

Think Teen!

1st Grade of Junior High School
STUDENT'S BOOK

Τόμος 3ος

Αρχάριοι

ΣΤΟΙΧΕΙΑ ΑΡΧΙΚΗΣ ΕΚΔΟΣΗΣ

ΣΥΓΓΡΑΦΕΙΣ

**Ευαγγελία Καραγιάννη, Εκπαιδευτικός
Βασιλική Κουή, Εκπαιδευτικός
Αικατερίνη Νικολάκη, Εκπαιδευτικός**

ΚΡΙΤΕΣ-ΑΞΙΟΛΟΓΗΤΕΣ

**Θεόδωρος Σκενδέρης, Σχολικός Σύμβουλος
Δημήτριος Χατζηνικολάου, Εκπαιδευτικός
Αλεξάνδρα Αναστασιάδου, Εκπαιδευτικός**

ΕΙΚΟΝΟΓΡΑΦΗΣΗ

Βασίλειος Λόγιος, Σκιτσογράφος-Εικονογράφος

ΦΙΛΟΛΟΓΙΚΗ ΕΠΙΜΕΛΕΙΑ

Μαριάννα Βιβίτσου, Εκπαιδευτικός

ΥΠΕΥΘΥΝΟΣ ΜΑΘΗΜΑΤΟΣ ΚΑΤΑ ΤΗ ΣΥΓΓΡΑΦΗ

Ιωσήφ Ε. Χρυσόχοος, Πάρεδρος ε.θ.του Παιδαγωγικού Ινστιτούτου

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Αφοί Ν. Παππά & Σία Α.Ε.Β.Ε.

**Γ' Κ.Π.Σ. / ΕΠΕΑΕΚ ΙΙ Ενέργεια 2.2.1 / Κατηγορία
Πράξεων 2.2.1.α:**

**«Αναμόρφωση των προγραμμάτων σπουδών και
συγγραφή νέων εκπαιδευτικών πακέτων»**

ΠΑΙΔΑΓΩΓΙΚΟ ΙΝΣΤΙΤΟΥΤΟ

Δημήτριος Γ. Βλάχος

Ομότιμος Καθηγητής Α.Π.Θ.

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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»**

Επιστημονικοί Υπεύθυνοι Έργου

Αντώνιος Σ. Μπομπέτσης

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Γεώργιος Κ. Παληός

Σύμβουλος του Παιδαγωγικού Ινστιτούτου

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Γεώργιος Χαρ. Πολύζος

Πάρεδρος ε.θ. του Παιδαγωγικού Ινστιτούτου

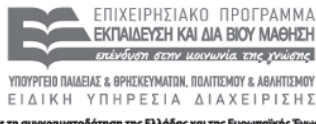
**Έργο συγχρηματοδοτούμενο 75% από το
Ευρωπαϊκό Κοινωνικό Ταμείο και 25% από εθνικούς
πόρους.**

ΣΤΟΙΧΕΙΑ ΕΠΑΝΕΚΔΟΣΗΣ

Η επανέκδοση του παρόντος βιβλίου πραγματοποιήθηκε από το Ινστιτούτο Τεχνολογίας Υπολογιστών & Εκδόσεων «Διόφαντος» μέσω ψηφιακής μακέτας, η οποία δημιουργήθηκε με χρηματοδότηση από το ΕΣΠΑ / ΕΠ «Εκπαίδευση & Διά Βίου Μάθηση» / Πράξη «ΣΤΗΡΙΖΩ».



Ευρωπαϊκή Ένωση
Ευρωπαϊκό Κοινωνικό Ταμείο



ΕΠΙΧΕΙΡΗΣΙΑΚΟ ΠΡΟΓΡΑΜΜΑ
ΕΚΠΑΙΔΕΥΣΗ ΚΑΙ ΔΙΑ ΒΙΟΥ ΜΑΘΗΣΗ
ανάπτυξη στην κοινωνία της γνώσης
ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ & ΘΡΗΣΚΕΥΜΑΤΩΝ, ΠΟΛΙΤΙΣΜΟΥ & ΑΘΛΗΤΙΣΜΟΥ
ΕΙΔΙΚΗ ΥΠΗΡΕΣΙΑ ΔΙΑΧΕΙΡΙΣΗΣ
Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης



ΕΣΠΑ
2007-2013
Πρόγραμμα για τη ανάπτυξη
ΕΥΡΩΠΑΪΚΟ ΚΟΙΝΩΝΙΚΟ ΤΑΜΕΙΟ

Οι διορθώσεις πραγματοποιήθηκαν κατόπιν έγκρισης του Δ.Σ. του Ινστιτούτου Εκπαιδευτικής Πολιτικής

Η αξιολόγηση, η κρίση των προσαρμογών και η επιστημονική επιμέλεια του προσαρμοσμένου βιβλίου πραγματοποιείται από τη Μονάδα Ειδικής Αγωγής του Ινστιτούτου Εκπαιδευτικής Πολιτικής.

Η προσαρμογή του βιβλίου για μαθητές με μειωμένη όραση από το ΙΤΥΕ – ΔΙΟΦΑΝΤΟΣ πραγματοποιείται με βάση τις προδιαγραφές που έχουν αναπτυχθεί από ειδικούς εμπειρογνώμονες για το ΙΕΠ.

ΠΡΟΣΑΡΜΟΓΗ ΤΟΥ ΒΙΒΛΙΟΥ
ΓΙΑ ΜΑΘΗΤΕΣ ΜΕ ΜΕΙΩΜΕΝΗ ΟΡΑΣΗ
ΙΤΥΕ - ΔΙΟΦΑΝΤΟΣ

ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ, ΕΡΕΥΝΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ
ΙΝΣΤΙΤΟΥΤΟ ΕΚΠΑΙΔΕΥΤΙΚΗΣ ΠΟΛΙΤΙΚΗΣ

Ευαγγελία Καραγιάννη
Βασιλική Κουή
Αικατερίνη Νικολάκη

ΑΝΑΔΟΧΟΣ ΣΥΓΓΡΑΦΗΣ

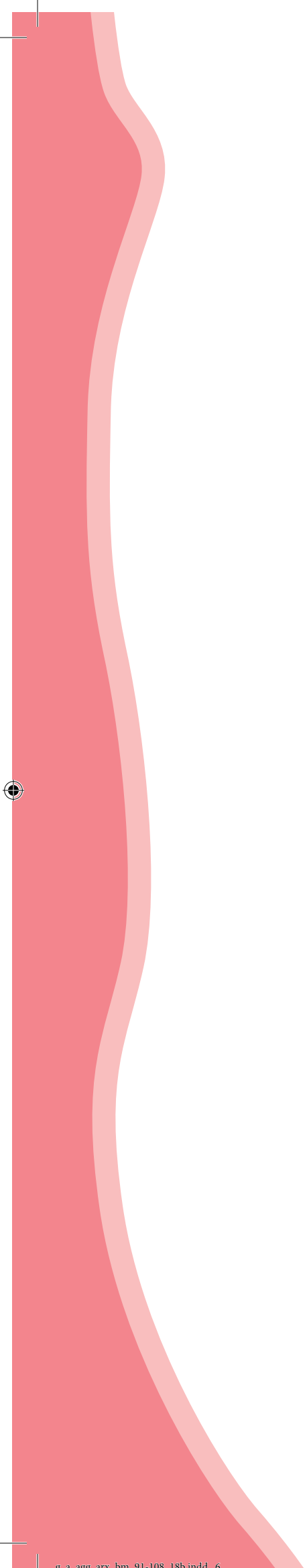
Ελληνικά
γράμματα

Η συγγραφή και η επιστημονική επιμέλεια
του βιβλίου πραγματοποιήθηκε
υπό την αιγίδα του Παιδαγωγικού Ινστιτούτου

1st Grade of Junior High School Student's book

Αρχάριοι

ΙΝΣΤΙΤΟΥΤΟ ΤΕΧΝΟΛΟΓΙΑΣ ΥΠΟΛΟΓΙΣΤΩΝ
ΚΑΙ ΕΚΔΟΣΕΩΝ «ΔΙΟΦΑΝΤΟΣ»




UNIT 7

In our mind's eye!

LESSON 1: Let's communicate!

LESSON 2: Houston, we're back!

LESSON 3: TEEN best-sellers!



Yahoo! - Microsoft Internet Explorer provided by OTenet

OUR FAVOURITE FILMS - REVIEWS

Have you got a great film in mind? E-mail us about it!

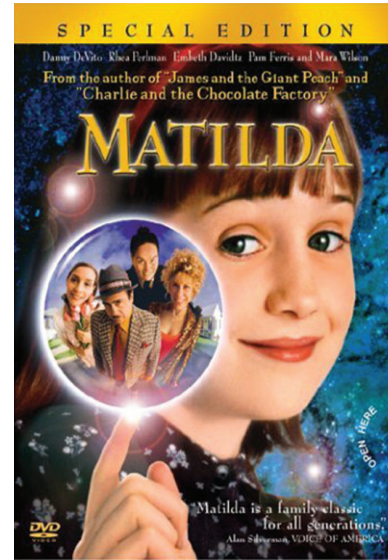
1. For me, **Daredevil** with Ben Affleck is an amazing film! Daredevil is a comic hero who has superpowers but he can't see! He's blind! He fights bad people and he's in love with Electra. Ben Affleck is really good in his role.
David
2. Have you seen **Apollo 13** starring Tom Hanks? Great one! Don't miss it. Astronauts risk their lives but they're also really lucky people, I think.
Antonio
3. I love **Matilda**! It's based on the famous book. She's the cleverest girl in the world and she can lift objects like pens or forks just by staring at them. But she's got problems at school because the head teacher doesn't like her at all. You should see it!
Magda



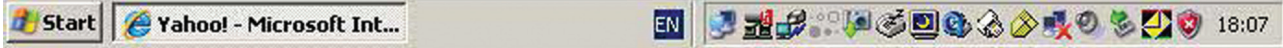
APOLLO 13



DAREDEVIL



MATILDA



**Listen to Michael and his friend Laura talking.
Which film are they going to see?**



In Unit 7 you will...

READ

- An article on the Braille system
- An article on a space mission
- Interviews with two authors

LISTEN TO

- A student talking about two famous people
- A space news programme

TALK ABOUT

- famous people of the past
- An imaginary mission into space
- Important moments in your life

WRITE

- your name & secret messages in Braille
- an article about your space mission
- sentences about important moments in your life on a life line

LINK TO

- Science • Literature • History • Art

Lesson 1 Let's communicate!

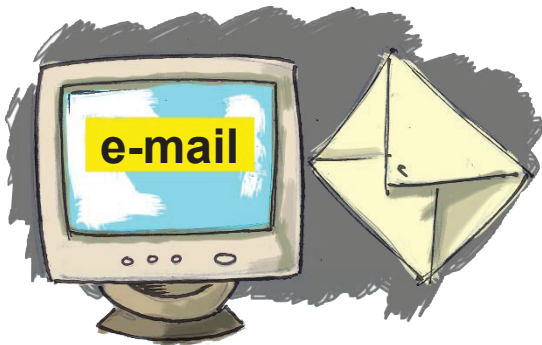


Reading

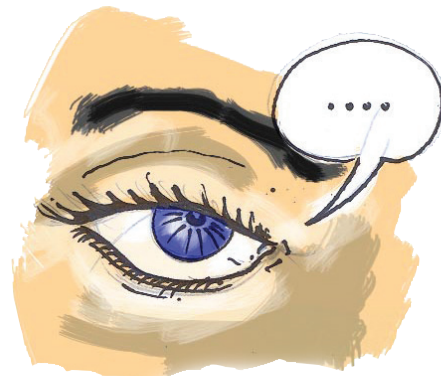
Signs

1 Daredevil can't see but he is a superhero. How do people communicate? What about those who can't see, hear or speak? Match words (a-f) with pictures (1-6).

- a. by speaking
- b. by phone
- c. by e-mail / letters
- d. with their hands
- e. with their eyes
- f. with codes



1.



2.



3.



4.



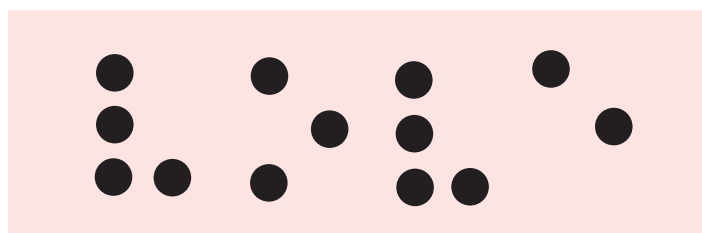
5.



6.

2 Which of these ways do you use to communicate **in class** / **at home**? Give examples.

3 Look at these dots. What are they?



4 Read the article from www.afb.org/braillebug on the next page and find...

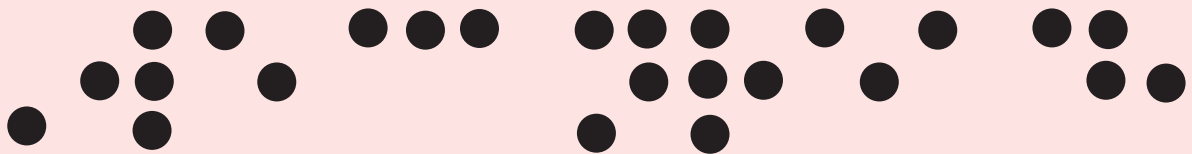
- a. the name of the code:
- b. who it is for:
- c. the name of the inventor:

5 Mrs Baker collects information for her class. Read the article again to complete this table..

Task 40 - p. 74 / 188

THE BRAILLE SYSTEM

What	A code of ¹ dots
How many words / min.	Up to ² words
How it works	Braille symbols for each letter E.g. letter F has dots 1, 2 and ³
About Louis Braille	Blind after an ⁴ when 3 yrs old Invented the Braille system at the age of ⁵
You can see Braille signs	In ⁶ places like airports and banks.



We can read

The Braille system - What is it?

BRAILLE is not a language, but a 6-dot code. It helps blind people (people who can't see) all over the world read. Braille readers can read 100-200 words in a minute! They just touch the dots with their fingers.

- 1 ○ ○ 4
- 2 ○ ○ 5
- 3 ○ ○ 6

THE BRAILLE CELL

Each dot has a numbered position on the cell. Each letter has its dots. For example, the letter D has dots 1, 4 and 5.

Who was the inventor?

LOUIS BRAILLE (1809-1852) was from a small town near Paris. He was born on January 4. He was blind because when he was only three years old he had an accident in his father's workshop.

Some years later, he was a student of a special school in Paris. There were a lot of blind students. Louis was very bright and he wanted to read books. So, at the age of 15, he invented the Braille code.

TODAY, every country in the world uses Braille. There are symbols for music and maths. There are also Braille signs in public places like airports, banks and shops.

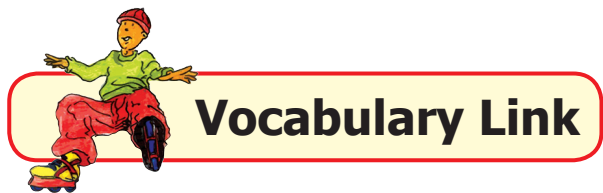
THE BRAILLE ALPHABET

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

adapted from www.afb.org/braillebug

6 In pairs, look at the Braille alphabet and ...

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



Guessing words from context

1 Find words or phrases in the article that mean:

Task 41 - p. 77 / 190

- a. put your hand on something:
- b. every:
- c. a place with a number:
- d. something bad that happens:
- e. people make or repair things there:
- f. 'NO PARKING' is one:

Punctuation Marks

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


- a. full stop
- b. comma
- c. question mark
- d. exclamation mark
- e. capital letter
- f. bracket
- g. hyphen
- h. apostrophe

1. 

2. 

3. 

4. 

5.  ...

6. 

7. 

8. 

3 You are writing a message for the Braille website.
In pairs, add the right punctuation marks.

braille reading club BRC

do you want to talk with other kids about the new
Braille best sellers

visit the reading club message board

you can learn about prices bookshops and authors
don t miss it

Disabilities

4 What do you know about these people? Match (a-c) with (1-3)

a. The blind / Blind people

b. The deaf / Deaf people

c. The disabled / Disabled people

1. can't hear and use the sign language.

2. can't use a part of their body.

3. can't see and read in Braille.

5 Do you know any famous people with disabilities? In pairs, check <http://en.wikipedia.org> and make a list. e.g. Beethoven was deaf.

Pronunciation Link

Intonation in questions

1  Listen to the following questions and complete the rules.

1. Where was Braille from, John?
2. Is there a reading club at your school, Tanya?

- a. The voice goes **up** / **down** at the end of Wh-questions.
- b. The voice goes **up** / **down** at the end of yes/no questions.

- 2 Write down three yes/no questions and three Wh-questions you want to ask any of your classmates or your teacher. Then, take turns to ask your questions using the correct intonation.



Grammar Link

The verb 'to be' in the Past Simple

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

a. Louis Braille was French.

b. Nobel wasn't a president.

c. There were lots of blind students in Braille's school.

d. Braille's parents weren't blind.

e. Was the Braille alphabet easy?
Yes, it was. / No, it wasn't.

TO BE - Past Simple

I / he / she / it

We / you / they

Yes, I

No, they weren't.

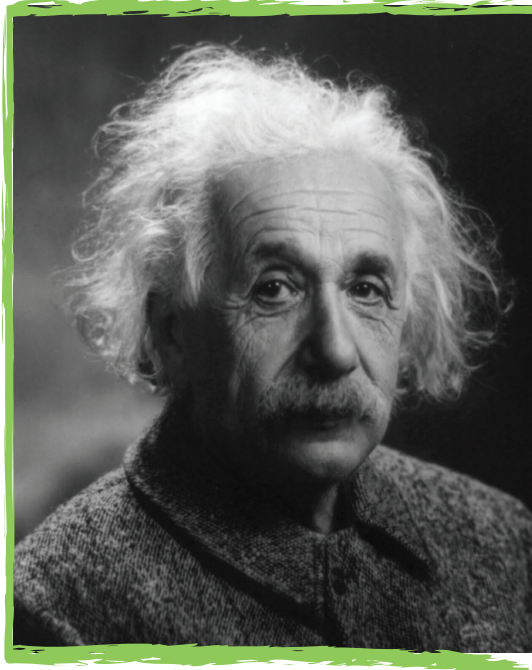
There was /

There /

weren't

see Grammar Appendix, page 66 / 154.

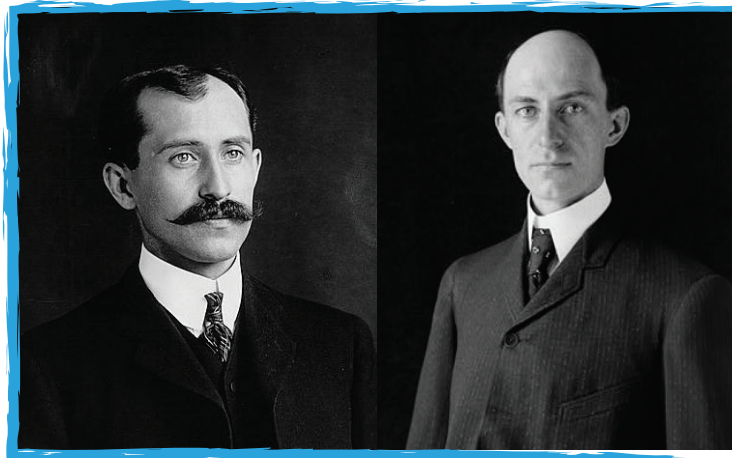
2 What were these famous people? Where were they from? Tell each other and then the class.



1. Albert Einstein



2. John Lennon



3. The Wright brothers



4. Aiki Vougiouklaki



5. Agatha Christie



6. Marie Curie



Listening

- 1 Listen to a student talking on Time for Teens about two of the people above. Who is she talking about?
- 2 Listen again and do the quiz.

WHO IS WHO - A Quiz

- | | |
|-------------------------------------|-------|
| a. The man was from New York. | T / F |
| b. He was married. | T / F |
| c. When he died he was very old. | T / F |
| d. The woman was born in 1870. | T / F |
| e. Her husband was Hercules Poirot. | T / F |
| f. She wasn't married. | T / F |



Lesson 2 Houston, we're back!



Reading

- 1 Read Antonio's e-mail to his e-friends. What is it about? Can you answer his questions?

The screenshot shows an email client interface. The 'To:' field contains 'e-friends@thinkteen.gr'. The email body text is as follows:

Hi, everyone!
Do you like space? I'm crazy about it! I want to become an astronaut and walk on the moon one day! Do you know any famous astronauts? What is NASA? Find out in [NASA for kids](#). It's a great site! I'm sending you some interesting stuff.
Antonio

- 2 Look at the first of Antonio's attachments. What is there in the picture?



Word Bank
astronaut
spacesuit
lunar module
flag
ladder

- 3 Antonio has also attached an article. Read the article on pages 23 - 24 / 98 quickly and say what it is about.

- a. A film about space travel
- b. A real space mission
- c. A book about space travel

4 Read the article again and complete this information card for the school site.



Mission: Apollo II

CREW: 1

2

Michael Collins

DESTINATION: The Moon

DATE OF LANDING: 3

LUNAR MODULE: The 'Eagle'

STAYED ON THE MOON: 4 hours

COLLECTED: 5

DATE OF RETURN: 24th July

TEENnewspaper

"... a small step for a man, one giant leap for mankind."



IT WAS JULY 20, 1969. Millions of people watched on television, as astronaut Neil Armstrong, the commander of Apollo 11, walked on the moon for the first time in history.

The historic trip wasn't easy. After a lot of problems, Armstrong landed his lunar module, called the 'Eagle', on the moon. There were two more astronauts with him, Buzz Aldrin and Michael Collins. They put on their spacesuits and Armstrong opened the door. He climbed out on a ladder. It had nine steps.

Armstrong jumped the last step and his feet touched the moon. Some minutes later, Aldrin also climbed out of the 'Eagle'.

The two astronauts stayed about 3 hours on the moon. They collected rocks and planted the US flag.

On July 24th the crew landed in the Pacific Ocean. Scientists studied the rocks from the moon and discovered that there was no life there. Armstrong called their mission the 'beginning of a new age'. Did they do it again? No, they didn't. They stopped travelling into space. But that journey changed their life.



Armstrong (left) Collins (centre) and Aldrin

5 That was a great historic trip. Check if you remember every moment of it. Read the article again and put these events in order (1-8).

Task 42 - p. 78 / 190

- a. Armstrong climbed out of the 'Eagle'.
- b. Armstrong landed the 'Eagle' on the moon.
- c. The astronauts collected rocks.
- d. Armstrong walked on the moon.

.....

1

.....

.....

- e. The astronauts put on their spacesuits.
- f. They planted their flag.
- g. Aldrin climbed out of the 'Eagle'.
- h. They landed in the Pacific Ocean.

.....

.....

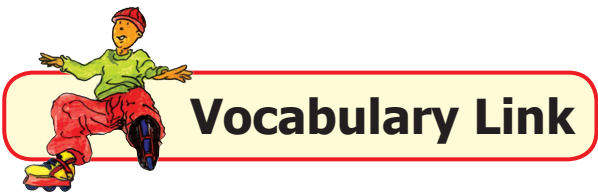
.....

.....

6 Find these sentences in the article. What do the words in bold refer to?

Task 43 - p. 81 / 192

- a. There were two more astronauts with him.
- b. **It** had nine steps.
- c. that there was no life **there**.
- d. Did they do it again?
- e. But that journey changed **their** life.



Guessing words from context

1 Find words (a-f) in the text and match them with their meanings (1-6).

a. landing	....	1. when an aircraft touches the ground
b. lunar	....	2. a journey to do a special job
c. crew	....	3. important in history
d. mission	....	4. it has to do with the moon
e. historic	....	5. this astronaut is the leader of the mission
f. commander	....	6. these people work on a ship, aircraft etc.

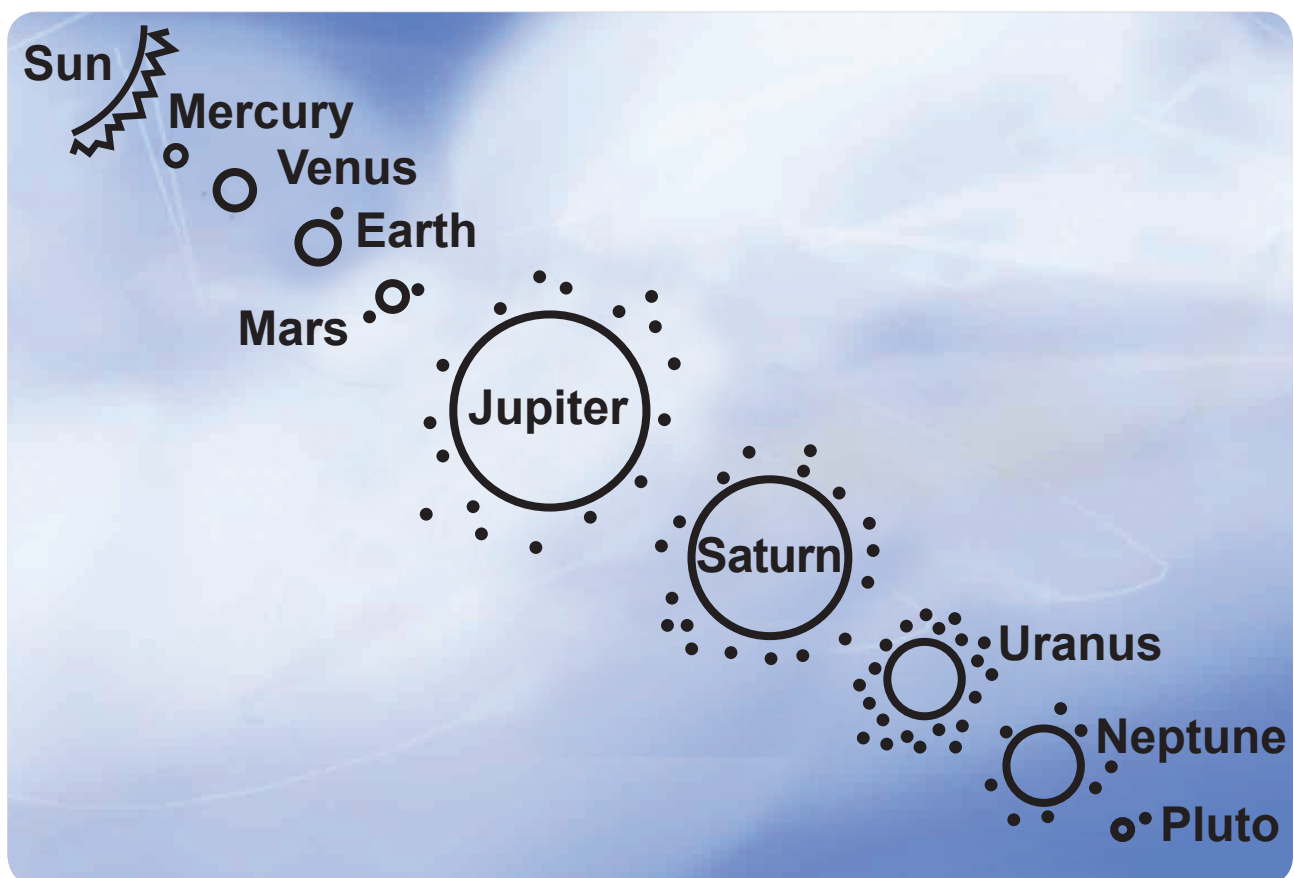
Space

- 2 Circle to make collocations or compound words with SPACE.

space flight travel rocket ship station programmes suit shuttle

- 3  listen to the names of the planets and repeat. What are the Greek words for them?

The Planets and Moons of Our Solar System



Our solar system has one Sun and nine planets. Some of the planets have moons and some do not. Some of the planets have many moons and some have only a few.

- 4** In pairs, look at the picture of planets and do this quiz. Then check your answers on page 55 / 131.

Which is the ...

- a. smallest planet?
- b. biggest planet?
- c. the closest planet to the Earth?

Which planet has ...

- d. the farthest planet from the Earth?
- e. the most moons?
- f. one more moon than the Earth?



Listening

- 1** Antonio wants to know everything about the various missions into space. Which headlines on the site are about bad news? How do you know?

1

**A SPACE SHUTTLE DISASTER:
Challenger Explodes. Seven Die.**

2

**EILEEN COLLINS -
NASA's first female shuttle commander**

3

Tragedy in the sky minutes before landing

2 Listen to a space news programme. Put the pieces of news (1-3) in the order you hear them.

..... / /



3 Listen again and complete the table.

Task 44 - p. 82 - 83 / 192

Space Shuttles	Year	Mission completed (✓) Not completed (✗)
DISCOVERY	2005	
COLUMBIA	20.....	
CHALLENGER	19.....	



3 Should people go into space? What do you think?

30 / 100



Grammar Link

Simple Past - Regular Verbs

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

In 1969...

- Armstrong walked on the moon.
- They stayed for 3 hours on the moon.
- Scientists studied rocks from the moon.
- Armstrong's life changed.

After that journey...

- Did they do it again?
- No, they didn't / They didn't do it again.
- They stopped travelling into space.

land	✓	Armstrong and Aldrin on the moon.	Actions in the past ↓ PAST SIMPLE They walked on the moon in 1969.
	×	They on Mars.	
	?	..... they on Jupiter? No, they

play	✓	The astronauts in front of the camera.	<div style="background-color: #f0e6f8; padding: 5px; border-radius: 10px; text-align: center;"> Time Expressions </div> in 1996 / last week / two years ago / yesterday
talk	✗	They to aliens.	
plant	?	..... they a flag? Yes, they

see Grammar Appendix, pages 67 - 69 / 154-155.

- 2** Underline and make a list of all the **-ed** verb forms in the article.

e.g. watch - watched

3 This year is theth anniversary of the historic trip to the Moon.

- You are journalists for TIME FOR TEENS. In small groups, prepare an oral presentation of Apollo 11. You can find more photos in 'NASA for kids' if you like.
- Use the information in the article and on the information card (Reading task 4), and verbs from your list.
- Write down 8 → words and present it to the class.
- Vote for the best presentation.



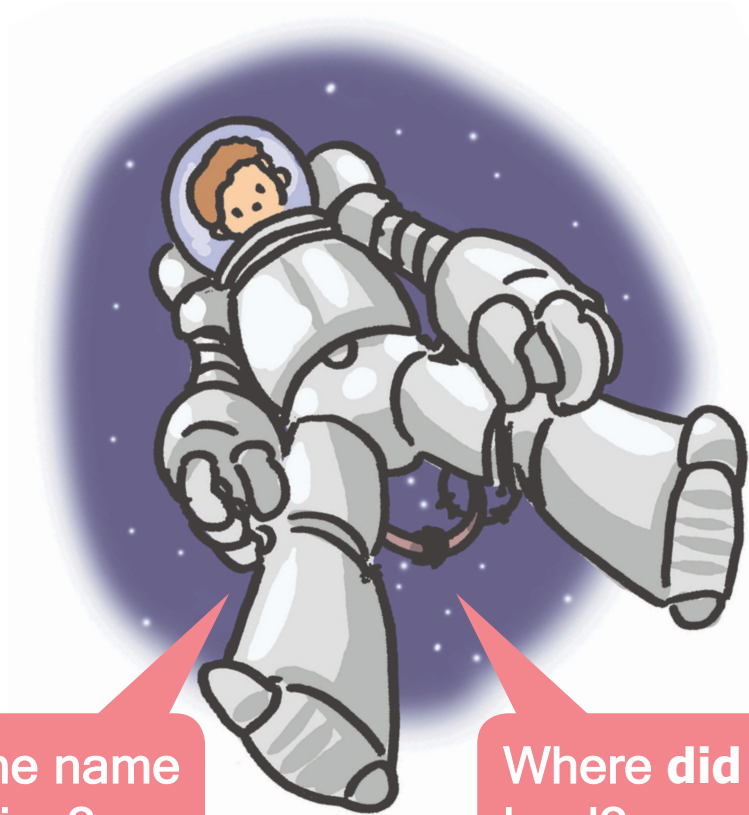


Speaking

1 In pairs, complete the information table about **YOUR** mission in space.

Mission:	1	.....
Commander:	2	.....
/Crew:	3	.....
	4	.....
Destination:	5	.....
Date of landing:	6	.....
Lunar Module:	7	.....
Stayed for:	8	.....
Collected:	9	.....
Date of return:	10	.....

2 Find a new partner. Ask and answer about your missions.



What was the name of your mission?
It was Mickey III.

Where did you land?
We landed on

- a. What / name / mission?
- b. How many / astronauts?
- c. Who / commander?
- d. Where / land?
- e. When / land?
- f. What / name / lunar module?
- g. How long / stay for?
- h. What / collect?
- i. When / return?
- j. Have a good time?

Link to www.e-lyiko.gr for the first class of High School: Space

Lesson 3 TEEN best-sellers!

We are in Jennifer's class, in Cambridge. What are the students talking about?



Tom Sawyer



Alice in Wonderland



Signs

- 1 How much do you know about best-sellers? In pairs, do this quiz. Match the authors (1-6) to their books (a-f).

GROUP A		GROUP B
1. LEMONY SNICKET	....	a. Alice in Wonderland
2. ROALD DAHL	....	b. Romeo and Juliet
3. LEWIS CAROLL	....	c. Tom Sawyer
4. JULES VERNE	....	d. Around the World in 80 Days
5. WILLIAM SHAKESPEARE	....	e. A Series of Unfortunate Events
6. MARK TWAIN	....	f. Matilda

There is a key to the quiz on page 55 / 131.

2 Have you read any of these books? Did you like it? Why / Why not?

3 Miss Baker has brought in class parts from interviews with two English authors. Look at the interviews on pages 40 - 41 / 104 to find:

a. their names

.....

b. the title of one of their books

.....

4 What did the reporters ask? Read the interviews again to match the reporters' questions (a-f) with the authors' answers on pages 40 - 41 / 104.

a. Was your first book a success?

b. I'm sure some of our readers want to become authors. What's your advice?

c. How did you get the idea for your books?

d. How did you start your writing career?

e. Can you tell us something about your main character?

f. How long did it take to write the first book?

2 Write **J. W.** for **Jacqueline Wilson** and **A. H.** for **Antony Horowitz**. Which author...

Task 45 - p. 85 - 86 / 193

- a. wrote stories at school?
- b. worked as a writer when he / she was a teenager?
- c. loved a film character?
- d. talks about one of his / her characters?
- e. says that writing is sometimes difficult?
- f. has two kids?



Jacqueline Wilson

Q1:

Well, I started quite early. When I was young, I always told stories to my teddies. Later, at school, all my notebooks were full of my own stories.

One day, I saw an advert for teen writers in a newspaper and I thought, "Well, I'm a teenager and I want to be a writer!" So I sent them one of my stories. They liked it and gave me a job. At the age of 17, I became a writer!

Q2:

No, it wasn't. Publishers didn't like the first book I wrote. But I didn't stop. And I was right. It was magical when I saw 'Double Act' or 'Bad Girls' in the bookshops!

Q3:

You should read lots of books, different kinds. Another good idea is to keep a diary. If there's a school magazine, send your stories. It's not always easy but don't be afraid to try.



Antony Horowitz

Q1:

When I was 14, James Bond was my favourite hero. I very often went to the cinema to see him on the big screen. At that age, I thought that James Bond was the coolest man on Earth. When I began to write the first book, 'Stormbreaker', I knew that Alex, the main hero, had to be like James.

Q2:

About a year. I wrote every evening. When it was ready, I took it to the publishers. One day they called me and they said "We like it". I jumped into the air. My two sons got really scared.

Q3:

Alex Rider became a spy for the British secret service at the age of 14. He didn't want to but he didn't have a choice. He was really clever and he never lost his cool. That's why he succeeded in all his missions in the Alex Rider book series.

6 Do you want to write a book for children? Why / Why not?



Vocabulary Link

Guessing words from context

1 Find words or expressions in the interviews that mean:

Task 46 - p. 87 / 194

- a. not late:
- b. tells you about a job in a newspaper:
- c. they prepare books for sale:
- d. types:
- e. cinema:
- f. central:
- g. frightened:
- h. stopped being calm:

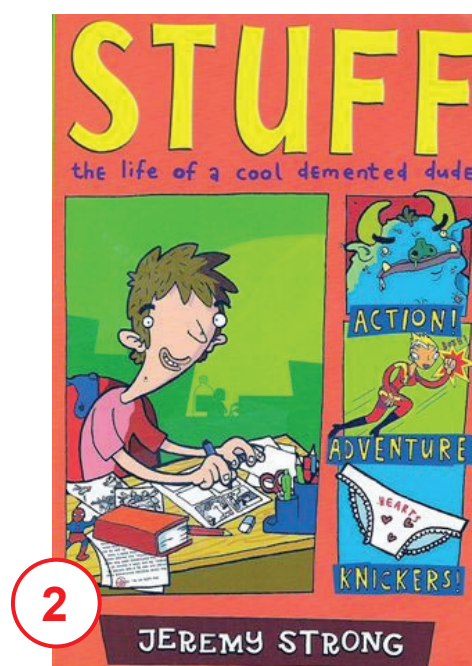
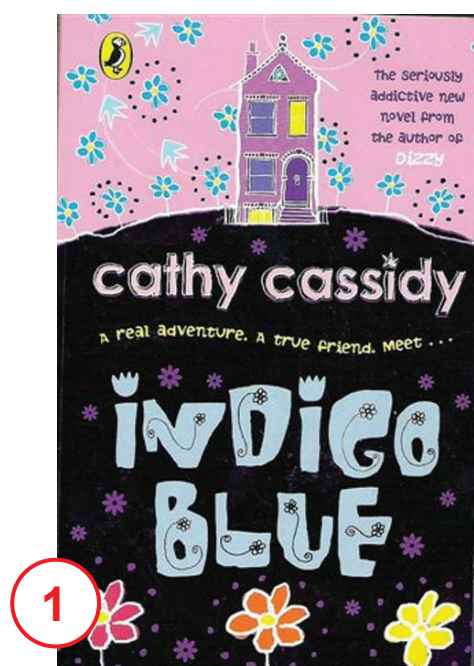
1 cathy cassidy →
INDIGO BLUE

2 JEREMY STRONG →
STUFF

'Book' Words

2 Match words (1-8) with their meaning (a-h).

1. author / writer	.....	a. person in a book, story etc.
2. best-seller	.....	b. a book that tells a story that is not real
3. plot	.....	c. the outside part of a book
4. character	.....	d. a book with a paper cover
5. publisher	.....	e. the events in a novel or film
6. cover	.....	f. he / she writes books
7. paperback	.....	g. he/she publishes books
8. novel	.....	h. a very popular book



'Book' Collocations

3 Circle the words to form collocations

There are classic children's adventure comic crime
detective romantic spy novels.

There are strange funny sad love horror bedtime stories.

A writer can be

famous great best-selling popular talented modern.



Grammar Link

Past Simple - Irregular Verbs

1 Study the example sentences and complete the Grammar table.

- When I was young, I told stories to my teddies.
- Alex didn't have a choice.
- How long did it take you to write the book?

Are the sentences about the present or the past ?	Do the verbs take -ed in the Simple Past? Yes / No
How do we form questions and negatives?	

see Grammar Appendix, pages 69 - 71 / 155.

2 Look at the interviews and complete the table with the correct past forms.

Verb	Simple Past	Verb	Simple Past
be	was / were	go	.....
tell	begin	.....
see	know	.....
think	have	.....
send	take	.....
give	say	.....
become	get	.....
write	lose	.....

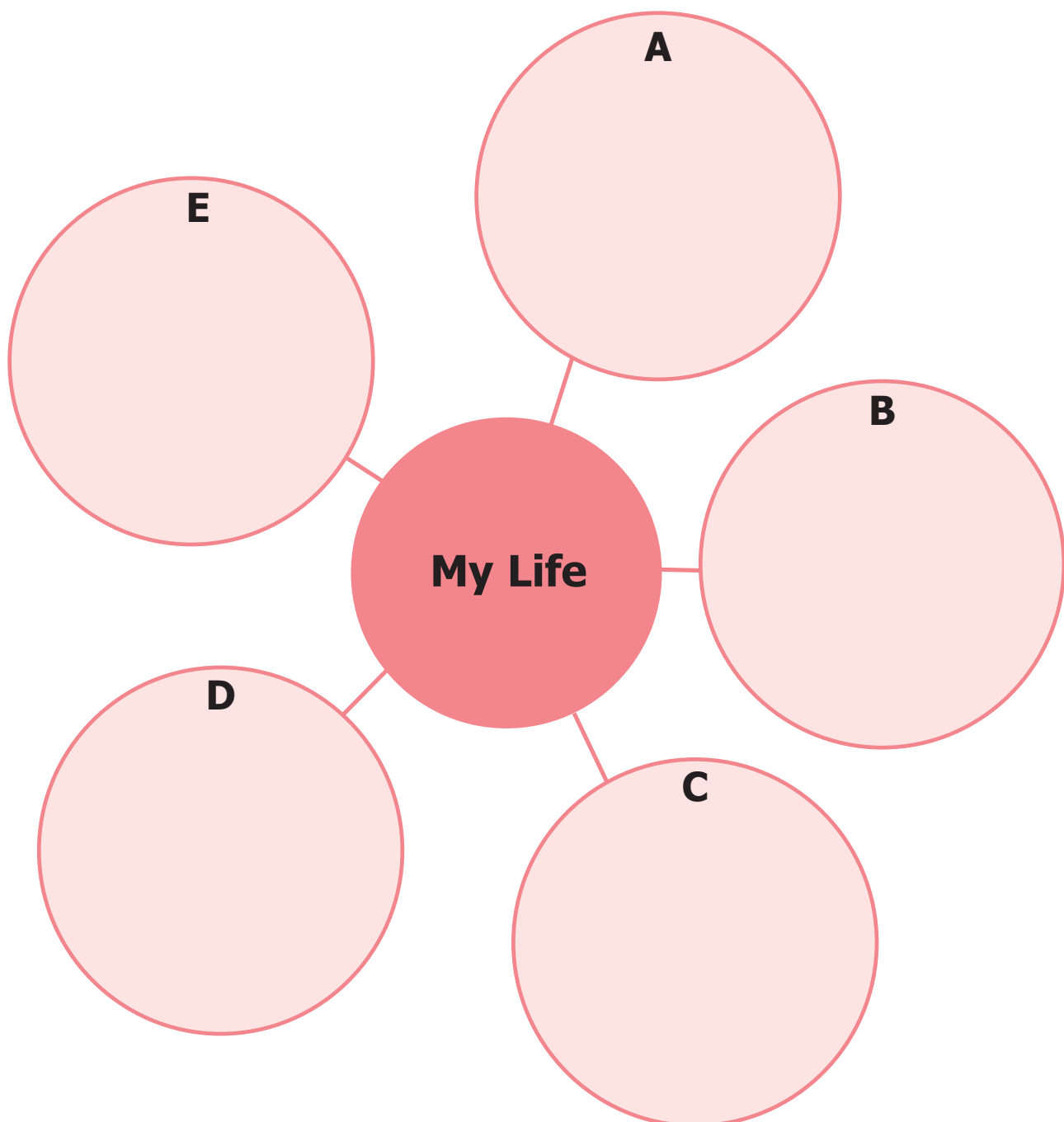


Speaking

Student A: Look at page 56 / 136.

Student B: Look at page 57 / 140.

Read the instructions and complete the diagram.





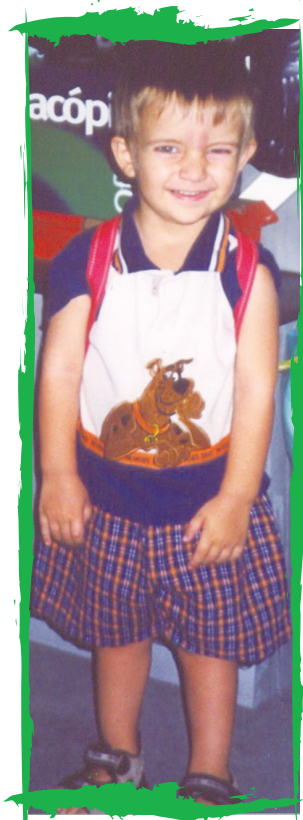
Writing



MY LIFE LINE

Which are the most important events in your life?

1. Write when and what happened.
2. Stick some photos.
3. Present it to your class.



1995

I was born.

1997

I started playing tennis.

1999

I started pre-school.

Self-Assessment

VOCABULARY LINK

1 Find the words for the definitions. The anagrams can help you.

1. put your hands on something

= (chout)

2. we make or repair things there

= (pokworsh)

3. people who can't use a part of their body

= (sbildead)

4. make something new

= (tinnev)

1 POINT FOR EACH CORRECT ANSWERS TOTAL ___/4

2 Complete the sentences with the words from the box. There are two extra words.

paperback
sign

authors
blind

destination
planets

code
crew

1. He was in his right eye after the car crash.
2. They write their messages in a secret
3. Look at the! It says “Don't touch”.
4. Crete is a popular holiday
5. There are nine in our solar system.
6. I want to buy this book in, please.

1 POINT FOR EACH CORRECT ANSWER TOTAL ___/6

3 What were they? Match and write sentences.

1. Cleopatra		a. an inventor
2. Edison		b. a writer
3. Andersen		c. a philosopher
4. Socrates		d. a queen

1. Cleopatra was
2.
3.
4.

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

GRAMMAR LINK

4 Write the verbs in Simple Past.

VERB	SIMPLE PAST	VERB	SIMPLE PAST
drive		swim	
go		think	
have		write	

1 POINT FOR EACH CORRECT ANSWER TOTAL ___/6


5 Delete the extra word.


We ~~did~~ drank milk this morning.

1. Did Mary studied hard for the test.
2. Jane bought a new T-shirt on last Monday.
3. I didn't was at home in the evening.
4. Did Armstrong was open the door of the lunar module?
5. The scientists didn't not discover life on the moon.

2 POINTS FOR EACH CORRECT ANSWER TOTAL ___/10

**CHECK YOUR ANSWERS WITH YOUR PARTNER.
THEN LOOK AT THE ANSWER KEY ON PAGES
72 - 73 / 159**

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 talk about ways I communicate with other people.			
b. I can read an article about the Braille system and find the information I need.			
c. I can use the correct punctuation in a text.			
d. I can read an article about a space mission and find the information I need.			
e. I can do a quiz on planets.			
f. I can understand a space news programme.			
g. I can talk about my mission in space.			
h. I can read interviews with two authors and find the information I need.			
i. I can talk about important moments in my life.			



**: I'm very good!
What can I
revise?**



**: I can become
better. What
should I practise?**



**: I must try harder.
What do I need to
work on?**

My Notes:

.....

.....

.....

.....

.....

.....

.....

FOCUS ON LISTENING SKILLS

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

Listening Strategies	Great help!	I'll try...
1. Read the task carefully to understand what you have to do.		
2. Look at the photos, tables, titles etc. to guess what you might hear.		
3. Focus on what you have to do. Don't worry if you don't understand everything on the recording.		
4. Remember that you don't need all the information in the recording.		
5. Listen to the recording more than twice if necessary.		



APPENDICES

Quiz Key

Unit 7 / Lesson 2

Key to the Planets Quiz on page 28 / 99 - 100

- a. Mercury
- b. Jupiter
- c. Mars
- d. Pluto
- e. Uranus
- f. Mars

Unit 7 / Lesson 3

Key to the Reading Quiz on page 36 / 103

- 1. e
- 2. f
- 3. a
- 4. d
- 5. b
- 6. c

Speaking Appendix

Unit 7 / Lesson 3 / Speaking / page 106

Student A

- 1 Answer the questions to complete the diagram. Put your answers in the correct circles (A-E). Use time expressions like:

yesterday at 11.00 two years ago
last week / month / year in 1999 when I was 6

- A. When did you last go to the cinema?
B. When did you last have a party?
C. What time did you sleep last night?
D. When did you meet your best friend?
E. When did your last take a test?

- 2 Look at your partner's diagram. Ask to find out what happened in each case.

In B you're writing 'last week'. What happened last week?

I went to a party.

MEMORY GAME

Student A

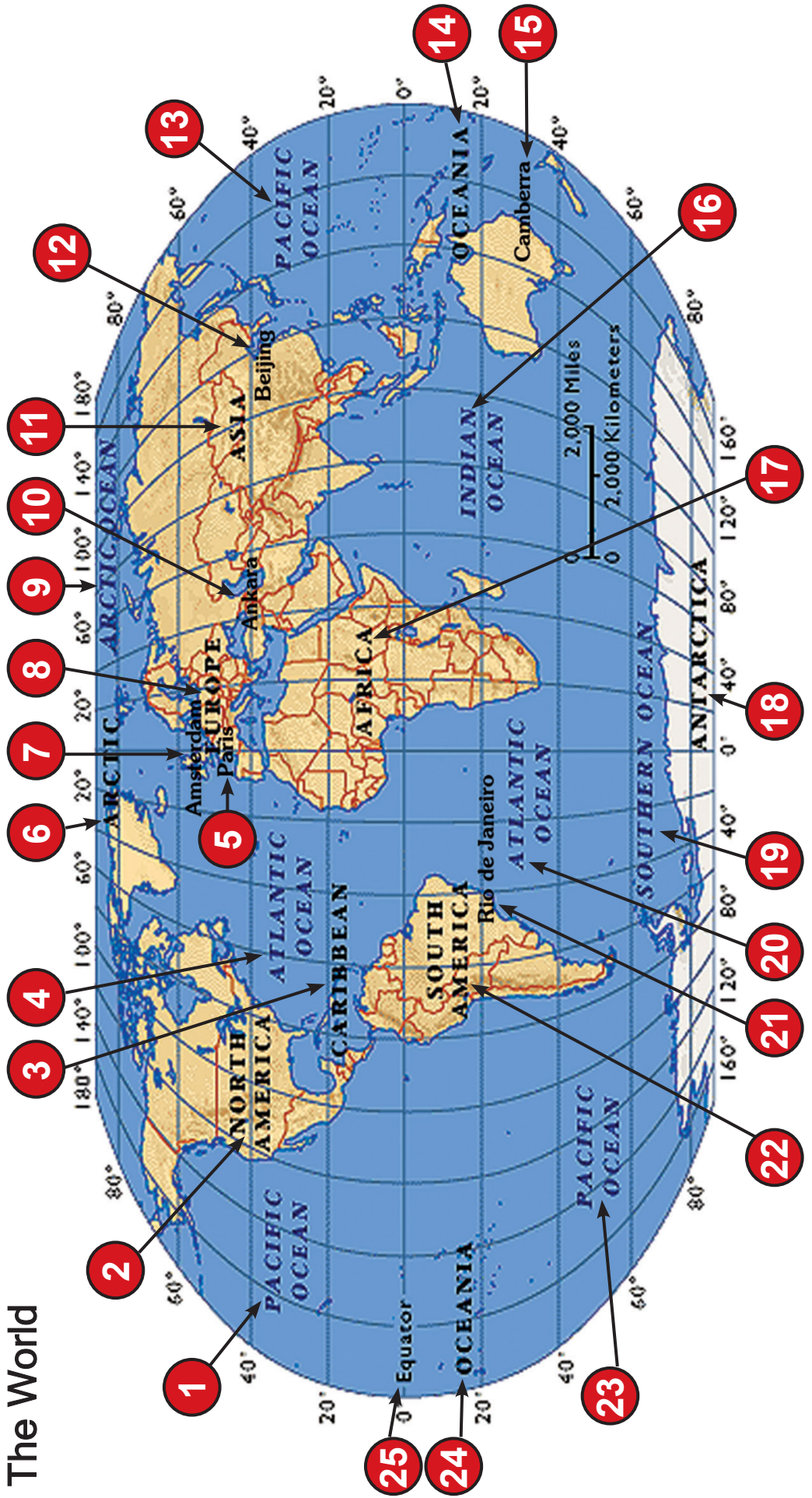
Look at the trolley and listen to your partner. Tick the items he/she remembers. Has your partner got a good memory?

**2 cartons milk
2 cans of beer
1 packet of cereals
1 packets of crisps
2 packets of biscuits**

Maps

WORLD MAP

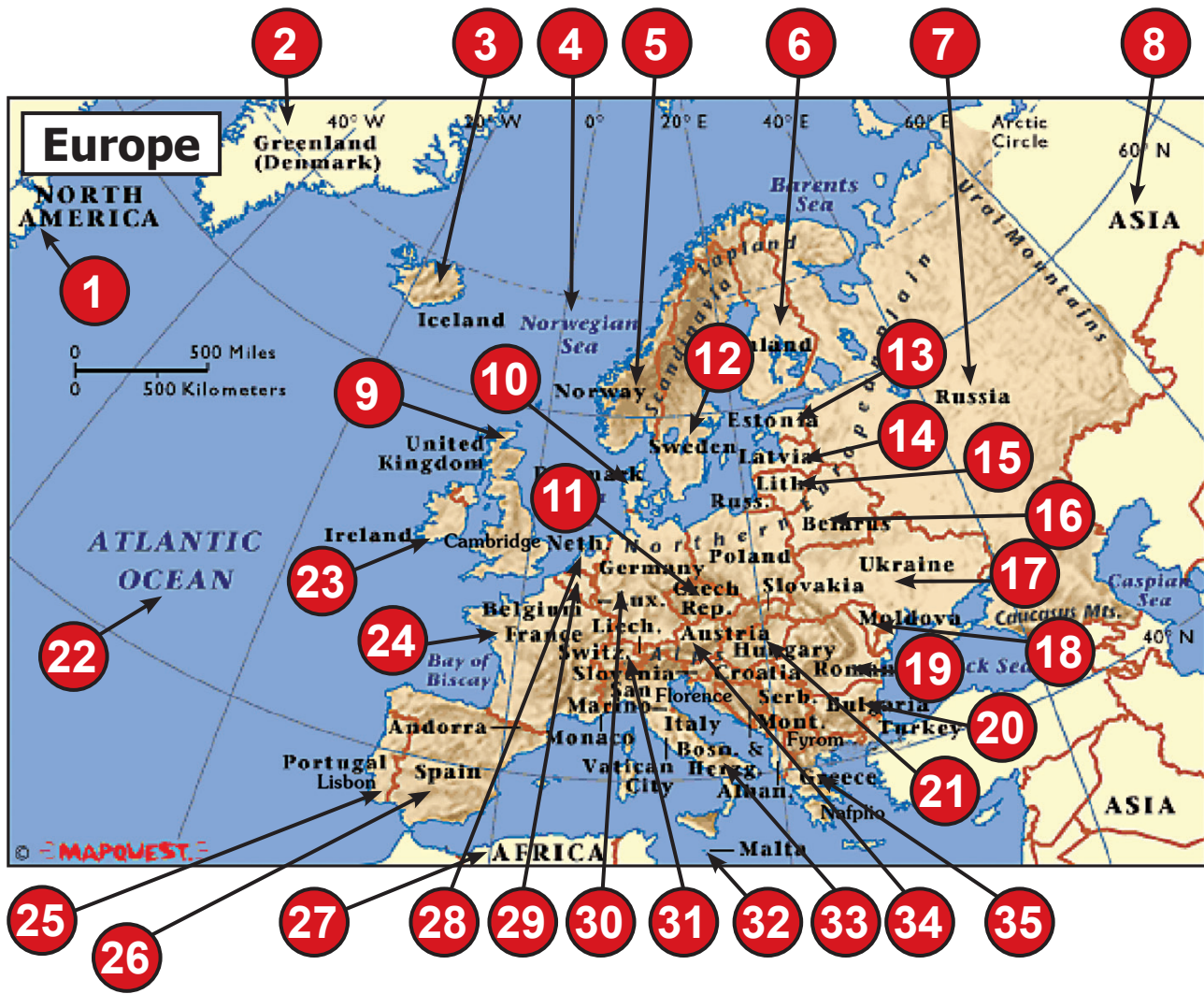
The World



- 1** PACIFIC OCEAN
- 2** NORTH AMERICA
- 3** CARIBBEAN
- 4** ATLANTIC OCEAN
- 5** Paris
- 6** ARCTIC
- 7** Amsterdam
- 8** EUROPE
- 9** ARCTIC OCEAN
- 10** Ankara
- 11** ASIA
- 12** Beijing
- 13** PACIFIC OCEAN

- 14** OCEANIA
- 15** Camberra
- 16** INDIAN OCEAN
- 17** AFRICA
- 18** ANTARCTICA
- 19** SOUTHERN OCEAN
- 20** ATLANTIC OCEAN
- 21** Rio de Janeiro
- 22** SOUTH AMERICA
- 23** PACIFIC OCEAN
- 24** OCEANIA
- 25** Equator

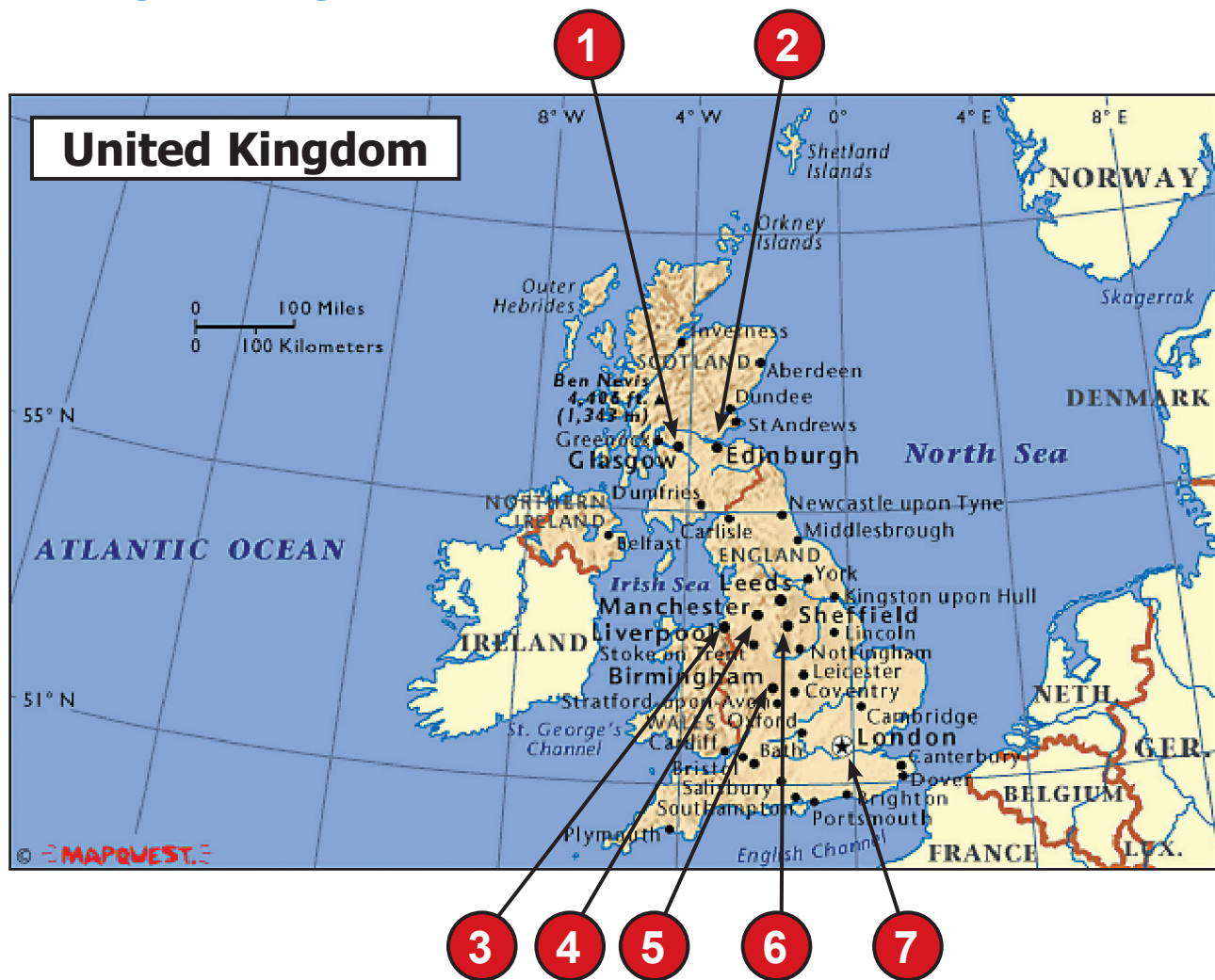
Map retrieved from: http://go.hrw.com/atlas/norm_htm/world.htm



Map retrieved from:
http://go.hrw.com/atlas/norm_htm/europe.htm

- 1 NORTH AMERICA**
- 2 Greenland (Denmark)**
- 3 Iceland**
- 4 Norwegian Sea**
- 5 Norway**
- 6 Finland**
- 7 Russia**
- 8 ASIA**
- 9 United Kingdom**
- 10 Denmark**
- 11 Czech Rep.**
- 12 Sweden**
- 13 Estonia**
- 14 Latvia**
- 15 Lith.**
- 16 Belarus**
- 17 Ukraine**
- 18 Moldova**
- 19 Romania**
- 20 Bulgaria**
- 21 Hungary**
- 22 ATLANTIC OCEAN**
- 23 Ireland**
- 24 France**
- 25 Portugal**
- 26 Spain**
- 27 AFRICA**
- 28 Netherlands**
- 29 Belgium**
- 30 Lux.**
- 31 Switz.**
- 32 Malta**
- 33 Italy**
- 34 Austria**
- 35 Greece**

MAP OF THE UK

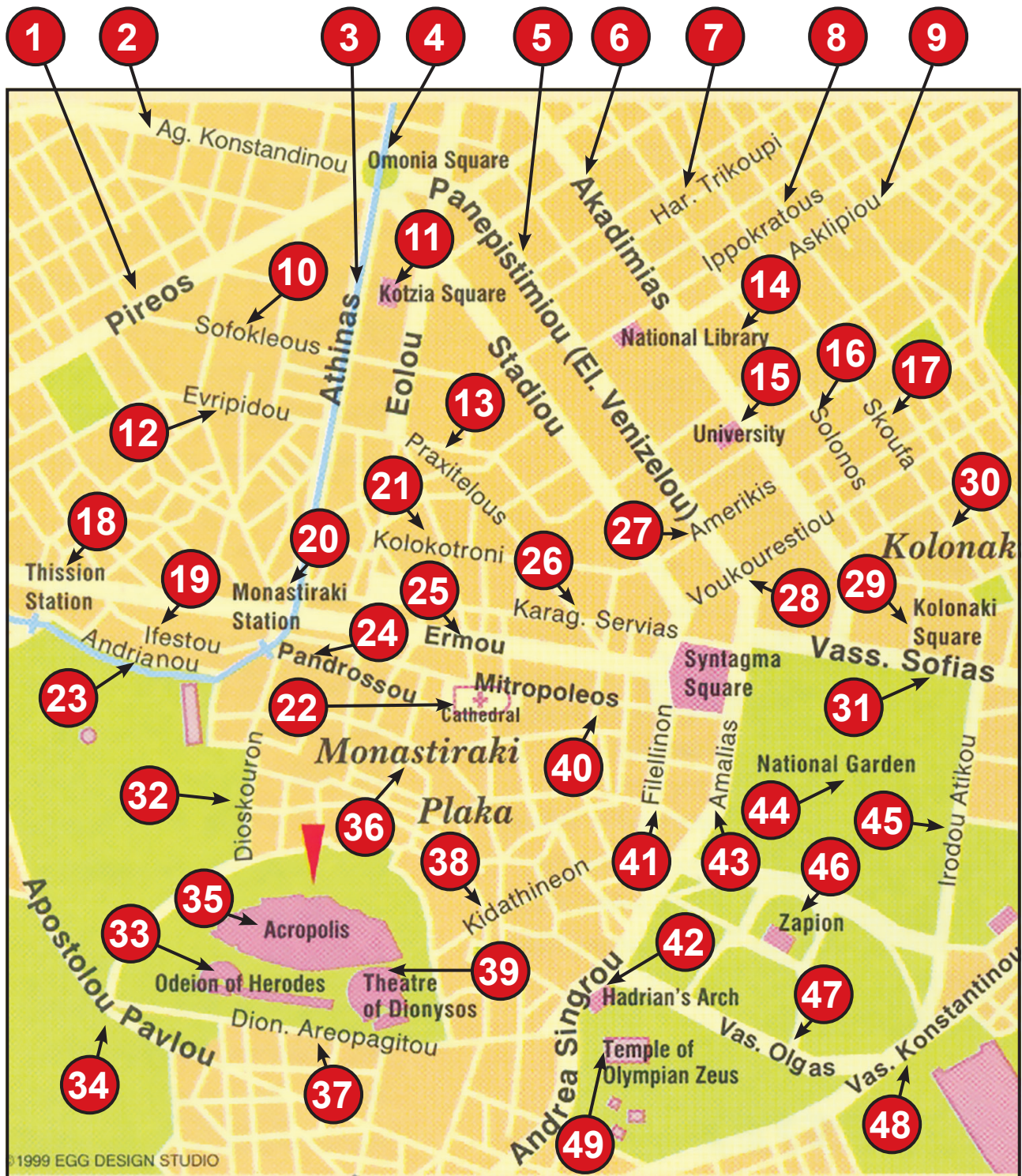


- 1** Glasgow
- 2** Edinburgh
- 3** Liverpool
- 4** Manchester
- 5** Birmingham
- 6** Sheffield
- 7** London

Map retrieved from
http://go.hrw.com/atlas/norm_hm/untdkgdm.htm



MAP OF THE CENTRE OF ATHENS



- 1** Pireos
- 2** Ag. Konstandinou
- 3** Athinas
- 4** Omonia Square
- 5** Panepistimiou
(El. Venizelou)
- 6** Akadimias
- 7** Har. Trikoupi
- 8** Ippokratous
- 9** Asklipiou
- 10** Sofokleous
- 11** Kotzia Square
- 12** Evripidou
- 13** Praxitelous
- 14** National Library
- 15** University
- 16** Solonos
- 17** Skoufa
- 18** Thission Station
- 19** Ifestou
- 20** Monastiraki Station
- 21** Kolokotroni
- 22** Cathedral
- 23** Andrianou
- 24** Pandrossou
- 25** Ermou
- 26** Karag. Servias
- 27** Amerikis
- 28** Voukourestiou
- 29** Kolonaki Square
- 30** Kolonaki
- 31** Vass. Sofias
- 32** Dioskouron
- 33** Odeion of Herodes
- 34** Apostolou Pavlou
- 35** Acropolis
- 36** Monastiraki
- 37** Dion. Areopagitou
- 38** Kidathineon
- 39** Theatre of Dionysos
- 40** Mitropoleos
- 41** Filellinon
- 42** Hadrian's Arch
- 43** Amalias
- 44** National Garden
- 45** Irodou Atikou
- 46** Zapion
- 47** Vas. Olgas
- 48** Vas. Konstantinou
- 49** Temple of Olympian Zeus

GRAMMAR APPENDIX

UNIT 7

Lesson 1

THE VERB 'TO BE' - PAST SIMPLE

Statements	Questions
I was	Was I?
You were	Were you?
He was	Was he?
She was	Was she?
It was	Was it?
We were	Were we?
You were	Were you?
They were	Were they?

Negatives	
Full form	Short form
I was not	I wasn't
You were not	You weren't
He was not	He wasn't
She was not	She wasn't
It was not	It wasn't
We were not	We weren't
You were not	You weren't
They were not	They weren't

Short Answers

Yes, I was
Yes, he was
Yes, they were

No, you weren't
No, she wasn't
No, we weren't

Lesson 2

PAST SIMPLE - FORM

Regular verbs (verb+ ed)

Statements	Questions
I walked	Did I walk?
You walked	Did you walk?
He walked	Did he walk?
She walked	Did she walk?
It walked	Did it walk?
We walked	Did we walk?
You walked	Did you walk?
They walked	Did they walk?

Negatives

Full form	Short form
I did not walk You did not walk He did not walk She did not walk It did not walk We did not walk You did not walk They did not walk	I didn't walk You didn't walk She didn't walk He didn't walk It didn't walk We didn't walk You didn't walk They didn't walk

Short Answers

Yes, I did
Yes, he did
Yes, we did

No, you didn't
No, she didn't
No, they didn't

Spelling Rules

- Verbs ending in **-e** add **-d** e.g. **live - lived**
- Verbs ending in **consonant - vowel - consonant**, double the consonant e.g. **stop - stopped**
- Verbs ending in **consonant + y**, drop **-y** and take **-ied** e.g. **tidy - tidied** BUT **play - played**

REMEMBER to drop the ending **-ed** in questions and negatives.

e.g. I walked to school.

I didn't walk to school.

Did you walk to school?

PAST SIMPLE - USE

- We use the Simple Past to talk about finished actions in the past.
- Time words: **in 2003 / last year / two weeks ago / yesterday ...**
e.g. Armstrong walked on the moon in 1969.
We played computer games yesterday.

Lesson 3

PAST SIMPLE - FORM

Irregular verbs

- Irregular verbs do not take the ending **-ed** for the past simple.
- Each irregular verb has its own form and we have to learn these forms off by heart.
e.g. go - went

Statements	Questions
<p>I went</p> <p>You went</p> <p>He went</p> <p>She went</p> <p>It went</p> <p>We went</p> <p>You went</p> <p>They went</p>	<p>Did I go?</p> <p>Did you go?</p> <p>Did he go?</p> <p>Did she go?</p> <p>Did it go?</p> <p>Did we go?</p> <p>Did you go?</p> <p>Did they go?</p>

Negatives	
Full form	Short form
<p>I did not go</p> <p>You did not go</p> <p>He did not go</p> <p>She did not go</p> <p>It did not go</p> <p>We did not go</p> <p>You did not go</p> <p>They did not go</p>	<p>I didn't go</p> <p>You didn't go</p> <p>She didn't go</p> <p>He didn't go</p> <p>It didn't go</p> <p>We didn't go</p> <p>You didn't go</p> <p>They didn't go</p>

Short Answers
<p>Yes, I did</p> <p>Yes, he did</p> <p>Yes, we did</p> <p>No, you didn't</p> <p>No, she didn't</p> <p>No, they didn't</p>

Irregular Verbs

be - was / were
become - became
begin - began
buy - bought
come - came
do - did
drink - drank
drive - drove
eat - ate
find - found
fly - flew
get - got
give - gave
go - went
have - had
hit - hit

know - knew
leave - left
make - made
meet - met
read - read
run - ran
say - said
see - saw
send - sent
sit - sat
speak - spoke
swim - swam
take - took
teach - taught
tell - told
think - thought
write - wrote

REMEMBER to use the base form of the verb in questions and negatives.

e.g. I went to school on foot yesterday.

I didn't go to school on foot yesterday.

Did you go to school on foot yesterday?

Self-assessment key

UNIT 7

VOCABULARY LINK

Task 1

1. touch
2. workshop
3. disabled
4. invent

Task 2

1. blind
2. code
3. sign
4. destination
5. planets
6. paperback

Task 3

- 1d, 2a, 3b, 4c
1. Cleopatra was a queen.
 2. Edison was an inventor.
 3. Andersen was a writer.
 4. Socrates was a philosopher.

GRAMMAR LINK

Task 4

VERB	SIMPLE PAST
drive	drove
go	went
have	had
swim	swam
think	thought
write	wrote

Task 5

1. ~~Did~~ Mary studied hard for the test.
2. Jane bought a new T-shirt ~~on~~ last Monday.
3. I ~~didn't~~ was at home in the evening.
4. Did Armstrong ~~was~~ open the door?
5. The scientists didn't ~~not~~ discover life on the moon.

It's up to you!

Appendix

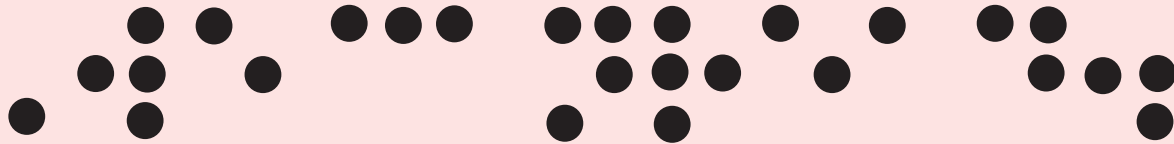
Unit 7 Lesson 1



Reading

- 40** Mrs Baker collects information for her class.
Read the article again to complete this table.

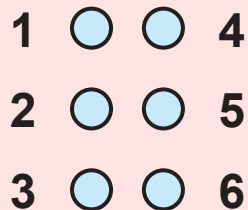
THE BRAILLE SYSTEM	
What is it?	A code of ¹ dots
A Braille reader can read	Up to ² words per minute
How it works	Dots for each letter E.g. Letter F has dots 1, 2 and ³ Letter ⁴ has dots 1, 3 and 6
About Louis Braille	Date of birth: ⁵ Blind after an ⁶ when ⁷ yrs old Schooling: ⁸ Invented the Braille system at the age of ⁹
Extra symbols for	¹⁰ and ¹¹
You can see Braille signs	In ¹² places like airports and banks



We can read

The Braille system - What is it?

BRAILLE is not a language, but a 6-dot code. It helps blind people (people who can't see) all over the world read. Braille readers can read 100-200 words in a minute! They just touch the dots with their fingers.



THE BRAILLE CELL

Each dot has a numbered position on the cell. Each letter has its dots. For example, the letter D has dots 1, 4 and 5.

Who was the inventor?

LOUIS BRAILLE (1809-1852) was from a small town near Paris. He was born on January 4. He was blind because when he was only three years old he had an accident in his father's workshop.

Some years later, he was a student of a special school in Paris. There were a lot of blind students. Louis was very bright and he wanted to read books. So, at the age of 15, he invented the Braille code.

TODAY, every country in the world uses Braille. There are symbols for music and maths. There are also Braille signs in public places like airports, banks and shops.

THE BRAILLE ALPHABET

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

adapted from www.afb.org/braillebug



Vocabulary Link

Guessing words from context

41 Find words or phrases in the article that mean:

a. put your hand on something:

b. every:

c. a place with a number:

d. something bad that happens:

e. people make or repair things there:

f. 'NO PARKING' is one:



Unit 7 Lesson 2



Reading

42 That was a great historic trip. Check if you remember every moment of it. Read the article again and put these events in order (1-6).

a. Armstrong climbed out of the 'Eagle'.

.....

b. Armstrong landed the 'Eagle' on the moon.

.....

c. Armstrong walked on the moon.

.....

d. They planted their flag.

.....

e. Aldrin climbed out of the 'Eagle'.

.....

f. They landed in the Pacific Ocean.

.....

TEENnewspaper

"... a small step for a man, one giant leap for mankind."



IT WAS JULY 20, 1969. Millions of people watched on television, as astronaut Neil Armstrong, the commander of Apollo 11, walked on the moon for the first time in history.

The historic trip wasn't easy. After a lot of problems, Armstrong landed his lunar module, called the 'Eagle', on the moon. There were two more astronauts with him, Buzz Aldrin and Michael Collins. They put on their spacesuits and Armstrong opened the door. He climbed out on a ladder. It had nine steps.

Armstrong jumped the last step and his feet touched the moon. Some minutes later, Aldrin also climbed out of the 'Eagle'.

The two astronauts stayed about 3 hours on the moon. They collected rocks and planted the US flag.

On July 24th the crew landed in the Pacific Ocean. Scientists studied the rocks from the moon and discovered that there was no life there. Armstrong called their mission the 'beginning of a new age'. Did they do it again? No, they didn't. They stopped travelling into space. But that journey changed their life.



Armstrong (left) Collins (centre) and Aldrin

43 Find these sentences in the article. What do the words in bold refer to?

- a. There were two more **astronauts with him.**
- b. **It** had nine steps.
- c. **that there was no life there.**



Listening

44 Listen again and complete the table.

Space Shuttles	Year		
DISCOVERY	2005		
COLUMBIA	² 20.....		
CHALLENGER	⁶ 19.....		

More info

¹ **Man / Woman** commander

Day: ³

Time: ⁴ before landing

⁵ **Number of astronauts:**

Time: ⁷ after lift-off

Number of astronauts: ⁸

Christa McAuliffe was a ⁹

Unit 7 Lesson 3



Reading

45 Write **J. W.** for **Jacqueline Wilson** and **A. H.** for **Antony Horowitz**. Which author...

- a. worked as a writer when he / she was a teenager?
- b. loved a film character?
- c. talks about one of his / her characters?
- d. says that writing is sometimes difficult?



Jacqueline Wilson

Q1:

Well, I started quite early. When I was young, I always told stories to my teddies. Later, at school, all my notebooks were full of my own stories.

One day, I saw an advert for teen writers in a newspaper and I thought, "Well, I'm a teenager and I want to be a writer!" So I sent them one of my stories. They liked it and gave me a job. At the age of 17, I became a writer!

Q2:

No, it wasn't. Publishers didn't like the first book I wrote. But I didn't stop. And I was right. It was magical when I saw 'Double Act' or 'Bad Girls' in the bookshops!

Q3:

You should read lots of books, different kinds. Another good idea is to keep a diary. If there's a school magazine, send your stories. It's not always easy but don't be afraid to try.



Antony Horowitz

Q1:

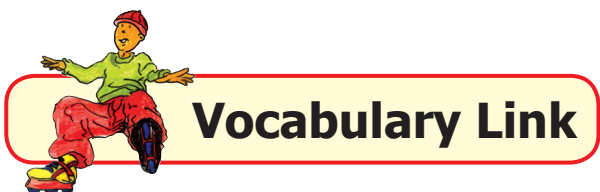
When I was 14, James Bond was my favourite hero. I very often went to the cinema to see him on the big screen. At that age, I thought that James Bond was the coolest man on Earth. When I began to write the first book, 'Stormbreaker', I knew that Alex, the main hero, had to be like James.

Q2:

About a year. I wrote every evening. When it was ready, I took it to the publishers. One day they called me and they said "We like it". I jumped into the air. My two sons got really scared.

Q3:

Alex Rider became a spy for the British secret service at the age of 14. He didn't want to but he didn't have a choice. He was really clever and he never lost his cool. That's why he succeeded in all his missions in the Alex Rider book series.



Guessing words from context

46 Find words in the interviews that mean:

a. not late: _ _ _ _ _

b. tells you about a job in a newspaper: _ _ _ _ _

c. they prepare books for sale: _ _ _ _ _

d. types: _ _ _ _ _

e. cinema: _ _ _ _ _

f. central: _ _ _ _

g. frightened: _ _ _ _ _

h. stopped being calm: _ _ _ _ _

*ΠΗΓΕΣ ΚΕΙΜΕΝΩΝ & ΕΙΚΟΝΩΝ ΠΟΥ ΧΡΗΣΙΜΟΠΟΙΗΘΗΚΑΝ ΓΙΑ:

Αγγλικά Α΄ Γυμνασίου - Επίπεδο Αρχαρίων -
Βιβλίο Μαθητή

ΚΕΙΜΕΝΑ

UNIT 7

- **Lesson 1 -**

Let's Communicate, Reading (We Can Read) σελίδα 93,
προσαρμοσμένο κείμενο από
www.afb.org/braillebug

- **Lesson 2 -**

Houston, we're back, Information taken from:

http://www.nasa.gov/worldbook/armstrong_neil_worldbook.html

<http://library.thinkquest.org/4034/armstrong.html>

http://en.wikipedia.org/wiki/Neil_Armstrong#Apollo_11

Listening (about Challenger, Discovery and Columbia)
σελίδα 100, το κείμενο είναι βασισμένο σε πληροφορίες
από

<http://www.timeforkids.com/TFK/specials/articles/0,6709,1137976,00.html>

<http://www.timeforkids.com/TFK/news/story/0,6260,418515,00.html>

http://en.wikipedia.org/wiki/Space_Shuttle_Challenger

● Lesson 3 -

TEEN best-sellers, Reading σελίδα 104, Interview with Jacqueline Wilson: Adapted from:

<http://www.kidsatrandomhouse.co.uk/jacquelinewilson/>

Interview with A. Horowitz: Adapted from:

<http://www.walkerbooks.co.uk/Anthony-Horowitz>

ΠΑΡΑΡΤΗΜΑΤΑ

σελίδα 131, Pablo Picasso, Guernica από

www.wikipedia.org

Delacroix, Eugene The Massacre at Chios

<http://cgfa.sunsite.dk/delacroix/p-delacroix11.htm>

ΦΩΤΟΓΡΑΦΙΕΣ

UNIT 7

- Φωτογραφίες ταινιών, σελίδα 91 από www.wikipedia.org
- Φωτογραφίες διάσημων, σελίδα 95 www.wikipedia.org
- Φωτογραφία Πουαρώ, σελίδα 96 από www.wikipedia.org
- Φωτογραφία Γιουρτζίχιν, σελίδα 97 <http://www.sdtv.gr/news-1200.html>
- Φωτογραφία πρώτου αστροναύτη, σελίδα 97
- Φωτογραφία, σελίδα 98 από www.wikipedia.org
- Vocabulary Link (Task 3) σελίδα 99 Picture of solar system taken from http://starchild.gsfc.nasa.gov/docs/StarChild/teachers/planets_moons.gif
- Φωτογραφίες σελίδες 100 & 101 από www.wikipedia.org
- Φωτογραφίες Wilson & Horowitz σελίδα 104 από <http://www.kidsatrandomhouse.co.uk/jacquelinewilson/>
<http://www.walkerbooks.co.uk/Anthony-Horowitz>

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FUNCTIONS

- Talking about people of the past / Expressing one's opinion / Narrating past events / Asking & answering about past events

THEMES

- Time / Civilisation & culture / Communication / Interaction

VOCABULARY

- Punctuation marks / Disabilities / Space / Planets / 'Book' words & collocations

LANGUAGE FOCUS

- Past Simple - verb 'to be' - regular & irregular verbs

LEARNING

FOCUS ON LISTENING

STRATEGIES

- Using titles and pictures to guess content / Activating background knowledge / Focusing on task while listening / Ignoring redundancy

LINKS

- Science / Literature / History / Art

READING

- An article about the Braille system / An article about a space mission / Interviews with authors

LISTENING

- An extract from a radio programme about famous people / A space news programme

SPEAKING

- Famous people of the past / An imaginary mission in space / Important moments in my life

WRITING

- My life line

APPENDICES 56

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