

ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ, ΕΡΕΥΝΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ

Ευαγγελία Καραγιάννη -  
Βασιλική Κουή - Αικατερίνη Νικολάκη

# Think Teen!

1st Grade of Junior High School  
**STUDENT'S BOOK**



Αρχάριοι

Α΄ Γυμνασίου  
Τόμος 1ος

Ι.Τ.Υ.Ε. «ΔΙΟΦΑΝΤΟΣ»

18  
ARIAL BOLD

1<sup>ος</sup>  
ΤΟΜΟΣ



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**Τόμος 1ος**

**Γ΄ Κ.Π.Σ. / ΕΠΕΑΕΚ II / Ενέργεια 2.2.1 / Κατηγορία  
Πράξεων 2.2.1.α: «Αναμόρφωση των προγραμμάτων  
σπουδών και συγγραφή νέων εκπαιδευτικών πακέτων»  
ΠΑΙΔΑΓΩΓΙΚΟ ΙΝΣΤΙΤΟΥΤΟ**

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**Πράξη με τίτλο: «Συγγραφή νέων βιβλίων και  
παραγωγή υποστηρικτικού εκπαιδευτικού υλικού με  
βάση το ΔΕΠΠΣ και τα ΑΠΣ για το Γυμνάσιο»  
Επιστημονικός Υπεύθυνος Έργου  
Αντώνιος Σ. Μπομπέτσης  
Σύμβουλος του Παιδαγωγ. Ινστιτούτου**

**Αναπληρωτής Επιστημ. Υπεύθ. Έργου  
Γεώργιος Κ. Παληός  
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**Ιγνάτιος Ε. Χατζηευστρατίου  
Μόνιμος Πάρεδρος του Παιδαγ. Ινστιτ.**

**Έργο συγχρηματοδοτούμενο 75% από το Ευρωπαϊκό  
Κοινωνικό Ταμείο και 25% από εθνικούς πόρους.**



## **ΣΥΓΓΡΑΦΕΙΣ**

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Βασιλική Κουή, Εκπαιδευτικός  
Αικατερίνη Νικολάκη, Εκπαιδευτικός**

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**Αφοί Ν. Παππά & Σία Α.Ε.Β.Ε.**

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ΜΕΙΩΜΕΝΗ ΟΡΑΣΗ**

**Ομάδα εργασίας για το Ινστιτούτο Εκπαιδευτικής  
Πολιτικής**

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Επιμέλεια: Μαρία Γεωργιλάκη, Ψυχολόγος**

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Σύμβουλος Α΄ του Υ.ΠΟ.ΠΑΙ.Θ**

**Υπεύθυνη του έργου: Μαρία Γελαστοπούλου,  
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**Τεχνική υποστήριξη: Κωνσταντίνος Γκυρτής,  
Δρ. Πληροφορικής**

**ΥΠΟΥΡΓΕΙΟ ΕΘΝΙΚΗΣ ΠΑΙΔΕΙΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ  
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**Ευαγγελία Καραγιάννη  
Βασιλική Κουή  
Αικατερίνη Νικολάκη**

**ΑΝΑΔΟΧΟΣ ΣΥΓΓΡΑΦΗΣ:  
Ελληνικά Γράμματα**

**1st Grade of Junior High School  
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**ΙΝΣΤΙΤΟΥΤΟ ΤΕΧΝΟΛΟΓΙΑΣ ΥΠΟΛΟΓΙΣΤΩΝ ΚΑΙ  
ΕΚΔΟΣΕΩΝ «ΔΙΟΦΑΝΤΟΣ»**





## UNIT 1 Welcome!



Listen to some kids from different countries speaking in their language and guess the language they speak.

2



Olà!

3



Ça va bien?

6



Apa  
Kabar!

1



Ciao! Come  
va?

5



Hi, there!

4



Καλημέρα!

## In Unit 1 you will...

### **READ**

- a teenager's presentation of THINK TEEN
- signs
- a class survey

### **LISTEN TO**

- a teenager's presentation of THINK TEEN
- English words in Greek dialogues

### **TALK ABOUT**

- you and your partner (name, surname, country)
- the colours in a painting
- your favourites

### **WRITE**

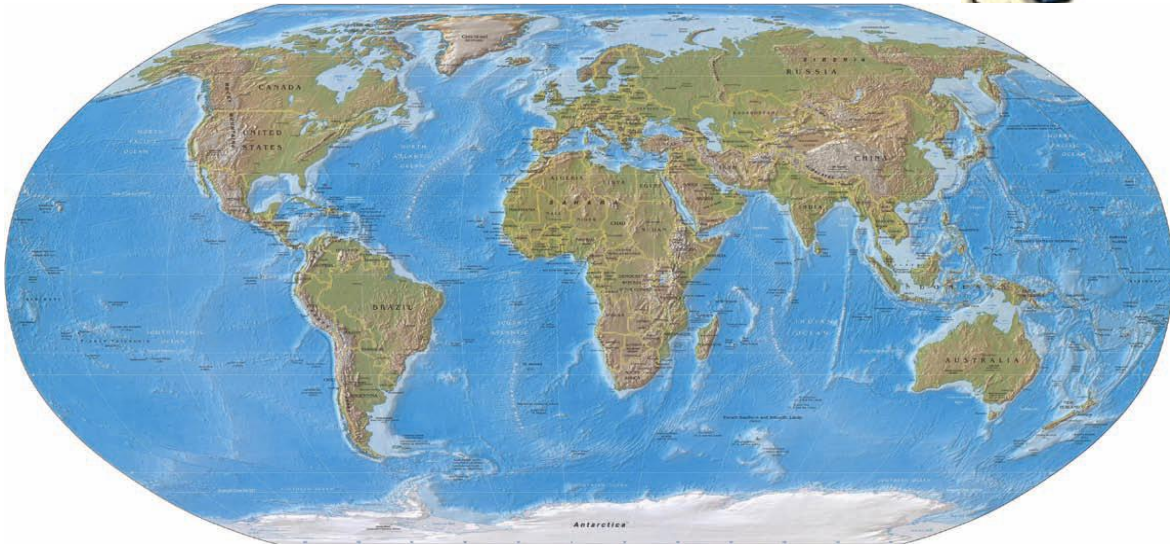
- you and your partner (name, surname, country)
- classroom language card
- the results of a class survey on favourites

### **LINK TO**

- Geography
- Modern Greek
- Art
- Music



## Reading & Listening



Hi, everybody. I'm David, from England. I'm 12 years old and I'm in the 'THINK TEEN' programme. Through this e-programme, students from different countries get in touch and do projects. I've got a lot of key pals from all over the world and we have a lot of fun! Do you want to join us? Here are some photos of my e-friends. Look through your book and find their names!



1 .....



2 .....



3 .....



4 .....



5 .....



6 .....





# Speaking & Writing



**1** You can be an e-friend too! Fill in this card about you. Then, ask your partner and complete a card for him or her.

**ME**

Name: .....  
Surname: .....  
Country:.....

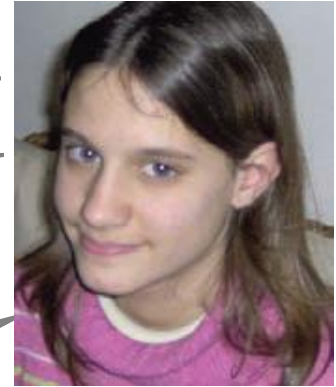
**MY PARTNER**

Name: .....  
Surname: .....  
Country: .....

Hi! What's your name /  
surname?

How do you spell it?

Where are you from?



John  
Stergiou

J-O-H-N  
S-T-E-R-G-I-O-U

I'm from Greece.

**2** Present yourself and your partner to your class.

Hello everybody!  
I'm Mary Yannaki  
and this is my partner,  
John Stergiou.



**Reading**

Everyday we see a lot of English signs around us. In pairs, circle the English words on these signs. Can you write more examples?



**T- SHIRT**



**CARDPHONE**



**PARKING**



**STOCK**

Examples



**CLOSED**



# Listening

Listen to three every day dialogues in Greek. Write down the English words you hear.

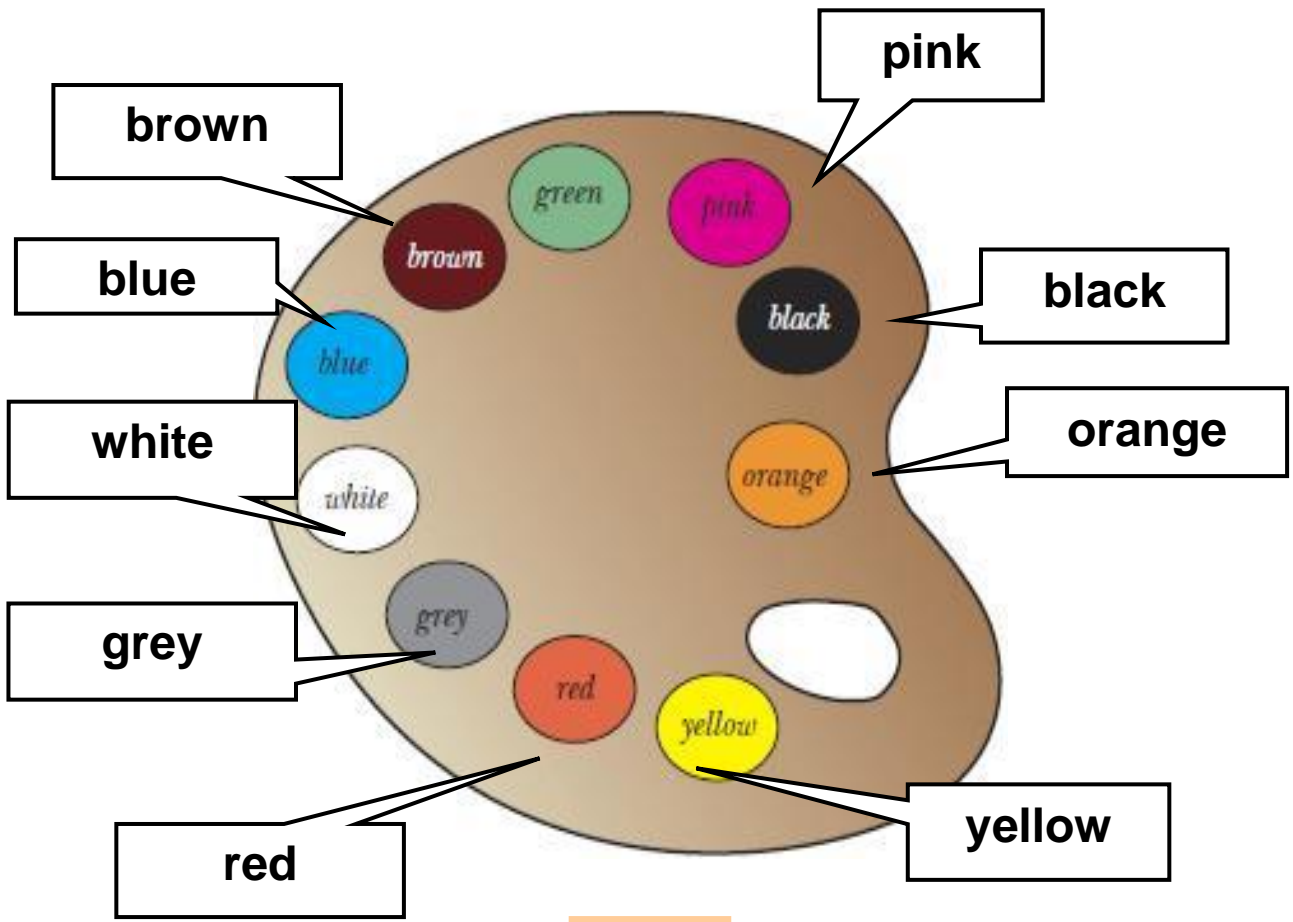
- a. ...., ..... , .....
- b. ...., ..... , ..... .....
- c. ...., ..... , .....



# Vocabulary Link

## Colours

**1 GAME: Bring me something orange!**







**2** Which of the colours above are there in Miró's painting 'Personnages Rythmiques'? Do you like it? Why / Why not?

### Culture Corner



Here are some English idioms with colours.  
What do they mean?



I'm a bit **blue**. My marks this term are terrible!  
I'm **green** with envy. My brother's going to Disneyland and I'm not going with him.

Can you find similar phrases in Greek?

**Κοκκίνισε** από ντροπή

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

## Classroom Language

**3** Use the words in the Language Bank to complete the cards. Then, create a Classroom Language Corner in your classroom.

- What's the meaning of (1).....?

- Λεξικό

Can you (2).....me, please?

- What's the English word for γυμνάσιο?

- (3) .....

- Say that (4)..... please!



- I don't (5) .....

- Can I go (6)..... ?

## Language Bank

again out dictionary understand help Junior  
High school

## Numbers & Classroom Objects

**4** What can you see in the picture? Count and write. Then, compare this classroom with yours.



**I can see**

- a. **one** board
- b. .... pens
- c.....posters
- d.....students
- e. .... books
- f.....windows
- g.....notebooks
- h. .... school bags
- i. .... desks
- j. .... chairs

e.g. In this classroom, there are three posters. In our classroom, there are five posters.



**Reading, Speaking & Writing**



Listening to music.  
What's your favourite hobby?

What's your favourite hobby?

**What's your favourite....?**

**Read and circle. Then, ask your classmates.**

## A CLASS SURVEY

<b>My Answers</b>	<b>How many people agree with you? Write their names.</b>
1. My favourite number is: <b>one two three four five six seven eight nine ten</b>	
2. My favourite animal is: <b>dog cat dolphin horse tiger rabbit</b>	
3. My favourite hobby is: <b>watching TV listening to music playing computer games shopping</b>	
4. My favourite type of music is: <b>pop rock hip hop folk classical</b>	

**2 Write your results and put them on the classroom notice board. Look at the model text.**



**“Our favourite hobby is listening to music.”  
Stelios, Mary, Nick, Paul**





## Project

### Group A

When you are going home after school, look around for signs which have foreign words. In which language are they? Take a photo of some of them and make a collage for your class.

### Group B

Make a list of English words you use with your friends every day. Your teacher of Modern Greek can help you. Prepare bubbles for the notice board. Here is an example.

Πάμε για sandwich;  
Πεινάω.





## Culture Corner

**Here are some words we use in Greek but come from other languages**

μπιφτέκι - English (beef + steak)

μπλούζα - French (blouse)

μπουρνούζι - Arabic (burnuz)

**Can you find which language each of the following words comes from?**

τουρισμός, σαντιγί, μαγιονέζα,  
καπετάνιος, καραμέλα, γιουβέτσι,  
μπουκάλι, σκάκι, γιαούρτι

**If you need help, look the words up in a Greek dictionary.**

## UNIT 2 All about us!

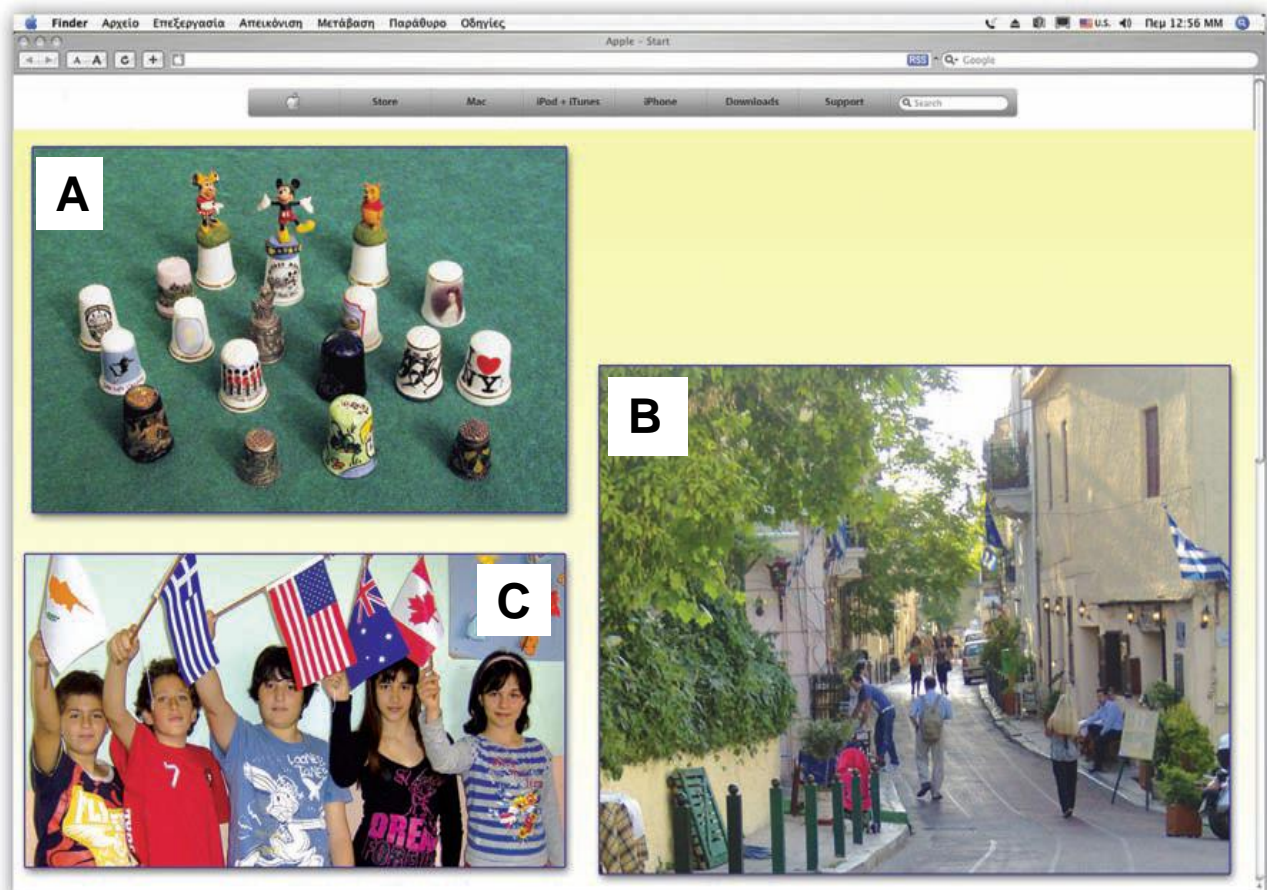
### LESSON 1: Hello, there !

### LESSON 2: A collection of thimbles!

### LESSON 3: Fell at home!



Can you match the links (1-3) with the photos (A-C)?



The screenshot shows a web browser window with a yellow background. It contains three images:

- A:** A collection of various thimbles, some with cartoon characters like Mickey Mouse and others with different designs.
- B:** A street scene in a town with buildings, trees, and people walking.
- C:** Five children holding up flags from different countries: Greece, USA, Australia, Canada, and another country.

1. This is my neighbourhood. Do you like it?
2. Friends from around the world.
3. My souvenirs from all over the world

## **In Unit 2 you will...**

### **READ**

- teenagers' profiles
- an extract from a novel for teenagers
- teenagers' texts about their favourite possessions
- a student's e-mail about her neighbourhood
- signs and notices

### **LISTEN TO**

- descriptions of collections
- a student's description of her neighbourhood

### **TALK ABOUT**

- yourself, your family and friends
- your room
- the room in a painting
- things you have got in your bag
- your ideal neighbourhood
- differences in drawings of neighbourhoods

### **WRITE**

- your profile for the e-notice board
- a text about your favourite possession
- an e-mail about your neighbourhood

### **LINK TO**

- Geography • Physical Education (PE)
- Literature • Art

## Lesson 1: Hello there



Reading

Task 1- p.143/160-146/163

**1** We're in Magda's classroom in Nafplio, Greece. Students are looking at an e-notice board. Can you answer these questions?



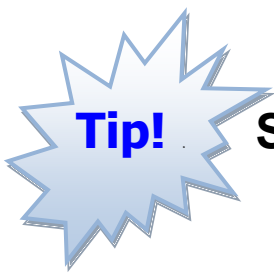
- What are your hobbies?
- Have you got a large family?
- What's your favourite language?
- Are you good at maths?

**2** Student A: Read about Magda or Pablo on page 23/9 and complete a Profile Card for him or her. Then, tell your partner about your new friend.

Name: \_\_\_\_\_  
Hometown: \_\_\_\_\_  
Brothers or sisters: \_\_\_\_\_  
Age: \_\_\_\_\_  
Likes: \_\_\_\_\_

**Student B: Read about Jennifer or Antonio on page 24/9 and complete a Profile Card for him or her. Then, tell your partner about your new friend.**

Name: \_\_\_\_\_  
From: \_\_\_\_\_  
Lives in: \_\_\_\_\_  
Brothers or sisters: \_\_\_\_\_  
Favourite language: \_\_\_\_\_



**Speak English with your partner.  
Don't worry about mistakes.  
Practice makes perfect!**

### **Language Bank**

My new friend is...  
He/She's from...  
He/She's got...  
His/Her favourite...  
He/She likes ...

**3 Find the kids' countries and hometowns on the map, in the Appendix, page 167/142. Which of these kids do you want to meet? Why?**



## FRIENDS FROM AROUND THE WORLD

YAHOO-MICROSOFT INTERNET EXPLORER  
PROVIDED BY OTENET



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

**hobbies?**



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

**maths?**

**YAHOO-MICROSOFT INTERNET EXPLORER  
PROVIDED BY OTENET**



The screenshot shows a Microsoft Internet Explorer browser window. The title bar reads "Yahoo! - Microsoft Internet Explorer provided by OTenet". The address bar contains "www.thinkteen.gr". The browser interface includes navigation buttons (back, forward, stop, refresh), a search bar, and a toolbar with icons for home, print, and other functions. The main content area displays two user profiles, each with a small portrait photo and a text introduction.

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

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





# Vocabulary Link

## Sports & Activities

**1** Have a look at the leaflets of two sports centres. What sports can you do in each one? Choose from the list and add on the leaflet. Then listen and check.



I'm quite sporty.  
Are you?



**SHAPE SPORTS CENTRE**  
148 Park Rd NW8




1.....



2.....



3.....



4.....

**For more information,  
call 020 8757 5500**

## Fitness Centre

47 Elizabeth St SW1 (020 7259 9003)



5.....



6.....



7.....



8.....

Opening hours: 9 am - 10 pm  
(Mon - Sat)

## Word Bank

- judo
- cycling
- volleyball
- athletics
- swimming
- windsurfing
- weightlifting
- rhythmic
- basketball
- gymnastics

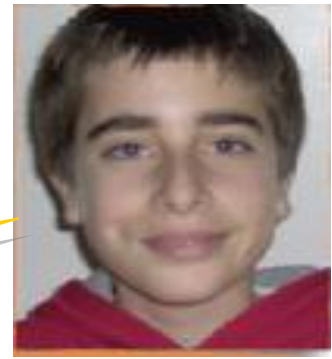
**2** Which sports centre is good for you? Why?  
Listen to the example. 

Well then Fitness Centre is good for you.

I like basketball and weight-lifting.

## Geography

3 Antonio's class are doing geography. Do this geography quiz. Then, play the guessing game.



Can you speak Chinese?

### Card A

Which language is spoken by most in the world? Put them in order

(1 - 6)

- |                                  |  |
|----------------------------------|--|
| <input type="checkbox"/> English | <input type="checkbox"/> Spanish                     |
| <input type="checkbox"/> Russian | <input checked="" type="checkbox"/> <b>1 Chinese</b> |
| <input type="checkbox"/> French  | <input type="checkbox"/> German                      |

**Tip!**

Check in a geography book!



### Card B

Find these cities on the map. Then, choose a city and play a guessing game with your partner.



Are you from **Paris**?

No, I'm not.

Are you from **Beijing**?

Yes, I am.

So, you're Chinese and you speak Chinese.

Look at the map in the Appendix, page 168/142

Paris	Beijing	Canberra
Amsterdam	Ankara	Rio de Janeiro



**Grammar Link**

**The verb 'to be'**

**1 Study the sentences and answer the questions in the grammar tables.**

• I'm 12 years old.	• Jennifer's English.
• Are you good at maths? Yes, I am. / No, I'm not.	• We're twins.
• Spanish isn't difficult.	• That's my nickname.

<p><b>What are the 3 forms of 'to be! ... / is / ...</b></p>
<p><b>Look at the examples and write:</b></p>
<p><b>A question.....</b></p>
<p><b>a negative sentence.....</b></p>
<p><b>What do you notice? What are the short answers?</b></p>

**See Grammar Appendix, page 131/ 145**

**2** Tell your partner a few things about you. What do you want to talk about? Write key words on the cards.

e.g. Name ✓: Vicky    Age ✓: 13

Name .....  
Country .....  
Hometown .....

Age .....  
Family .....  
Languages .....

Favourites.....  
other.....  
.....

**Now tell the class about your partner.**

Hello! I'm Vicky and I'm 13 years old.....



## Writing

### This is me!

1. You want to take part in the 'THINK TEEN AROUND THE WORLD' programme. Write a short paragraph about you for the e-notice board. Use your notes from Task 2.
2. Write your 1st draft about you. The reading texts in this lesson can help you.
3. Exchange drafts with your partner. Make comments.
4. Write your 2nd draft.

### This is me!

.....

.....

.....

.....

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## Lesson 2: A collection of thimbles!

We are in Jennifer's school, in Cambridge. What is the class talking about? Look at the bubble and say.

Have you got something you really love? What is it?



### Listening

1 These are some of the students' favourite possessions. What are they? Match pictures (a-f) with the words (1-6) from the Word Bank.



a. ....



b. ....



c. ....



d. ....



e. ....



f. ....

### Word Bank

- |               |             |
|---------------|-------------|
| 1. a computer | 4. a puppy  |
| 2. coins      | 5. earrings |
| 3. a thimble  | 6. shells   |

**2** Listen to John, Mike, Jennifer and their teacher, Miss Baker. Tick(✓)their favourite possessions. Choose from the pictures (a-f) in Task 1.

**Task 2-p.147/164**

**3** Do you remember who is who? Listen again and write each person's name.

1. Who's got key pals?.....
2. Who's an only child? .....
3. Who's got souvenirs from different places?.....
4. Who's got a special case for a collection?.....
5. Who's got some rare things?

John  
Mike  
Jennifer  
Miss  
Baker



**Vocabulary Link**

**Task 3-p.147/164**

**Adjectives**

**1** What do the adjectives in columns (1-5) describe? Choose from the following categories.

Age	Size	<del>Opinion</del>	Material	Colour
<b>1</b> Opinion	<b>2</b> .....	<b>3</b> .....	<b>4</b> .....	<b>5</b> .....
lovely ugly fantastic horrible ..... .....	small long short huge ..... .....	old new ancient modern ..... .....	pink green black white ..... .....	plastic cotton gold wooden ..... .....

**2** In pairs, read this extract from a children's book and find some adjectives. Then, add them to the table in task 1 in the right column.

The three Baudelaire children lived with their parents in a huge, stone house at the heart of a dirty city, and their parents often let them go to the beach alone. That morning, it was grey and cloudy, which didn't bother the Baudelaire youngsters one bit. Violet Baudelaire, a clever 14-year-old girl, liked to skip big rocks. Klaus Baudelaire, the middle child and the only boy, liked to look for crabs, starfish and oldthings. His steel-rimmed glasses made him look intelligent. He was intelligent. Sunny Baudelaire, the youngest, liked to bite things. She was tiny, scarcely larger than a boot. She used few real words like bottle, mommy and bite. This morning she was saying 'Gack!' over and over which probably meant, 'Look at that mysterious figure!'

Adapted from Lemony Snicket's  
A Series of Unfortunate Events  
The Bad Beginning  
(2005,  
Harper Collins Publishers)



## Listening & Speaking



**What have you got in your bag?**

**In Jennifer's class, students are playing a memory game. Listen to them. Then, play the game in groups.**

### Language Bank

Let's start!

My turn now!

It's your turn!

I can't remember!

Let's start over!



**Speaking  
strategies**

**See page 53/24**



## Grammar Link

### The verb 'have got'

**1** Look at the sentences and complete the Grammar tables.

- I've got a puppy, Woofy.
- We haven't got any souvenirs.
- Have you got any thimbles?  
Yes, I have.
- Miss Baker's got some rare thimbles.
- John hasn't got a brother or a sister.
- Has Jennifer got a puppy?  
No, she hasn't.

We use **have / has got** to talk about our possessions and family

Form:

I / you / we / they...../ haven't got

He / she / it has / .... got

Have.... / you / .... / ....got?

.....he / she / it got?

What are the short forms of 'have / has got'?

see Grammar Appendix, page 132 / 145

**2** What have you got in your room? Ask and answer with your partner. Use ideas from the word bank and take notes. Listen to the example first.



What have you got in your room? Have you got **a** **bookcase**?

Yes, I have. Have you got **a** **TV set**?

No, I haven't. Have you got **any** **soft toys**?

No, I haven't but I've got some **fantastic** **model planes**.

### Word Bank

cushions   posters   mirror   bookcase   box  
alarm clock   photographs

**3** Here is a painting called 'The Atelier' by Yiannis Migadis, a modern Greek painter. What has the artist got in his room? How different is this room from yours?

The artist has got **a** **bookcase** and **some** **plants** in his room. He hasn't got **any** **cushions**. I've got **a** **bookcase** and **some** **cushions** but I haven't got **any** **plants**.





## Pronunciation Link

/ s / - / ʃ /

1



Listen and repeat.

• sea - she • Sue - shoe • save- shave

2

Tongue twister. Listen and repeat.



She sells sea shells. She sells sea shells. She sells sea shells...



## Reading

Task 4-p.147/164

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

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Yahoo! - Microsoft Internet Explorer provided by OTenet

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### My favourite possessions

Hercules is quite small. He's got short light brown fur, small ears and a short tail. His teeth are very sharp. He's also got a thin collar. I adore him!  
Magda, 12 Nafplio, Greece

I've got at least three pairs. They're different colours and some of them have got stripes. I've got so many because I play a lot of footie and I need them. They're all made of leather.  
Fernando, 13 Buenos Aires - Argentina

## YAHOO-MICROSOFT INTERNET EXPLORER PROVIDED BY OTENET



**It's black and it's got the name of my favourite group on it. I love it and I wear it very often because the weather is hot in my country. All my friends have got one like this. We all love the same music band, you see.**

**Anna , 12 Nassau - Bahamas**





**Writing**

**Task 5-p.149 / 165**

**My favourite possessions**

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

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



## Lesson 3: Feel at home!



### Reading



**Helen is reading Pablo's e-mail.  
What does he want to know?**

**NEW E MAIL MESSAGE**

The screenshot shows an email client window with a 'New Email Message' tab. The 'To:' field contains 'helen@thinkteen.com'. The 'Subject:' field is empty. The email body contains the following text:

**Helen, hi!  
I'm coming to Greece next month on a student exchange programme. I have some questions 4U.  
Where do you live? Tell me about your neighbourhood.  
Where is it? Do you like it? Send me a photo or a map.  
xxx Pablo**

The status bar at the bottom indicates 'TODAY: SUN, 25/5 - MON, 30/6 No events'.

## 2 Pablo's reading Helen's e-mail. Has Helen answered his questions?

Home | Inbox: 926 messages | New Email Message

Send | Attach | Save Draft | Spelling | Cancel

To: **pablo@thinkteen.gr** Show BCC


Cc:

Subject: Plain Text

Times New Roman | 18 | B | I | U | T | | | | | | | |

**Hi there!**

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



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

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

**You can see Plaka in lots of old Greek films. I'm sending you a photo. CU in Athens!**

**Love, Helen**

Today: SUN, 25/5 - MON, 30/6 No events



**Task 6-p.150/166**

**3** Look at the map of the centre of Athens in the Appendix on page 165. Help Pablo find Helen's neighbourhood.


**4** When Pablo visits a place, he is interested in the sights, the architecture and the local food. Which places in Plaka will he find interesting to visit?



**Vocabulary Link**

**Task 7-p.151/167**

**Places and Buildings**

**1** Look at these signs. Where is each one from? Match the signs (1-7) with the buildings (a-g). There is an extra building.  Then listen and check.

**1** Keep silent

**2** MAPS OF THE CITY \_  
PLEASE TAKE ONE \_

**3** DON'T TOUCH THE PAINTINGS

**4** STAMPS

**5** BREAKFAST: 7.00 - 9.30

**6** Restaurant - 2nd floor  
Shops - 1st floor  
Toilets →

**7** Free drinks from 4:00 to 5:00



- a. post office 4
- b. tourist information centre ...
- c. art museum ...
- d. cinema ...
- e. library ...
- f. hotel ...
- g. shopping centre ...
- h. pub ...

**2** Eva is recording the presentation of her neighbourhood. Listen to her and tick (✓) what there is in her neighbourhood.



**Task 8-p.151/167**

blocks of flats		bank	
cinema	✓	bookshop	
theatre		Internet cafe	
Metro station		fast food restaurant	
sports centre		kiosk	



## Grammar Link

### Plural nouns

**1** Find the plural form of these nouns in Helen's e-mail and complete the Grammar table.

city	.....	<b>What are the plural endings?</b> <b>-s / -.../ -.../ irregular</b>
house	.....	
church	.....	
shop	.....	
child	.....	

see Grammar Appendix, page 128

**There's a .../ There are .../'some-any'**

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

- There's a library.
- There are two cinemas.
- There are some night clubs in Plaka.
- There isn't a bookshop.
- There aren't any kiosks.
- Is there a park? Yes, there is.
- Are there any hotels? No, there aren't.

We use **There is / are** to say that something exists.

Match:

There's/There isn't/Is there  
.....

There are/There aren't/  
Are there .....

a. + plural  
nouns

b. + singular  
nouns

## How do we form questions and negatives?

Choose:

- We use some/any in statements.
- We use some/any in negatives.
- We normally use some/any in questions

see Grammar Appendix, page 133 /146

**3** You are doing a survey. What is there in your ideal neighbourhood? Mark with a tick (✓) what is important to you. You can choose only six (6)! Then, ask each other in groups. What do most students prefer?



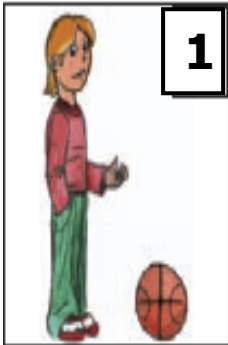
Listen to some students doing a survey about their ideal neighbourhood.

- Is there a cinema in your ideal neighbourhood?
- Yes, there are five.
- Are there any blocks of flats? ....

- blocks of flats
- cinemas
- Metro station
- banks
- fast food
- restaurant
- Internet café
- sports centre
- shopping centre
- park
- library
- church
- theatres

## Prepositions of place

**4** Helen's teacher dropped the flashcards for today's lesson and they are all mixed up. Listen to her and put them in the order she wants.



**in front of**



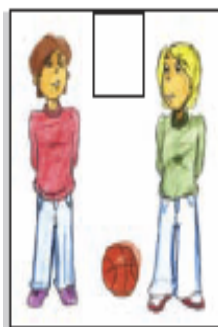
**behind**



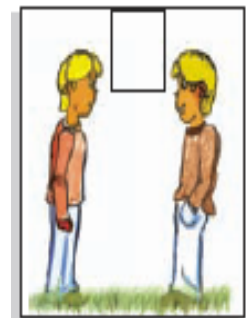
**next to**



**near**



**between**



**opposite**

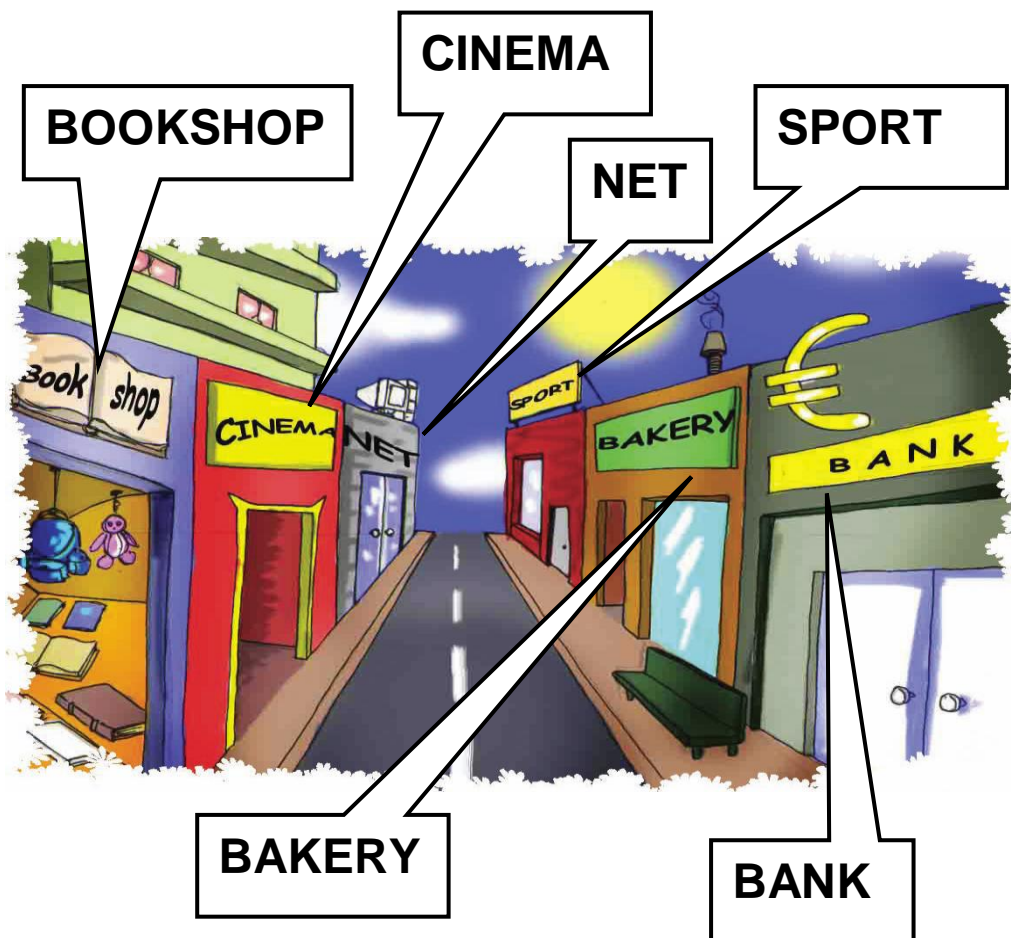


## Speaking

1 Here is Eva's drawing of the main street in her area. Tell each other: Where is the ....

bank block of flats Internet café

bench bookshop bakery



**2** Demetris and Christos live in the same street but their drawings are not the same.

**Task 9-**  
**p.152/167**

**In pairs, find three differences.**

**Student A:** Look at picture A, Speaking Appendix, page 125/132.

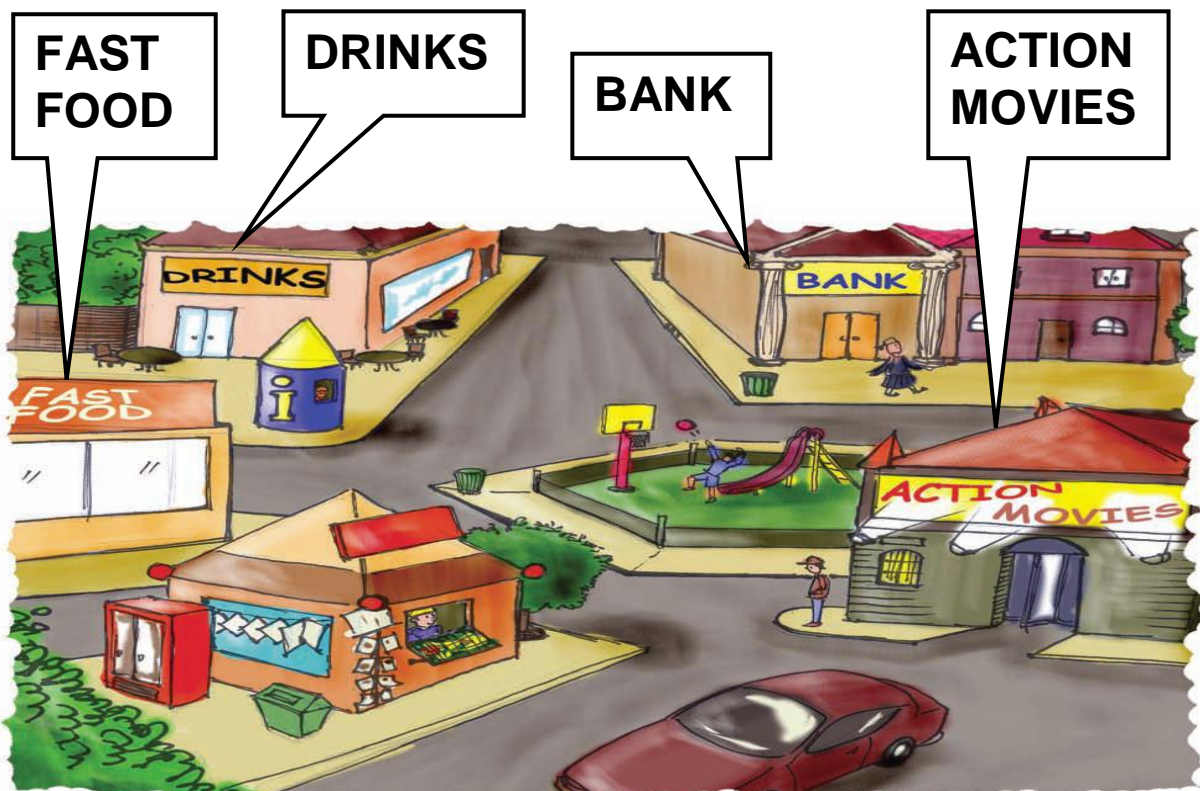
**Student B:** Look at picture B, Speaking Appendix, page 127/133



**Project**

**Choose to do one of these projects.**

**My neighbourhood**



**It's your turn to present your neighbourhood. Work in groups. You can:**

- ➡ Draw a map of it or**
- ➡ Take photos of it or**
- ➡ Draw a picture of it.**

**And then:**





- ⇒ Write an e-mail about it or
- ⇒ Tell your class about it orally (you can use a cassette recorder or present it live).

## Our favourite possessions

Make a poster of your group's favourite possessions.

- ⇒ Take pictures of them
- ⇒ Add your texts from the Writing Task page 39/17
- ⇒ Tell the class about them
- ⇒ Put your poster on display



### My portfolio

You can keep all your project work in your portfolio. Your teacher will help you to organise it.



**Tip!**

Before you start, decide who wants to do each task.



## Self-Assessment

### VOCABULARY LINK

**1** Match the words with the definitions.

library	<b>c</b>
1. tiny	
2. collection	
3. wide	
4. neighbourhood	
5. traditional	

- a. not modern
- b. not narrow
- c. ~~a place where you can read books~~
- d. very small
- e. the area around your house
- f. a group of favourite things

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

**2** Write the correct word under the picture.



library



1.....



2.....



3.....



4.....



5.....

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

## GRAMMAR LINK

### 3 Circle the correct answer.

There is/are a library near the bank.

1. There is/are a hotel in my neighbourhood.
2. There is/are narrow streets in Plaka.
3. Are there some/any cafes in Cambridge?
4. There are some/any shops near my house.
5. We've ve/re got some old coins.
6. There aren't some/any books on my desk.
7. Are/Is there any theatres in Nafplio?
8. My eyes is/are blue.
9. Is Helen a good student? Yes, she is/isn't.
10. I live in/on Orestiada.

1 POINT FOR EACH CORRECT ANSWER TOTAL \_\_\_ / 10

## COMMUNICATION

### 4 Match the questions with the answers.

#### 0. Where's Crete?

1. Is there a church near your house?
2. Are you from Patras?
3. Have you got a collection?
4. Are there any bookshops in your town?
5. Where's the post office?

- a. No, I'm from Nafplio.
- b. No, there aren't any.
- c. It's next to the bank.
- d. Yes, there is.
- e. Yes, I have. I collect thimbles.
- f. It's in Greece.

0. f 1. \_\_\_ 2. \_\_\_ 3. \_\_\_ 4. \_\_\_ 5. \_\_\_




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

**CHECK YOUR ANSWERS WITH YOUR PARTNER. THEN  
LOOK AT THE ANSWER KEY ON PAGE 149**



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

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

 : I'm very good! <b>What can I revise?</b>	<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 SPEAKING SKILLS

Tick ✓ the speaking strategies that have helped you in this unit.

Which strategies do you want to try in the future?

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

# UNIT 3 Day in day out!

## LESSON 1: My day!

## LESSON 2: Greetings from Australia!

## LESSON 3: This is my job!



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

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Think Teen  
Day in Day out !

**A** **B** **C**

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

Speaker 1: ..... Speaker 2: ..... Speaker 3: .....



## **In Unit 3 you will...**

### **READ**

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

### **LISTEN TO**

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

### **TALK ABOUT**

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

### **INTERVIEW**

- a teacher / a shop owner

### **WRITE**

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

### **LINK TO**

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

# Lesson 1: My day!



## Reading

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



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

YAHOO-MICROSOFT INTERNET EXPLORER  
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www.thinkteen.gr

Are you between 12 and 15 years old?  
If yes, take part in our project  
**'My school day'**.

Write about your **typical weekday**.  
The best presentations of teenagers around the world  
will be published on our site.  
Check <http://e-yliko.sch.gr> for more details.

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

- meal times
- .....
- .....
- .....

Reading  
strategies

see page 87/40

**3** Jean Paul wrote about his school day. Read his presentation on page 58/27 quickly.

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

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

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

**Task 10-p.152/167**

I wake up at 7:30.

I don't go to school by bus or bike.

I go to school on foot...

**Jean Paul**

'I wake up at **6 / 7** o'clock.'

'I usually go to school **by bike / by bus.**'

'I study ancient **Greek / Latin.**'

'We have **maths / a lunch break** at 12.00.'

'**I do / I don't do** my homework right after school.'

'I do a sport **once / twice** a week.'

'**I tidy / don't tidy** my room.'



## A DAY IN JEAN PAUL'S LIFE



Hi there!

I'm Jean Paul. I'm 12 and I live in Tours, in France. My city is about 250km from the capital, Paris.

I live with my mum, my stepdad and my stepbrother, Thierry.

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



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

We have a lunch break from 12 to 2 o'clock. I don't eat at the school canteen. I go back home. Then, we have lessons again until half past four (boring!).





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

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

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



### Vocabulary Link

### Daily routines

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

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

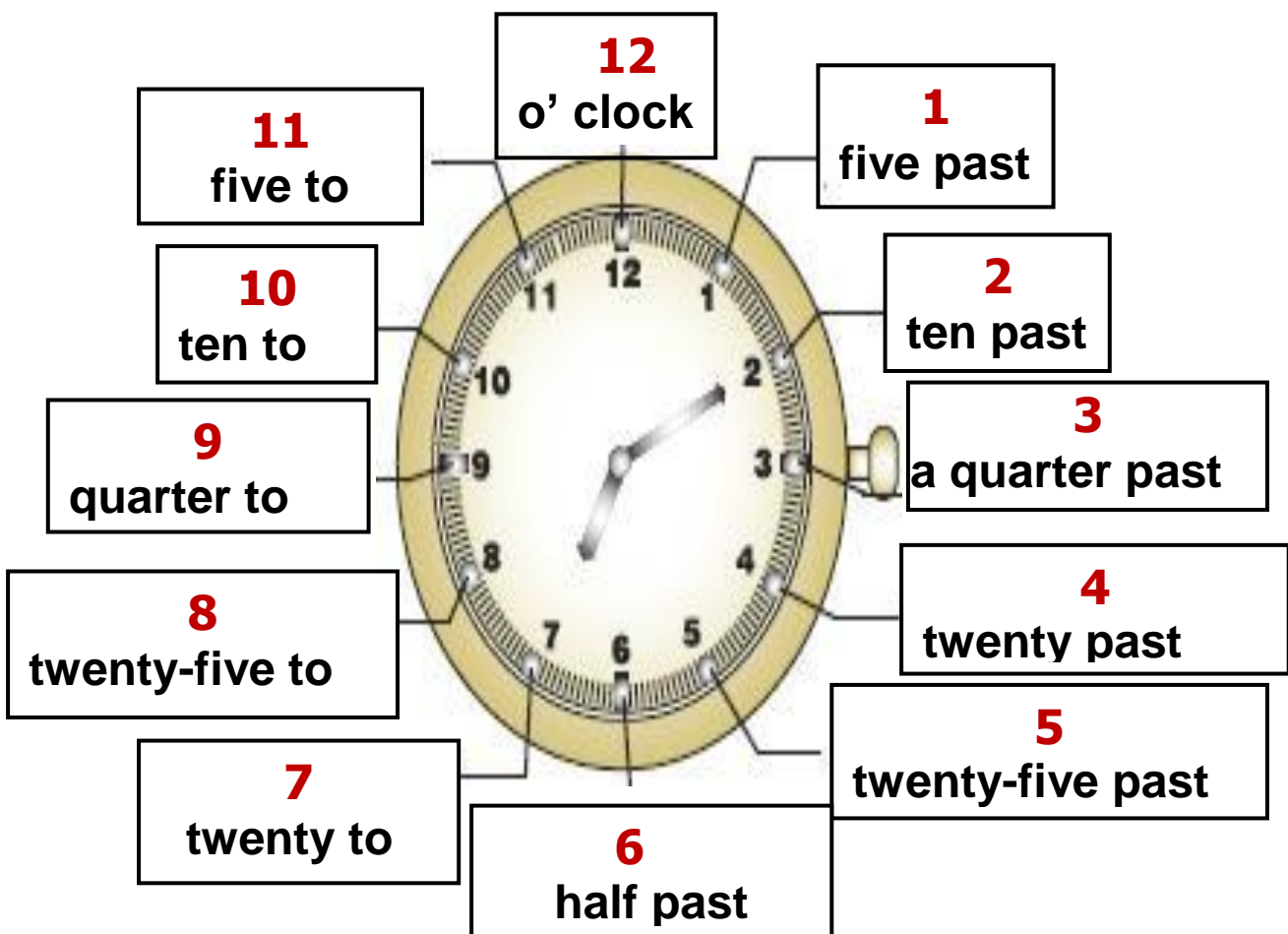
## Telling the time

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

What time do you get up?

I get up at ten past seven. And you?

At quarter past seven.



### Language Bank

have breakfast/lunch/dinner

go to school

do your homework

go to bed



## Leisure Activities

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

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



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

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

Do you read books?

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

## Sports

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



- a. scuba diving ....
- c. gymnastics ....
- e. skateboarding ....

- b. football ....
- d. athletics ....
- f. badminton ....

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



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

go .....	.....
play .....	.....
do .....	.....

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

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

**Language Bank**

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



**Grammar Link**

**Present Simple (1)**

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

- |                              |                                   |  |
|------------------------------|-----------------------------------|--|
| • We watch TV every day.     | • We don't go to school by bus.   | • Do they play tennis?<br>Yes, they do.  |
| • I go shopping on Saturday. | • I don't go swimming on Mondays. | • Do you get up at 7.00?<br>No, I don't. |

<p><b>Use:</b></p> <p>We use the <b>Present Simple</b> to talk about .....</p>	<p><b>Form:</b></p> <p>I / you /...../ they go. .....I / you / .... / .... go? I/ you/ we/ they ..... go.</p>
--	---

see Grammar Appendix, page 135 /147

## Adverbs of frequency

ALWAYS

USUALLY

OFTEN

SOMETIMES

NEVER

I     make my bed

I **always** make my bed.

Do they **often** visit museums?

We **never** go to school by bus.

I'm **never** late.

We put adverbs of frequency:

- before / after the verb 'to be'
- before / after other verbs

see Grammar Appendix, page 137 /148.

**2** Do you help out at home? Write true sentences about you. Use the ideas in the box.

e.g. I usually do the washing up.

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

### Language Bank

make my bed

make breakfast/lunch/dinner

tidy my room

do the shopping

set the table

do the ironing



# Writing

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

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

in the morning	at school	in the afternoon
get up at 7.30	.....	.....
.....	.....	do my hw
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....

in the evening	on some days
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

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

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

## Task 11-p.154-169

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

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



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



## Lesson 2: Greetings from Australia!



### Reading

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

YAHOO-MICROSOFT INTERNET EXPLORER  
PROVIDED BY OTENET

Yahoo! - Microsoft Internet Explorer provided by OTenet

www.thinkteen.gr

**Quiz Time**

**HOW MUCH DO YOU KNOW ABOUT AUSTRALIA?**

**Answer these questions to find out.**

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

What else do you know about Australia?

Check your answers on page 124/131

### Culture Corner



#### Do you know?

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

Check your answers on page 124/131

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

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

by Jennifer Taylor

**TEEN**newspaper



### A Day in the life of an Australian Teenager

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

Three times a week she has an 'on air lesson' for 30 minutes only. Her teacher, Mr Kennard, doesn't live in the area. 'I see him on my computer screen and he sends me work to do by e-mail. I do it and I send it back' says Nicole.



Every day she studies for five to six hours. She learns things off by heart and she does exercises. She also watches interesting videos and of course she takes tests. 'My mum

helps me a lot. If I have a serious problem, I send an e-mail to my teacher'.

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

based on information from [www.assoa.nt.edu.au/](http://www.assoa.nt.edu.au/)

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

**Task 13-p.155/170**

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

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

**Task 14-p.156/171**

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

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



# Vocabulary

## School Subjects

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



1..... 2..... 3.....



4..... 5..... 6.....



7..... 8..... 9.....



10..... 11..... 12..... 13.....

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

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

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

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

MONDAY	TUESDAY	WEDNESDAY
Technical Drawing	Tech. Drawing	Maths
	Science	History
<b>BREAK</b>		
Health	Sport	English
Geography		Languages (Spanish /Indonesian)
<b>LUNCH</b>		
Maths	English	Sport
English	Geography	

THURSDAY	FRIDAY
English	Maths
Health	Science
<b>BREAK</b>	
Maths	Computers
Music	English
<b>LUNCH</b>	
Science	Art
	Languages (Spanish /Indonesian)

e.g. We all do geography.

We do Modern Greek but Pete does English.



**Grammar Link**

## Present Simple (2)

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

- Nicole learns things off by heart.
- She doesn't go to school every day.
- Does she take tests?  
Yes, she does.
- Mr Kennard gives Nicole work to do.
- He doesn't live in the area.
- Does he meet Nicole?  
No, he doesn't.



Form:  
 he / ..... / it lives  
 .....he / she / it live?  
 he / she / it doesn't .....

**Find the Present Simple verb forms of the verbs below in Jennifer's article and complete the table.**

go	he / she / it	What are the verb endings in the 3rd person singular? -s / -.... / -....
watch	.....	
study	.....	
enjoy	.....	
want	.....	
	.....	

see Grammar Appendix, page 135 /147

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

**Student A:** Look at Table A (Speaking appendix, page 126/ 132) and ask your partner about Steve.

**Student B:** Look at Table B (Speaking appendix, page 128/132) and ask your partner about Marianna.

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

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



## Speaking & Writing



**'Everybody is different but we are all the same'**

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

SCHOOL SUBJECTS		LEISURE ACTIVITIES		SPORTS	
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....

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

I like playing **board games** but you don't.

I don't like **art** but you do.

We like **going to the cinema**.

We don't like **home economics**.



### Language Bank

I love playing tennis.

I enjoy going to the cinema.

I don't like dancing. I hate drawing.

**like, enjoy, don't like,  
hate, love + verb-ing.**

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



### **ME AND MY FRIEND**

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

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

## Lesson 3: This is my job!



### Reading & Listening



**1** Jerry Young works at Jennifer's school. Look at the picture and read the title and the subtitle of this article. What is Jerry Young? What do you know about his job?

**2** Read and / or listen to the interview and tick ✓ the topics Jerry is talking about. There are 2 extra topics.

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

**Task 15-p.157 / 171**

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

### TEENnewspaper

#### DINNER IS READY!

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

- 5** **Good morning, Mr Young. We're writing an article about different jobs. Do you want to help?**  
Yes, sure. What do you want to know?  
**What exactly do you do at the school?**

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

10 **What time do you start work?**

I start at 9.30 and it takes about two hours. I usually cook three dishes. One of them is vegetarian. After lunch, I start preparing dinner. I also help with serving the students. I usually finish at 7 p.m.

15 **When do you decide on the menu?**

Usually every Saturday. We have a meeting and we write down what we want to cook and what we need to buy. Then, we give our orders to the local supermarket. Every day they bring us fresh ingredients.

20 **What do you usually cook?**

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

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

30 Oh, I love cooking, first of all. It's a kind of art. The students here say I'm good at my job. They quite often ask for a second helping. Also, I enjoy being with young people every day.

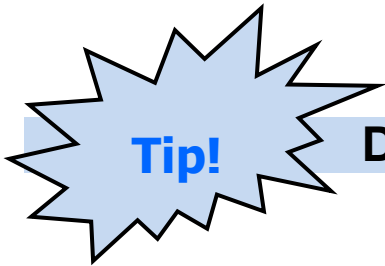
35 **Sounds interesting! Thanks for your time, Mr Young.**

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

based on an authentic interview with the chef at  
Oatridge College, Scotland

## Jerry Young

Occupation: .....  
 Place of work: .....  
 Working hours:..... to .....  
 Number of dishes per meal: .....  
 Meeting day: .....  
 A popular dish / dessert: .....  
 Feels .....about his job



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

**Task 16-p.158/172**

**4 Match the words from the interview with the correct definitions.**

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





## Vocabulary Link

### Jobs

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



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

a



b



c



d



e



f



g



h



i



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



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

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

**-er -ist -man -ian -or**

VERBS / NOUNS	JOB
build	a. builder
work	b. ....
art	c. ....
sail	d. ....
police	e. ....
engine	f. ....
act	g. ....
electricity	h. ....

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

**Idioms with 'work'**



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

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



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

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

## Pronunciation

### Word stress



**1** Listen and mark the stress (●).

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

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



## Grammar Link

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

- What do you usually cook?  
Stuff like pasta, burgers etc.
- When do you meet the kitchen staff?  
On Saturdays.
- What time do you finish every day?  
At about 7 p.m.
- How many meals do you prepare?  
Two. Lunch and dinner.

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

see Grammar Appendix, page 137/148.

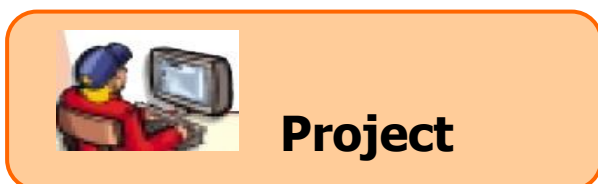
**2** In groups of four, play Noughts and Crosses. Use the following grid.

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

**3** In your roles!

Student A: Look at Appendix, page 129 /134.

Student B: Look at Appendix, page 130/135.



### Professions

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

I want to know the word «αθλητικός συντάκτης» in English because my dad is one.

I want to know the word «κτηνίατρος» in English because I like animals and I want to do this job in the future.

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

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

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

## Self-Assessment

### VOCABULARY LINK

1 Write the words in the correct column.

Architect, biology, art, vet, author PE, music secretary	JOB	SCHOOL SUBJECTS

1/2 POINT FOR EACH CORRECT ANSWER TOTAL \_\_/4

2 What time is it?

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

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

### GRAMMAR LINK

3 Circle the correct answer.

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

1 POINT FOR EACH CORRECT ANSWER TOTAL \_\_/10



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

Tom **studies** (study) hard.

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

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


**5 Mark where the words in brackets go.**

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

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

1 POINT FOR EACH CORRECT ANSWER TOTAL \_\_\_/4

**CHECK YOUR ANSWERS WITH YOUR PARTNER.THEN  
LOOK AT THE ANSWER KEY ON PAGEΣ 150-151**

0 - 10: 

11 - 20: 




21 - 25 :






26 - 30: 



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

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

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

## FOCUS ON READING SKILLS

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

Reading Strategies	Great help!	I'll try...
1. Read the task carefully to understand what you have to do.		
2. Look at the title / pictures of the text and guess what it is about.		
3. Think of words / ideas you might find in the text before you read it.		
4. Read the text quickly to check your guesses and get its main idea.		
5. Read the text more carefully to find the information you need.		
6. Remember that you don't need to know all the words in a text.		
7. Try to guess what a key word means. The text can help you.		



**LESSON 1: Let's go to the zoo!**

**LESSON 2: In the wild!**

**LESSON 3: Let's go green!**



**'Great project!  
Let's all do it!'**

**New Message**

File Edit View Insert Format Tools Message Help

Send Cut Copy Paste Undo Check Spelling Attach Priority Sign Encrypt Offline

To: \_\_\_\_\_  
Cc: [www.ecofriendly.gr](http://www.ecofriendly.gr)  
Subject: \_\_\_\_\_

Times New Roman 24 B I U A

**We can make an eco-difference!**  
Tell us what you know about:

-  **➤ Animals in danger**
-  **➤ Zoos around the world**
- Recycling**

Find more and share it with your e-friends! We must know more about our planet!  
We must all help our home!

- 1. Think before you bin!**
- 2. Karla and Riziki's new family!**
- 3. The wolf is in danger!**

**We must do something!**



**'These links can help me with my project!'**

**Match the links (1-3) with the photos (A-D). There is an extra photo.**

**A.**



**B.**



**C.**



**D.**



## **In Unit 4 you will...**

### **READ**

- a zoo map & a guide book page
- signs / notices
- a quiz on animal facts
- encyclopedia entries about animals
- a poster about recycling

### **LISTEN TO**

- a zoo keeper talking about his day at work
- a radio programme about the environment

### **TALK ABOUT**

- rules for children with pets
- animals, their habits & abilities
- the environment and how to protect it

### **WRITE**

- facts about animals in danger
- an e-mail about how to protect the environment
- A mini zoo guide book
- a leaflet about recycling

### **LINK TO**

- Maths
- Environmental Studies
- Geography
- Art
- Information Technology

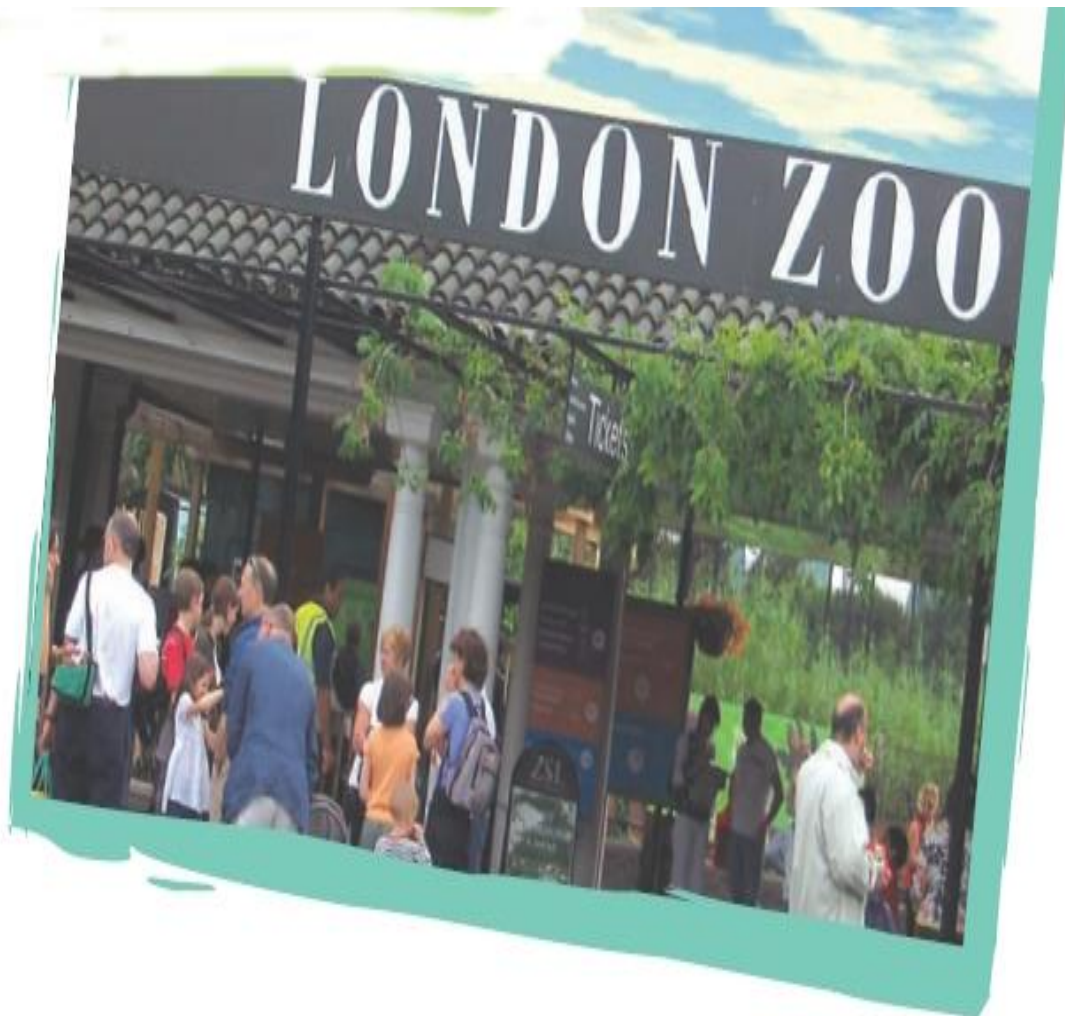


## Lesson 1: Let's go to the zoo!

**We are in London. David is visiting the zoo with his class. He wants to take part in the e-project so he needs some information about animals.**



**In London zoo, you can learn a lot about animals. Is there a zoo in your hometown? What is it like?**





# Reading

1 David has got a zoo guidebook and a zoo map. They help him go around the place. What do these symbols from the map mean? Write the words next to the symbols.

- Food • First Aid • Gift shop • Information Kiosk
- Telephone • Men's toilets • Women's toilets
- Toilets for the disabled



.....



.....



.....



.....



.....



















.....

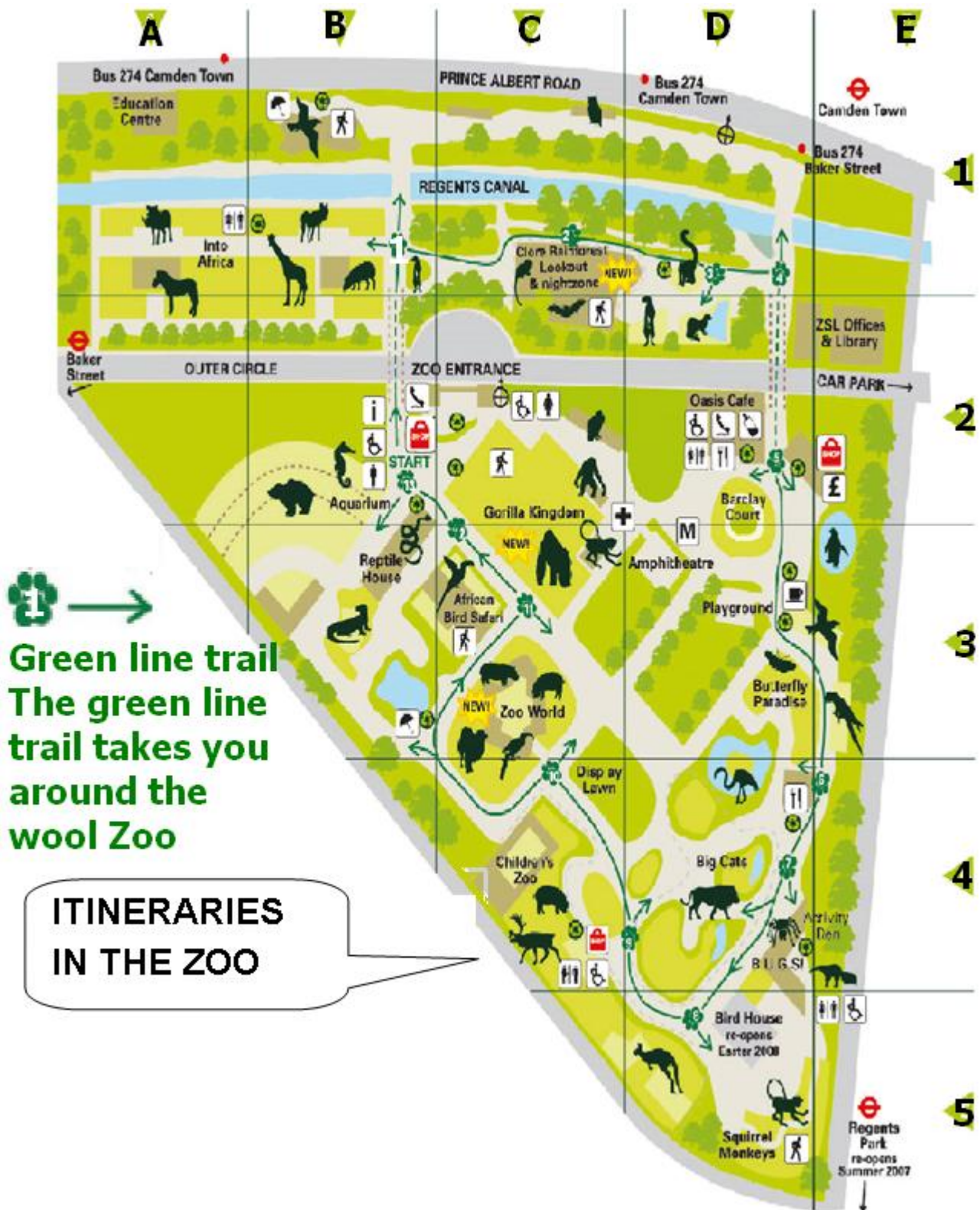


.....



.....

	<b>Men's toilet</b>		<b>Women's toilet</b>
	<b>Disabled visitor's toilet</b>		<b>Food and drink</b>
	<b>Snacks (seasonal)</b>		<b>Shelter for visitors</b>
	<b>Baby changing &amp; feeding</b>		<b>First aid – lost children</b>
	<b>Membership</b>		<b>Cashpoint</b>
	<b>Gift shop</b>		<b>Telephone</b>
	<b>Information</b>		<b>Walking through</b>
	<b>Exit via turnstile</b>		<b>Recycle point</b>



**2** Find and tick ✓ these places on the map. How quickly can you do it?



**3** What other information can you find in a zoo guidebook? In pairs, make a list.

**4** Have a look at this page from the zoo guidebook and choose the correct heading (a-d) for it.

a. Finding your way around  
c. Information about animals and shopping

b. Don't miss!  
d. Eating and shopping



**The recommended route.**  
This footprint trail takes you to all animals. Follow it! The trail starts at the Main Gate near the Information Kiosk.

### Information Kiosk

The Volunteers are here to help you. If you need any information, ask one of them.



**Lost Property**  
If you lose something, ask for it at the Main Gate.

### First Aid

The First Aid post is near the children's playground, in the centre of the Zoo. If you don't find anyone, you can use the telephone outside the post.





## Meeting Place

You can meet your family or group at the Information kiosk if you get split up.

Another good meeting place is the large fountain at the centre of the Zoo.

adapted from London Zoo, YOUR GUIDE TO LONDON ZOO

**5** Read the text again. Where in the zoo can you go...

- a. if you lose your bag? .....
- b. if you don't feel good?.....
- c. if you want information about an animal?.....
- d. if you want to meet somebody? .....



## Vocabulary Link

### Guessing words from context

**1** Find these words in the text, page 94/43. What do they mean? Match (1-4) with (a-d).

- |                    |   |
|--------------------|---|
| 1. a volunteer ... | a. marks on the ground you follow         |
| 2. a trail ...     | b. it sends up water                      |
| 3. a fountain ...  | c. he/she works without getting any money |
| 4. a playground    | d. children can play there                |

**At the zoo**

**2** These notices are in the zoo. What do they mean? Match the notices (1-8) with the sentences (a-g). There is an extra notice.

Kid's meal - £4 Family meal (4 persons) - £12	1
We accept all credit cards	2
DON'T DROP LITTER	3
AQUARIUM	4
Map inside	5
Giraffe House	6
CHILDREN'S ZOO	7
Next stop Water birds	8



**Listening**

- |   |  |
|---|--|
| <p>a. If you want to see the penguins, go on. ....</p> <p>b. There are many farm animals here like sheep, cows and ducks. ....</p> <p>c. There are very tall animals here. ....</p> | <p>d. It's full of fish. ....</p> <p>e. Keep the area clean. ....</p> <p>f. There's a map in the guide. ....</p> <p>g. You don't need much money here.....</p> |
|---|--|



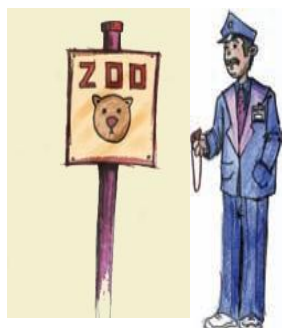
**David and his class talked to one of the zoo keepers. What do you think he does every day?**

**1 Listen to the zoo keeper talking about his day at work and do tasks a and b.**

**Ever wanted to be a KEEPER  
FOR A DAY**



**a. Which animals does he take care of?**



**Penguins Hippos Elephants**

**b. Tick ✓ his duties. There are 2 extra ones.**

- 1. Check the animals.
- 2. Train the animals to do things.
- 3. Walk with the animals.
- 4. Prepare food for the animals.
- 5. Clean their house.
- 6. Feed the animals.

**2 Would you like to work as a zoo keeper?  
Why / Why not?**



**Grammar Link**

**Imperative**

**1** Look at these signs from the zoo. Which one tells us what to do? .... Which one tells us what not to do? .....

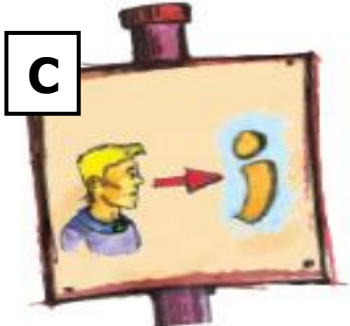
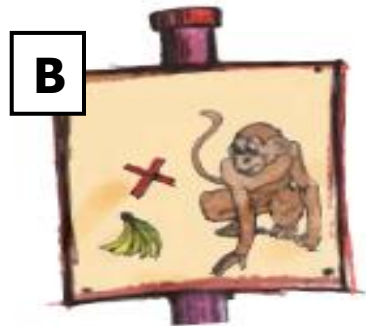
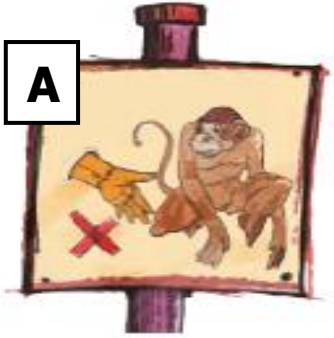
a. Don't drop litter	
b. Follow the trail	

see Grammar Appendix, page 138/149

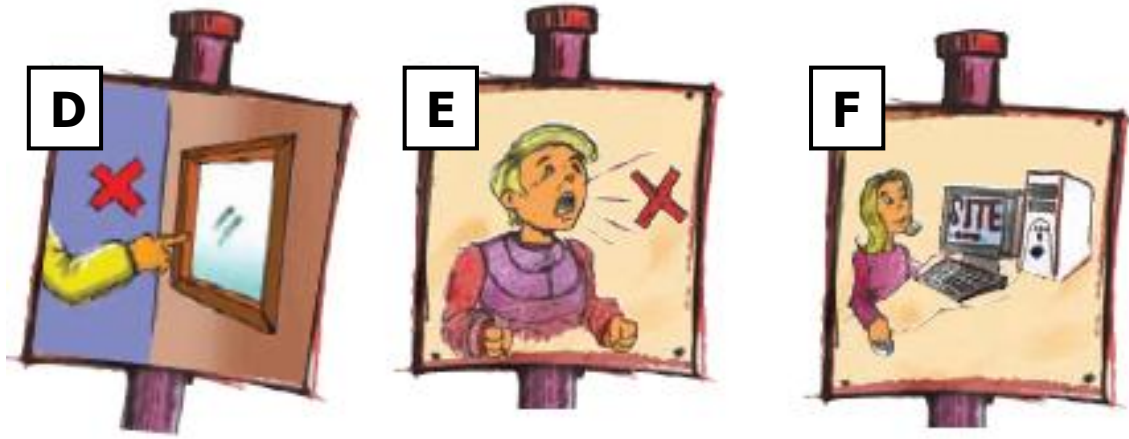
**2** In pairs, match the phrases (1-6) with (a-f). Tell each other what to do and what not to do at the zoo. Then, write the sentences under the pictures (A-F) to make signs for the zoo.

1. touch	a. our website
2. feed	b. information here
3. ask for	c. noise
4. tap	d. on the glass
5. make	e. the animals
6. visit	f. the animals

A.....  
 .....  
 B.....  
 .....  
 C.....  
 .....



D.....  
 E.....  
 F.....



**If-sentences**

**3** Look at the example sentences and complete the grammar table.

- If you need information, ask a volunteer.
- If you don't find anyone, you can use the telephone near the door.

<b>Clause 1</b>	<b>Clause 2</b>	<b>to tell somebody what to do and what not to do in a situation</b>
<b>If + simple present</b>	..... <b>can / can't +</b> .....	

see Grammar Appendix, page 138/149



## Speaking

**1** What do you think these paintings show?  
**Discuss.**



Pierre-  
Auguste  
Renoir  
**Sleeping  
girl**



Melanie  
Springbett  
**Carrie's  
family**

**2** In pairs, talk about DOs and DON'Ts for looking after a pet. Make a list and present it to the class.

**DOs**

Take your pet to the vet.

**DON'Ts**

Don't give your pet a lot of food.

## Lesson 2: In the wild!



### Reading



**1** Do this quiz, in pairs. The information on the screen can help you.

YAHOO-MICROSOFT INTERNET EXPLORER  
PROVIDED BY OTENET



Dear e-friends,

Loved my visit to the zoo! This animal quiz was on an information plate outside the elephants' house. Can U do it? David, from London.



**Carnivores**

**Herbivores**

**Omnivores**

- a. .... eat only plants and vegetation.
- b. .... eat other animals.
- c. .... eat both plants and animals

Caro:



Learn some Latin!

Herba:



Omni:



**2** David is sending this information about animals in danger to the e-group. Read his project (page 103/47) quickly to find what each animal eats. How much time do you need?

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

**Task 18-p.160 /173**

**A Timber Wolf**



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

**A Brown Bear**



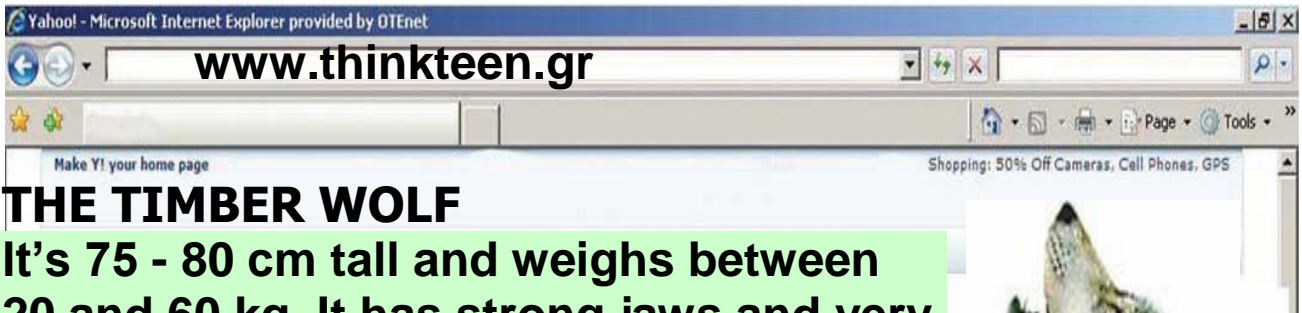
- In.....you can see very large bears.
- Doesn't normally attack .....
- Hibernates from ..... till .....

**A Rhino**



- Special characteristic: .....
- A baby rhino can stand when it's .....old.
- People make.....from a rhino's horn.



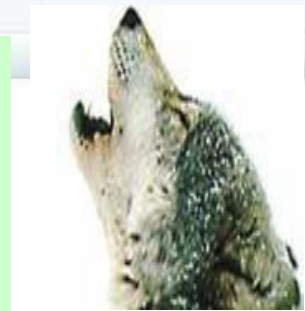


## THE TIMBER WOLF

It's 75 - 80 cm tall and weighs between 20 and 60 kg. It has strong jaws and very sharp teeth.

Do you weigh more than 40 kg?

Yes  No



Wolves usually hunt in a family pack (3 to 30 wolves). In this way, they can kill large animals. Parents teach pups how to hunt.

Do you like hunting?

Yes  No

It can eat a lot of meat at one meal and then go without food for a long time. It usually eats small animals like mice, rabbits and squirrels.

Do you like eating meat?

Yes  No

## THE BROWN BEAR

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

Are you tall?

Yes  No



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

Are you afraid of bears?

Yes  No

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

Do you sleep a lot?

Yes  No



## THE RHINO

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



Do you eat green salads? Yes  No

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

Can a newborn human baby stand? Yes  No

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

Do you know WWF? Yes  No

based on [www.panda.org/news\\_facts/education/middle\\_school/species](http://www.panda.org/news_facts/education/middle_school/species)



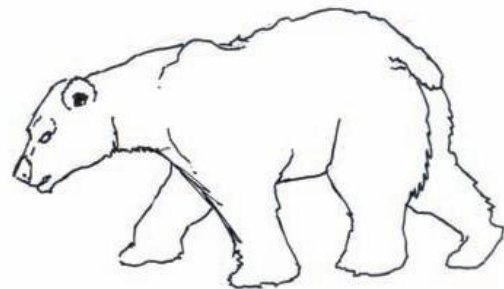
Vocabulary Link

Task 19-p.162/175

### Guessing words from context

Find words in David's project that mean:

I don't hibernate.



Text A: The Timber Wolf

a. the mouth of a wild animal:.....

b. baby wolves:.....

Text B: The Brown Bear

c. how tall you are : .....

d. people: .....

**Text C: The Rhino**

- e. not thin: .....
- f. without hair: .....
- g. you take it when you're ill.....

**VOCABULARY LEARNING STRATEGIES**  
see page 123 /56





**Grammar Link**

**can / can't (ability)**

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


- The timber wolf can eat a lot of meat.
- Can WWF help? Yes, they can.
- The brown bear can't see very well.
- Can a baby rhino run? No, it can't.

<p><b>Can / Can't</b></p> <p>↓</p> <p><b>ABILITY</b></p>	<p><b>Form:</b></p> <p> + <b>can /..... + verb</b></p> <p>.....+  + <b>verb?</b></p> <p><b>Yes, I .....</b></p> <p><b>No, I can't</b></p>	<p><b>can't = cannot</b></p>
--	---	------------------------------

see Grammar Appendix, page 139 /149

**2** What can/can't these animals do? In pairs, write as many sentences as possible.

e.g. A polar bear can swim in cold water. It can't use sign language. (There is a key on page 124/131)

polar bear	
chimpanzee	
penguin	
white shark	
giraffe	
swim in cold water	
climb trees	
eat leaves from tall trees	
use sign language	
hide in the snow	

**3** What else can these or other animals do? Tell the class what you know.



## Project

### Language Bank

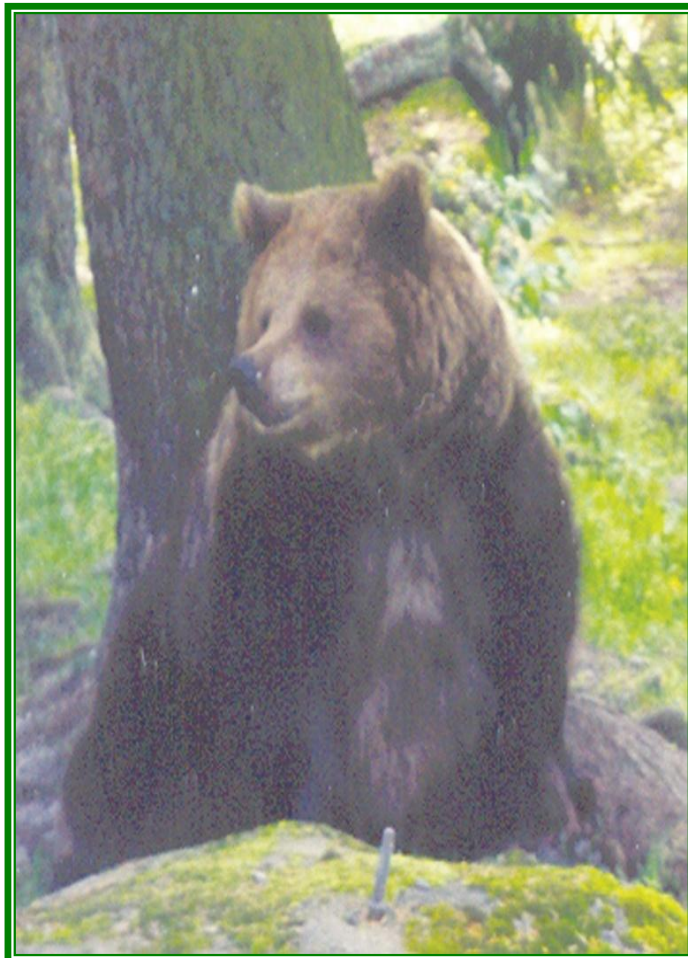
- **Brown bears sleep for six months! That's strange /interesting, I think.**
- **What do you think? Do you agree?**
- **I agree / I don't agree.**
- **What else?**
- **What do you find funny/ worrying?**

### Animal facts

- **Work in groups of four.**
- **Find a name for your team.**
- **Look at the animal facts in this lesson and/or visit the site of WWF or Arkturos to find out more about animals in danger.**
- **Find something:**
  - **interesting** • **strange** • **funny** • **worrying**
- **Present the facts on an A4 page. Add headings, colours, draw animals or stick photos. This is what David's team did for the e-group.**

**My Portfolio**

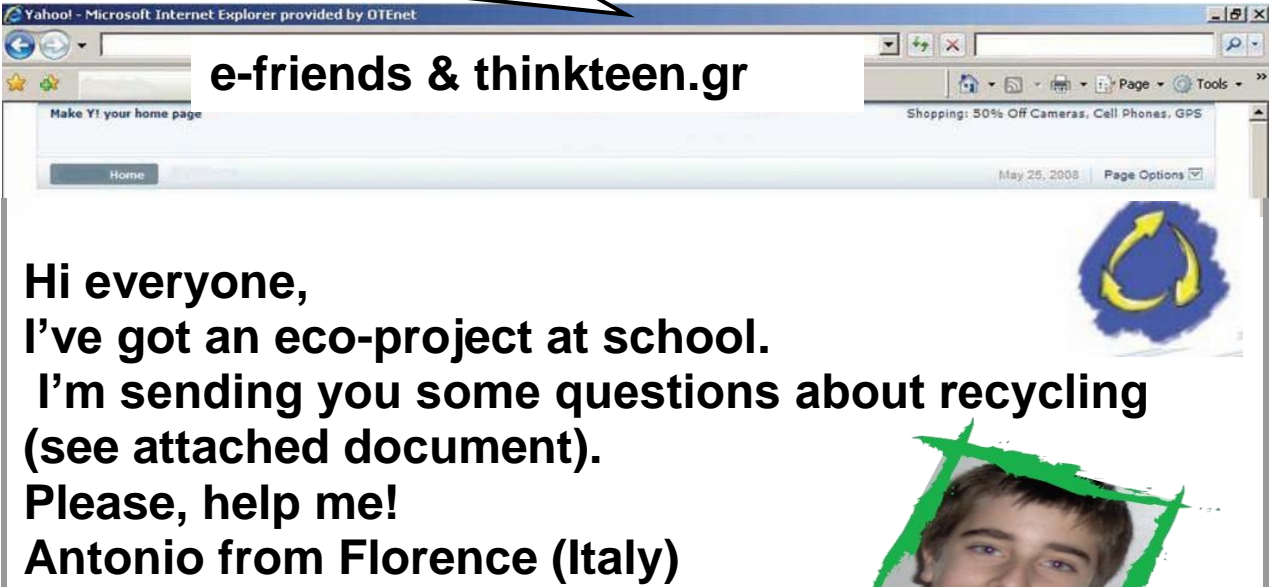
**In the Wild**  
**INTERESTING !**  
**Brown Bears sleep for 6 months!**  
**STRANGE!**  
**Chimps can use sign language**  
**FUNNY!**  
**Rhino's horns!**  
**WORRYING!**  
**People kill rhinos and they're in danger.**  
**Can we help?**



**By the**  
**COOL TEAM!**  
**Andrea, Lyn,**  
**David & Peter**

## Lesson 3: Let's go green!

YAHOO-MICROSOFT INTERNET EXPLORER  
PROVIDED BY OTENET



The screenshot shows a Microsoft Internet Explorer browser window. The address bar displays 'e-friends & thinkteen.gr'. The page content includes a greeting: 'Hi everyone, I've got an eco-project at school. I'm sending you some questions about recycling (see attached document). Please, help me! Antonio from Florence (Italy)'. There is a blue recycling symbol icon and a photograph of a young boy with a green border.

Recycling

**1** What does it mean? Can you see a Greek word in this English word? Can you remember other English words with the same Greek word in them?

**2** Which of these can we recycle? Circle. Can you add anything else?

Glass bottles cans batteries magazines plastic bags books newspapers



## Reading

Task 20-p.163/175

**1** Pablo, from Portugal, sent Antonio this recycling poster and some drawings to use with. Choose from the photos (a - f) on page 51 to match each point on the poster (1-5). There is one extra photo.

We must all help to save our planet! So,

### **THINK BEFORE YOU BIN!**

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

### **WHAT CAN YOU DO?**

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



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



adapted from Mizz No 530/ Sept. 7th - 20th 2005/  
pages 30-31





a.....



b.....



c.....



d.....



e.....



f.....



## Vocabulary Link

## Task 21-p.164/175

### Guessing words from context

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

1. throw away	c	a. start
2. sort		b. go to the shops and spend a lot of money
3. recycling point		c. put something in the bin
4. eco team		d. shops
5. get down to		e. shopping
6. be on a		f. you take things for recycling there
7. buys		g. they organise recycling
8. stores		h. put things in groups

### The Environment

**2** Put the verbs in the correct box.

Drop/pick up   cut down/plant   kill/ protect   use / park  
waste / save

trees	water	animals	cars / bicycles	litter
.....	.....	.....	.....	.....
.....	.....	.....	.....	.....
.....	.....	.....	.....	.....





**Grammar Link**

**Must / mustn't**

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

<b>We must save our planet.</b>	<b>We mustn't kill animals.</b>
We use ... / ... to talk about necessary or important actions.	

see Grammar Appendix, pages 139/149.

**2** You want to protect the environment. Complete the leaflets, in pairs. Use ideas from pages 109 / 50, 110/50, 111/51, 112/51.



**THINK BEFORE YOU BIN!**

**✗ We mustn't ... kill animals**

**✓ We must recycle**

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

## Pronunciation Link

### Sentence stress

1 Listen to Kate and Greg, from Liverpool, telling us how to protect the environment. Which words do they stress? Underline them.

We mustn't  
kill animals!

That's right! We must  
protect animals!

2 Tell each other what we must / mustn't do for the environment. Stress the right words.



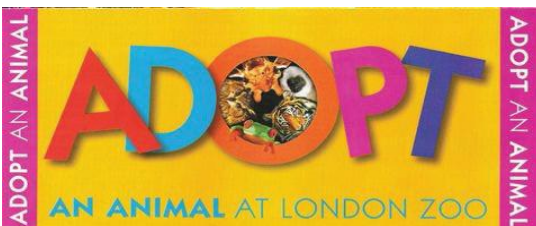
## Listening

1 Read David's e-mail. What is it about?

2 Look at David's leaflet. What is it about? How can this idea help our planet?

Antonio@thinkteen.gr

Antonio,  
Next Friday at 7.30, listen to 'Let's protect our Home' on BBC1. It's a radio-programme about the environment. I'm also sending you an interesting leaflet. It might help you.  
David



Adopt an  
animal at  
London

picture taken from a London Zoo leaflet.

**3 Antonio's listening to the radio programme.**

**Listen to the introduction. What is today's programme about? Tick ✓ the correct box.**

Are animals in zoos happy?

What can you do to protect animals?

Wild animals in danger.


**4 Tick ✓ the ideas the people on the programme have got. There is one extra.**

We mustn't cut down the trees in our gardens.

We must keep the animals clean.

We must all write letters to save animals.

We must adopt animals at zoos.



**Speaking & Writing**



**Task 22-  
p. 165 /177**

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

**Language Bank**

**Agreeing /Disagreeing**

I agree. / That's a great idea.

I think this is difficult because.....

I don't agree with you because.....

## Suggesting

We can.....

Another good idea is to...

Why don't we.....

Let's.....

I think we must/ mustn't...

## Ideas Bank

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

## Add your ideas

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

**2** Write an e-mail to send some of your ideas to Antonio for his project. Start like this:



Dear Antonio,  
We're happy to help you with your project. Here are some of our ideas. First of all, we must .....  
We can also ..... Another good idea is to .....



## Project

Choose to do one of these projects.

### A zoo guidebook

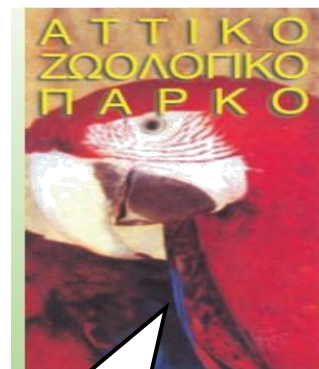
● In groups, make a mini guidebook for foreign students who want to visit a zoo in your area.

Think about:

- Rules
- Kinds of animals
- Activities for visitors
- Opening hours



MINI MAP,  
GUIDELINES  
AND ROUTES  
TO THE ZOO



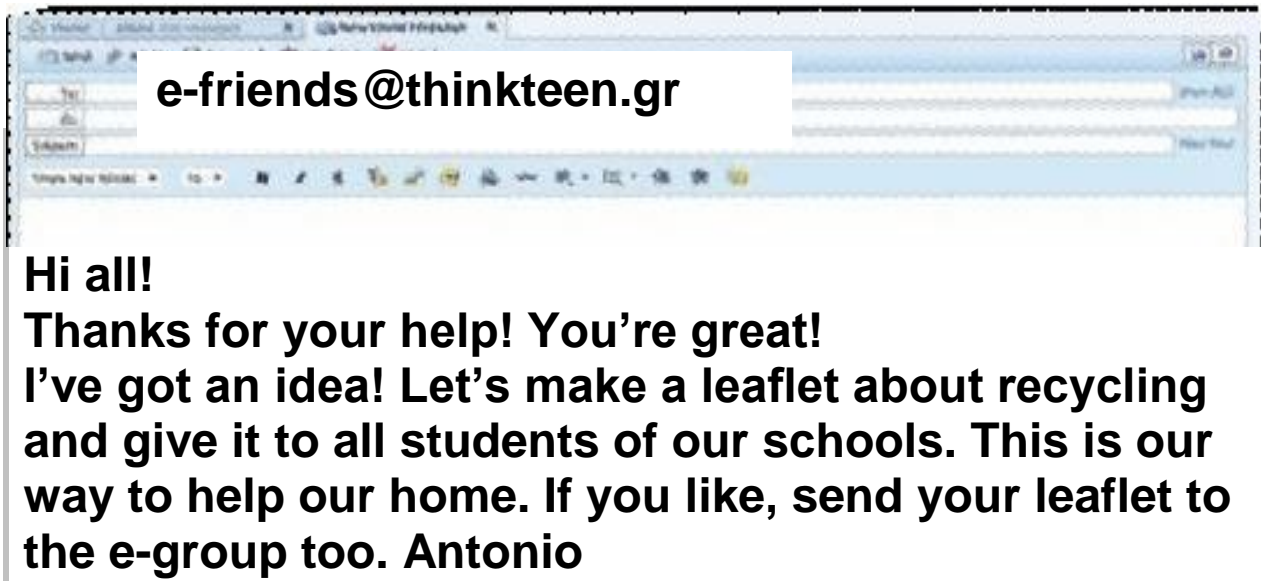
ΑΤΤΙΚΟ  
ΖΩΟΛΟΓΙΚΟ  
ΠΑΡΚΟ

● If there is a zoo in your area, go there with a camera. Take photos and collect any material in English you could use for your project.

● If you can't visit a zoo, ask your teacher to help you visit the websites of famous zoos around the world and get ideas for your project.



## A leaflet about recycling



- Find leaflets about recycling in Greek or in English.
- Study the information.
- Study the layout.
- Decide what ideas you want to put in your leaflet.
- Find pictures or drawings. You can take pictures yourself or make your own drawings. They must be black and white.
- Decide on the text of your leaflet.
- Prepare it, make photocopies and give it out to the students.

## Self assessment

### VOCABULARY LINK

**1** Match the words with the definitions.

1. jaws	a. It eats plants.
2. herbivore	b. You can buy presents there.
3. humans	c. Put something in the bin.
4. medicine	d. The mouth of a wild animal.
5. volunteer	e. You take it when you're ill.
6. trail	f. People
7. throw away	g. You can see water animals there.
8. sort	h. S/he works without getting any money.
9. gift shop	i. it's on the ground and you follow it
10. aquarium	j. Put things in groups.

**1 POINT FOR EACH CORRECT ANSWER TOTAL\_\_/10**

**2 Choose the correct word.**

1. Timber wolves .....between 20 and 60 kgs.  
a. height    b. weigh        c. hunt
2. We can't .....without water for a long time.  
a. go        b. feed        c. buy
3. Let's meet at the .....gate.  
a. trail      b. fountain    c. main
4. If we split ..... , we can meet at the fountain.  
a. out        b. up        c. without
5. Don't.....on the glass. The monkey doesn't like it.  
a. tap        b. throw      c. train
6. He .....the elephants to lift their trunks.  
a. sorts      b. feeds      c. trains  
Take    b. Waste      c. Save

**1 POINT FOR EACH CORRECT ANSWER TOTAL\_\_/7**

**GRAMMAR LINK**

**3 Use the words in brackets to write a new sentence.**

1. You must save water.            **WASTE**  
.....
2. We must plant trees.            **CUT DOWN**  
.....
3. A baby rhino doesn't run.      **CAN'T**  
.....
4. We can clean up the beach.    **LET'S**  
.....

**2 POINT FOR EACH CORRECT ANSWER TOTAL\_\_/8**

## COMMUNICATION

**4** Fill in the gaps.

People (1)..... rhinos for their horns. I (2)..... that's worrying. What do you think?

I (3).....! You're right! We(4).....(5)..... kill animals!

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

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



0 - 10:  11 - 20:  21 - 25:    
26 - 30:   

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

**Can-do Checklist**  
**My opinion**



a. I can read a zoo map.			
b. I can understand a zoo keeper talking about his day at work.			
c. I can talk about DOs and DON'Ts for teenagers who have got pets.			
d. I can read encyclopaedia entries about animals and find the information I need.			
e. I can talk about what animals can or can't do.			
f. I can understand a radio programme about the environment.			
g. I can talk about ideas to protect the environment.			
h. I can write an e-mail about how to protect the environment.			

 : 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 READING SKILLS**

<b>Vocabulary Learning Strategies</b>	<b>Great help!</b>	<b>I'll try..</b>
<b>1. Try to guess the meaning of words you don't know.</b>		
<b>2. Make a list of word collocations (e.g. waste / save water).</b>		
<b>3. Highlight new words in texts.</b>		
<b>4. Keep a Vocabulary book.</b>		
<b>5. Make sentences with each new word.</b>		
<b>6. Form WORD GROUPS (e.g. the environment).</b>		
<b>7. Play vocabulary games.</b>		
<b>8. Look a word up in your dictionary.</b>		
<b>9. Try to use the new words when you write or speak.</b>		

## Appendices

### Quiz Key

#### UNIT 3 / Lesson 2

#### Answers to the quiz about Australia on page 67/31

1. Pacific
2. Canberra
3. 24
4. hot
5. Kylie Minogue

#### Culture Corner

The school year starts in January because this is when summer finishes in Australia.

#### UNIT 4 / Lesson 2

#### Key to the Animal Quiz on page 106/48

Swim in the cold water: white shark, penguin, polar bear

Climb trees: chimpanzee

Eat leaves from tall trees: giraffe

Uses sign language: chimpanzee

Hide in the snow: polar bear (and perhaps the penguin)



## Speaking Appendix

### UNIT 2 / Lesson 3

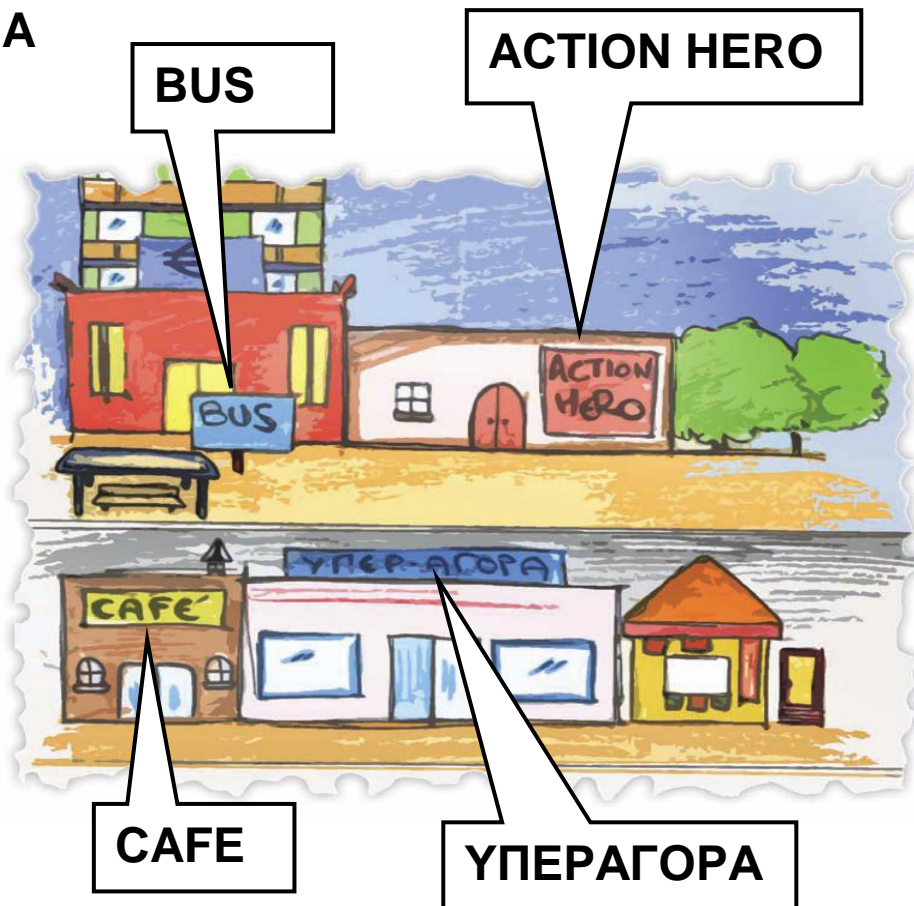
#### Speaking/ Task 2 / page 48/22

**Demetris and Christos live in the same street but their drawings are not the same. In pairs, find three differences.**

**Student A:** Look at the picture. Talk with your partner and find the differences.





e.g. Is there a ...in front of/next to...?  
Yes, there is/ No, there isn't.

Picture A



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

**Student A:** Look at Table A. Ask your partner about Steve. Put  or  Look at the example first.

Table A		
	Marianna	Steve
Art		
computer studies		
English		
ancient Greek		

**Does Steve like art?**

**Yes, he does. /  
No, he doesn't.**

**UNIT 2 / Lesson 3**

**Speaking / Task 2 / page 47 / 21**

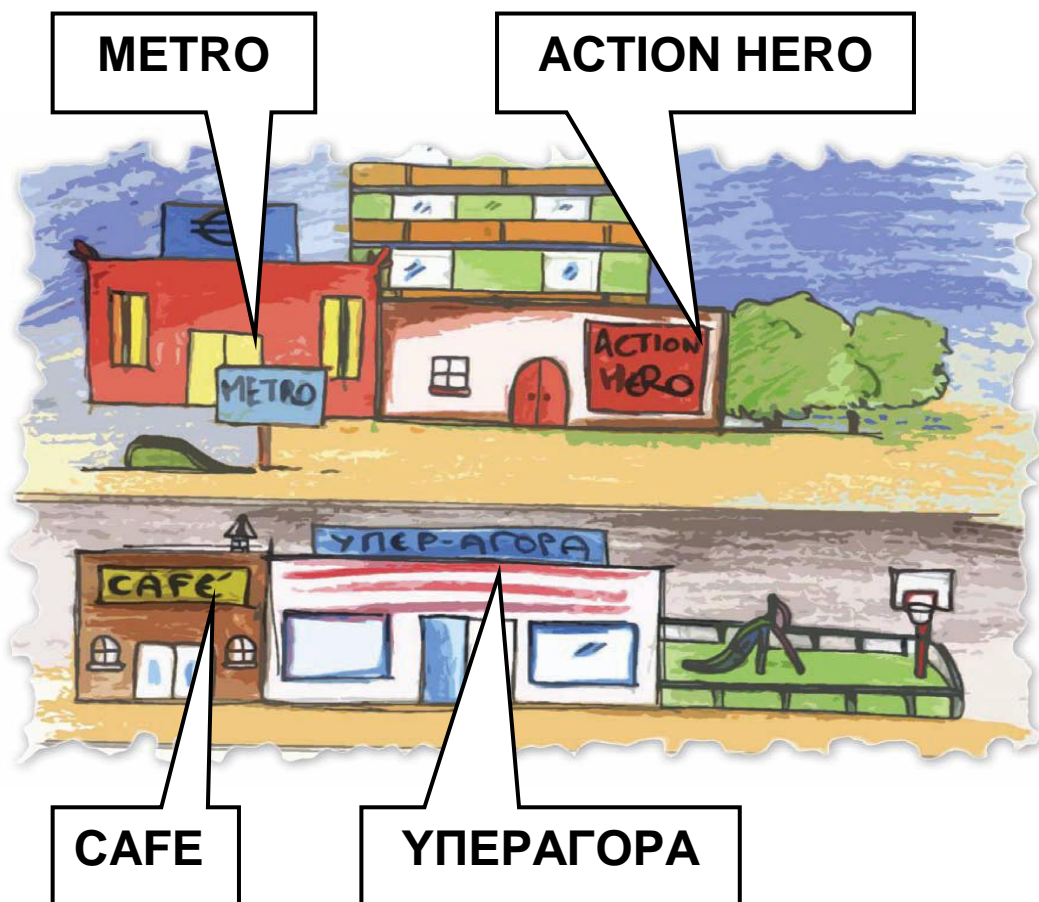
**Demetris and Christos live in the same street but their drawings are not the same. In pairs, find three differences.**

**Student B:** Look at the picture. Talk with your partner and find the differences.

e.g. Is there a ...in front of/next to...?

Yes, there is/ No, there isn't.

**Picture B**



**UNIT 3 / Lesson 2 / page 73/33**

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







**Student B:** Look at Table B. Ask your partner about Marianna. Put  or  . Look at the example first.

Table B		
	Steve	Marianna
Art		
computer studies		
English		
ancient Greek		

Does Marianna like art?

Yes, she does. /  
No, she doesn't.

**UNIT 3 / Lesson 3**

**page 82/38 / In your roles!**

**Student A**

**A. You are a reporter.** You work for the magazine 'Lifestyle'. You're going to interview your partner, who is a teacher. Look at the card and prepare your questions. Ask your partner and complete the card. Look at Task 1 on pages 82/38 for help.

**A A teacher's profile**

(Name).....

Occupation: **Teacher**

Place of work: .....

Working hours: .....

Number of classes: .....

Feels.....about his/her job.



**Now change roles.**

**B. You are a teacher**

A reporter from the magazine 'Lifestyle' is going to ask you questions about your job. Take some notes to be ready for the interview. Look at Task 1 on pages 82/38 for help.

**B My profile**

(Name).....

Occupation: **Teacher**

Place of work: .....

Working hours: .....

Number of classes: .....

Feels.....about his/her job.



**UNIT 3 / Lesson 3**

**page 82/38 / In your roles!**

**Student B**

**A. You are a shop owner**

A reporter from the magazine 'Lifestyle' is going to ask you questions about your job. Take some notes to be ready for the interview. Look at Task 1 on pages 82/38 for help.

**A My profile**

(Name).....

Occupation: **Shop Owner**

Place of work: .....

Working hours: .....

Number of classes: .....

Feels.....about his/her job.



**Now change roles.**

**B. You are a reporter**

You work for the magazine 'In the kitchen'. You're going to interview your partner, who is a famous chef. Look at the card and prepare your questions. Ask your partner and complete the card. Look at Task 1 on page 82/38 for help.

**B A shop owner's profile**

(Name).....

Occupation: **Shop owner**

Kind of shop.....

Working hours: .....

Feels.....about his/her job.





# GRAMMAR APPENDIX

## Unit 2

### Lesson 1

#### PRESENT SIMPLE OF 'BE' - FORM

Statements	Questions
I am	Am I?
You are	Are you?
He is	Is he?
She is	Is she?
It is	Is it?
We are	Are we?
You are	Are you?
They are	Are they?

Negatives		Short Answers
Full form	Short form	
I am not	I'm not	Yes, I am Yes, he is Yes, they are No, you aren't No, she isn't No, we aren't
You are not	You aren't	
He is not	He isn't	
She is not	She isn't	
It is not	It isn't	
We are not	We aren't	
You are not	You aren't	
They are not	They aren't	



## PRESENT SIMPLE OF 'BE'- USE

• We use the verb 'be' to talk about physical characteristics and conditions.

e.g. I'm not tall. What colour are your eyes?  
We're hungry.

## THE VERB 'HAVE GOT' - FORM

### Lesson 2

Statements	
Full form	Short form
I have got	I've got
You have got	You've got
He has got	He's got
She has got	She's got
It has got	It's got
We have got	We've got
You have got	You've got
They have got	They've got

Questions
Have I got?
Have you got?
Has he got?
Has she got?
Has it got?
Have we got?
Have you got?
Have they got?

Negatives	
Full form	Short form
I have not got	I haven't got
You have not got	You haven't got
He has not got	He hasn't got
She has not got	She hasn't got
It has not got	It has hasn't got
We have not got	We haven't got
You have not got	You have not got
They have not got	They have not got

## THE VERB 'HAVE GOT' - USE

• We use the verb 'have got' to talk about possession, characteristics and relationships.

e.g. I've got a collection of thimbles.

Has Magda got long hair?

Alexander's got a twin sister.

## Lesson 2

### PLURAL NOUNS

#### REGULAR NOUN PLURALS - SPELLING RULES

• we add **-s** to make the plural of a noun e.g. park - parks, bed – beds

• nouns ending in **consonant + -y** drop the -y and take **-ies** e.g. bakery - bakeries BUT toy – toys

• we add **-es** after **-s / -ss / -ch / -sh / -x / -o**

e.g. bus - buses / glass - glasses / church - churches / box - boxes / tomato - tomatoes

**BUT** photos / pianos / radios / zoos

## IRREGULAR NOUN PLURALS

- Some nouns have irregular plural forms or they do not change.

Singular	Plural	Singular	Plural
man	men	mouse	mice
woman	women	foot	feet
child	children	sheep	sheep
tooth	teeth	fish	fish (Am E. fishes)

## THERE IS / THERE ARE – FORM

Statements	Questions
There is a(n) ... There are (some / two)....?	Is there a(n) ...? Are there (any / two) ....?
Negatives	Short Answers
There isn't a(n) ... There aren't (any / two) ....	Yes, there is No, there isn't

- We use some in statements
- We normally use any in questions
- We use any in negatives

## THERE IS / THERE ARE – USE

- We use there is / there are to
  - say that something exists or doesn't exist
  - ask if something exists

e.g. There is an internet cafe.

There aren't any cinemas.

Is there a TV in your room?

## Unit 3

### Lesson 1&2

#### PRESENT SIMPLE – FORM

Statements	Questions
I walk	Do I walk?
You walk	Do you walk?
He walks	Does he walk?
She walks	Does she walk?
It walks	Does it walk?
We walk	Do we walk?
You walk	Do you walk?
They walk	Do they walk?

Negatives		Short Answers
Full form	Short form	
I do not walk	I don't walk	Yes, I do
You do not walk	You don't walk	Yes, he does
He <b>does</b> not walk	He <b>doesn't</b> walk	Yes, we do
She <b>does</b> not walk	She <b>doesn't</b> walk	
It <b>does</b> not walk	It <b>doesn't</b> walk	No, you don't
We do not walk	We don't walk	No, she doesn't
You do not walk	You don't walk	No, they don't
They do not walk	They don't walk	

### Spelling Rules

In the 3rd person singular:

- Verbs ending in **-o / -ss / -ch / -sh / -x**, take **-es**.  
**goes / misses / watches / washes / relaxes**
- Verbs ending in **consonant + -y**, take **-ies**.  
**tries / flies** BUT **plays / says**

## Time expressions

every day / on Mondays / at the weekends / in winter / twice a month / in the morning etc.

**REMEMBER** to add -s / -es / -ies in the 3rd person singular **BUT** drop it in questions and negatives.

e.g. Mary plays the piano every day.

**Does** John **play** the piano?

My brother **doesn't play** the piano.

## PRESENT SIMPLE - USE

- We use the Present Simple to talk about:

- habits and routines

e.g. Jean Paul listens to music every day. I go to school by bus.

- general facts

e.g. We live in London.

Mum doesn't speak English.

## ADVERBS OF FREQUENCY

- The adverbs of frequency tell us how often something happens.
- They go after the verb 'be'.
- They go before other verbs.

ALWAYS

USUALLY

OFTEN

SOMETIMES

NEVER

I     make my bed

I always make my bed.

We are  late for school.

We are sometimes late for school.

### Lesson 3

#### WH- QUESTIONS

Who do you meet every morning?

Who cooks at home?

Which is your favourite colour?

Where do you live?

What time do you get up?

When is your birthday?

What is your telephone number?

How do you go to school?

How many thimbles have you got?

How often do you play football?

My friend, John.

My grandma.

Green.

In London.

At 7:00.

On 4th January.

210-3939202.

By bus.

About 100.

Twice a week.

**REMEMBER** to use the question form after Wh-words **EXCEPT** when you are asking about the subject!

e.g. **Who do you meet every morning?** I meet my friend, John.

**Who cooks at home?** My grandma cooks every day.

## Unit 4

### Lesson 1

#### IMPERATIVES – FORM

- **Open the window!**
  - **Don't open the window!**
  - **Come back at 9:00!**
  - **Don't be late!**
- 

#### IMPERATIVES - USE

We use imperatives

- to give orders e.g. Be quiet! Don't drop litter!
- to give instructions or directions

e.g. Press START to turn on the computer.

Turn left at the end of the road.

#### IF - SENTENCES (1)

If + Simple Present -► imperative

If + Simple Present -► can+ verb

#### IF - SENTENCES - USE

• We can use If - sentences to give instructions in situations.

e.g. If you need information, ask a volunteer.

If you don't find anyone, you can use the phone near the door.



## Lesson 2

### MODALS OF ABILITY - CAN / CAN'T FORM

Statements	Negatives	Questions
I can swim	I can't swim	Can I swim?
You can swim	You can't swim	Can you swim?
He can swim	He can't swim	Can he swim?
She can swim	She can't swim	Can she swim?
It can swim	It can't swim	Can it swim?
We can swim	We can't swim	Can we swim?
You can swim	You can't swim	Can you swim?
They can swim	They can't swim	Can they swim?

### Short Answers

Yes, I / he / they can

No, you / she / we can't

• can't = cannot in formal English

### CAN / CAN'T - USE

• We use can / can't to show ability in the present.

e.g. I can ride a bike.

Giraffes can eat leaves from tall trees.

## Lesson 3

### MODALS OF OBLIGATION - MUST / MUSTN'T FORM

Statements	Negatives
I must save water	I mustn't waste water
You must save water	You mustn't waste water
He must save water	He mustn't waste water
She must save water	She mustn't waste water
It must save water	It mustn't waste water
We must save water	We mustn't waste water
You must save water	You mustn't waste water
They must save water	They mustn't waste water

Questions	Short Answers
<p>Must I plant trees?            Must you plant trees?            Must he plant trees?            Must she plant trees?            Must it plant trees?            Must we plant trees?            Must you plant trees? Must they plant trees?</p>	<p>Yes, you must</p> <p>No, you mustn't</p>

**MUST / MUSTN'T - USE**

- We use **must** / **mustn't** to talk about actions we feel are necessary or important.  
 e.g. We must plant trees. We mustn't waste water.

## Self-assessment key

### Units 1 & 2

### VOCABULARY LINK

#### Task 1

1.d, 2.f, 3.b, 4.e, 5.a

#### Task 2

1. basketball 2. shells 3. (art) museum 4. cycling  
5. coins

### GRAMMAR LINK

#### Task 3

1. is 2. are 3. any 4. some 5. 've 6. any 7. Are 8. are  
9. is 10. in

### COMMUNICATION

#### Task 4

1. d 2. a 3. e 4. b 5. C

### Unit 3 VOCABULARY LINK

#### Task 1

JOB	SCHOOL SUBJECTS
architect	art
author	music
secretary	biology
vet	PE

#### Task 2

1. It's seven o' clock.                      2. It's a quarter past eight.  
3. It's twenty-five to one.                4. It's half past six.  
5. It's a quarter to ten.                    6. It's twenty past eleven.

### GRAMMAR LINK

#### Task 4

1. do 2. listening 3. on foot 4. do  
5. Where 6. does 7. design 8. Who 9. take 10. Do

## Task 5

1. Does ...take
2. goes
3. play
4. doesn't enjoy
5. want
6. cries

## Task 6

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

## Unit 4

### VOCABULARY LINK

#### Task 1

1. d   2. a   3. f   4. e   5. h   6. i  
7. c   8. j   9. b   10. g

#### Task 2

1. b   2. a   3. c   4. b  
5. a   6. c   7. a

### GRAMMAR LINK

#### Task 3

1. You mustn't waste water.
2. We mustn't cut down trees.
3. A baby rhino can't run.
4. Let's clean up the beach.

### COMMUNICATION

#### Task 4

1. kill   2. think   3. agree  
4. must   5. not (4-5 mustn't)

It's up to you!

## Appendix

### Unit 2

### Lesson 1



#### Reading

**1 STUDENT A:** Read about Magda or Pablo on page 144/161 and choose the correct information to complete her/his Profile Card.

**Magda**

Hometown  : Athens, Greece / Nafplio, Greece

Age: 12 / 13

Brothers or sisters: Yes / No

Likes  : dancing and football / dancing and musicals

**Pablo**

Hometown  : Lisbon / Madrid

Age: 13 / 10

Brothers or sisters: a sister / a brother

Likes  : football and biology / basketball and maths

e.g. Magda is from **Greece**. She's .....years old.

She's got.....She likes ..... Pablo's from.....

He's.....years old. He's got..... He likes.....

**Tip!**

Speak English with your partner.  
Don't worry about mistakes.  
Practice makes perfect!

## FRIENDS FROM AROUND THE WORLD



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

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



**STUDENT B: Read about Jennifer or Antonio on page 146/163 and choose the correct information to complete her/his Profile Card.**

**Jennifer**

From  **England / Portugal**

Lives in: **Oxford / Cambridge**

Brothers or sisters: **two brothers / a sister**

Languages: **German / Spanish**

**Antonio**

From :  **Portugal / Italy**

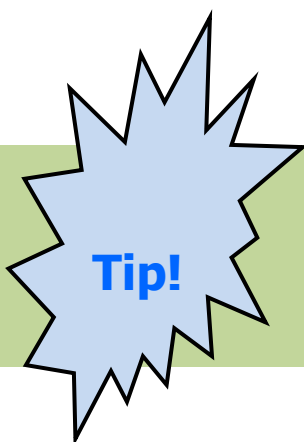
Lives in: **Florence / Nafplio**

Brothers or sisters: **two brothers / a sister**

Languages: **English and Greek / Italian and English**

Now tell your partner about your new friend.

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



**Speak English with your partner.  
Don't worry about mistakes.  
Practice makes perfect!**





## **FRIENDS FROM AROUND THE WORLD**



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

### **Teen Links around the world**

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



10

Αναζήτηση με βάση:



## Listening

**2** Do you remember who is who?

Listen again and choose the right person.

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



## Vocabulary

### Adjectives

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

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

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

small brown ~~leather~~ fantastic young



## Reading

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

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

**My favourite possessions**

Hercules is quite small. He's got short light brown fur, small ears and a short tail. His teeth are very sharp. He's also got a thin collar.  
I adore him!  
Magda, 12, Nafplio, Greece

I've got at least three pairs. They're different colours and some of them have got stripes. I've got so many because I play a lot of footie and I need them. They're all made of leather.  
Fernando, 13, Buenos Aires – Argentina

It's black and it's got the name of my favourite group on it. I love it and I wear it very often because the weather is hot in my country. All my friends have got one like this. We all love the same music band, you see.  
Anna, 12 Nassau - Bahamas



## Writing

### My favourite possessions

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

**If you write about a pet:**

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

**If you write about a thing:**

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

.....

.....

.....

.....

.....

.....

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.....



## Reading

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

a. ...you want to have lunch or dinner?

**restaurant / night club**

b. ...you want to buy a souvenir from Greece?


**Church /art-and-craft shop**

c. ...you want information about the Acropolis?

**Tourist information centre/hotel**

d. ...you want to draw pictures with other children?

**Art Museum/restaurant**



**pablo@thinkteen.gr**

Hi there!

I've just got your e-mail and here is my answer. I live in Plaka, a very old neighbourhood in one of the most beautiful cities, Athens. It's under the Acropolis! I can see it from my window. It's beautiful, especially at night. My neighbourhood is near the city centre. There aren't any wide streets. All of them are small with traditional houses, churches and art-and-craft shops. There are a lot of Greek restaurants and some night clubs. There is a tourist information centre because lots of tourists visit Plaka every day. They go to the centre and get information about places to visit. There's also an Art Museum for children where I often spend time at the weekends. There's always something interesting to do with other children, such as pottery or drawing. You can see Plaka in lots of old Greek films. I'm sending you a photo. I love it! What about your neighbourhood?

Love, Helen



**Vocabulary Link**

**Places and Buildings**

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



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

2 **BREAKFAST: 7.00 - 9.30**

3 **DON'T TOUCH THE PAINTINGS**

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

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



**Vocabulary Link**

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



<b>cinema</b>	.....
.....	.....
.....	.....
.....	.....



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



## Speaking

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

**Student A:** Look at the picture, Speaking Appendix, page 125 /132.

**Student B:** Look at the drawing, Speaking Appendix, page 127 / 133.

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

## Unit 3

## Lesson 1



## Reading

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

**Me**

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





## A DAY IN JEAN PAUL'S LIFE



Hi there!

I'm Jean Paul. I'm 12 and I live in Tours, in France. My city is about 250km from the capital, Paris. I live with my mum, my stepdad and my stepbrother, Thierry. My day is very busy. I get up at 7 o'clock, have breakfast and leave for school. It's only 10 minutes on foot so I don't get the bus. I usually ride my bike to school. I'm never late.



Lessons start at 8. I'm in Year 5 and my favourite subject is Social Studies. We learn about our city and our rights. I also study ancient Greek! The Greek alphabet is so weird! We have a lunch break from 12 to 2 o'clock. I don't eat at the school canteen. I go back home. Then, we have lessons again until half past four (boring!).

In the evening, after dinner, my parents watch TV. I prefer listening to my CDs and reading my comics. I also tidy my room a bit because my mum goes crazy if I don't. But I hate it of course. I go to bed at around 11 o'clock. After school, I always play the guitar for half an hour. I relax this way. Then, I do my



homework. On Wednesdays, I play tennis at the tennis club. In France, we love playing tennis and cycling. Do you know anything about the Tour de France?

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



## Writing

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

### PARAGRAPH 1:

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

### PARAGRAPH 2:

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

### PARAGRAPH 3:

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



## Reading

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

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

by Jennifer Taylor

### TEEN newspaper

#### A Day in the life of an Australian Teenager



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

and towns so there are only 'schools of the air' at the outback.

Three times a week she has an 'on air lesson' for 30 minutes only. Her teacher, Mr Kennard, doesn't live in the area. 'I see him on my computer screen and he sends me work to do by e-mail. I do it and I send it back' says Nicole.



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

problem, I send an e-mail to my teacher’.

In the afternoons, she goes horse riding and she also learns how to cook. She enjoys cooking. ‘There aren’t many children in the area

but I’ve got two very good friends. What do you do every day? I’m sure your life is really different!’



based on information from [www.assoa.nt.edu.au/](http://www.assoa.nt.edu.au/)

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

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

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

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



## Reading & Listening



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

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

### TEENnewspaper

#### DINNER IS READY!

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

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

Yes, sure. What do you want to know?

**What exactly do you do at the school?**

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

10 **What time do you start work?**

I start at 9.30 and it takes about two hours. I usually cook three dishes. One of them is vegetarian. After lunch, I start preparing dinner. I also help with serving the students. I usually finish at 7 p.m.

15 **When do you decide on the menu?**

Usually every Saturday. We have a meeting and we write down what we want to cook and what we need to buy. Then, we

20 give our orders to the local supermarket. Every day they bring us fresh ingredients.

**What do you usually cook?**

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

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

Oh, I love cooking, first of all. It's a kind of art. The  
30 students here say I'm good at my job. They quite often ask for a second helping. Also, I enjoy being with young people every day.

**Sounds interesting! Thanks for your time, Mr Young.**

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

based on an authentic interview with a College chef

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

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



## Vocabulary Link

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

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

AQUARIUM 2

DON'T DROP LITTER 3

Map inside 4

Giraffe House 5

CHILDREN'S ZOO 6

Next stop Water birds 7

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





**Reading**

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

**A Timber Wolf**



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

**A Brown Bear**



- In.....you can see very large bears.
- Doesn't normally attack .....
- Hibernates from ..... till .....

**A Rhino**



- Special characteristic: .....
- A baby rhino can stand when it's .....old.
- People make.....from a rhino's horn.



## THE TIMBER WOLF

It's 75 - 80 cm tall and weighs between 20 and 60 kg. It has strong jaws and very sharp teeth.

Do you weigh more than 40 kg?

Yes  No



Wolves usually hunt in a family pack (3 to 30 wolves). In this way, they can kill large animals. Parents teach pups how to hunt.

Do you like hunting?

Yes  No

It can eat a lot of meat at one meal and then go without food for a long time. It usually eats small animals like mice, rabbits and squirrels.

Do you like eating meat?

Yes  No

## THE BROWN BEAR

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

Are you tall?

Yes  No

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

Are you afraid of bears?

Yes  No

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

Do you sleep a lot?

Yes  No



## THE RHINO

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

Do you eat green salads?

Yes  No



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

Can a newborn human baby stand?

Yes  No

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

Do you know WWF?

Yes  No

based on [www.panda.org/news\\_facts/education/middle school/species](http://www.panda.org/news_facts/education/middle_school/species)



### Vocabulary Link

### Guessing words from context

**19** Find words in David's project that mean:

Text A: **The Timber Wolf**

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

Text B: **The Brown Bear**

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

Text C: **The Rhino**

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



Reading

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

a. Choose one photo (a - f) for each point on the poster (1-5). There is one extra photo.

b. Write a short title (one word or a very short phrase) for each point on the poster.

e.g. Number 2: Buy glass bottles!

c. Write two sentences to go with the extra photo on the poster.



a.....



b.....



c.....



d.....



e.....



f.....

We must all help to save our planet! So,

## **THINK BEFORE YOU BIN!**

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

### **WHAT CAN YOU DO?**

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



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



### **Guessing words from context**

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

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



## Speaking & Writing



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

### Language Bank

#### Suggesting

We can.....

Another good idea is to...

Why don't we.....

Let's.....

I think we must/ mustn't

#### Agreeing /Disagreeing

I agree.

That's a great idea. I think this is difficult because ...

I don't agree with you because...

## Ideas Bank

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

### Add your ideas

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

e.g.

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

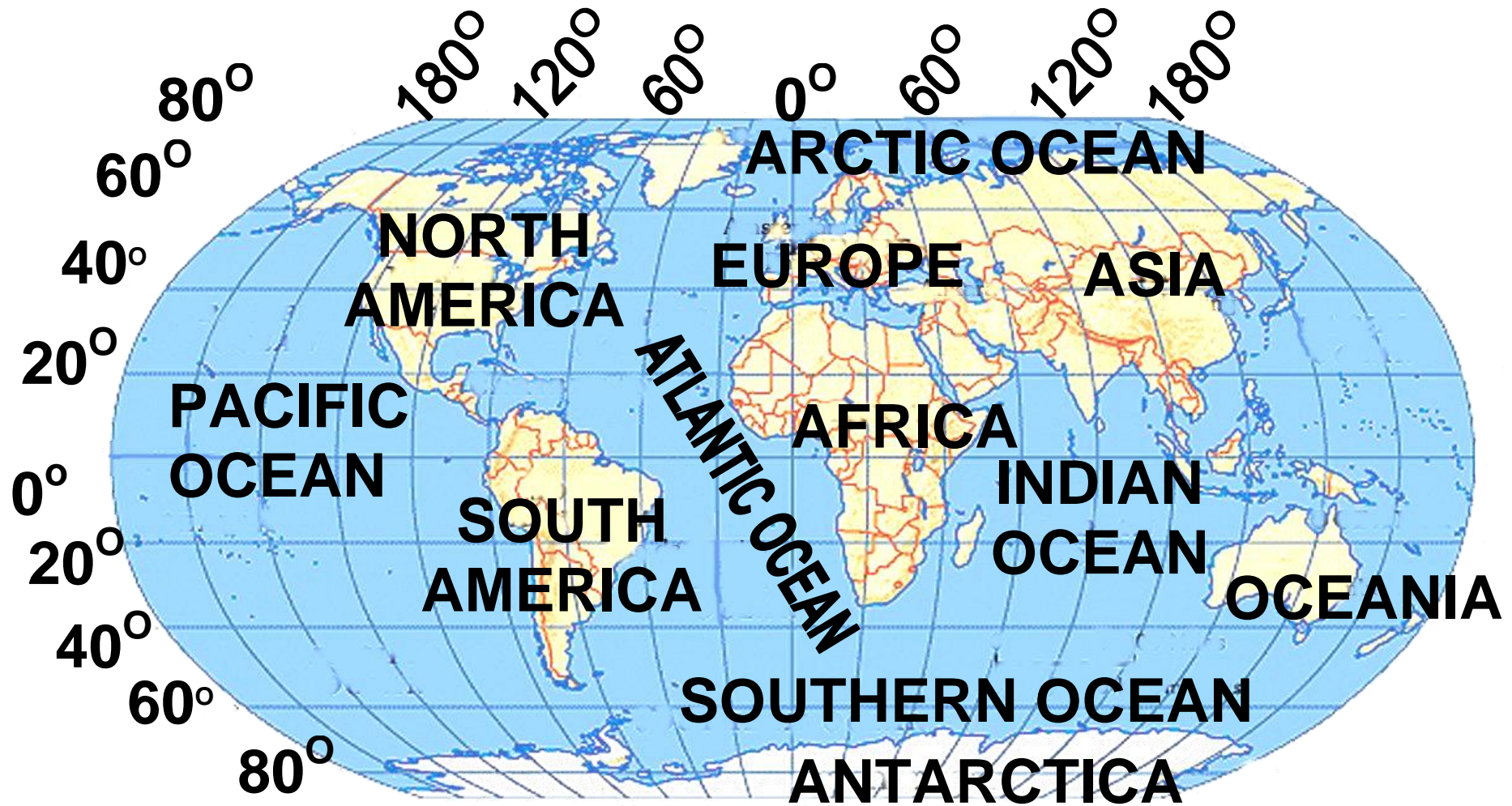
**So, what do you all agree to do?**



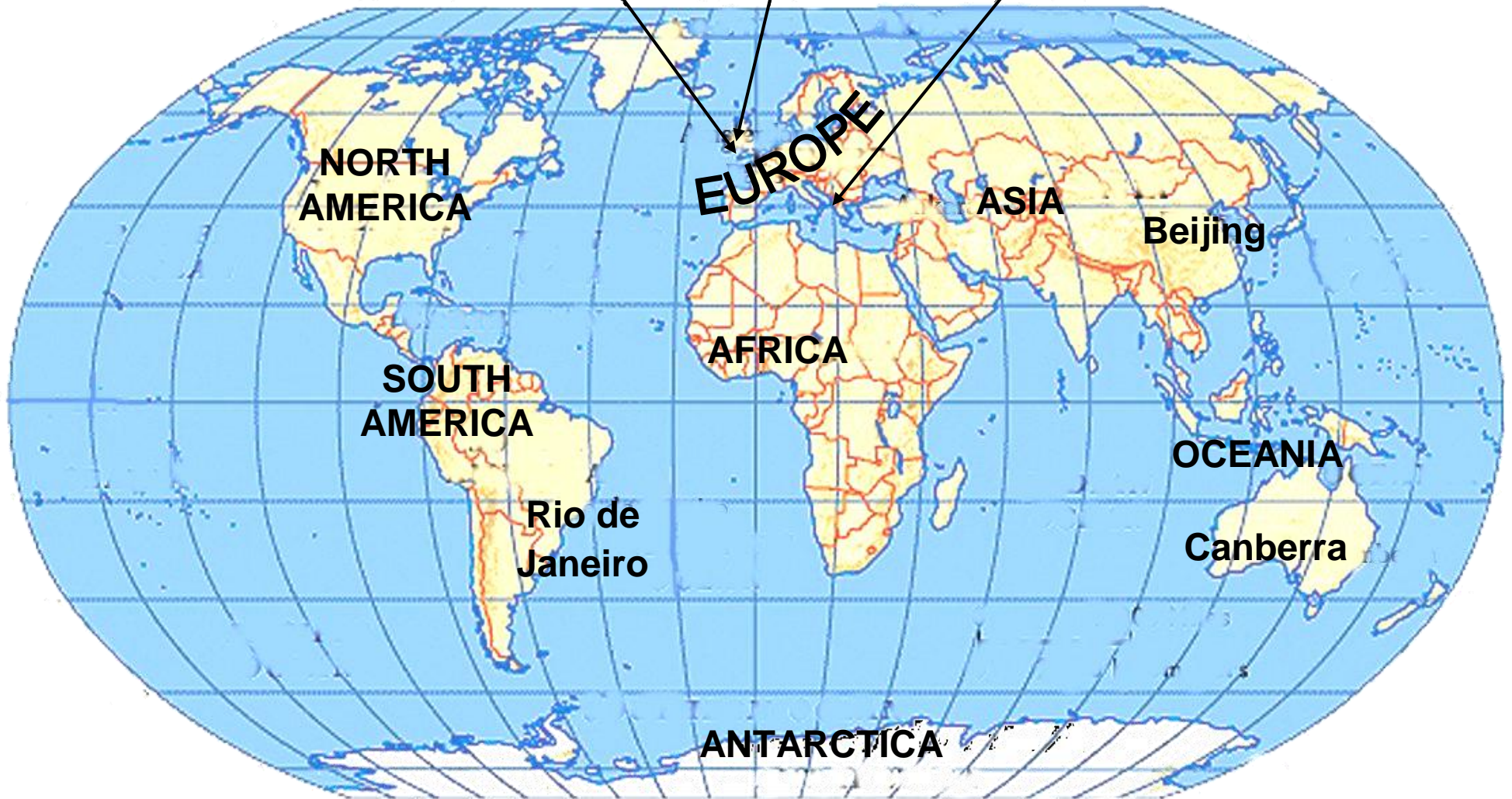
# Maps

The World

WORLD MAP



**Paris Amsterdam Ankara**



## EUROPE

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- |                    |                              |                                     |
|--------------------|------------------------------|-------------------------------------|
| <b>1. Ireland</b>  | <b>2. Netherland</b>         | <b>3. Belgium</b>                   |
| <b>4. Germany</b>  | <b>5. Switzerland</b>        | <b>6. Liechtenstein</b>             |
| <b>7. Austria</b>  | <b>8. Czech Republica</b>    | <b>9. Slovakia</b>                  |
| <b>10. Hungary</b> | <b>11. Slovenia</b>          | <b>12. Bosnia &amp; Herzegovina</b> |
| <b>13. Albania</b> | <b>14. Serbia Montenegro</b> | <b>15. Moldavia</b>                 |
| <b>16. Poland</b>  | <b>17. Lithuania</b>         | <b>18. Latvia</b>                   |
| <b>19. Estonia</b> |                              |                                     |



**EUROPE**



# United Kingdom







- 1. Zapio
- 2. Syntagma Square
- 3. University
- 4. National Library
- 5. Omonia Square
- 6. Temple of Olympian Zeus
- Monastiraki Station
- Thission Station

## **\*ΠΗΓΕΣ ΚΕΙΜΕΝΩΝ & ΕΙΚΟΝΩΝ ΠΟΥ ΧΡΗΣΙΜΟΠΟΙΗΘΗΚΑΝ ΓΙΑ:**

Αγγλικά Α' Γυμνασίου - Επίπεδο Αρχαρίων - Βιβλίο Μαθητή

### **ΚΕΙΜΕΝΑ**

#### **UNIT 2**

- **Lesson 2 - A collection of thimbles!**, Vocabulary Link-Task 2 σελίδα 33 / 14 , το κείμενο βασίστηκε στο Lemony Snicket's A Series of Unfortunate Events - The Bad Beginning (2005 Harper Collins Publishers)

#### **UNIT 3**

- **Lesson 1 - My Day - Reading-A Day in Jean Paul's Life** σελίδα 58 / 27, το κείμενο είναι βασισμένο σε αληθινή συνέντευξη με τον Jean Paul, ένα δωδεκάχρονο αγόρι από τη Γαλλία.
- **Lesson 2 - Greetings from Australia - Reading-A Day in the Life of an Australian Teenager** σελίδα 68 / 31, το κείμενο είναι βασισμένο σε πληροφορίες από: [www.assoa.nt.edu.au/](http://www.assoa.nt.edu.au/)
- **Lesson 3 - This is my job- Reading-DINNER IS READY** σελίδα 76-77 / 35, το κείμενο είναι βασισμένο σε αληθινή συνέντευξη με σεφ κολλεγίου στην Αγγλία

#### **UNIT 4**

- **Lesson 1 – Let's go to the zoo - Reading (Finding your way around)** σελίδα 94/ 43, προσαρμοσμένο κείμενο από: Your Guide to London Zoo / 2001 London Zoo (pages 2 - 3)
- **Lesson 2 - In the wild - Reading (Wild animals)** σελίδα 103 / 47, πληροφορίες από [www.panda.org/news\\_facts/education/middle\\_school/species](http://www.panda.org/news_facts/education/middle_school/species)



- **Lesson 3 – Let's go green ,Reading (Think before you bin) σελίδα 110 /50, προσαρμοσμένο κείμενο από: Mizz No 530 / Sept. 7th - 20th 2005 / σελίδα 30-31**

## **ΦΩΤΟΓΡΑΦΙΕΣ**

### **UNIT 1**

- Φωτογραφία 1 και 5, σελίδα 6 / 2 από [www.assoa.nt.edu.au/](http://www.assoa.nt.edu.au/)

### **UNIT 3**

- Φωτογραφία α, σελίδα 54 /25 από [www.assoa.nt.edu.au/](http://www.assoa.nt.edu.au/)
- Φωτογραφίες, σελίδα 68 / 31 από [www.assoa.nt.edu.au/](http://www.assoa.nt.edu.au/)
- Φωτογραφίες, σελίδα 79 / 36 από <http://en.wikipedia.org> και [www.megatv.com](http://www.megatv.com)

### **UNIT 4**

- Φωτογραφία λύκου, σελίδες 89/ 41, 102 /46, 103/47 από <http://www.suebears.com/blog/index.php?p = 62>,
- Φωτογραφία Β, σελίδα 89 / 41, <http://www.dnr.state.wi.us/org/caer/ce/eeek/critter/mammal/wolves.htm>,
- Φωτογραφία adopt an animal από φυλλάδιο του London Zoo, σελίδα 53
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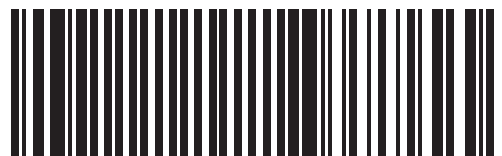


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