaper. Try to include a variety of genres (article, quiz, story etc.) as well as a contribution from each member of your group.
- Look at your portfolios. Read each other's work and discuss which pieces you would like to publish in your newspaper.
- Choose a representative of your group and present your Top 5 suggestions to the rest of the class. Appoint a secretary to write them on the board (e.g. A HISTORY QUIZ by Konstantinos P.)
- Vote for the texts you would like to include in your newspaper. Remember! YOU CAN'T VOTE FOR YOURS.
- Make a final list of ideas/texts for your newspaper. Now, you are ready to start working on them.
- Agree on a name for your school newspaper.
- Reread Helen Porte's advice.

#### Phase Two

- What would you like to do for your newspaper? Look at your options in Petra and Hans's article (section c), choose and form groups.

#### Phase Three

- You should all help with photocopying and stapling the newspaper pages together.
- Make a poster to advertise your newspaper.
- Run a newspaper kiosk in the school yard to distribute your newspaper (a couple of desks and chairs and an 'Our School Newspaper' sign will do). You can also distribute your newspaper to your family, friends, neighbours and local shop owners.
- Put your newspaper on the school site.

# Self-Assessment

## VOCABULARY LINK

### 1 Circle the correct collocation

1. film	vote	INDUSTRY
2. annual	golden	STATUE
3. in	by	ACCIDENT
4. read	invent	A SIGN
5. print	paste	A NEWSPAPER

1 POINT FOR EACH CORRECT ANSWER TOTAL \_\_\_/5

### 2 Complete the sentences with the words from the box. There is an extra word you don't need to use.

thanks      package      strip      after      prestigious      out

1. The Oscars are the most ..... awards in the film industry.
2. .... to Braille, blind people can read books.
3. I was named ..... my grandma.
4. Use a word processing ..... to write your article.
5. Students who are good at art can do a cartoon or a comic .....

1 POINT FOR EACH CORRECT ANSWER TOTAL \_\_\_/5

## GRAMMAR LINK

### 3 Are the sentences active or passive? Write A for active and P for passive.

1. She writes all the e-mails at the office.
2. Dinner is served at 7 o'clock.
3. The meeting was cancelled.
4. A bank robbery took place yesterday.
5. The house was completely destroyed by the fire.

1 POINT FOR EACH CORRECT ANSWER TOTAL \_\_\_/5

### 4 Choose the correct answer.

1. I .....my homework very early today.  
a. was finished      b. finished
2. America ..... discovered by Columbus.  
a. is      b. was
3. We are ..... lots of presents at Christmas.  
a. gave      b. given



# Self-Assessment

4. Our school newspaper ..... published twice a month.

- a. is    b. are

5. Dad is ..... a sports magazine.

- a. reading    b. read

1 POINT FOR EACH CORRECT ANSWER    TOTAL \_\_\_/5

**5** **Change the sentences from Active to Passive. Omit the agent when appropriate.**

1. The cartoonist draws the cartoons for the paper.

.....

2. Our classmates wrote challenging questions for the quiz.

.....

3. Mary often uses a digital camera.

.....

4. They arranged the stories on the page.

.....


5. We invited lots of people to the end-of-year party.


.....



2 POINTS FOR EACH CORRECT ANSWER    TOTAL \_\_\_/10

TOTAL SCORE \_\_\_/30

**CHECK YOUR ANSWERS WITH YOUR PARTNER. THEN LOOK AT THE ANSWER KEY ON PAGE 177**

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 jigsaw reading with my partner.			
b. I can talk about activities at different workplaces.			
c. I can write an article about famous awards around the world.			
d. I can talk about famous people with disabilities.			
e. I can use punctuation marks.			
f. I can play 'Find someone who ...' with my classmates.			
g. I can use the title and the headings of an article to guess the ideas in it.			
h. I can plan a school newspaper with my classmates.			

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

## FOCUS ON WRITING SKILLS

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

Writing Strategies	Great help!	I'll try ...
1. Read the task to understand ➤ what type of text you are writing, ➤ who you are writing to and ➤ why you are writing.		
2. Use the model texts in your book to get help.		
3. Make a plan before you start writing.		
4. If there is a Language Bank, use the words and phrases in your writing.		
5. Ask your partner to read your draft and comment on your ideas and language. Do the same for him/her.		
6. Use the 'writing code' to correct mistakes.		
7. Keep all your writing in a file and read it from time to time to avoid making the same mistakes.		



# UNIT 9

## Review

*Happy summer holidays!*



*Which famous songs do you know about SUMMERTIME and/or HOLIDAYS? In groups, make a list of titles and the artists. Can you sing one of them with your partners?*

**In Unit 9 you will...**

### **READ**

- a web page about a teen camp
- teenagers' e-mails about their holidays
- a teenager's e-mail about the European Union

### **LISTEN TO**

- a conversation about the European Union

### **LINK TO**

- Physical Education • Geography • History • ICT • Culture • Art • Music

### **TALK ABOUT**

- unusual sports & eco-holidays
- travelling
- the European Union
- your favourite painting

### **WRITE**

- a letter to an English-speaking friend giving information about travelling in Europe

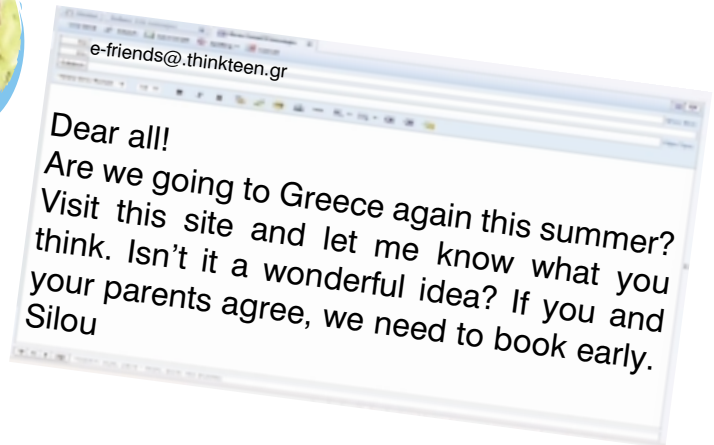
# UNIT 9



Reading & Speaking



1 *Silou is sending this e-mail and webpage to her e-friends. Read both and say what they are about.*



**LOOKING FOR FUN?**  
Are you between **13** and **18** years old?  
Would you like to visit **Greece** this summer?  
Do you love unusual and **extreme sports**?  
Are you a fan of **eco-holidays**?  
Then, come to the **International Teen Camp**, to have the time of your life!  
**Are you the adventurous type?**  
Go for **white-water rafting**, **wall climbing**, **abseiling** or **canoeing**.  
Our experienced instructors will be next to you to help.  
**If you don't like risky sports**, there is **archery**, **fishing**, **trekking** or **cycling** for you.  
**Do you prefer eco-holidays?**  
Then, **help with the grape harvest** or with **cleaning the beaches**.  
Whatever you choose to do, the experience will be unforgettable!  
The **International Teen Camp** is open all weekends during the winter months and every day from May to September.  
Book our two-week package holiday in August now and have fun with your friends!  
**School groups are welcome.**  
For more information and bookings, e-mail us at [ITCamp@set.gr](mailto:ITCamp@set.gr)

# Happy summer holidays!

- 2 In pairs, write down all the activities you can do at the International Teen Camp. Make the following WORD GROUPS:

**Unusual and Extreme Sports**      **Eco-holidays.**

Add any other activities you know.



- 3 CLASS DISCUSSION: Have you ever done any of the activities mentioned in Task 2 above? Which ones would you like to do? Tell the class.



## Reading

- 1 Magda, Jennifer, Silou, Jean Paul, Nadia and Pedro have decided to spend two weeks together at the International Teen Camp in Greece in August. Read some of the e-mails they exchanged before their holidays and do the task on the next page.

e-friends@thinkteen.gr

Hi everyone!  
Before we go on holiday, let's help each other get organised. I've bought a first aid kit in case somebody has an accident. Last year, I took a first aid course at school and I'm actually proud of what I've learnt. What about clothes? Let's make a list of what we need.

**Jean Paul**  
PS. Magda, you should tell us what the Greek weather is like. OK?

e-friends@thinkteen.gr

... After the ITCamp, I'm spending some days on a Greek island, Syros. My friend Alex has invited me. Magda, will you please let me know some stuff I must remember when I meet Greek people? I know we're very much alike but the more I know the better.

Thnx  
**Pedro**

e-friends@thinkteen.gr

Jean Paul,  
You know how to get us going. Well, it's really hot in Greece in August but the camp is in a region, Epirus, where it gets chilly in the evening. So, don't forget to bring a couple of sweaters with you. Make sure you have a cap and some sunscreen with you. The sun can be really strong.  
Can't wait to see you all!

**Magda**

e-friends@thinkteen.gr

... I'm also going to bring my English Trivial Pursuit® and Scrabble®. We spent hours playing these games last year, remember? Magda, will you bring your backgammon? It's 'tavli' in Greek, right? You see, I remember it.

Love,  
**Jennifer**

e-friends@thinkteen.gr

Guys,  
What's the currency in Greece? Euro, I suppose. I'll have to go to the bank. I also need to renew my passport. How much money do you think we'll need for two weeks? Are all meals included in the package? What is the Greek cuisine like?

**Silou**

e-friends@thinkteen.gr

... Will you please remember to bring me postcards from your country for my collection? Actually, I'd love some paintings if possible. Pedro, bring me a Picasso, will you?

**Nadia**  
PS Silou, trust me. The Greek cuisine is delicious!

# UNIT 9

## Find out who...

- a. will be most helpful if there is an accident.
- b. is an art lover.
- c. needs to answer most of the e-friends' questions.
- d. will spend more time in Greece.
- e. will take care of their evening entertainment.
- f. needs extra papers.
- g. can be the leader of the group.
- h. uses a Greek word.

... and write his/her name

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

2 Read the e-mails again. What issues about travelling are there? Discuss in class.



## Listening

1 Silou wants to know more about the European Union (EU) before her trip to Greece. Listen to her talking to her English teacher about the EU and tick (✓) the topics they are discussing.



- What is the EU?
- Who's in the EU?
- The Council of the EU
- Your EU rights
- The Eurozone



2 Silou is really excited about the EU so she's writing to Magda about it. Listen to the recording again and complete her e-mail.

Dear Magda,

I've asked my English teacher about the EU but I still have some questions. Perhaps you can help me. So, here they are, in green.

I've learnt that your country, Greece, became a member of the EU in <sup>1</sup> ..... and it was member number <sup>2</sup> ..... The European Union is like a big club, really. There are <sup>3</sup> ..... countries in the EU today. **Do you know which ones?** I'll find out on the Internet. The EU uses the <sup>4</sup> ..... these countries pay to make the people's lives better. Did you know that you can <sup>5</sup> ..... in any country in the Union you like just because you're a European citizen? Lucky you! **What other rights have you got?** I used to believe that all European countries use the <sup>6</sup> ..... today but it's only <sup>7</sup> ..... of them, the Eurozone. **Which countries are in the Eurozone? What about Greece?**

Anyway, it was very interesting to hear all this. Write to tell me how many euros you think I'll need for my holidays.

Love,  
Silou

3 In pairs, find the answers to Silou's questions about the EU.

4 Do you have any other questions about the EU? Discuss them in class.

### Get help from:

- Your school books
- Your teachers of modern Greek, history, geography
- The Internet

Link to [www.e-yliko.gr](http://www.e-yliko.gr) for the first grade of Junior High School:  
Outdoor Games: Kites around the world African Games, Hopscotch.

# Happy summer holidays!



## Writing

Imagine you are going to spend two weeks at a camp like the ITCamp with an English-speaking friend of yours who lives in a non-European country. Write a letter to give him/her the information he/she needs to be well prepared for his/her holidays. Think about the following:

### THE CAMP

GREEK WEATHER / PEOPLE / FOOD / CUSTOMS

TRAVELLING IN EUROPE



## Project

### My favourite painting

- 1 Here are four postcards of paintings Nadia got from her e-friends when they met. Do you know any of them? What do they show? Which painting do you prefer? Discuss in class.



..... - Τα κάλαντα

- 2 **GUESS THE ARTIST!** In pairs, discuss and write the name of the artist under each painting. Choose from the following and explain your choice.

Νικηφόρος Λύτρας - **Pablo Picasso**

Vincent Van Gogh - Edgar Degas

- 3 Which is your favourite painting or painter? Find some information about them.

- 4 Present your favourite painting to the class. Explain what you like about it.



..... - Child with a dove



..... - The Dance Class



..... - The Bedroom

# Lesson 9

## The story behind a famous painting

- 5 *In groups, write a short story to accompany your favourite painting. The Writing Guide and your imagination will help you.*

### WRITING GUIDE

#### STEP ONE

1. Think about what you want to include in your story. (e.g. information about the people in the painting such as their name, age and family situation, where they are, what they are doing, their feelings, background events, what is going to happen next etc.).
2. Think about the tone of your story. Is it going to be sad, humorous, etc?
3. Decide who is going to be the narrator. You can write your story in the first or in the third person.
4. Write your first draft.

#### STEP TWO

1. When you finish, exchange drafts with another group.
2. Look at the painting your friends are writing about, read their story and make comments to help them make it more interesting and vivid. What else do you want to know about the people in the painting and / or the events in the story?
3. Help each other with language if necessary.

#### STEP THREE

1. Write your second draft.
2. If possible, scan the paintings, enlarge them and make coloured photocopies.
3. Put your work on display.