

ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ, ΕΡΕΥΝΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ
ΙΝΣΤΙΤΟΥΤΟ ΕΚΠΑΙΔΕΥΤΙΚΗΣ ΠΟΛΙΤΙΚΗΣ

ΕΥΑΓΓΕΛΙΑ ΚΑΡΑΓΙΑΝΝΗ - ΒΑΣΙΛΙΚΗ ΚΟΥΗ - ΑΙΚΑΤΕΡΙΝΗ ΝΙΚΟΛΑΚΗ

Think Teen!

1st Grade of Junior High School

TEACHER'S BOOK



Αρχάριοι

Α΄ ΓΥΜΝΑΣΙΟΥ

ΙΝΣΤΙΤΟΥΤΟ ΤΕΧΝΟΛΟΓΙΑΣ ΥΠΟΛΟΓΙΣΤΩΝ ΚΑΙ ΕΚΔΟΣΕΩΝ

«ΔΙΟΦΑΝΤΟΣ»

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ΥΠΟΥΡΓΕΙΟ ΕΘΝΙΚΗΣ ΠΑΙΔΕΙΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ
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ΑΝΑΔΟΧΟΣ ΣΥΓΓΡΑΦΗΣ



1st Grade of Junior High School Teacher's book

Αρχάριοι

ΟΡΓΑΝΙΣΜΟΣ ΕΚΔΟΣΕΩΣ ΔΙΔΑΚΤΙΚΩΝ ΒΙΒΛΙΩΝ
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THINK TEEN SERIES

The **Think TEEN** series is addressed to learners of the English Language in the first grade of junior high school. The design of the series was based upon current methodological and pedagogical principles of literacy, plurilingualism and pluriculturalism as set by the Common European Framework of Reference (2001) and the Cross-curricular Unified Framework (2003).

The following parameters were also taken into consideration:

- the age of the students
- their needs, interests and abilities
- the knowledge they bring in the EFL classroom after having been taught the English language in the State Primary School for four years.
- the case of absolute beginners who may attend the first grade of junior high school.

In general, the series aims at providing EFL teachers with:

- flexible material which can be easily adapted to different teaching contexts so as to satisfy different learning needs but also different teaching approaches
- the possibility to teach English across the high school curriculum
- differentiated material so as to cater for the mixed-ability profile of high school classes.

In particular, the main aims of the series are:

- the acquisition of basic knowledge, skills and communication strategies so that students will be able to function satisfactorily in different linguistic and cultural environments.

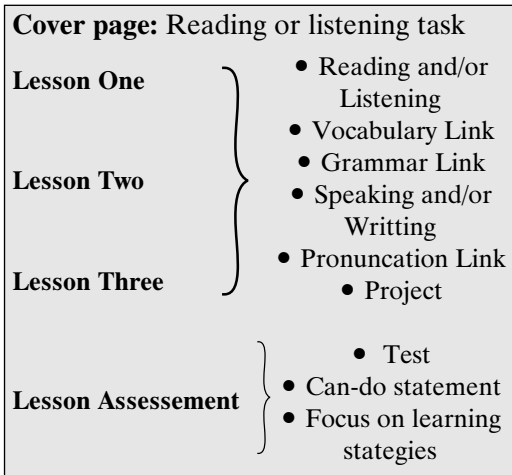
This objective is accomplished through the systematic development of all four skills: reading, writing, listening and speaking through authentic & semi-authentic texts

- the development of the students' personality as a whole through topics aiming at their social development and in combination with information and knowledge that comes from other school subjects
- the use of the English language for searching, locating and understanding information that is related to the students' needs and interests and which they will use in order to achieve different communication objectives
- the development of learning and communication strategies with particular emphasis on the development of students' linguistic awareness and the promotion of 'learning how to learn' techniques through real life experiences so that students can become autonomous learners
- the enhancement of students' ability to function as mediators between monolingual individuals or groups
- the students' familiarisation with different cultural environments and different social behaviours
- the provision of a variety of activities which will activate learners' motivation to learn &
- the systematic recycling, consolidation and extension of what they are taught through regular revisions.

THE SERIES COMPONENTS

Think TEEN consists of the student’s book, the workbook, the teacher’s book and the Audio CD. More analytically:

1) **The student’s book** comprises nine units. Units 1-8 include three lessons each. Lesson 3 of Unit 5 is a review lesson and Unit 9 is a review unit. A typical sequence of a unit in is as follows:



At the end of the book there are appendices with:

- a key to the quizzes in the book
- speaking tasks
- maps
- grammar tables and rules
- a key for self-assessment
- tiered tasks for differentiated instruction, i.e. less and/or more demanding versions of the same task.

2) **The workbook contains** exercises of graded difficulty that aim at providing learners with further practice. At the end of the workbook there are tasks for differentiated instruction.

3) **The teacher’s book** contains a detailed introduction and step-by-step lesson plans of the Student’s Book. It also provides the teachers with linguistic elements, background cultural information & addresses of Internet sites which will help them with their work. In the teacher’s book, teachers will also find the key to the student’s book and workbook tasks, the audio CD transcripts as well as suggestions for extra activities & extra tests for assessing the learners’ progress.

4) Finally, **the audio CD** contains the student’s book texts, the tasks in the Pronunciation Link & Listening tasks as well as recorded examples of communication tasks.

USING THE STUDENT’S BOOK

1. COVER PAGE

The cover page contains:

1. the title of the unit
2. the titles of the three lessons
3. pictures relevant to the material of the three lessons in the unit
4. sentences or short texts, which students read or listen to and match with the pictures
5. a box with the aims of the unit and the types of material students will be exposed to through reading, listening, speaking & writing, as well as links to other subjects.

The cover page aims to:

1. provide the context for the material presented in the unit
2. activate learners’ background knowledge and relevant cognitive schemata
3. present some key vocabulary through the pictures and the accompanying sentences.

1.1. Process

Students:

- look at the cover page and predict what the unit / each lesson is about
- describe the pictures
- read or listen to & match pictures / topics / links with sentences / short texts
- go through the box & see the type of material they will be using in the unit & the links to other school subjects.

2. VOCABULARY

Compiling the vocabulary tasks for Think Teen, we took into consideration that it is easier for students to learn & remember vocabulary which is:

- organised in thematic areas
- presented mainly through the use of visuals
- taught in combination with previously acquired knowledge rather than taught in isolation
- taught in collocations
- taught through repetition and memory games
- recycled and used in different contexts
- taught through a variety of tasks so as to cater for learners' diverse learning styles.

To this end, we suggest a number of supplementary activities in the Teacher's Book, which aim to assist teachers in revising & consolidating vocabulary.

2.1. VOCABULARY LINK SECTION

2.1.1. Topic Vocabulary

Topic vocabulary is mainly presented through pictures in the *Vocabulary Link* section. The procedure is as follows:

- Students match the words with the pictures.
- Then they listen to the CD & check their answers.
- Teachers can play the CD again & ask students to repeat the words to practise pronunciation.
- Students can cover the words, look at the pictures only and say the words. Students can check each other in pairs.
- Students look at the pictures for one minute. Then they close their books and play a memory game with their partners

(e.g. **Unit 3, Lesson 2:**

Student A: *Picture 1: Music*

Student B: *Picture 2: P.E. etc.)*

2.1.2. Guessing words from context

- In this type of task, students the meaning of words from the reading texts that precede the Vocabulary Link Section & either match these words to definitions or use them to complete sentences.
- Teachers should **resist pre-teaching these words in the Reading section** & encourage students to use the context by guiding them with strategic questions at their first attempts.

e.g. Unit 4, Lesson 2: If students ask what the word 'hibernate' means, ask them to read the text and draw their attention to key words: October, caves, holes, deep

sleep, till March or April etc. so that they infer the meaning of the word using the context.

- Also, definitions are carefully chosen so as not to add an extra reading burden on the students.

2.2. EXTRA VOCABULARY ACTIVITIES

2.2.1. Vocabulary notebooks

- Learners keep vocabulary notebooks arranged either in thematic areas (e.g. sports, unusual sports, geographical features, the environment etc.) or in alphabetical order (e.g. words beginning with A, B, C etc.).
- They can write the Greek equivalent, make a drawing next to the word or use their dictionaries & write a simple definition of the words.
- They can also include a section with synonyms & opposites (e.g. great = fantastic; healthy ≠ unhealthy etc.).
- They can use their vocabulary notebooks to revise vocabulary for tests, as a source for their projects and the vocabulary activities suggested below.

2.2.2. Hangman

- This can be played in the last five minutes of the lesson to practise spelling of the new words taught.
- Divide learners into two groups, A and B. Group A choose a word and write the first and last letter of the word on the blackboard. They put dashes in the place of the rest of the letters.
- Group B call out letters. They can have five wrong guesses and if they

can't find the word, Group A take a point.

- The group with more points when the school bell rings are the winners.
- The group who lose give the L1 equivalent of all the words used in the game.
- Alternatively, learners play hangman in pairs.

2.2.3. Chain

- This can be played with the class as a whole, in groups of 8-10 students or in smaller groups of 5-6 students.
- The teacher writes or says a topic area (e.g. sports, school subjects, vocabulary related to animals etc.).
- Learners in their groups have to say words related to the topic one after the other (in a chain).
- When a learner fails to come up with a word or repeats a word which has been said by another learner, the chain breaks & students have to start from the beginning with the same or another topic.
- The winners are the learners who last longer without breaking the chain.

2.2.4. Bingo

- Learners choose nine words out of the total number of words learnt over the lesson / unit / week and write them in the nine boxes they have drawn.
- The teacher or a learner calls out words at random and the learner who hears all his/her words is the winner. This game can also be used to practise correct pronunciation of lexical items.

INTRODUCTION

e.g. Unit 7, Lesson 2

Jupiter	lunar	Uranus
Saturn	Neptune	commander
mission	crew	Mars

2.2.5. Learner-Made Crossword Puzzles

- This activity is particularly useful for weaker learners as it can help them recognise new words taught.
- Learners are given a topic area & a number of words to place in an empty crossword grid (e.g. jobs).
- They place words from the topic area in an empty crossword grid in any way they like (horizontally, vertically, diagonally, upside down etc.). They should fill the remaining squares with random letters from the alphabet.
- When the grid is ready, they give it to their partner or to the rival pair or group and they take theirs.
- Winners are those learners who first find and circle all the words their partner has chosen to put in the grid.
- This activity can be extended and the teacher can ask learners to write the meaning of the words found in the grid, use them to write sentences with or use them to write a simple story in groups.

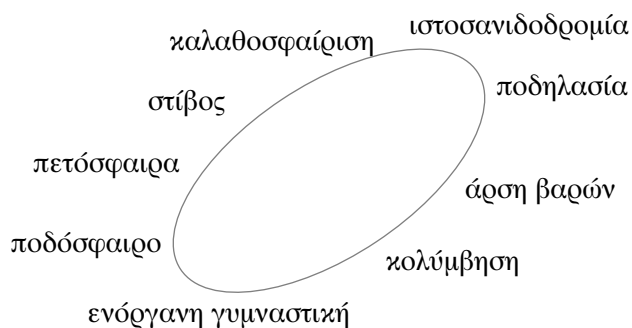
e.g. Unit 3, Lesson 3

S	T	A	T	C	L	E	D	F	W	V
H	B	H	X	H	A	F	R	S	A	E
O	Q	N	I	E	P	P	I	L	O	T
P	J	V	O	F	E	R	V	L	D	G
O	U	D	T	E	R	J	E	N	I	O
W	L	A	U	T	H	O	R	X	H	C
N	T	N	U	H	V	O	P	K	M	H
E	T	C	L	E	R	K	E	O	T	E
R	J	E	V	O	J	N	R	O	B	R
M	A	R	C	H	I	T	E	C	T	S

2.2.6. Listening

- This is an activity which can be very easily adapted to include any lexical items we wish to revise.
- The teacher gives learners a worksheet or asks them to make one in their notebooks with illustrations or L1 equivalents of the words s/he wants to revise.
- Most of them are scattered on the sheet randomly, while some of them are placed on specific spots. In this way, when learners follow the teacher's instructions and join the items she mentions, a simple shape such as a book, a ball or a boat etc. is revealed.
- What the learners have to do is to listen to the teacher's instructions and join with lines only the items she mentions.

e.g. Unit 2, Lesson 1



3. GRAMMAR LINK

The Grammar Link presents the new structures used in every lesson. There are grammar tables using sentences assembled from the input texts and students are asked to complete the grammar tables and work out rules for themselves.

Input texts provide a context which makes the meaning of the new structure as clear as possible.

At the end of the book, there is a Grammar Appendix with completed tables and rules, which students can use to check their answers.

Teachers can guide students to notice language forms in input texts, e.g. underline verbs in the simple past and divide them into regular & irregular, etc.

Grammar Tables are followed by speaking and writing activities which aim at involving students in using the new structures.

There is work on accuracy in the workbook. It is advisable that these practice activities are not done one after the other all at once. *Students would become bored by too much controlled practice. Teachers can decide which of the workbook tasks to do in class and which to assign as homework.* Also, some of the workbook tasks can be used as reviews at the start of the next lesson.

4. READING

Reading texts and tasks used in the coursebook aim at developing students' full range of reading skills by exposing them to authentic or semi-authentic texts and involving them in tasks they are likely to confront in real life, such as reading signs & notices, e-mails, letters, notes etc.

Reading texts expose learners to a rich but comprehensible input of real written language in use and help to bring the 'real' world into the classroom.

The tasks selected aim at viewing the text as a vehicle of information (TAVI approach) rather than as a linguistic object (TALO approach) (Johns & Davies, 1983). All reading lessons are planned in a pre-, while- and post-reading framework, which allows for integration of all four skills and for work across the curriculum.

Teachers are advised to follow the suggested procedure for each reading lesson as:

- **pre-reading tasks** aim at activating students' formal & content schemata and set optimum conditions for the learners to approximate the author's intended message
- **while-reading tasks** train learners to employ a variety of skills and strategies and to approach a text using both bottom-up and top-down processing in an interactive model, which allows learners to understand through seeing the text as a whole
- **post-reading tasks** aim at integrating reading with speaking, writing and / or listening and at encouraging students to apply the knowledge gained from the previous stages to new situations.

Also, through project work, students access **authentic texts on the Internet**. At this point, it should be stressed that students should never use the Internet for class projects unsupervised. In addition, teachers should have accessed the suggested sites themselves before recommending them to students as these

sites might have changed over time.

Finally, **extensive reading** should be encouraged. Teachers can easily set up **class libraries** with readers and magazines. Students can:

- keep a weekly / monthly reading diary
- fill in comment sheets or write short reviews for the books they read
- use the story in a book to put on a play

5. LISTENING

The principles used for the selection of the reading material, as outlined in the preceding section, have also been applied for the selection of the listening material.

Listening texts are semi-scripted and include authentic features of oral discourse, such as false starts, hesitations and rephrasing.

The tasks fall within a wide variety of types such as completion of tables, matching, labelling, sequencing of visuals, etc. Moreover, grids and flow diagrams are used, which contain and organise the ideational content that learners are dealing with, and, also, encourage them to take controlled steps while listening and allow them to do the tasks without relying on their memory.

Some further points that should be considered by teachers are the following:

- we believe that teachers do serve as an imitable model and should address the class in English as a rule
- the interactive kind of listening learners are involved in, during the lesson, should not be underestimated. Learners interact with both the teacher and their classmates in a variety of ways. For instance, they respond to a change of scenery in class or request a

turn to talk and interact with their partners in pairwork or groupwork. In this sense, the listening tasks they are involved in simulate real-life situations and are highly interactive. For these reasons, students should be encouraged to speak in English as much as possible

- teachers can use authentic songs to supplement the listening material used in the coursebook. Authentic songs expose learners to real language, provide useful practice in stress and rhythm and are interesting and fun.

6. SPEAKING

There is a wide variety of speaking tasks in the coursebook which aim to:

- involve learners in pair- and groupwork as well as in class discussions and gradually move from controlled to freer practice
- allow learners to perform roles and reach an outcome through a specific procedure (Nation, 1989), e.g. role plays
- involve learners in playing games, which provide *'genuine language behaviour and involve the use of functional categories which will have much wider application'* (Maley 1981). Moreover, the element of competition in games can cleverly divert the learners' attention from *'conscious learning to unconscious language acquisition'* (Krashen, 1982)
- create a need for communication, e.g. information-gap activities in which students must use language to bridge the gap
- allow learners to act as mediators, e.g. in mediation tasks

- emphasise not only the transactional aspect of communication, i.e. the exchange of information, but also its interactional aspect, i.e. the creation and maintenance of social roles and
- integrate speaking with the other skills, e.g. reading and, most importantly, listening can be used to prepare learners for the speaking activity. For this reason, there are often recorded examples of speaking tasks, which learners can listen to before they perform the speaking tasks themselves.

Below we give an outline of what the teacher's role in speaking tasks should be:

- teachers should plan & organise speaking activities carefully:
 - o arrange pairs or groups in such a way that stronger and weaker students work together
 - o allow time for students to prepare
 - o avoid 'rushing' the activity and allow enough time for it
 - o provide a non-threatening environment for all students
 - o play the recorded examples of speaking tasks where possible
 - o ask more confident learners to demonstrate speaking tasks in class
- teachers should be concerned with **accuracy** but they should be more concerned with **fluency** & resist correcting students' errors **during the task**
- the teacher would act as a monitor and would walk around the class to assist upon request and discreetly collect errors, which would be used in a feedback session **after the speaking task**.

7. PRONUNCIATION LINK

Pronunciation activities aim at familiarising students with features of English pronunciation such as vowel and consonant sounds, but more importantly, word & sentence stress as these can be crucial in conveying meaning.

These activities also aim to be fun, so teachers are advised to use choral repetition rather than individual students reading aloud as the latter can be quite intimidating for students let alone that reading aloud can be tedious and boring.

In addition, pronunciation work is integrated throughout the course, e.g. reading texts / examples of speaking tasks are recorded. This enables teachers to use different ways to practise pronunciation:

- o challenge students to repeat the sentence etc. fast / by memory without making a mistake
- o encourage students to write their own tongue twisters / sentences for other groups to practise reading
- o involve students in reading to their partners or to each other in small groups
- o invite students to record themselves while reading extracts from texts in the book
- o ask students to act out dialogues in the book
- o encourage students to think about correct pronunciation, stress & intonation when they do speaking tasks.

8. WRITING

The course aims at training students to communicate fluently and effectively in English by giving them plenty of practice in writing different types of texts such as e-mails, postcards, articles, leaflets etc.

Writing tasks included in the student's book focus on writing as a process & a goal of learning rather than a product or a channel for learning. Learners are encouraged to communicate their interests, feelings and ideas to a specific audience for a specific purpose. Writing tasks follow a pre-, while- & post-writing framework & integrate writing with other skills in such a way that what is read or listened to through reading & listening tasks supplies both a model and information for what is to be written by the students.

8.1. CORRECTION & FEEDBACK

Taking into consideration that feedback on learners' written work is most useful when it is done during the writing process (Krashen, 1984:11), we recommend that writing tasks in the student's book or part of them (e.g. brainstorming, first draft, etc.) should be done in class. There are different approaches to providing feedback. We recommend a process approach, i.e. a multiple-draft process, where learners are assisted in generating ideas and in revising the communication of those ideas by producing two, three and possibly more drafts.

The teacher as a sympathetic reader and editor should provide help in an unthreatening way at the point of need. Alternatively, peer correction & feedback can assist learners in taking responsibility for their learning & involve them in fruitful peer interaction as more competent learners could guide & support less competent ones.

The typical procedure can be as follows:

- When students write a text in class or at home, the teacher can ask them to exchange their pieces of writing with their partners' & comment on each other's work.
- Students read their partners' comments & revise their texts.
- The teacher can also introduce a simple correction code to the students (e.g. see SB Unit 4, Lesson 3) & provide them with criteria checklists, such as the one provided in the SB, Unit 3, Lesson 1, p.30, so as to focus on certain aspects of their partner's written work.

9. GAMES

In this section, we describe some simple games which can be played at different points in Think TEEN.

9.1. TWENTY QUESTIONS

- This game can be played in pairs or groups.
- Students think of a famous person or a student in class.
- The other students ask 'yes / no questions' to find the person (e.g. Is it a he / she? / Is he / she Greek / tall / young? / Has he got brown hair / a mirror in his / her room? etc.
- They can ask up to 20 questions in order to find the person.

9.2. TELL THE TIME BINGO

- Students can play the game individually, in pairs or in trios.
- Students make a Bingo grid in their notebooks and write times digitally in the boxes (see grid below).

- It's better to limit the times they can use, e.g. times between 8.00 and 14.00 and / or times like 8.00, 8.15, 8.30 & 8.45 (8.10 etc. wouldn't be included).
- Call out times at random. Students tick the times on their grids.
- The teacher should keep track of the times he/she has said.
- The student, pair or trio who first complete three consecutive times horizontally, vertically or diagonally win and say BINGO.
- Alternatively, the game can be played in groups of five or six students. A student in each group takes the role of the teacher and calls out times. Students in the group take it in turns to be 'teachers'.

12.15	8.45	9.00
14.00	13.45	9.30
11.30	8.30	12.00

9.3. NOUGHTS AND CROSSES

- Students can play this game in pairs or in groups of four. If they play it in groups of four, two students take the same symbol (X) and work together and the other two students take the other symbol (O) and work together.
- Draw a table for noughts and crosses on the board. Students will probably be familiar with this game. The purpose of the game is for students to put their symbol (X or O) in three consecutive boxes horizontally, vertically or diagonally.

e.g.

X	O	O
	O	
X	X	X

- Explain that they will have to choose a word from the box and make a sentence. If the sentence is correct they can put their symbol (X or O) in the equivalent box.
- Then the other student(s) choose another word and if their sentence is correct they put their symbol in a box trying to prevent the other students from having three consecutive boxes.
- The first student or group who manage to put their symbol in three consecutive boxes is the winner.

9.4. TENNIS

- You can use tennis balls for the game but it can be played without them as well.
- Bring two students out to the front of the class. They stand or sit facing each other.
- Another student or the teacher stands by the board and has the role of the umpire.
- Student A 'serves' by saying a verb, regular or irregular (e.g. go)
- Student B responds to the 'service' and gives the simple past of the verb (e.g. went) depending on what the teacher wants to practise.
- If B is right, he/she gets a point, which the umpire writes on the board.
- If B is wrong, A gets a point.
- Then, B serves choosing another verb etc.
- **Tennis** can be played with:
 - countries & nationalities
 - the comparative & superlative form of adjectives

INTRODUCTION

- the present simple (1st person singular vs. third person singular)
- countables / uncountables (much vs. many)
- the past simple

10. CLASS ACTIVITIES

Find someone who... (class survey)

- Students interview members of the class and conduct a class survey. There are different ideas students can use each time (school subjects they like / hate; favourite sports / hobbies, daily routines etc.).
- Students work in groups.
- Each group prepares a grid with the ideas they want to ask about or uses the ones provided in the Student's Book.
- They interview members of the group and/or other groups.
- They analyse results & present them to the class either in writing or in speaking. They can also present results on the computer (pie graphs etc.).

e.g. (Unit 3, lesson 2)

Find someone who likes ...	
SUBJECT	STUDENTS' NAMES
maths	
modern Greek	
PE	
RE	
English	

11. TOPICS FOR FURTHER DISCUSSION

This type of activity offers teachers the opportunity to sensitise students to the themes of:

- interaction
- communication
- system
- culture & civilisation
- similarity - difference
- change
- time - space
- individual-member of (national / world-wide) community etc.

Discussion of these topics can be in L1 or in L2 depending on the language level of the students.

12. PROJECTS

12. 1. Assigning roles

- When students do projects, it is better for each student to have a role he / she likes in the process.
- The teacher can discretely allow weaker / less confident students to choose the task they want to do (draw pictures, take photos, copy the group's presentation / project after it has been corrected etc.), but should also encourage these students to be involved in tasks that they find more difficult (e.g. writing a text, making a presentation in class etc.). This can be gradually achieved if these students undertake these tasks in collaboration with more confident students & if they feel that the class is *a non-threatening environment*.

A typical example, which can be followed with all the projects in the student's book, is presented below:

e.g. Unit 2, Lesson 3: My neighbourhood

12.2. Before the project

- Read through the steps of the projects with the class & ask students to decide which one they want to do.
- Divide the class into two main groups (group A: project 1 & group B: project 2)
- Students make smaller groups of 4 or 5 students (e.g. group A1, A2, B1, B2 etc.).
- Read the Tip! with the class.

12.3. During the project

- Students decide what each student in the group is going to do
(e.g. **student 1** draws the map
student 2 draws pictures or takes the photos
student 3 writes the e-mail
student 4 prepares the oral presentation
student 5 types the e-mail on the computer & records the presentation).
- Encourage students of the same group to check each other's work.
- When they finish, they exchange their work with other groups who are doing the same project & get feedback.
- Groups either present their work in class or if there is a computer lab at the school they write e-mails. If the computers in the school are in a LAN, all students could read the e-mails.

12.4. ↻ LARGE-SCALE PROJECTS

Large-scale projects are projects which can be carried out throughout the school year. Our aims in including such projects are to:

- motivate learners
- encourage work across the curriculum
- promote 'whole' learning encouraging learners to see actions, ideas and concepts linked and not compartmentalised in subject areas
- provide learners with a genuine purpose for language learning & learning in general
- foster learner autonomy by encouraging learning by doing and discovering &
- allow for collaborative work

13. ASSESSMENT

A formative assessment scheme is used to assess the teaching & learning process. It consists of:

- a self-assessment scheme at the end of every unit in the student's book
- three photocopiable review tests (Units 1-3, Units 4-6 & Units 7-9) in the teacher's book. Review tests assess all four skills. A rating scale for assessing the speaking and writing component is presented on pp. 141-142 of the Teacher's Book.

13.1. SELF-ASSESSMENT

There is a formative self-assessment scheme at the end of every unit. This comprises:

- an informal test administered at the completion of each unit
- alternative assessment techniques
 - o a table with can-do statements for students to complete
 - o a table focusing on learning strategies

13.1.1. THE TEST

The tests are time effective and consist mainly of discrete-item tasks, which can be easily marked by the students themselves. Students can use the key in the appendices to check their answers and calculate their score. In this way, students can be responsible for their progress and take their own decisions about their work in the future.

The tests are success oriented as there is no pass or fail, which aims at reducing the stress or frustration that students experience when doing tests (Rand, 1997).

13.1.2. CAN-DO STATEMENTS

Students complete a can-do checklist after taking and marking their test. The statements allow students to assess themselves in the four language skills, look back on their progress and look ahead to what they need to do in order to improve. There is also space for students to make notes on their plans.

13.1.3. FOCUS ON LEARNING STRATEGIES

This section of the self-assessment scheme aims at:

- o sensitising students to 'learning how to learn' techniques
- o raising their self-awareness
- o enabling students to develop their autonomy

In every test, there is focus on different strategies, e.g. in Unit 2 the focus is on speaking strategies, in Unit 3 on reading strategies, etc.

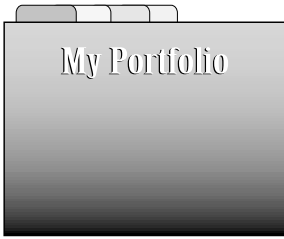
Within each unit, there is an indication referring students to the specific strategies every time. Teachers are advised to go through the list of strategies *at the specific point* in each unit so that students become aware of the strategies they can use to do the tasks. For example, in Unit 2, Lesson 1, students can go through the reading strategies before they do the reading task (see SB p. 26).

The statements for the strategies have been written in English, which might be a burden for students. Teachers can explain these strategies in L1, if necessary.

Finally, students can be reminded of the specific strategies for all similar tasks and they can go back to these tables from time to time and see if they have 'learned' to apply these strategies.

In conclusion, the assessment scheme used in the course allows for continuous assessment, which is believed to encourage students to contribute regularly to the class, and aims at taking the individual development of students into consideration rather than provide final judgments about them.

14. MY PORTFOLIO



This indication appears in the student's book mainly next to writing tasks & projects.

It means that the work students do for the particular tasks can go into their portfolios, i.e. folders where students keep their work.

Portfolios can be used in many ways:

- to allow students to take pride in their work at the end of every term / the school year
- to assess students' progress
- to assess the learning process & plan future teaching & learning
- to inform parents of the students' progress and
- to encourage student, teacher and parent reflection

15. DIFFERENTIATION

Differentiated instruction requires teachers to be flexible in their approach to teaching and adjusting the material used to the learners' individual and diverse abilities, needs and preferences. In other words, especially in mixed-ability classes, such as Greek high school ones, it is not possible for all students to learn the same things in the same way over the same time span.

Quite a cumbersome task as it may seem, it is still feasible if we plan teaching and learning through many modalities and '*build bridges between the learner and learning*' (Tomlinson, 2000).

Differentiated instruction is integrated throughout the course in many ways, as outlined below:

- instructional approaches vary: teaching is a blend of whole-class, group, pair and individual instruction and more importantly, the materials are flexible for teachers to blend further
- materials address all learning styles: visual, auditory, kinaesthetic etc.; e.g. tasks encourage students to use technology, play music or drama
- materials are tuned to varying degrees of difficulty: teachers and / or students can decide what to do; e.g. the apt students can accelerate the rate of their progress by working ahead independently doing more demanding tasks in the book or the workbook
- scaffolding is systematically built-in in all activities: teachers and / or peers can help students 'climb up'
- students are often given not only choice of process but also choice of product; e.g. they can decide if they want to write, record or present orally their presentation in a project
- students are trained to select and use the learning strategies that help them and this is a skill they learn for life
- there is work which facilitates learning in context, not in the sense of reading or listening context but in the sense of enabling students to connect what they learn with their lives; e.g. see topics for further discussion

- assessment instruments used are varied, flexible & measure on-going performance; e.g. see can-do statements & ‘learning how to learn strategies’ in self-assessment and extra tests in the Teacher’s Book.

15.1 IT’S UP TO YOU!

This section contains less / more demanding versions of some of the tasks in the student’s book & the workbook. There is indication next to these tasks.

Task ...- p....

Green colour: less demanding
Yellow colour: more demanding

Students should be trained to recognise it every time they see it and decide which version of the task they want to do. This would enable students of diverse levels of ability to complete the tasks with success, since as Vygotsky (1978) states, *‘if tasks are far ahead of a student’s current point of mastery, frustration results and learning does not’*.

Yet, teachers can discretely encourage less confident students to try doing more demanding tasks over time. *‘A sense of self-efficacy does not come from being told we are terrific but from our recognition that we have accomplished something we believed was beyond us’* (Tomlinson & Alan, 2000).

16. LINK TO E-YLIKO

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

When this indication appears in the Student’s Book, teachers can use the educational CD compiled for the English class of the first year of Junior high school (beginners’ level). The topic on which students can work appears in the box every time.

USING THE WORKBOOK

1. The **Workbook** contains:

- extra practice activities based on the nine teaching units of the student’s book
- differentiated material to provide for the needs of mixed ability classes.

2. **The contents and the purpose of the workbook**

The workbook is closely integrated with the student’s book and contains tasks and activities that provide extra practice.

3. **Reading**

This section mirrors the topics of the student’s book, recycles and extends vocabulary and structures presented there.

4. **Vocabulary & Grammar Links**

These sections review and provide practice in the language presented in the student’s book. The Grammar Link also helps students focus on the grammar point presented and elicit the rules or relate the theory to examples.

5. Writing

The writing section aims at enabling students to improve their writing skills through extra practice on various genres ranging from notes and paragraphs to e-mails and reports.


6. When should students use the workbook?


The workbook can be particularly useful for assigning homework. It can be exploited part by part, that is, when students complete the vocabulary section of a particular unit they can do the corresponding vocabulary part in the workbook. However, there will be occasions when the teacher might wish to vary this pattern. For instance, the reading section of the workbook could be done at the end of the unit when students have acquired the vocabulary and structures taught, as the reading texts in the workbook are often more demanding. Teachers might also choose to do some of the workbook activities upon the completion of the unit as a review of what was done or as preparation for the self-assessment section at the end of each unit in the student's book or for the test contained in the teacher's book.

7. Correction of the workbook

It is highly recommended that workbook tasks are corrected by the students in pairs or groups. The teacher can offer help upon request and focus more on students who need more assistance. As far as the correction of writing is concerned, teachers could apply the same principles and techniques as those applied to the correction of the writing tasks in the student's book.


TEACHER'S BOOK LEGEND

 **Aids:** It appears under tables on the first page of each unit & refers to aids teachers can use for different tasks.

: This means that teachers should consult a specific section of the introduction.

NEXT LESSON: This indication aims at preparing teachers for the next lesson.

EXTRA!: This symbol is used to indicate additional tasks.

: This means that teachers can set a time limit for the task to make it more interesting.

 **WB Tasks ..., p. ...**

This indication shows teachers which Workbook tasks they can work on at this point of the lesson.

Writing Strategies, SB p. ...

This indication refers teachers to the relevant strategies in the student's book.

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Unit 1

Welcome!

	Language Functions	Vocabulary Link	Grammar Link	Curriculum Link / Themes	Suggested Lesson Schedule
Unit 1 Welcome!	Asking & answering about one's name & country Presenting oneself & one's partner objects Asking & answering about favourite numbers, animals, hobbies & types of music	Colours Classroom Language Numbers Classroom Types of music	What's your ... ? (types of	Geography (map of the world) Modern Greek (foreign words used in Modern Greek) Music Listening, music) Art (colours) Themes communication, similarity-difference, collaboratorion civilisation & culture space	<u>4 teaching periods</u> 1. Cover page, Reading & Listening, Speaking & Writing, 2. Reading, Vocabulary Link 3. Culture Corner, Reading & Writing 4. Project & Culture Corner

Aids

Listening, Extra 1: English-Greek dictionaries

Vocabulary Link, Task 1: Flashcards with colours or objects of different colours (white, red, grey, yellow, blue, brown, green, pink, black, orange)

🏠 COVER PAGE SB page 1

🌀 Introduction: Cover page

- Play the CD.
- Students listen and follow in their books.
- They try to guess which language children speak in. Ask: *'What do you think these words / phrases mean?'*
- Elicit that they are greetings. Allow L1.

↔ Answers:

1. Italian (=Γειά! Τί κάνειις;)
2. Portuguese (=Γειά!)
3. French (=Είσαι καλά;)
4. Greek
5. English (= Γειά σου!)
6. Indonesian (Γειά! / Τι νέα;)

🎧 Tapescript

Listen to some children greeting in their language.

1. *Ciao! Come va?*
2. *Ola!*
3. *Ca va bien?*
4. *Καλημέρα!*
5. *Hi, there!*
6. *Apa Kabar!*

📖 READING & 🎧 LISTENING
SB page 2

Vocabulary

globe, teen, e-programme, get in touch, do projects, key pal, all over the world, join

- Ask: *'What can you see on this page?'* (the globe, computers & photos of children).
- Play the CD.

- Students follow David's words in their books.
- Explain words students might ask for ('e-programme': a programme on the Internet; 'get in touch': send e-mails to each other; 'key pal': a penfriend on the computer; 'join': become member to 'Think Teen').
- Ask: *'Who is David? / How old is he? / What is 'Think Teen'?*
- Allow L1. At this point, it's more important for students to understand what 'Think Teen' is than speak in English.
- Students look through their books & find the children's names.
- Invite students to say where the children are from.

↔ Answers:

1. **Nicole** (Australia; Unit 3 - Lesson 2)
2. **Pablo** (Portugal; Unit 2 -Lesson 1)
3. **Jennifer** (Great Britain; Unit 2 -Lesson 1)
4. **Silou** (Indonesia / Jakarta; Unit 5 - Lesson 3)
5. **Jean Paul** (France; Unit 3 - Lesson 1)
6. **Antonio** (Italy; Unit 2 -Lesson 1)

 **SPEAKING &**  **WRITING**

SB page 3

 **Aims and objectives**

To involve students in

- asking & answering about their names & countries
- spelling & writing their names & countries

To integrate writing with speaking and listening

Vocabulary & structures

What's your name?
How do you spell it?
Where are you from?

Task 1

- Ask: 'Do you want to join 'Think Teen' and be an e-friend?' Allow some students to answer.
- Go through the instructions and cards & check for any difficulties.
- Students complete the card about themselves.
- Assist with names of countries other than Greece (e.g. Great Britain, Albania, Italy, etc.).
- Refer students to the example.
- Students ask their partners & complete their cards.
- Encourage them to ask how their partner's names are spelled.
- Provide: 'How do you spell it?'
- Revise the English alphabet if necessary.

Task 2

- Students read the example & present themselves & their partners to the class.

- If all students are Greek, they can choose a new name & country and present themselves.

Topics for further discussion

 **Aims and Objectives**

Familiarise students with the themes of space, interaction, similarity-difference, civilization & culture (multilingualism / multiculturalism / immigration)

- If there are students from other countries, you can ask them to show their country on the map and say where it is in relation to Greece.
- Students from different countries can present similarities and differences between their country and Greece (e.g. geographical features / languages spoken / culture / customs etc.).
- Greek students can ask questions.
- Students from other countries can talk about new things / ideas / customs they have come across in Greece and say how they feel about them.

 **READING SB page 3**

 **Aims and Objectives**

To involve students in reading signs & recognising English words

- In pairs students circle the English words .

→ **Answers:** 1. T-shirt 2. parking
3. cardphone 4. stock 5. closed

- Students think of more English words they see in signs.

⇒ **Possible answers:** supermarket, stop, open, garage, no parking, sales, internet, café, push / pull etc.

NEXT LESSON see *Aids* p.1

 **LISTENING** SB page 4

 **Aims and Objectives**

To involve students in listening to everyday dialogues & recognizing English words

- Play the CD twice if necessary.
- Students listen and write down the English words they hear.
- Students check their answers with their partners.

⇒ **Answers:**

A: break, supermarket, OK

B: sandwich, Miss Helen, trendy, look

C: video club, match, bye

 **Tapescript**

Listen to the dialogues and write down the English words you hear.

A. (στο σπίτι)

- Γιώργο, τι κάνεις;

- Φτιάχνω το ποδήλατο του μικρού.

Τι είναι;

- Κάνε ένα **break** να με βοηθήσεις με το μαγείρεμα. Έχουμε αργήσει. Και πες στη Ρένα να πεταχτεί στο **σουπερμάρκετ** να πάρει αναψυκτικά.

- **OK**, έγινε.

B. (στην αυλή του σχολείου)

- Πάμε να πάρουμε κανα **σάντουιτς**; Πενάω.

- Πάμε. Κοίτα η **Miss Helen** τι φοράει.

Πολύ **trendy** μας το παίζει τώρα τελευταία.

- Φοβερό **look!** Μη ξεχάσεις να το αντιγράψεις. (περιπαικτικά)

C. (στο τηλέφωνο)

- Τι ώρα θα συναντηθούμε;

- Στις 9 παρά τέταρτο, έξω από το **βίντεο κλάμπ**. Θα τα καταφέρεις; Το έργο αρχίζει στις 9.

- Ελπίζω. Το **μάτς** τελειώνει στις 8... να πλυθώ... να φάω κάτι... νομίζω να...

- Μην αργήσεις πολύ. Τα λέμε. **Bye**.

EXTRA! 1

- You can ask students to find / think of the Greek equivalents for these words.
- Encourage them to use class dictionaries if they have difficulty.

EXTRA! 2

- Students in pairs or small groups brainstorm & collect other English words they can see around them in their everyday life and find the Greek equivalents.

 **WB Tasks 2 & 3 p. 3**

 **VOCABULARY LINK**
SB pages 4-5

Colours

Task 1

- Use flashcards or objects of different colours & revise colours.
- Explain the game. The teacher says: 'Bring me something orange / blue / red etc.' & students race to bring something they have in this colour.
- With a large class, you can ask students to hold up something of the colour you are asking instead of bringing it to you.

Task 2

- Students look at the painting by Miro.
- Ask students if they have heard / read about the painter & if they have seen any of his paintings.
- You can say a few things about the painter and his paintings.
- Ask students to say which colours there are in the painting.
- You can elicit '**bright red**', '**dark blue**', '**light green**' etc.
- Invite students to say what the painting shows & if they like it or not.
- Accept all answers. Assist with language.

Answer:

almost all colours exist in the painting

Background Information

Joan Miro i Ferrà

(1893 Barcelona-1983 Majorca)

Catalan painter who combined abstract art with Surrealist fantasy. His works with their subject matter drawn from the realm of memory and imaginative fantasy, are some of the most original of the 20th century. Miró lived mainly in Majorca. He painted murals for hotels in New York City and Cincinnati and for the Graduate Center at Harvard. He completed ceramic decorations for the UNESCO buildings in Paris (*Wall of the Moon and Wall of the Sun*, 1957-1959). Many of his canvases are in the Museum of Modern Art and Guggenheim Museum.

Rhythmic Personalities was painted in 1934 and is now at the Dusseldorf Museum of Art, in Germany.

Sources:

The Columbia Encyclopedia

<http://encarta.msn.com/encyclopedia>

Encyclopedia Britannica

Οι μεγάλοι ζωγράφοι του Δυτικού

Κόσμου τόμος 8 (1969) Grolier page 126

① CULTURE CORNER

SB page 4

→ **Answers:**

I'm a bit blue = sad

I'm green with envy = jealous of

More 'colour' idioms

He's as white as a sheet = pale because someone is frightened or ill

A white lie = a lie that you tell in order not to upset someone

Is there any grey matter in your head? = brain, intelligence (British, American & Australian, humorous)

His nose is still black and blue = bruised

It's a black day = a day when something unpleasant or sad happens.

He's not my friend! I see red every time I hear his name! = become angry

The boys in blue = the police (British & Australian)

He's yellow-bellied = a coward

Similar idioms in Greek

Άσπρισε από το φόβο του.

Είναι κίτρινος σα λεμόνι.

Μαύρισε από το κακό του.

Τον μαύρισαν στις εκλογές.

Πότε θα δούμε άσπρη μέρα;

Μαύρη ημέρα η σημερινή.

... και πράσινα άλογα!

Φέρεται σα γαλαζοαίματος.

EXTRA! 3

- You can ask students to bring a picture of their favourite painting in class and say what colours there are in it.
- You can also ask students to find out how painters mix colours to produce a new colour. The Art teacher can help students to collect information & tell the class in the next lesson.

Classroom Language

Task 3

- In pairs or small groups students complete the cards.
- Explain that they have to use words from the Language Bank.
- Students can make their own Language Corner & put up the sentences they have completed.
- Encourage students to use '**classroom language**' every time they need to.

→ **Answers:**

1. dictionary 2. help 3. Junior High School 4. again 5. understand 6. out

EXTRA! 4

- Students in pairs or small groups brainstorm & collect more 'Classroom Language' for their Language Corner.
- Assist with language.

Numbers & Classroom Objects

Task 4

- Revise numbers 1-10.
- Students complete the table with the correct numbers.
- Then they talk about their classroom.

→ **Answers:**

a. one	f. two
b. ten	g. nine
c. three	h. four
d. seven	i. six
e. five	j. eight

 **WB Tasks 4-6 pp. 4-5**

 **READING,  SPEAKING**
&  **WRITING** SB page 6

Aims and Objectives

To involve students in doing a class survey

To integrate all four skills

Vocabulary & structures

numbers, animals, hobbies, types of music, favourite

What's your favourite ...?

Task 1

- Students circle their favourite things.
- Refer students to the example.
- They ask other students in class & write down the names of students who agree with them.
- For this activity, students will have to move around the class.
- With a large class, you can divide students into two groups. Students ask people in their group only.

Task 2

- Go through the model text with the class.
- Students write their results & put them on the class notice board.

NEXT LESSON: Give guidelines for the project that follows so that students prepare before they come to the next lesson!

 **WB Task 1 p. 2 & Tasks 7 & 8 pp. 5-6**

 *Introduction: WB writing*

 **PROJECT SB page 6**

Aims and objectives

To involve students in collecting foreign words which are used in everyday life in Greece.

- Go through the instructions for the project & explain.
- Divide the class into two groups (A & B).

Group A

- Group A collect English words they can see in Greek signs (in restaurants, road signs etc.).
- Explain that they can do this on their way home & bring the words in the next class.

Group B

- Students collect English words they use when they talk in their everyday life.
- They write bubbles with these words & put them on the class notice board.

Project Strategies SB p. 90

① CULTURE CORNER

SB page 6

⇨ Answers:

Τουρισμός: French (tour)

Σαντιγί: French (chantilly)

Μαγιονέζα: French (mayonnaise)

Καπετάνιος: Italian (capitan)

Καραμέλα: Italian (caramella)

Γιουβέτσι: Turkish (güvez)

Μπονγάλι: Italian (boccale)

Σκάκι: Persian (skak; from shah: king)

Γιαούρτι: Turkish (yogurt)

Καφές: Arabic (qahwa)

Topics for further discussion

Aims and Objectives

Familiarise students with the notions of communication, interaction, civilization & culture (multiculturalism & multilingualism)

- You can discuss with students the importance of foreign languages and particularly of English in Greece.

Key topics:

Travelling/ tourism

Contact with foreign culture

Technology

Job qualifications etc.

Unit 2

All about us!

	Language Functions	Vocabulary Link	Grammar Link	Curriculum Link / Themes	Suggested lesson schedule
Lesson 1 Hello there!	Asking & answering about likes & dislikes Presenting oneself	Sports & activities Countries, Nationalities & languages. Members of the family School subjects. Vocabulary related to giving personal information.	The Simple Present of the verb 'to be'	Geography countries, nationalities, languages spoken around the world PE (sports) Literature extract from literary book) Art (painting of a room, drawing)	<u>3 teaching periods</u> 1. Cover page & Reading 2. Vocabulary Link 3. Grammar Link & Writing
Lesson 2 A collection of trimbles!	Describing things Asking & answering about one's room	Vocabulary related to favourite things. Adjectives describing opinion, size, age, colour & material. Vocabulary related to describing one's room.	The verb 'have got' Order of adjectives	Themes interaction, similarity-difference, civilization & culture system existence dimension	<u>3 teaching periods</u> 1. Listening, Vocabulary Link 2. Listening & Speaking, Grammar Link 3. Pronunciation Link, Reading & Writing
Lesson 3 Feel at home!	Describing places. Asking & answering to find differences. Asking for & giving personal information.	Places & buildings	Plural nouns There is/are Some / any Prepositions of place		<u>4 teaching periods</u> 1. Reading & Vocabulary Link 2. Grammar Link & Speaking 3. Project 4. Self-assessment

Aids

Lesson 1
Reading, Task 3
map of the world

Lesson 2
Grammar Link, Task 2
(pictures of) cushion, poster, mirror, lamp, toy, soft toy, a model plane (car), box, alarm clock, photographs, a bedside table, a bookcase, a TV set

Lesson 3
Project
Students' photos or drawings of their neighbourhood or favourite possession

🏠 **COVER PAGE**
SB page 7

Vocabulary

neighbourhood, collection, thimble, flag, church, souvenirs, around the world

🌀 *Introduction: Cover page*

➡ **Answers:** 1. B 2. C 3. A

LESSON 1
Hello, there!

📖 **READING** SB pages 8-9

👉 **Aims and Objectives**

To involve students in

- reading students' personal profiles
- scanning texts to locate information
- reading maps

To integrate reading with writing (taking notes), listening & speaking (exchanging information)

To present vocabulary and grammar in context

Vocabulary

favourite, language, hometown, age, grade, Junior High School, only child, dancing, musicals, large family, Portuguese, team, coach, biology, maths, nickname, city, east, Spanish, hate, parents, twin, easy

Task 1

- Ask: 'Where are the children?' (in Magda's classroom, Nafplio). 'What are they doing' (they're looking at an e-notice board). 'What can they see on the e-notice board?' (children's photos, their projects & bubbles with questions).

- Invite students to answer the questions in the bubbles.
- Assist with language.

Task 2

Warm-up (optional)

- Ask students to look at the children's photos on p. 9.
- Ask some questions about the children in the photos & encourage students to guess (*How old do you think these children are? What grade are they at school? etc.*).
- Pre-teach / elicit: **first grade, Junior High School**

*Note: You can explain that **grade** is the year/class students are at school and that it's used mostly in American English.*

- Ask students to go through the texts quickly and say what the children's projects are about (about themselves / personal profiles).

Reading task

- Explain the reading task.
- Divide the class into two groups: students A & B.
- Go through the profile cards on p. 8 and check for any difficulties.
- Students read the children's profiles & complete the profile cards.
- Ask students to check their answers with other students in the same group (As with As & Bs with Bs).
- Refer students to the Language Bank.
- Students use their notes & talk to their partners about the children they read about.

Answers:

Student A

Name: *Magda / Pablo*

Hometown O: *Nafplio, Greece / Lisbon, Portugal*

Brothers or sisters: *no (only child) / a brother*

Age: *12 / 13*

Likes: *dancing (musicals) / football*

Student B

Name: *Jennifer / Antonio*

From O: *England / Italy*

Lives in: *Cambridge / Florence*

Brothers or sisters: *a sister / two (twin) sisters*

Favourite language: *Spanish / English*

Task 3

- Students look at the Appendix, p. 142 and find the kids' countries & hometowns on the map. Alternatively, you can use a class map of the world (see Aids, p. 9)
- Encourage students to estimate how far these places are in relation to their hometown. Allow Greek for that.
- Invite students to say which kid they would like to meet & why (e.g. *I want to meet Pablo because I like football too / I want to meet Jennifer because she's from England etc..*)

 **WB Tasks 1 & 2 p. 8**

 **VOCABULARY LINK**

SB pages 10-11

Sports & Activities

Task 1

- Students write the sports in the gaps.
- Play the CD.
- Students listen & check.

Answers

Shape Sports Centre Fitness centre

- | | |
|---------------|------------------------|
| 1. cycling | 5. basketball |
| 2. volleyball | 6. weightlifting |
| 3. athletics | 7. rhythmic gymnastics |
| 4. judo | 8. swimming |

 **Tapescrpt**


Listen and check.

(music) In Shape Sports Centre you can do many sports: cycling, volleyball, athletics and Judo.

*(music) In Fitness Centre you can also do many sports: basketball, weightlifting, rhythmic gymnastics and swimming
Come along and have fun!*

EXTRA! 1

- You can play the CD again & ask students to listen & repeat the names of sports to practise pronunciation.

 *Introduction: Vocabulary Link Section*

Task 2

- Play the CD.
- Students listen to the example.
- In pairs, they talk with their partners.


EXTRA! 2

- Ask students to work in pairs / groups and collect the names of more sports. Assist with vocabulary.
- Elicit answers and write them on the board.
- You can ask students to make leaflets of their ideal sports centre where they could do all the sports they would like to. This can be assigned as a homework task.

 **WB Task 4 p. 9**

Geography

Task 3

- Students do quiz cards A & B & check their answers with their geography books for card A & with the map in the Appendix, p. 142 for card B.
- Explain the guessing game.
- Play the CD.
- Students listen to the example and play the game with their partners.
- Revise nationalities & languages for the places in card B if necessary (*Paris- French, Beijing-Chinese, Canberra - Australian - English, Amsterdam-Dutch, Ankara-Turkish, Rio de Janeiro-Brazilian - Portuguese*)
- Allow students to change partners several times.
-  **WB** At this point, you can do more work on nationalities through workbook tasks 5 & 11, pp. 10 & 12.

 **Answers:**

CARD A

Chinese, English, Spanish, Russian, German, French

CARD B

Paris (France, Europe), Beijing (China, Asia), Canberra (Australia), Amsterdam (Holland or the Netherlands, Europe), Ankara (Turkey, Europe & Asia), Rio de Janeiro (Brazil, South America)

Background Information

The Chinese ideograms mean: village, lake & East

 **WB Task 3 p. 9**

 **GRAMMAR LINK**

SB pages 11-12

The verb 'to be'

Task 1

- Students study the sentences & answer the questions.
- Tell students that they can refer to the Grammar Appendix on page 145.

 **Answers**

The 3 forms of 'to be' are: **am / is / are**

A question: *Are you a good student?*

A negative: *Spanish isn't difficult.*

Short answers: *Yes, I am. / No, I'm not.*


- Draw students' attention to the following:
 - a) we use inversion to form questions
 - b) there are two short forms for the negative but 'amn't' is not possible.
 - c) we use short forms when we speak.
- Ask students to read the texts on p. 9 of their SB and find examples of the present simple of the verb 'be' in the affirmative, interrogative and negative forms (*I'm Magda; it's OK; What are your hobbies?; I'm not very good at Maths etc.*).

Grammar Strategies, SB p. 126

 WB Tasks 6 & 7 pp. 10 & 11

Task 2

- Go through the instructions & the table with the class & check for any difficulties.
- Explain 'key words'.
- Ask students to tick the things they want to talk about & make some notes in the table.
- Refer them to the example.
- Divide the class in pairs.
- Students talk about themselves to their partners.
- Then ask students to tell the class about their partners (*Vicky's 13 years old. She's from Greece. Her home is in Halandri etc.*).

 WB Tasks 8-10, pp. 11- 12

Strategies

At this point you can refer students to the strategies for learning grammar (SB, p. 126) & remind students of these strategies at every Grammar Link.

 WRITING SB page 12

 Aims and objectives

To involve students in writing a paragraph about themselves for the e-notice board

To integrate writing with speaking and listening

To familiarise students with process writing

Vocabulary & structures

-Vocabulary related to giving personal information

-the verb 'to be'

- Ask students if they've got key pals on the Internet & if they read e-notice boards.
- Allow several answers.
- Explain the writing task.
- Tell students to use the notes they have made in the previous task (Task 2).
- Ask students to write their first draft organizing their ideas under the topics they have decided to write about. Encourage them to refer back to the reading texts for help.
- When they finish their first draft, ask them to read each other's drafts and make comments.
- Finally ask them to write their final drafts and put them on the classroom board for everyone to read or publish them on the school web page if there is one.

EXTRA! 3

- Students read their classmates' paragraphs & try to find students with the same interests as theirs and tell the class.

 WB Task 12 p. 12

LESSON 2

A collection of thimbles!

🔊 LISTENING SB page 13

👉 Aims and Objectives

- To involve students in** listening
 - to students' descriptions of their favourite possessions
 - for gist & detail

Vocabulary

thimble, puppy, seashells, coins, earrings, sunglasses, tail, sharp teeth, collection, silver, case, expensive

Warm-up

- Tell students to look at the title, the picture and the questions in the bubble and ask them what the lesson is about (about collections/favourite things/things we love etc.).
- Revise **'thimbles'** if necessary (this word first appeared on the cover page of the unit, picture A).

Task 1

- Ask students to work with their partner and match the pictures with the words in the box.
- Check answers with the class.

👉 Answers

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

Task 2

- Students listen and tick the things speakers are talking about.

👉 Answers:

a puppy, a computer, earrings, thimble

Task 3

- Read the questions with the students. Explain/revise words the students don't know/remember (e.g. **key pals**: pen friends on the Internet; **a case**: something we use to put things in, e.g. pencil case; **rare**: something that is not common).
- Students listen again and write the speaker's name next to the questions.

👉 Answers:

1. Mike 2. John 3. Miss Baker
 4. Jennifer 5. Miss Baker

🔊 Tapescript

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

Speaker 1

A: John, have you got something you really love?

B: Yes! My puppy, Woofy!

A: Really? Tell us about it.

B: Well, he's only 3 months old. He's brown, he's got big ears, a small tail and small sharp teeth. He hasn't got a house yet. He sleeps in my room. Mum isn't happy with that. Anyway, I haven't got a brother or a sister. He's my best friend!

A: Right. Thanks, John.

Speaker 2

A: Mike, it's your turn. Have you got something you really love?

B: My computer!

A: Why do you love it so much?

B: Because I've got a lot of exciting computer games and I enjoy playing them. I can surf the Net, download songs and films and send e-mails. I've got two key

pals, you know.

A: That's great! Thank you, Mike.

B: You're welcome.

Speaker 3

A: What about you, Jennifer? What's your most valuable possession?

B: My earrings! I love earrings.

A: I love my jewellery too! Have you got a lot?

B: Well, I don't remember exactly. I buy a new pair every month. It's like a collection. Most of them are silver but they aren't expensive, of course. I've got a special case for them. And I like wearing a different pair every day.

A: Yes, we know that. Thanks, Mary!

B: My pleasure!

Speaker 4

A: Miss Baker, can we ask you if you've got something you really love?

B: Of course! Let me see... Well, I think it's my collection of thimbles.

A: Your collection of what? What is this?

B: Thimbles. Like the one here, in this picture. I've got about 100! They are like souvenirs from different places.

Wherever I go, I try to find one with the name of the place or the sight on it. In some countries, like in England for example, there are plenty in every souvenir shop.

A: Are they expensive?

B: Most of them are not. But I've got some rare ones. Like the one that came out for the 70 years of Disney. It's got a tiny figurine of Mickey Mouse on it.

A: We want to see them.

B: OK! We can arrange that.

VOCABULARY LINK

SB page 14

Adjectives

Task 1

- Elicit the meaning of adjectives students might not know/remember (e.g. **ugly**: not beautiful; **huge**: very-very big; **ancient**: not modern, the Parthenon is ancient, etc.) and the meaning of the words: **age** (how old someone is), **size** (how big something is), **opinion** (what you think of something), **colour** (black, green etc.) & **material** (what something is made of). Give some examples if necessary.
- Students put the words in the appropriate word set.

Answers

- Opinion
- Size
- Age
- Colour
- Material

Task 2

- Ask students to look at the extract and say which book it comes from (It's a Lemony Snicket story).
- Ask students if they have read any books of the series.
- Allow some students who have read the books to say what they are about and if they like them. Allow L1.
- In pairs students find more adjectives in the story.
- Discuss answers with the class. Assist with vocabulary problems.
- Students put the adjectives in the right group.

⇌ Possible Answers

Opinion: dirty, clever, intelligent, real, mysterious

Size: huge, tiny, larger, big

Age: old, youngest

Colour: grey

Material: stone, steel-rimmed

EXTRA! 1

- Ask students to look at the table with the adjectives and find: a) at least three pairs of opposites (remind them of the meaning of **opposite**) b) one adjective which can have two opposites c) two groups of adjectives without opposites (remind them of the meaning of **without**)

⇌ **Answers:** a) fantastic ≠ horrible, long ≠ short, ancient ≠ modern
 b) large, big, huge ≠ small/tiny or old ≠ new/young
 c) adjectives expressing colour and material

Topics for further discussion

↳ **Aims and Objectives**

Familiarise students with the themes of system & similarity-difference (as expressed in literature)

You can ask students to choose an extract from their favourite story (in Greek) and examine the use of adjectives. Students can discuss if the same rules apply in both languages. Students can bring their extracts in class in the next lesson.

🎧 LISTENING & 🗣️ SPEAKING

SB page 14

↳ **Aims and Objectives**

To involve students in playing a memory game

To provide practice in using adjectives in the correct order

To integrate listening and speaking

Vocabulary & Structures

Correct order of adjectives

- Elicit that the table in Task 1 shows the correct order of adjectives in a sentence.
- Ask students to use some of these adjectives to describe something /someone in the class (e.g. *Maria's got fantastic, new steel-rimmed glasses etc.*).
- Explain that we don't normally use more than three consecutive adjectives in a sentence.
- Play the CD and explain the game.
- Ask the class: *'Which phrases did the students on the CD use to start the game / take their turns / finish the game?'*
- Refer students to the Language Bank and elicit the meaning of the phrases.
- Remind students to refer to the table to check the order of adjectives.

Strategies

- Refer students to the strategies on SB p. 24.
- Go through the strategies with the class and explain.
- Remind students of these strategies every time they have to do a similar task

- Students work in groups of five or six and play the game.
- You can ask students to use things they've got in their schoolbags to make the game easier.

🎧 **Tapescript :**

In Jennifer's class, students are playing a memory game. Listen to them.

Then, play the game in groups.

-Let's start! I've got a blue, plastic file.

-He's got a blue, plastic file and I've got a small modern calculator.

-OK. My turn! He's got a blue, plastic file, she's got a small modern calculator and I've got an expensive blue pen.

-He's got a blue, plastic file, she's got a small modern calculator, she's got a blue... oops!...I can't remember...

-Let's start over!

📁 **WB Tasks 4 & 5 p. 14**

NEXT LESSON see Aids p.9

🔗 **GRAMMAR LINK**
SB page 15

The verb 'have got'

Task 1

- Students study the example sentences & complete the gaps in the Grammar table.
- They can refer to the Grammar Appendix on p.145 if they need help.
- 📁 **WB** For more practice ask students to do tasks 6 & 7, p. 15.

⇌ **Answers:**
they've / **have**
it **hasn't**
I / you / **we** / **they**
Has

EXTRA! 2

- Play the CD for the Listening tasks on p. 13
- Ask students to listen & write down sentences with the verb 'have got'.
- You can then ask students to group the sentences according to person (I, you, he/she/it etc.) or according to form (positive, question, negative).

Task 2

- Explain the task.
- Revise / elicit the meaning of the words in the Word Bank. You can use pictures / flashcards (see Aids, p. 9).
- Play the CD.
- Students listen to the example.
- They make pairs and ask & answer with their partners.
- Tell them to keep notes of their partner's answers.
(e.g. Mike: mirror - cushions).
- Ask students to use their notes & tell the class what their partner has / hasn't got in his / her room.

Task 3

- Elicit '**atelier**' (*the room where an artist works*) & '**veranda**' or '**balcony**'.
- Refer students to the example.
- Ask them to talk with their partners and compare their rooms with the one in the picture.

- You can ask if there are any students who can find more than three similarities between their room and the painter's atelier (e.g. *In my room there's a mask on the wall / There's a balcony/veranda in my room too, etc.*).

Background Information

YANNIS MIGADIS (1926)

Born in Heraklion (Crete), Yannis Migadis studied painting at the School of Fine Arts, Athens (1945-1951) with Costas Parthenis and stage scenery and costume design at the École Nationale Supérieure des Arts Décoratifs in Paris. He also took freelance lessons in history of art, archaeology, architecture and aesthetics at "Athenaeum". Together with painting he was as well engaged in stage scenery designing, theatre and Greek and foreign cinema. He has worked for Karolos Koun and other important directors. He has also worked for the National Theatre. He has also painted frescos, has illustrated books, calendars and magazines and published a series of articles on literary and art magazines too. Starting from an expressionist stage-scenery-like style, his work has a distinct Greek air of lyric realism. He lives and works in Athens.

The Atelier was painted in 1979 and belongs to a private collection.

Sources

<http://www.cangelaris.com/art>

Σύγχρονοι Έλληνες Ζωγράφοι:
Γιάννης Μιγάδης (2007) Αθήνα,
Πινακοθήκη του Νέου Ελληνισμού

EXTRA! 3 Twenty Questions

☞ Introduction: Games: Twenty Questions

WB Task 8 pp. 15-16

PRONUNCIATION LINK

SB page 15

Task 1

- Play the CD. Students listen and repeat.

☞ Tapescript

Listen and repeat.

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

Task 2

- Play the CD. Students listen and repeat.
- You can ask students to write their own tongue twisters with words which have the sounds /s/ and /ʃ/ and give them to their partners to read.

☞ Tapescript

Tongue twister. Listen and repeat.

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

 **READING** SB page 16

 **Aims and Objectives**


To involve students in reading


- students' descriptions of their favourite possession for the group e-notice board
- for gist

Vocabulary

favourite group / band, wear, pairs, stripes, footie, fur, ears, tail, collar

- Ask students to read the three texts and guess what the students are writing about.
- Help with new vocabulary.
- You can ask students to say which words in the texts helped them guess (e.g. 'wear' for Anna's T-shirt; 'pair' / 'footie' for Jim's trainers; 'fur' / 'tail' / 'collar' for Magda's dog).

 **Answers:** Anna: a T-shirt (a blouse, a shirt),
Jim: (a pair of) trainers,
Magda: a puppy/dog

 **WRITING**
SB page 17

 **Aims and objectives**

To involve students in writing a description of their favourite possession

To integrate writing with reading


To familiarize students with peer correction

Vocabulary & structures


- Vocabulary related to favourite things
- Adjectives & the correct order of adjectives in a sentence
- the verbs 'to be' & 'have got'

- Explain the writing task.
- Students can work in class or at home.
- They exchange texts with their partners and they try to guess what their partners have written about.

EXTRA! 4 Peer correction

 *Introduction: Writing*

 **WB Task 9 p. 16**

 *Introduction: WB Writing*

LESSON 3
Feel at home!

 **READING**
SB page 18

 **Aims and Objectives**

To involve students in

- reading e-mails & maps
- scanning & skimming

To present vocabulary and grammar in context

Vocabulary

neighbourhood, information, city centre, wide, traditional, church, art-and-craft shops, restaurants, night clubs, tourist information centre, Art Museum, interesting, pottery, drawing, different

Task 1

- Refer students to the picture and Pablo's e-mail.
- Ask: 'What does Pablo want to know?'

⇒ **Answer:** Pablo wants to know about Helen's neighbourhood.

- Revise '**neighbourhood**' if necessary (refer to picture B on the cover page or the picture on this page).
- You can ask some further questions: *Why/When is Pablo coming to Greece? What does 4U mean?*

Topics for further discussion

👉 Aims and Objectives

Discuss student exchange programmes
Familiarise students with the themes of communication, interaction, culture & civilization, similarity-difference, dimension (multicultural identity)

- You can discuss with students the advantages of student exchange programmes & what students can learn through them (e.g. other people's culture and way of life, customs / education system etc.)
- Invite students who have taken part in such programmes to recount their experience.
- You can even organize a presentation with photographs, souvenirs etc.

Task 2

- Ask: 'Who is this e-mail from?' (Helen).
- Elicit that it's Helen's answer to Pablo's e-mail.
- Students read it and say if Helen has answered Pablo's questions.

⇒ **Answer:** Yes. She says:
a) where her neighbourhood is
b) what it is like
c) if she likes it &
d) she sends Pablo a picture & a map.

Task 3

- Students look at the map of the centre of Athens in the Appendix, p. 144 & spot Plaka.
- Ask: 'Is her house near the Acropolis?' / 'What other historical places are near her house?' / 'Have you been to Plaka?' / 'What do you know about Plaka?'
- Allow several students to answer. Assist with language.

Task 4

- Elicit '**sights**', '**architecture**' & '**local food**'.
- Discuss with class which places in Plaka Pablo would be interested in visiting.

⇒ **Answers**
the Acropolis, traditional houses, Greek restaurants (also museums, sights)

EXTRA! 1

- Ask students to read the text again and find at least two reasons why Plaka is different. Accept all answers (because it's old / beautiful / traditional / the streets aren't wide / lots of tourists visit it / there's an Art Museum/ it's in old Greek films etc.)

- Handle vocabulary problems as they crop up (e.g. *wide* ≠ narrow, *traditional*: not modern, *pottery*: making vases, things from clay, *interesting* ≠ boring etc.).

EXTRA! 2

- Refer students to the title of the lesson (*Feel at home: feel comfortable and happy*). Explain that it is an idiom and ask them what they think it means. Help them by asking: *'Do you think Helen feels at home?'*
 - Ask them if they know more idioms or proverbs with the word **'home'**. If they don't, you can write the following on the board:
 - **'make yourself at home'**: behave in someone else's home as if it were your own (usually said to a visitor by the host)
 - **'an Englishman's home is his castle'**: an Englishman's home cannot be entered by anyone else without his permission and nobody can tell him how to behave there
 - **'there's no place like home'**: however humble one's home may be, it is the place where one feels happiest.
- (Source: Longman Dictionary of English Idioms)
- Discuss their meaning with students and ask them if they can find idioms or proverbs with similar meaning in Greek (e.g. *'Σπίτι μου σπιτάκι μου και φτωχοκαλυβάκι μου'*).
 - You can elicit & discuss further that in both languages idioms / proverbs with **'home'** reflect the themes of warmth, safety, comfort.
 - Invite students who study or are speakers of other languages to bring similar idioms / proverbs in class & explain them to their classmates.

 **VOCABULARY LINK**

SB page 19

Places and buildings**Task 1**

- Students look at the signs & match the signs with the buildings.
- If necessary, explain/revise **'map'**, **'touch'**, **'stamps'**, **'free'**.
- Play the CD. Students listen & check.
- You can play the CD again & ask students to listen & repeat to practise pronunciation.

 **Answers**

a. 4 b. 2 c. 3 d. - e. 1 f. 5 g. 6 h. 7

 **Tapescrypt***Listen and check.*

1. *Shhh!!! Keep silent please! We're in a library.*
2. *I need a map of Athens. Go to the tourist information centre!*
3. *When we're in the art museum, remember not to touch the paintings!*
4. *Can I have some stamps, please? Sorry, I don't have any. Go to the post office.*
5. *Oh! Breakfast's from 7-9.30 in this hotel. So early?*
6. *This is a very big shopping centre. Let's go to the restaurant on the 2nd floor.*
7. *Where are you going? To the pub. We can have a free drink from 4-5.*

Task 2

- Go through the buildings in the box & elicit / revise the meaning of the words.
- Play the CD.
- Students listen & tick the buildings in Eva's area.

- Explain 'area'.
- Play the CD twice if necessary.

→ **Answers**

blocks of flats, cinema, Internet café, fast food restaurant, metro station

🎧 **Tapescript**

Eva is recording the presentation of her neighbourhood. Listen to her and tick what there is in her neighbourhood.

Hi! I'm Eva and I'll tell you about my neighbourhood. I think my area is great for teenagers because there are lots of things to do. We can go to the cinema, for example - there are two cinemas actually. Or we can surf the net at the big Internet café in the square. Of course, there's a fast food restaurant. We usually go there on Fridays after school. And there are many shops. All kinds of shops. I really enjoy going shopping with my friends or my mum. The problem's that there isn't a sports centre. It's a pity because we all love sports. There are a lot of blocks of flats in my area. I live in a modern one. It's really easy to come to my place because it's next to a metro station. Now, what is your neighbourhood like?

📁 **WB Tasks 3 & 4 p. 18**

🔗 **GRAMMAR LINK**

SB pages 20-21

Plural nouns

Task 1

- Students look at the text on p. 18 & find the plural of the nouns in the box.
- Check answers. Assist with pronunciation.

- Students complete the grammar table. Remind them to use the Grammar Appendix, p. 146, if necessary.
- Ask students to work with their partners & work out the rule for the formation of the plural
- Write the rule on the B/b.

noun + -s

nouns in -ch + -es

nouns in -y → -ies

- Write 'boy' on the B/b. Ask students to form the plural (boys).

- Elicit the rule

nouns ending in 'consonant + y' → -ies

nouns ending in 'vowel + y' → -s

- Revise nouns ending in -o (potato - potatoes), nouns ending in -f/-fe (knife - knives) & some irregular nouns (e.g. man-men, woman-women, foot-feet, tooth-teeth etc.).

- 📁 **WB** At this point students can do Tasks 5 & 6 on p. 19.

→ **Answers:**

city - **cities**

house - **houses**

church - **churches**

shop - **shops**

child - **children**

Plural endings: -s / -es / -ies / irregular

There is a .../ There are .../
'some-any'

Task 2

- Students study the example sentences & complete the grammar table.
- Remind students that they can use the Grammar Appendix on p. 146.
- 📁 **WB** You can ask students to do Tasks 7-10 on pp. 19-20 in class or at home for more practice.

➔ **Answers:**

1. There's/There isn't/Is there ... b.
 2. There are/There aren't/Are there ... a.
- We form questions by changing the order of 'there' & 'is / are'
- We form negatives by adding 'not' to 'is / are'
- We use **some** in statements.
 - We use **any** in negatives.
 - We normally use **any** in questions.

Task 3

- Explain the task.
- Students tick the places they would like to have in their ideal neighbourhood. Explain that they can tick only six.
- Play the CD. Students listen to the example.
- In groups, they ask each other.
- Ask some students to report to the class about their partners' ideal neighbourhood (e.g. In John's ideal neighbourhood, there are two sports centres, an Internet café etc.).

Prepositions of place

Task 4

- Explain the task.
- Play the CD. Students listen and put the flashcards in order.
- Play the CD again if necessary.

➔ **Answers:**

1. in front of
2. between
3. next to
4. opposite
5. behind
6. near

🎧 **Tapescipt**

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.

Can you help me with this please? Ok? Thanks. Let's see... we need the flashcards in this order.

Number 1: The ball is in front of Tim

Number 2: The ball is between Tim and John

Number 3: The ball is next to Tim

Number 4: There's no ball. Tim is opposite John.

Number 5: The ball is behind Tim.

Number 6: The ball is near Tim.

Great! Thanks for your help!

📁 **WB** Students do Task 11 on p. 20 in class or at home.

🗣️ **SPEAKING** SB page 21

📌 **Aims and objectives**

To involve students in

- asking & answering about the location of buildings / places in a neighbourhood
- communicating to find differences in pictures

Vocabulary & Structures

- Is / are there...?
- names of buildings /places -
- prepositions of place
- short answers

Task 1

- Ask: *'What buildings/ shops are there in Eva's neighbourhood / area?'*
- Elicit / pre-teach: **'bench'**
- Students ask each other where the places / things in the picture are.
- Encourage students to give all possible answers.

⇨ **Answers:**

Bank: next to the bank, opposite the cinema, between the sports centre and the bank

Block of flats: behind the cinema

Internet café: next to the cinema, opposite the sports centre

Bench: in front of the bakery and the bank

Bookshop: next to the cinema, opposite the bank

Bakery: between the sports centre and the bank, opposite the cinema, between the sports centre and the bank

Task 2

- Explain the task.
- Divide the class into students A & students B.
- Ask students A to look at page 132 & students B at page 133.
- Ask two students to give an example. Assist with language.
(e.g. **A:** Is there a cinema next to the bank in your picture?
B: No, there isn't etc.).

⇨ **Answers: Differences**

1. In picture A, there's a cinema next to a house. In picture B, there's a cinema next to the bank.
2. In picture A, there's a bus station. In picture B, there's a metro station.
3. In picture A, there's a block of flats behind the house. In picture B, there's a block of flats behind the cinema.
4. In picture A, there's a post office next to the supermarket. In picture B, there is a playground next to the supermarket.

NEXT LESSON see Aids p. 9

 **PROJECT SB page 22**

⇨ **Aims and objectives**

To involve students in talking & writing about their:

- a) neighbourhood or
- b) favourite possession

To encourage work across the curriculum (art, geography, IT,)

To integrate all four skills

Before the project

☞ *Introduction: 12.1 & 12.2*

During the project

1. My neighbourhood

☞ *Introduction: 12.3*

2. Our favourite possessions

- Students divide tasks.
(e.g. **student 1** collects the group's photos / drawings of their favourite possessions
students 2 & 3 collect & check the texts
students 3 & 4 arrange pictures & texts on the poster
- Students present their poster in class.
- Finally, they put their posters on display.

SELF-ASSESSMENT

☞ *Introduction: Self-assessment*

NEXT LESSON see Aids p. 25

Unit 3

Day in Day out!

	Language Functions	Vocabulary Link	Grammar Link	Curriculum Link / Notions	Suggested lesson schedule
Lesson 1 My day!	<ul style="list-style-type: none"> Describing one's daily routine & leisure activities Telling the time 	<ul style="list-style-type: none"> Daily routines Leisure activities Sports & go/play/do + sports 	<ul style="list-style-type: none"> Simple Present (1) (I, you, we, they) Adverbs of frequency 	Maths (telling the time) PE (sports) geography (Australia) Modern Greek/Vocational Guidance (jobs)	<u>3 teaching periods</u> 1. Cover page & Reading 2. Vocabulary Link 3. Grammar Link & Writing
Lesson 2 Greetings from Australia!	<ul style="list-style-type: none"> Talking about favourite school subjects/leisure activities & sports Comparing & contrasting likes/dislikes 	<ul style="list-style-type: none"> School subjects 	<ul style="list-style-type: none"> Simple Present (2) (he/she/it) like/love/enjoy/hate + verb-ing 	Notions communication, similarity-difference, civilization & culture time	<u>3 teaching periods</u> 1. Reading & Vocabulary Link 2. Grammar Link 3. Speaking & Writing
Lesson 3 This is my job!	<ul style="list-style-type: none"> Describing jobs & work routines 	<ul style="list-style-type: none"> Jobs Idioms with 'work' 	<ul style="list-style-type: none"> Wh- questions 		<u>4 teaching periods</u> 1. Reading & Listening, Vocabulary Link 2. Pronunciation Link & Grammar Link & 3. Project 4. Self-assesment

↻ Aids

Lesson 1

-Reading task 1

Advertisements (from magazines & newspapers)
 - **Vocabulary Link, task 2**
 A large clock

Lesson 2

Speaking & Writing, task 2, Extra 6

-pictures of different activities (e.g. swimming etc.)

Lesson 3

-Reading Warm-up

Pictures of food
 -**Vocabulary Link, task 3**
 Dictionaries
 -**Project**
 -Dictionaries
 -Old newspapers & magazines

🏠 **COVER PAGE**
SB page 25

Vocabulary

greetings, apple pie, take part, project, job

🌀 *Introduction: Cover page*

🎧 **Tapescript**

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

1. *Everyone is crazy about my apple pie!*
2. *Come on! Take part in our project!*
3. *Three times a week I have an 'on air lesson'.*

➡ **Answers:** 1. C 2. B 3. A

LESSON 1: My day!

📖 **READING SB pages 26-27**

🔗 **Aims and Objectives**

To involve students in

-reading an advertisement of an e-project & a student's project about his daily routine

- skimming & scanning

To integrate reading with listening & speaking

To present vocabulary and grammar in context

Vocabulary

advertisement, take part, project, typical, weekday, site, wake up, by bus/bike/on foot, stepdad, stepbrother, school subject, social studies, ancient Greek, weird, break, relax, cycling, prefer, tidy my room, go crazy, hate

Reading Strategies SB p. 40

Task 1

- Bring in class newspaper / magazine cut-outs of various advertisements (see Aids above).
- Pre-teach the word **'advertisement'**.
- Ask students to read the advertisement and find out what it is about.
- Check answers with the class.
- Elicit **'typical weekday'**, **'presentation'**, **'publish'**, **'site'**

➡ **Answer: b**

Task 2

- Students work in pairs, brainstorm and collect topics.
- Allow all possible answers.
- Assist with vocabulary.

➡ **Possible answers:**

time they get up/go to school/come back from school/go to bed etc., how they get/travel to school, time lessons start/finish, school timetable, school subjects, breaks, homework, housework (tidy room etc.) leisure activities (sports, hobbies) etc.

Task 3

- Ask students to look at the title of the text and the photos on p. 27 and say what they think Jean Paul is writing about (his daily routine / his typical weekday).
- You can ask students to talk about the photos and say, for instance, which country they think they are from etc.
- Ask students to read Jean Paul's project quickly and answer the questions.

Answers:

- a. Jean Paul mentions the following: time he gets up, meals, travelling to school, lessons, school subjects, hobbies, sports, homework, housework (tidies his room), time he goes to bed
 b. playing the guitar, tennis, listening to music/CDs, reading comics

Task 4

- Students read the text again, more carefully now, and underline the correct facts.

Answers: 7, by bike, ancient Greek, a lunch break, don't do, once, tidy

EXTRA! 1 Additional comprehension questions:

1. Where does Jean Paul live? (in Tours, in France)
2. Which year is he at school? (Year 5)
3. Who does he live with? (his mum, stepdad & stepbrother)
4. How long does it take him to get to school? (10 minutes)
5. What's his favourite subject? (Social Studies)
6. Where does he have lunch? (at home)
7. What time does school finish? (at half past four)

Task 5

- Ask: 'How different is your day from Jean Paul's?' 'Do you wake up at 7 o'clock?'
- Students look at the example and talk about their daily routines with their partners.
- Monitor and assist accordingly.

WB Task 1 p. 22

NEXT LESSON see Aids p. 25

VOCABULARY LINK

SB pages 28-29

Daily routines

Task 1

- Students in pairs match the verbs from A with words from B to make phrases.
- Ask students to say which of these things they do every day, e.g. 'I get up. I get dressed. I have breakfast etc.'
- Ask students to add more phrases. Allow all possible answers but make sure students produce correct collocations.

Answers:

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

Telling the time

Task 2

- If you have brought a clock in class, use it to revise/present the time.
- Show a time on the clock and ask: 'What time is it?'
- If students are familiar with telling the time, allow individual students to answer. Otherwise present some times with 'past' & 'to' and then elicit more times from the students.
- With a less confident class you can use the clock in the book and ask them to repeat after you. Then show different times on the clock and invite individual students to tell the time.

- You can point out / elicit that the time in English is in the opposite order of the time in Greek, first the minutes and then the hour (οκτώ παρά πέντε = five to eight).
- Play the example on the CD.
- Students make pairs and ask each other about their daily routine. Tell them to look at the language bank and refer to the clock in their SB if they have difficulties.

Task 3

- Ask: 'What time do you get up at weekends?'
- Allow some students to answer.
- Ask students what they do at weekends and if their routine is more interesting & why / why not.
- Assist with language.

EXTRA! 2 Game

Play 'Tell the Time Bingo'

🌀 Introduction: Games

Leisure Activities

Task 4

- Explain the task.
- Remind students of the meaning of 'both'.
- Play the CD twice.

⇒ **Answers:** a. _ b. **B** c. **JP** d. **S**
e. _ **S** f. _ g. _ h. _ i. _ j. **JP**

🎧 Tapescript

Listen to Jean Paul and his friend, Stella, from Italy talking 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.

Jean Paul: ...well, in my free time I usually go out with my friends.

Stella: Yeah! Me too! I love going out with my Emma, my best friend. We usually go shopping.

Jean Paul: You do? I hate shopping. Me and my friends go to the cinema or to an internet café most of the times.

Stella: What do you do when you're at home? Do you read books?

Jean Paul: No, I find it boring. I make models. You know...cars... planes. I love it. What about you?

Stella: Well, I don't like reading either. I like drawing. My mum says I'm quite good.

Jean Paul: Really? That's great. I'm not good at drawing. What about board games? I love playing Trivial Pursuit with my dad when he's at home. It's a great game.

Stella: You think so? When Emma comes to my home, we listen to music and dance a lot.

Jean Paul: Yeah! I see. ... What kind of music do you ... (fades out)

Task 5

- Play the example on the CD.
- Students make pairs and ask & answer each other.
- Students can use the ideas in the box and/or their own ideas.
- If there is time students can make new pairs and repeat the activity.

Sports

Task 6

- Students match the words with the pictures.
- Play the CD.
- Students listen & check.

Answers:

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

Tapescript

Listen and check.

1. football
2. scuba diving
3. badminton
4. athletics
5. gymnastics
6. skateboarding

Introduction: Vocabulary

Task 7

- Students read the bubble and say what they notice.
- Elicit that we use **'play'** with **ball games**, **'go'** with activities in **-ing** & **'do'** with **the rest**.
- Students complete the table with the sports of Task 5.
- Ask students to think of more sports and put them in the table.
- You can collect extra sports on the board.

Answers:

GO (scuba diving, skateboarding)

PLAY (football, badminton)

DO (gymnastics, athletics)

More sports/activities:

GO (climbing, swimming, jogging, rafting, etc.) PLAY (volleyball, basketball, tennis, golf, handball, water polo, etc.) DO (Tae Kwon Do, judo, karate, ballet, etc.)

Task 8

- Refer students to the language bank.
- Explain **'twice'**: two times, **'every now and then'**: not very often.
- Play the example on the CD.
- Students listen and tell their partners if / how often they do any of these sports.
- Point out that the time expressions in the Language Bank go at the end of the sentence.

WB Tasks 2 & 3, p. 23

GRAMMAR LINK

SB pages 29-30

Simple Present (1)

Task 1

- Students study the example sentences and complete the table.
- Tell students that they can refer to the Grammar Appendix on p. 147.
- Ask students to read Jean Paul's text and find more examples of verbs in the Simple Present.

WB Students do Tasks 4-6 on pp. 24-25.

Answers:

Use: we use the Simple Present to talk about **habits & daily routines / things we do every day etc.**

Form: I / you / **we** / they go.

Do I / you / **we** / **they** go?


I / you / we /they **don't** go.

Adverbs of frequency

- Students study the table with the adverbs of frequency.
- Revise / present the meaning of the adverbs of frequency in the box (e.g. Say: *I have breakfast on Monday, Tuesday, Wednesday, Thursday, Friday,*

Saturday & Sunday 'I always have breakfast' etc.).

- Students complete the table. They can refer to the Grammar Appendix on p.148.
- Point out that we place adverbs of frequency after the verb 'be'.

 **WB** Students do Tasks 7 & 8 on p. 25.

For Task 7 ask students to look at Jean Paul's text, SB p. 27 in order to find the answer to rule 2.

Task 2

- Ask: '*Do you help out at home?*' '*What jobs do you do?*'
- Allow several answers. Make sure you elicit / present the vocabulary in the Language Bank. You can use gestures to show some of these jobs (e.g. *ironing, setting the table*).
- Ask students to write true sentences about themselves using adverbs of frequency and the ideas in the Language Bank.
- Tell them to be careful where they put the adverbs of frequency in their sentences.
- You can ask students to write 6 sentences.

Task 3

- Ask students to show their sentences to their partners who are going to decide if they help out at home or not. For example, if their partner has 4 sentences with 'never' and two with 'sometimes' then he/she doesn't help at home etc.
- Alternatively, you can give task 2 as homework and students can read each other's sentences when they come in class for the next lesson.

Aims and Objectives

To involve students in

- writing a presentation of their school day
- using the present Simple & adverbs of frequency to write about habits & routines
- process writing & peer feedback

Vocabulary & structures

- Vocabulary related to habits & daily routines
- Present Simple in the 1st person singular
- Adverbs of frequency
- Time (e.g. at 7:30)

Task 1

- Remind students of the advertisement on p. 26 and ask them to imagine that they're going to take part in this project.
- Ask them to collect ideas in the table.
- Encourage them to go through the lesson for help.

Task 2

- Ask: '*What do you want to write about in your presentation?*' '*Do you want to write about what you do at school?*' etc.
- Students decide which sections they're going to include.

Task 3

- Students write a first draft using time expressions and adverbs of frequency.

Task 4

- Students exchange their texts with their partners and edit each other's work.
- Tell them to use the criteria checklist in their SB.

Task 5

- Students write their final drafts.

🌀 Introduction: Correction and feedback

LESSON 2:
Greetings from Australia!

📖 **READING SB** pages 31-32

👉 **Aims and Objectives**

To involve students in

- reading a quiz about Australia & a school newspaper article about an Australian girl's daily routine
- scanning the text to locate information
- reading for gist

To integrate reading with writing

(taking notes) & listening & speaking

To present vocabulary and grammar in context

Vocabulary

central, outback, 'school of the air', area, by post, through e-mail, learn things off by heart, serious, horse riding, cook, enjoy

Task 1

- Draw students' attention to the title of the lesson & explain 'greetings'.
- Ask: 'What is this lesson about?' (Australia)

- Revise: 'the Pacific / Atlantic Ocean' (you can show them on the map on p. 142), 'capital city'.
- Students in pairs answer the quiz & check their answers with the key on p. 131.
- Ask students what else they know about Australia. You can ask some questions ('What language do they speak in Australia?' 'Which animals live in Australia?' etc.).
- Assist with language.
- Elicit /pre-teach: 'outback'.
- Read the **Culture Corner** with the class & check for any difficulties.
- Allow some students to answer the question before you ask them to find the answer on p. 131.

⇌ **Answers:**

- 1) Pacific 2) Canberra 3) 24 4) hot
5) Kylie Minogue

Task 2

- Discuss the pictures with the class.
- Ask students to read the text about Nicole's school day quickly and answer the questions.

⇌ **Answers:**

- a. 'school of the air' b. five to six hours

Task 3

- Students choose a title for each paragraph. Explain that there is an extra title.

⇌ **Answers:** a. par. 3 b. par. 2

- c. par. 4 d. (extra) e. par. 1

Task 4

- Ask students to read the text again and complete the table. Revise 'equipment'.


Answers:

Where: **at the outback**
 Kind of lessons: **'on the air' / on computer / by e-mail**
 How long: **30 minutes**
 Necessary equipment: **computer**
 Homework activities: **learning things off by heart, doing exercises, watching videos, tests**

Task 5

- Ask students what they think of the school of the air. Encourage them to give reasons for their answers using information from the text (e.g. *'I like the school of the air because children don't go to school every day/ they have lessons on the computer/ they watch videos for homework etc.'* or *'I don't like the school of the air because there aren't many children/ it's far away /it's in the outback / they don't see the teacher ...'* etc.).

 **WB Tasks 1 & 2 pp. 26-27**

 **VOCABULARY LINK**
 SB pages 32-33

School Subjects

Task 1

- Students match the school subjects with the pictures.
- Play the CD.
- Students listen & check.

Answers: 1. k 2. l 3. j 4. g 5. i 6. f
 7. m 8. c 9. a 10. h 11. e 12. d 13. b

EXTRA! 1

- You can play the CD again & ask students to listen & repeat the names of school subjects to practise pronunciation.

Tapescrpt

Listen and check.

- | | |
|------------------------------|-----------------------------|
| 1. <i>music</i> | 8. <i>biology</i> |
| 2. <i>physical education</i> | 9. <i>ancient Greek</i> |
| 3. <i>modern Greek</i> | 10. <i>home economics</i> |
| 4. <i>history</i> | 11. <i>English</i> |
| 5. <i>mathematics</i> | 12. <i>computer studies</i> |
| 6. <i>geography</i> | 13. <i>art</i> |
| 7. <i>religion</i> | |

Introduction: Vocabulary Link Section

Task 2

- Ask students: *'What other subjects do students do in Greece in the 1st grade of Junior High School?'*
- Assist with vocabulary (*French, German, Technology*)
- Play the example sentences on the CD.
- Students listen & then say what subjects they like or don't like. Explain the word **'hate'**.

EXTRA! 2

- Students can write sentences about the subjects they like/don't like in class or at home.

 **WB Task 3 p. 27**

Task 3

- Students go through Pete's school timetable.
- Explain / elicit: **'Technical Drawing', 'Science', 'Health'**.
- Refer students to the example.
- Students in pairs compare Pete's timetable with Magda & Helen's.
- Students can do this either by referring to the school subjects in Task 1 or by using their own timetables since Magda and Helen are from Greece.
- Then students report to the class.

⇌ **Possible answers:**

1. They all do *geography*/maths/
history/computer studies/music/art
/sport.
2. Magda and Helen do English and
German/French but Pete does
Spanish/ Indonesian.
3. Magda and Helen do home
economics but Pete does health.
4. Magda and Helen do biology but
Pete does science
5. Magda and Helen do technology but
Pete does technical drawing.

Background Information

In Pete's school they do three different
science subjects:

1. planets, space, solar system,
earthquakes, satellites,
measurement units regarding
distance etc.
2. chemistry
3. physics

📁 **WB Task 4, p. 27-28**

🔗 **GRAMMAR LINK**
SB page 33

Simple Present (2)

Task 1

- Students study the example sentences
& complete the Grammar Table.
- They can refer to the Grammar
Appendix, p. 147 if they need help.
- Elicit spelling rules.

📁 **WB** There is more work on the
formation of the Present Simple & on
spelling rules for the 3rd person
singular in Tasks 5 & 6, p. 28.

⇌ **Answers:**

Form: he / she / it lives / **does** he she it
live?/ He / she / it doesn't live

3rd person singular spelling:
he / she / it **goes / watches / studies /
enjoys / wants**

Verb endings in the 3rd person singular
-s / -es / -ies

EXTRA! 3

- Ask: 'What else do you know about
Nicole?' Encourage students to search
in the text and say more things about
Nicole (*She lives at the outback, she has
an 'on air lesson for 30 minutes etc.*).
Insist that students use the correct
form for the third person.

Task 2

- Divide the class into pairs, students A
& students B.
- Tell As to look at table A on p. 132 and
read the instructions and the example.
Tell Bs to look at table B on p. 133 and
read the instructions and the example.
- As ask their partners about Steve & Bs
about Marianna and complete the
tables.
- You can ask a pair to give an example
in front of the class.
- When students finish, check answers
with the class.

Task 3

- Tell students to use the information in
their completed tables and complete
Marianna's text.
- Students check each other's answers.

⇌ **Answers:** computer studies,
English, ancient Greek, art

WB Task 7 & 8 p. 29

EXTRA! 4 'Find someone who...'

Introduction: Class activities

EXTRA! 5

- Ask students to find differences between Jean Paul's school life and Nicole's and write sentences. Elicit an example and write it on the board (e.g. *Jean Paul goes to school every day but Nicole goes to school three times a week* etc.).
- This can be done in class or at home.

NEXT LESSON: see Aids p. 25

SPEAKING & WRITING

SB page 34

Aims and Objectives

To involve students in

- talking & writing about similarities and differences in likes & dislikes
- using the language they have learnt in Lessons 1 & 2

To integrate all four skills.

Vocabulary & structures

- Vocabulary related to school subjects, leisure activities & sports
- Present simple
- like, enjoy, don't like, hate, love + verb-ing

Task 1

- Students complete the table with school subjects, leisure activities and sports they like/don't like.

Task 2

- Refer to the example and the Language Bank.
- Explain the meaning of 'enjoy'. Explain that we put verbs in -ing after these verbs (see **EXTRA! 6** below).
- Students make pairs and discuss their tables.
- Explain that they will use this information to write a paragraph. Tell them to keep notes of their partners' likes and dislikes.

EXTRA! 6

- You can practise 'love/like/enjoy/hate + -ing' before students do the speaking activity.
- Give verbs for different activities and ask students to make sentences (T: *swim* S: *I love / don't like swimming* etc.).
- Alternatively, you can show students pictures of different activities (e.g. *swimming, dancing* etc.) and elicit answers.

Task 3

- Students write their paragraphs.

Introduction: Correction and feedback

Task 4

- Students put their work on the class pin board for everyone to read.
- Tell students to find pairs which have very little in common.
- Students report to the class.

Topics for further discussion

Aims and Objectives

Sensitise students to the notions of 'difference' & 'equality'

- Refer to the quote '**Everybody is different but we are all the same**'.
- Invite students to say what they think it means.
- Discuss with the class the themes of 'difference' & of 'the right to be different' (e.g. having different likes & dislikes / habits etc.).
- Invite students to draw on their personal experience & say how different they think they are from their peers / parents / teachers etc. & how this influences their lives.

WB Task 9, p. 30

Introduction: WB Writing

NEXT LESSON: see Aids p. 25

LESSON 3: This is my job!

READING & LISTENING

SB pages 35-36

Aims and objectives

To involve students in

- reading an interview with a chef
- scanning a text to locate information
- reading for gist
- reading for detail

To present new language in context

Vocabulary

days of the week, meals, menu, order, local, pasta, rice, mixed salad, dessert, apple pie, a second helping, dish, vegetarian

Warm-up

- Revise days of the week, names of meals, vocabulary related to food.
You can use pictures or you can ask students to brainstorm and collect relevant vocabulary.

Task 1

- Ask students: '*Who works in a restaurant?*' Elicit/revise: **cook, chef, waiter/ waitress**.
- Then ask them to look at the article. Explain '**title**' & '**subtitle**'.
- Ask students to read them, to look at the picture and decide what Jerry Young is (*He's a chef*).
- Ask: '*What does a chef do?*' Encourage students to discuss with their partners and then tell the class.
- Assist with language and insist that students use the third person singular correctly.

→ **Answer:** a chef

→ **Possible answers:**

A chef works in a restaurant-chooses the menu/dishes-cooks food- makes salads/sweets etc.

Task 2

- Students read and/or listen to the text and tick the correct topics.
- Tell students not to worry about words they don't know as these are explained in Task 6.

→ **Answers:**

My working hours ✓
Kinds of food served ✓
This is how I feel about my job ✓

Note: If you think your students can do it as a listening task, ask them to close their books and listen only. They can make a note of the topics in their notebooks.

EXTRA! 1

- Discuss answers with the class.
- Say: 'How do you know that Jerry Young is talking about these topics? Underline key words/phrases that helped you.' (e.g. My working hours — 'I start at 9:30... I usually finish at 7 p.m.').
- In case students did it as a listening task, play the CD again for students to note down the words that helped them.

Task 3

- Students read and/or listen to the text and complete Jerry's profile.
- Explain 'occupation'.

→ **Answers:**

Occupation: **A cook**
 Place of work: **a college in Edinburgh, Scotland**
 Meals: **lunch & dinner**
 Number of dishes: **3 (for each meal)**
 Finishes at: **7 o'clock**
 Meeting day: **Saturday**
 A popular dish / dessert: **apple pie**
 Feels **good/great** about his job

Task 4

- Students find and underline the words in the article. Numbered lines can help them.
- Tell students to use the context (words before and after these words) and match the words with the correct definitions.

→ **Answers:**

1. f 2. d 3. g 4. a 5. b 6. c 7. e

📁 **WB Task 1 p. 31**

 **VOCABULARY LINK**

SB pages 36-37

Jobs

Task 1

- Students match the pictures with the jobs.
- Play the CD.
- Students listen and check.
- Then ask them to complete the sentences with the correct job.
- Check answers.
- You can play the CD again for students to listen and repeat the jobs.

→ **Answers:**

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


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

 **Tapescript**

Listen to the jobs and check your answers.
 a. a dancer b. an architect c. a pilot,
 d. a taxi-driver e. a vet f. a shop owner
 g. a secretary h. an author i. a clerk

Task 2

- Students in pairs or small groups write down more words for jobs and make sentences describing what these jobs do.

 *Introduction: Vocabulary Link Section*

Background Information

The photos are of:

- Leonardo di Caprio from Martin Scorsese's 2004 film *The Aviator*- a biopic depicting the early years of legendary director and aviator Howard Hughes' career, from the late 1920s to the mid-1940s.
- Vicky Stavropoulou, hostess of TV game-show *Taxi Girl* on Mega Channel.

EXTRA! 2 Game

Students from one group describe a job and the other groups have to guess the job. This can be turned into a game with the teacher awarding 1 point for each correct answer.

EXTRA! 3

At home, students write sentences about five professions without revealing the name of the profession. In the next lesson students exchange sentences and try to guess the professions described. Students give each other feedback.

Task 3

- In pairs, students use dictionaries and find the professions.
- If there are not any class dictionaries, you can ask students to bring theirs in class.
- It might be necessary to offer guidance as to how students can use monolingual and/or bilingual dictionaries.

⇨ **Answers:**

- | | |
|-------------------|----------------|
| a. <i>builder</i> | b. worker |
| c. artist | d. sailor |
| e. policeman | f. engineer |
| g. actor/actress | h. electrician |

📁 **WB Tasks 2 & 3, p. 32**

Idioms with 'work'

Task 4

- Students match the idioms with their meanings.
- Play the CD.
- Students listen and read the example sentence and make similar sentences with the other idioms.

⇨ **Answers:** 1.b 2.d 3.e 4.a 5.c

📁 **WB Task 4 p. 33**

Task 5

- You can ask students to write mini-dialogues with these idioms as homework.
- The situations in **WB** Task 4 can give them ideas.
- In the next lesson, students exchange their mini-dialogues and edit each other's work.

⇨ **Possible answer:**

Mother: *John, can you go to the bakery and buy some bread and then go to the supermarket and buy some cheese and milk?*

John: *Me again? Why don't you ask dad?*

Mother: *Dad works like a dog and he's tired when he comes back home.*

John: *Yes, but I always **do the donkey work.***

EXTRA! 4

- Students can read their mini-dialogues in class and choose the funniest or most interesting ones to act out.

PRONUNCIATION LINK

SB page 37

Task 1

- Explain 'stress'.
- Play the CD.
- Students listen and mark the stress.
- Play the CD again. Students listen and repeat.

→ **Answers:**

- | | |
|-----------------------|-----------------------|
| 1. <u>interesting</u> | 2. <u>ingredients</u> |
| 3. <u>supermarket</u> | 4. <u>dessert</u> |
| 5. <u>vegetarian</u> | 6. <u>local</u> |

🎧 Tapescript 1

Listen and mark the stress. Then listen and repeat.

*interesting
ingredients
supermarket
dessert
vegetarian
local*

Task 2

- Students mark the stress on the words in Vocabulary Link, Task 1.
- Play the CD (Vocabulary Link, Task 1).
- Students listen & check their answers.

→ **Answers:**

- | | | |
|-----------------------|----------------------|----------------------|
| a <u>d</u> ancer | an <u>a</u> rchitect | a <u>p</u> ilot |
| a <u>t</u> axi-driver | a <u>v</u> et | a <u>s</u> hop owner |
| a <u>s</u> ecretary | an <u>a</u> uthor | a <u>c</u> lerk |

GRAMMAR LINK

SB page 38

Wh-questions

Task 1

- Students look at the example sentences.
- Explain that these question words are called wh-words because most of them start with the letters wh-.
- Students match question words (1-7) with their possible answers (a-g).
- Tell students that they can refer to the Grammar Appendix on page 148.

→ **Answers:**

1. g 2. c 3. a 4. b 5. d 6. f 7. e

WB Tasks 5 & 6, pp. 33-34

EXTRA! 5

- You can ask students to write two more wh-questions for Jerry Young. (e.g. *Where do you live? How old are you? What time do you get up? How many children have you got?* etc.)

EXTRA! 6

- You can write this rule on the board for students to complete and copy in their notebooks.

Complete the gaps with these words to make the rule:

wh- words, question

**After we use the
..... verb form to ask.**

*What time **do you go** to work in the morning?*

EXTRA! 7

- Write this question on the board: *Who cooks meals at home?*

- Ask students what they notice about the verb form in question four:
- Elicit that the verb is not in question form.
- Explain that this is because it is a subject question: it asks about the subject.
- You can use the following task to illustrate this point:

Match the questions with the correct answer

1. Who helps you with homework?	a. I ask dad to help me with my homework.
2. Who do you ask to help you with your homework?	b. Dad helps me with my homework

In which question is the answer: the subject (.....) - the object (.....)? Underline the correct answer to complete the rule

In **subject questions** the verb form is **a. in question form b. in the positive form**

Task 2

Introduction: Games (Noughts & Crosses)

Task 3

- Divide the class into pairs, students A & students B.
- Tell As to look at p.134, read the instructions for their first role (card A) and prepare. Tell Bs to look at p. 135, read the instructions for their first role (card A) and prepare.
- You can ask a pair to give an example in front of the class.

- When students finish the first round, they change roles, read the instructions for their second role (cards B) and prepare.
- While students are doing the role-play, go round the class and assist when this is requested.

 **WB Tasks 7 & 8 p. 34**

Introduction: WB Writing

NEXT LESSON see Aids p. 25

 **PROJECT SB page 38**

Aims and Objectives

To develop students' dictionary skills

To foster learner cooperation & autonomy

To integrate all four skills

To involve students in using the language of the unit in a new context

To encourage work across the curriculum (IT, Modern Greek, Art)

- Read through the steps of the project with the class and check for any difficulties.
- Divide the class into small groups of 4 or 5 students.
- Give each group a Greek-English dictionary. If there are not class dictionaries, you can ask students to bring their own in class (see also *EXTRA! 8*).
- Students find the English words for the jobs.
- Students say what these jobs do. Refer them to the example in step 2.

UNIT 3 Day in Day out!

- Students find photographs from newspapers & magazines or draw pictures for the jobs they have chosen to present and make a poster in their group.
 - Students present their posters in class.
 - If there is not enough time for all groups to present their posters, ask each group to present their posters to another group so that two or three groups present simultaneously.
 - At the end students put their posters on the class pin board for everyone to see.
- Teachers can use sites they know of or ask IT teachers to help them.
 - Some useful sites are:
 1. <http://www.kypros.org/cgi-bin/lexicon> (ΛΕΞΙΚΟ - LEXICON **Greek-English-Greek** dictionary)
 2. <http://www.in.gr> (Ελληνο-Αγγλικό /Αγγλο-Ελληνικό)
 3. <http://dictionary.cambridge.org> (English-English Dictionary - select Learner's Dictionary)
 4. <http://www.Idoceonline.com> (English-English Longman free online dictionary)

EXTRA! 8

- If there is a computer lab at the school and there is access to the Internet, students can use online dictionaries to find the words for the jobs.

SELF-ASSESSMENT

Introduction: Self-assessment

Unit 4

Ecofriendly!

	Language Functions	Vocabulary Link	Grammar Link	Curriculum Link / Themes	Suggested lesson schedule
Lesson 1 Let's go to the zoo!	<ul style="list-style-type: none"> Giving instructions Giving advice 	<ul style="list-style-type: none"> Vocabulary related to <ul style="list-style-type: none"> visiting a zoo describing a zoo keeper's job 	<ul style="list-style-type: none"> The Imperative If-sentences to give advice 	Environment all studies (animals, environment) Maths (height, weight) Art (photos, drawings, paintings) Geography (animals' habitat) Information Technology (visit websites to find information)	<u>3 teaching periods</u> 1. Cover page & Reading 2. Vocabulary Link & Listening 3. Grammar Link & Speaking
Lesson 2 In the wild!	<ul style="list-style-type: none"> Describing animals and their habits/abilities Agreeing/disagreeing Expressing an opinion 	<ul style="list-style-type: none"> Animals their habits & abilities Adjectives (interesting, strange, funny, worryng) 	<ul style="list-style-type: none"> can/can't to express ability 	Themes System Existence Relativity of actions & events	<u>3 teaching periods</u> 1. Reading 2. Vocabulary Link & Grammar Link 3. Project
Lesson 3 We can make a difference!	<ul style="list-style-type: none"> Expressing obligation & prohibition Making suggestions Agreeing / disagreeing 	<ul style="list-style-type: none"> Vocabulary related to <ul style="list-style-type: none"> recycling protecting the environment 	<ul style="list-style-type: none"> Must / mustn't to express obligation & prohibition 		<u>5 teaching periods</u> 1. Reading & Vocabulary Link 2. Grammar & Pronunciation Links & Listening 3. Speaking & Writing 4. Protect 5. Self-assessment

Aids

Lesson 2

- **Reading Task 3 Extra:** Scales, a measuring tape
- **Grammar Link Task 2:** photos of polar bear/chimpanzee/penguin/white shark/giraffe

Lesson 3

- **Project**
- photographs of zoos students have taken
- leaflets about recycling in Greek or in English

Unit 4 Ecofriendly!

COVER PAGE SB page 41

Vocabulary

in danger, zoo, recycling, bin, wolf, tigers (tiger cubs), forest

🌀 Introduction: Cover page

➡ Answers: 1. D 2. A 3. B

LESSON 1 Let's go to the zoo!

READING SB pages 42-43

👉 Aims and Objectives

To involve students in

- reading a zoo map & guide book, signs & notices
- skimming &
- scanning

Vocabulary

First Aid, gift shop, Information kiosk, disabled, zoo guidebook, find your way, footprint trail, Main Gate, volunteers, lose, meeting place, split up, fountain, post

Warm-up

- Draw students' attention to the title, the introduction to the lesson & David's bubble and ask: *'What does David want to do?'* (to take part in the eco-project, see cover page).
- Explain **'take part'** if necessary.
- Ask the questions in the bubble.
- Allow several students to answer.
- Encourage students to use vocabulary & structures they have learnt so far

(e.g. there's/there are, have/has got, the present simple, buildings / animals there are / live in a zoo etc.).

Task 1

- Students match the symbols with the places.
- Handle vocabulary problems as they crop up.

➡ Answers:

- ☎ Telephone
- 🏠 First Aid
- ℹ Information Kiosk
- 🍷 Food
- 🚻 Women's Toilets
- 🚻 Men's toilets
- ♿ Toilets for the disabled
- 🎁 Gift Shop

Task 2

- Students find these places on the zoo map and tick them.

Task 3

- Elicit **'guidebook'**.
- Then ask what kind of information a zoo guidebook gives. The previous two tasks will have started students thinking. Assist with language.

➡ Possible answers: information about the animals, where you can find different animals/places around the zoo, places to eat/buy souvenirs/ask for information, how to find your way etc.

Task 4

- Ask: *'What is this page about?'*
- Go through the headings in the box and check for any difficulties

- Students choose the correct heading.
- Explain that they don't have to read the text in detail but go through it quickly only to understand what it is about.

⇒ **Answer:** Finding your way around.

Task 5

- Students read the text more carefully and find the correct places.

⇒ **Answers:**

- Main Gate
- First Aid post
- Information kiosk
- Information kiosk or fountain

🌀 *Introduction: Vocabulary Link Section*

📁 **WB Task 1 p. 36**

📖 VOCABULARY LINK SB page 44

(Guessing words from context)

Task 1

- Students find and underline the words in the text and match them to their definitions.

⇒ **Answers:** 1. c 2. a 3. b 4. d

(At the zoo)

Task 2

- Students match the zoo notices with sentences.
- Pre-teach **'credit card'** (e.g. show them one of yours if you have one), **'drop'** (e.g. drop something on the floor), **'aquarium'** (e.g. a glass tank with water where we can keep fish) if necessary.

⇒ **Answers:** 1. g 2. extra 3. e 4. d 5. f 6. c 7. b 8. a

📁 **WB Tasks 2 & 3 p. 37-38**

🔊 LISTENING SB page 44

👉 Aims and Objectives

To involve students in listening

- to a zoo keeper talking about his day at work
- for gist & detail

To integrate listening with speaking

Vocabulary

train, lift, trunk, prepare, feed, feeding time, bath time

Task 1

- Students work in pairs & exchange ideas.
- Accept all answers at this point.
- Assist with language (*feed animals, clean, prepare* etc.).
- Go through the instructions and the cards & check for any difficulties.
- Explain / elicit **'duties'** (things he has to do in his job) **'train'** (teach animals to do things), **'prepare food'**: make it ready for animals to eat etc.).
- Play the CD. Students listen and do task 1a.
- Play the CD again. Students listen again and do task 1b.

⇒ **Answers: 1a** Elephants

1b 1, 2, 3, 6


Tapescript

Listen to a keeper talking about his day at work.

My day starts at 8 o'clock. The first thing I do is to check that the animals are OK. I'm taking care of the elephants this year. We're good friends. I talk to them and I train them to do things. For example, I train them to lift their long trunks. In this way, we can check their teeth. I also take them for a walk around the zoo. They love it! Watch out for us. We can be behind you. I don't clean their house and I don't prepare their food. There are other people for these jobs. But I feed them. Don't miss it! Visit the elephant house at feeding time or at bath time. It's very interesting!

Task 2

- Ask: 'Would you like to work as a zoo keeper? / Do you think it's an interesting job? / Is it tiring? / What difficulties are there? / Is it well-paid? etc..'
- Encourage several students to answer.
- Assist with language.

 **GRAMMAR LINK**
SB page 45

Imperative

Task 1

- Students look at the signs and say which tells us what to do / not to do.
- Tell students that they can refer to the Grammar Appendix on pp. 148-149.
- Elicit which verb form this is in L1 & that we tell somebody what not to do by putting 'don't' before the verb.

Answer:

- Don't drop litter: **what not to do**
- Follow the trail: **what to do**

Task 2

- Students match the verbs with the nouns. The pictures help them understand the meaning of the phrases.
- Students tell each other which of these things to do and not to do at the zoo.
- Finally they write sentences under the pictures. This can be assigned as homework.
- You can encourage students to add their own ideas about what to do or not to do in the zoo. They can get ideas from the text on SB, p. 43. (e.g. Don't drop litter; Follow the foot trail; Read the notices; Don't try to open the cages etc.).

Answers:

- 1.e/f 2.e/f 3.b 4.d 5.c 6.a
- Don't touch the animals.
 - Don't feed the animals.
 - Ask for information (at the kiosk).
 - Don't tap on the glass.
 - Don't make noise.
 - Visit our website.

 **WB Tasks 4 & 5 p. 38**

If-sentences

Task 3

- Students study the sentences and complete the grammar table.
- Tell students that they can refer to the Grammar Appendix on page 149.
- Elicit that 'if sentences' are a more polite way than the imperative:
 - to tell somebody what to do and what not to do &

b) to give advice.

- Ask students to find more ‘if-sentences’ in the text in task 4.
- Write on the board:
- *If you need information, ask a volunteer*
= *If you need information, you can ask a volunteer.*
- Ask students if the sentences mean the same. Elicit that they do and ask them to change the second sentence:
- *If you don't find anyone, you can use the telephone near the door* = *(If you don't find anyone, use the telephone near the door).*

WB Tasks 6-8, p. 38-39

EXTRA! 1

- Give students some clues and ask them to give advice using if-sentences. (e.g. T: ‘*I don't feel good*’ S: *If you don't feel good, go to the doctor / you can go home etc.*)

Some clues: I'm hungry; I can't find my friends; I want to buy a souvenir from the zoo; I want to learn some information about the elephants; I'm tired).

EXTRA! 2

- Ask students to make two groups. The first group has to write ‘if clauses’, e.g. *If you are ill/ If you like spaghetti*, etc. The second group has to write ‘the result clause’, e.g. *eat/you can eat a banana/go/ you can go to the doctor*, etc. Then a student from group A reads an ‘if clause’ and students from group B have to provide the most suitable ‘result clause’ trying to make logical sentences. In some cases this is not possible and the ‘if sentence’ can be funny or crazy, e.g. *If you like spaghetti, eat/ you can eat a banana*, etc.

WB Task 9, p. 39

SPEAKING

SB page 45

Aims and Objectives

To involve students in making rules about looking after pets

Vocabulary

The imperative
If- sentences

- Elicit what the paintings show (*teenagers with their pets*) & which period they come from. (*The first shows a girl from the 19th/ early twentieth century - the second shows a boy of our times*)
- Ask: ‘*Have you got a pet?*’ Allow several students to answer, say what their pet is & how they look after it.
- Assist with language.
- Explain the task.
- Students write their ‘Dos & Don'ts’ lists and present them to the class.
- They can put their lists up on the class notice board for students who haven't got a pet and would like to know what they must do to look after their pet properly when they get one.

Background Information

Pierre-Auguste Renoir

(February 25, 1841-December 3, 1919)
French artist, leading painter in the development of the Impressionist style.
The Sleeping girl (known as *Girl with a cat*), oil on canvas painted in 1880, is in Sterling and Francine Clark Art Institute, Williamstown, Massachusetts.

Melanie Springbett

A professional artist who lives in Barrie, Ontario. She depicts everything from animals to scenery, pets and people.

She has been honoured with an invitation to be included in the Worldwide Nature Artists Group (now Artists for Conservation), an exclusive, international society of world-class artists to promote conservation and their work on the internet. *Carrie's family* (pencil) was made in 2005.

Sources:

http://en.wikipedia.org/wiki/Pierre-Auguste_Renoir

http://www.artchive.com/artchive/R/renoir/girl_with_cat.jpg.html

http://www.natureartists.com/artists/artist_biography.

NEXT LESSON see *Aids* p. 41

LESSON 2 In the wild!

 **READING** SB pages 46-47

Aims and Objectives

To involve students in scanning & reading for detail.

To present new language in context

Vocabulary

carnivores, herbivores, omnivores, vegetation, metres (m), centimeters (cm), tall, height, weigh, weight, kilograms (kg), jaws, hunt, family pack, pup, cave, hole, deep sleep, hibernate, attack, humans, branches, leaves, skin, thick, hairless, horn, medicine, born

Warm-up

- Students read David's e-mail & say what David is sending his e-friends (an animal quiz).
- You can ask: 'Where did David find this quiz?' (on an information plate outside the elephants' house) 'Did he like the school trip to the zoo?' (Yes, he did. He loved it).

Task 1

- The purpose of this mini quiz is to activate students' background knowledge on the subject.
- Don't explain 'carnivores', 'herbivores' & 'omnivores'. Let students make the necessary associations with the Latin words.
- Ask students to do the mini quiz in pairs.
- Check answers and ask students to name some carnivores, herbivores & omnivores.
- If they mention the animals presented in Task 2 and make a mistake about what these animals are, don't correct them. They will find the answer for themselves when they read the texts.

↔ **Answers:** a. Herbivores
b. Carnivores c. Omnivores

Task 2

- Invite students to talk about the animals in the pictures. Ask: 'What are their names?' 'What do they eat?' 'What do you know about these animals?'
- Allow several answers. Assist with vocabulary.
- Ask students to read the texts about the animals to find what they eat and say if they are carnivores, herbivores or omnivores.

⇨ **Answers:** The timber wolf: **meat (carnivore)** - the brown bear: **animals & plants (omnivore)** - the rhino: **grass, branches & leaves (herbivore)**

Task 3

- Students read the texts again and complete the animal project.
- Encourage students to use the context to understand words they don't know. If they ask about words they don't understand, try to guide them to understand them on their own (e.g. if a student asks what the word '**hibernate**' means, ask him/her to read the text and draw his/her attention to key words: October, caves, holes, deep sleep, till March or April etc.).
- Invite students to answer the questions about themselves & tick 'yes / no'.
- You can ask students to ask these questions to each other.

⇨ **Answers:**

A Timber Wolf

- Weight: **20-60 kg**
- A family pack: up to **30** wolves.
- Wolves eat *small animals*

A Brown Bear

- In *Alaska* you can see very large bears.
- Doesn't normally attack *humans/people*
- Hibernates from *October* till *March/April*

A Rhino

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

📁 **WB Task 1, p. 40**

📖 VOCABULARY LINK

SB page 48

Guessing words from context

- Ask students to use the context and key words and find the words in the texts. They can work in pairs.

⇨ **Answers:**

Text A: a. jaw b. pups

Text B: c. height d. humans

Text C: e. thick f. hairless g. medicine

📁 **WB Task 2 p. 41**

Vocabulary Learning Strategies SB p. 56

📖 GRAMMAR LINK

SB page 48

can / can't (ability)

Task 1

- Students study the example sentences & complete the Grammar Table.
- Tell students that they can refer to the Grammar Appendix on page 149.
- Explain that the face stands for 'subject'.

Students can do 📁 **WB Tasks 4-5, p. 42** for more practice.

⇨ **Answers:**

😊 + **can / can't** + verb

Can + 😊 + verb?

Yes, **I can**


No, **I can't**

Task 2

- Show students pictures of the animals in the green box and elicit their names.
- Then read the phrases in the brown box and explain. You can use gestures for some of them.
- Ask: 'Can giraffes / brown bears climb trees / swim in cold water?' Some students will probably say 'yes', some others 'no'. Don't give them the right answers.
- Ask them to work in pairs and write as many true sentences as they can.
- Make sure they read the example first.
- When they finish, tell them to look at the key on p. 131, check and correct their sentences.

Task 3

- Students can work in small groups (of 4 or 5) and discuss what other things these animals or other animals can do.
- They can make notes and report to the class.
- Encourage the class to correct information that is wrong.

 **WB Task 3 p. 41 & Tasks 6-7 pp. 42-43**

EXTRA! 1

- Task 3 can be turned into a project, for which groups of students collect some animal facts, download photos or draw pictures of animals and make posters.
- If there is a computer lab at school, students can make their posters on the computer and print them.
- Animal facts the students collect for this task can also be useful for the project that follows.

- Some useful sites students can use to collect animal facts:
 1. <http://panda.org>
 2. <http://www.zsl.org/london-zoo/> (London Zoo)
 3. www.zootopia.com.au/ (Taronga and Western Plains Zoos)

PROJECT SB page 49

Aims and Objectives

To involve students in


- using the language of the unit in a new context
- making animal posters
- making suggestions, agreeing & disagreeing

To foster learner cooperation & autonomy

To integrate all four skills

To encourage work across the curriculum (Environmental studies, art)

- Read through the steps of the project with the class and check for difficulties.
- Divide the class into groups of four. Ask students to find a name for their group.
- Ask them to go through the animal facts they have learnt in this unit and find facts which are interesting / strange / funny / worrying. Explain that they have to discuss this in their group so that they agree on the facts they're going to use. Refer them to the Language Bank.

At this point, they can do  **WB Task 8, p. 43** for written practice.

- If they have done **EXTRA! 1** (see above), they will have more facts to choose from.

- When they have decided, explain that they have to make an A4 poster. Show them the poster in their books as an example.
- Explain that they can add headings, comments, stick photos (if they have downloaded some) or draw pictures of the animals.
- Put students' posters on the class pin board.

 **WB Task 9 p. 44 as homework**

LESSON 3 Let's go green!

Warm-up (SB page 50)

- Draw students' attention to Antonio's e-mail & ask: 'Why is Antonio sending this message to the e-group?' (He needs help with an eco-project at school).
- Elicit '**eco-project**' (a project about ecology / the environment).
- Then ask: 'What is his project about?' (recycling).
- Elicit '**recycling**' (re-using things made of plastic, paper, glass etc.) & '**attached document**' (a text we send with our e-mail).

Task 1

- Read the question & write '**recycling**' on the board. Explain that '**re-**' means '**again**'.
- Then ask students if they can find a Greek word in the word recycling.
- Elicit that it's the word '**cycle**': κύκλος.
- Ask students to think of more words which have '**cycle**' in them.
- You can collect students' answers on the board.

⇨ Possible Answers:

bicycle, cycling, cyclist, encyclopaedia, Cyclops

Task 1

- Read the second question & ask students to circle the things we can recycle.

⇨ **Answers:** glass, bottles, cans, batteries, magazines, plastic bags, books, newspapers

- Students can add more things we can recycle to the list.

⇨ **Possible Answers:** old clothes, mobiles, computers (by giving them to charities)

- Finally draw students' attention to the title of the lesson and elicit its meaning (Let's care about the environment / protect the environment).

 **READING SB pages 50-51**

↳ Aims and Objectives

To involve students in

-reading a poster about recycling
-skimming & reading for gist

To integrate reading with listening & speaking

To present new language in context

Vocabulary

bin, recycle, sort, recycling point, eco-, shopping spree, store, go green

Task 1

- Go through the instructions & check for any difficulties.
- Ask students to describe the photos (e.g. in the first, there's a recycling bin and some children with their teacher etc.).
- Provide the vocabulary students need.
- Finally, students match the pictures with the points in the text.

⇒ **Answers:** 1. c 2. f 3. a 4. b 5. d

EXTRA! 1

- Ask students to write one or two sentences to go with the extra photo (e.g. Don't throw away your old clothes. Give them to the poor.)

📁 **WB Task 1 p. 45**

📖 VOCABULARY LINK

SB page 51

Guessing words from context

Task 1

- Students find these words in the text and match them with their definitions. Remind them to look at the context and to look for key words.

Answers: 1.c 2.h 3.f 4.g 5.a 6.b
7.e 8.d

🌀 *Introduction: Vocabulary Link Section*

The Environment

Task 2

- Explain that the verbs under the box are opposites.
- Elicit their meaning.
- Students put the verbs in the correct box.

⇒ **Answers:** trees (cut down / plant)
water (waste / save) animals (kill / protect)
cars / bicycles (use / park)
litter (drop / pick up)

📁 **WB Tasks 2-4 p. 46**

🔗 GRAMMAR LINK

SB page 52

Must / mustn't

Task 1

- Students study the example sentences & complete the Grammar table.
- Tell students that they can refer to the Grammar Appendix on pp. 149-150 to check their answers.

⇒ **Answer:** must/mustn't

Task 2

- Students work in pairs.
- They search Lesson 3 and collect ideas to put under 'must' and 'mustn't'. They can use their own ideas as well.

⇒ **Possible answers:**

We mustn't: *kill animals*, drop litter, cut down trees, waste water, use our cars all the time, buy plastic things, throw away batteries / old mobile phones, pollute the air / water / sea, burn forests etc.

We must: *protect animals*, pick up litter, recycle things, sort things for recycling, form an eco team, plant trees, save on water / electricity / energy, make posters to inform people, tell our parents not to use their cars all the time, use a shopping bag when we go shopping etc.

WB Tasks 5-7 p. 47

PRONUNCIATION LINK

SB page 52

- Play the CD and ask students which words Kate and Greg stress.
- Elicit that they stress the most important words.
- You can play the CD again for students to repeat.

⇨ **Answer:** They stress the words: **mustn't & protect.**

Tapescript

Listen to Kate and Greg telling us about ways we can protect the environment. Which words do they stress? Underline them.

*Kate: We **mustn't** kill animals!*

*Greg: That's right! We **must protect** animals!*

Task 2

- Students can use their tables from Grammar Link Task 2 and tell each other what we must and mustn't do to protect the environment.
- Remind them to stress the right words.

LISTENING SB page 53

Aims and Objectives

To involve students in listening

- to a radio eco programme
- for gist & detail

To integrate listening with speaking & writing

Vocabulary

danger, animal skin, fur coat, hunter, Bengal tiger, politicians, disappear

Task 1

- Students read David's e-mail and say what it is about.

⇨ **Answer:** It's about a radio programme on the environment. David is also sending a leaflet.

Task 2

- Students say what David's leaflet is about.

⇨ **Answer:** It's about adopting an animal from London Zoo.

- Invite students to say how this can help the environment.
- Assist with language.

⇨ **Possible Answer:** Adopting an animal can help save a species from extinction.

Task 3

- Explain that students are going to listen to some people on a radio programme. Tell them that first they're going to listen to the introduction only and find what the programme is about.
- Play the introduction twice if necessary.
- Check answers.

→ **Answer:** What can you do to protect animals?

🎧 **Tapescript**

Listen to the radio programme “Let’s protect our Home”. What is today’s programme about?

Good morning, my friends all over the country. This is Laura Ferbs and the programme ‘Let’s protect our Home’. We all know that some animals are in great danger. It’s a very serious problem and we must all do something about it. Today, we asked some people what they can do to stop animals die. Here is what they said.....

Task 4

- Ask: ‘Which animals are in danger?’ Elicit some answers. Make sure you elicit ‘tigers’ or ‘Bengal tigers’.
- Ask: ‘What must we do to protect animals?’. Elicit ideas. Assist with language.
- Elicit/ pre-teach: **hunter, animal skin, fur coat, politicians.**
- Play the CD. Students listen & tick the correct ideas.
- Play the CD again if necessary.
- After you have checked answers, ask students if they have more ideas (e.g. adopt an animal, give money to eco teams, make posters to inform people etc.). This can prepare students for the speaking activity that follows.

→ **Answer:** The extra one is: We must keep animals clean.

🎧 **Tapescript**

Listen again. Tick the ideas the people on the programme have got.

Good morning, my friends all over the country. This is Laura Ferbs and the programme ‘Let’s protect our Home’. We all know that some animals are in great danger. It’s a very serious problem and we must all do something about it. Today, we asked some people what they can do to stop animals die. Here is what they said:

I’m Mary, from Reading. In our family, we all love animals and we want to protect them. That’s why my mum doesn’t buy a coat made from animal skin. I think that all women must do the same thing. Then, hunters will stop killing the poor animals.

Hi! I’m George and I live in Canterbury. We’ve got a very beautiful garden. My father grows some vegetables in one corner but the biggest part of it is full of flowers and trees. You know, it’s like a natural home for lots of small animals and birds. We can see them every day. We let them live happily in our garden.

Hello! My name is Alice and I live in Essex. At school we’re doing a project on wild animals that are in danger. I read a lot of information on the internet and I was shocked! Do you know that there are only 1,000 Bengal tigers left in the whole world? Let’s all write letters to politicians. They must stop and think. We mustn’t let these beautiful animals disappear!

SPEAKING & WRITING
SB page 53

Aims and objectives

To involve students in

- communicating to reach a decision
- making suggestions
- agreeing / disagreeing
- writing an e-mail with ideas on the protection of the environment

To integrate speaking with listening, writing & reading

Vocabulary

Why don't we ...?, Another good idea is to ..., Let's ..., I agree, I don't agree, collect rubbish, put up

Task 1

- Explain the task.
- Ask students to read the ideas in the 'Ideas Bank'.
- Explain / elicit the meaning of 'collect', 'put up'.
- Ask them if they agree or disagree with these ideas (explain the meaning of 'agree' and 'disagree').
- Then ask them to add their own ideas.
- Refer students to the Language Bank (explain the meaning of 'suggesting') and elicit the meaning of the phrases. Then ask students to make sentences with the ideas they agree with (e.g. *We can put up posters; We must clean up the beach* etc.).
- Refer students to the phrases used for agreeing / disagreeing and elicit their meaning.
- Ask students to work in groups of four or five and discuss in their group what to do to help protect the environment.

- Ask each group to agree on three ideas and present them to the class.

Task 2

- Students in pairs / small groups write an e-mail to Antonio with their ideas on how to protect the environment.
- If there is a computer lab, students can write their e-mails on the computer & send them to the other groups in the class.

WB Task 8-10 p. 48

NEXT LESSON see *Aids p. 41*

PROJECT SB page 54

Aims and Objectives

To involve students in making:

- a zoo guidebook or
- a leaflet about recycling

To involve students in using the *Imperative, if-sentences & must / mustn't* to express obligation & prohibition

To foster learner cooperation & autonomy

To integrate all four skills

To encourage work across the curriculum (art, environmental studies, IT)

Before the project

Introduction 12.1 & 12.2

During the project

1. A zoo guidebook

- Students decide what each student in the group is going to do.
- Assist students who want to visit websites of famous zoos.

TB p. 48 for zoo websites

- Encourage students to look through the lesson & collect ideas for the topics suggested.
 - Students make their guidebooks & illustrate them with photos from local zoos or drawings.
 - Put students' work on display or publish on the school website.
- When they have decided which ideas to use, ask them to write a text to go with their leaflet. Explain that the text should encourage people to recycle their rubbish and tell them what they must / mustn't do with their rubbish.
 - Assist with language.
 - When they finish, they make some photocopies of their leaflets and give them to other students at the school.

2. A leaflet about recycling

- Students use the leaflets they have brought or you can give them leaflets you have collected.
- Ask them to look at the leaflets, take ideas & discuss in their group which ideas to use & how to organise them. Explain that they can also look through the lesson & find more ideas.
- Students decide what each student in the group is going to do.
- Refer them to the Language Bank of the Speaking Task for useful language when suggesting ideas, agreeing or disagreeing in their group.

EXTRA! 2

- If the students are going on a school visit to a museum, gallery etc., you can ask them to make a poster to inform other students what to do or not to do there.
- You can photocopy the students' posters and ask students to give them to students of other classes before the visit.

SELF-ASSESSMENT

Introduction: Self-assessment

Unit 5

Teens in action!

	Language Functions	Vocabulary Link	Grammar Link	Curriculum Link / Themes	Suggested lesson schedule
Lesson 1 It's on the notice board!	<ul style="list-style-type: none"> Describing what people are doing Asking & answering about what people are doing 	<ul style="list-style-type: none"> Musical instruments Collocations with 'play' 	<ul style="list-style-type: none"> Present Continuous 	Music (singing, writing songs, playing in a band) Sports (unusual sports) Art (taking photos, compiling a photo album, drawing)	<u>3 teaching periods</u> 1. Cover page & Reading 2. Vocabulary Link 3. Grammar Link & Speaking
Lesson 2 A weekend away!	<ul style="list-style-type: none"> Describing what people are doing now & what people usually do Suggesting / agreeing / disagreeing 	<ul style="list-style-type: none"> Unusual sports 	<ul style="list-style-type: none"> Present Continuous vs Present Simple 	Themes communication, interaction, civilization & culture, time, dimension	<u>4 teaching periods</u> 1. Reading & Vocabulary Link 2. Listening, Grammar Link 3. Writing 4. Project
Lesson 3 (Review) In my free time I learn English!	<ul style="list-style-type: none"> Talking about one's learning habits 	<ul style="list-style-type: none"> Dictionary skills 			<u>4 teaching periods</u> 1. Listening & Reading, 2. Vocabulary & Pronunciation Links 3. Writing Writing 4. Self-assessment

🔄 Aids

Lesson 2

- **Writing:** Students' holiday photos
- **Project:** Photos from school trips

Lesson 3

- **Vocabulary Link,** Tasks 1-4: Dictionaries
- **Writing, Task 3:** Postcards

COVER PAGE SB page 57

Vocabulary

teens / teenagers, in action, school club, unusual sport, experiences, concert, sightseeing

🌀 Introduction: Cover page

➡ Answers: 1. a 2. c 3. d

LESSON 1 It's on the notice board!

READING SB pages 58-59

🔑 Aims and Objectives

To involve students in

-reading notices & an e-mail
-scanning & skimming

To integrate reading with speaking & writing

To present vocabulary and grammar in context

Vocabulary

notice, notice board, musical instrument, drawing, tickets, keyboard, delicious, healthy, competition, R U, ordinal numbers, band, drummer, bass guitarist, lead guitar, rock ballad, vocals, practice sessions

Warm-up

- Books closed. Pre-teach: 'notice board', 'notice'. Refer to the school/class notice board if there is one.
- Ask: 'What kind of notices do students put on a notice board?'

- Allow several answers (e.g. *A student wants to sell his/her bike/computer/CD player. The football/basketball etc. team wants to inform students about a match. Students of a class want to inform other students about a play/concert etc.*).
- Assist with language. The purpose of this warm-up activity is to activate students' background knowledge. Allow L1 with a less confident class.

Task 1

- Books open. Ask: 'What are these texts in the boxes?' Elicit that they are notices from a school notice board.
- Revise 'interesting'. Students read the notices and answer the questions.
- Check answers.
- You can revise / elicit: 'tickets', 'musical instrument', 'keyboard', 'project', 'competition'.

➡ Answers: a. 3 b. 2 c. 1 d. 4

EXTRA! 1

- You can ask students to say which words helped them find the answers. This can be useful to raise students' awareness and can lead to a class discussion about what helped each student. In this way students can learn useful strategies from each other and the teacher can monitor the discussion.

➡ Possible Answers:

Text 1: basketball, semi-finals, tickets:
team sport
Text 2: keyboard player, music
Text 3: delicious, healthy, snacks:
food/cooking
Text 4: pencil drawing, portraits

EXTRA! 2

- Ask: 'What does *R U* mean?' Elicit that it means 'Are you'.
- Ask: 'Where can you see that?' Elicit that we can see it in notes/notices/e-mails.
- Ask students to work in small groups and collect similar abbreviations.
- When they finish, students can get altogether and make a poster with all the abbreviations that the class has collected.

Task 2

- Encourage students to justify their answers.

Task 3

- Ask: 'Do you read the notices on your school notice board? What are they about?'
- Elicit: notices about exams, school competitions etc. (Λυσίας, Μαθηματική Εταιρεία κλπ).

Task 4

- Ask: 'Which notice is Michael's?' (Remind students of Michael's message on the cover page).
- Elicit why the second notice is Michael's (it's got his name; it's about music & we know that Michael is in a group)
- Then ask: 'What is it about?' (The group is looking for a keyboard player).
- Students read Michael's bubble.
- You can ask them if they know the Beatles. Explain that the Beatles were from Liverpool.

Task 5

- Students read Michael's e-mail quickly & say what it is about.

⇒ **Answers:** It's about Michael's news / school band / school concert

Task 6

- Students scan the e-mail and find the answers.
- Check answers with the class.

⇒ **Answers:** a. basketball b. lead guitar/keyboard c. rock ballad d. photography

Task 7

- Students read the e-mail more carefully and complete the missing information.
- Elicit '**guitarist**', '**vocals**', '**practice sessions**'.

⇒ **Answers:** 1. The Rockers 2. bass 3. lead 4. Michael 5. Friday

Task 8

- Ask: 'Do you play a musical instrument?'
- Allow several students to answer.
- Assist with language.
- Explain that we use '**the**' before musical instruments (e.g. I play the piano etc.)
- Ask: 'Do you want to be in a band? Why/Why not?'
- Encourage a class discussion on this topic. Assist with language.

📁 **WB Tasks 1 & 2 pp. 50-51**

 VOCABULARY LINK

SB page 60

Guessing words from context

Task 1

- Students work in pairs.
- They find the words in the notices on p. 58 and the e-mail on p. 59 and complete sentences a-i.

⇨ **Answers:** a. on sale b. contact
c. drop you off d. Congratulations
e. give... in

Musical Instruments

Task 2

- Students match the words for the musical instruments with the pictures.
- Play the CD. Students check their answers.
- You can play the CD again for students to listen & repeat.

⇨ **Answers:** 1. c 2. b 3. a 4. h 5. g
6. e 7. d 8. f

 **Tapescript**

Listen and check.

- | | |
|--------------------|----------------|
| 1. electric guitar | 5. trumpet |
| 2. flute | 6. saxophone |
| 3. drums | 7. piano |
| 4. violin | 8. synthesizer |

EXTRA! 3

- Ask: 'What is an electric guitar / a lead guitar / a bass guitar?' (**a bass guitar** is a four-string electric guitar that plays very low notes; **a lead guitar** is the main electric guitar in a band which provides the main melody line of the song. It has six strings. The lead guitarist of a band typically plays solos, which can be improvised or written).

- You can introduce '**classical guitar**' or '**Spanish guitar**' (acoustic guitar).

Task 3

- Explain the meaning of '**virtuoso**' (someone who is extremely good at something, especially at playing a musical instrument).
- Refer to the picture of Dionysis Grammenos and elicit any information students know about him (*Teachers can use the extract of the article from ekathimerini on the next page*).
- In groups, students collect names of famous piano players, guitarists, drummers etc.
- Groups present their lists to the class.
- You can ask students to tell the class some information they might know about these people.
- Alternatively, students can search on the Internet to find virtuosos during class time or at home.

⇨ **Possible Answers:**

drums: **Phil Collins** (vocalist, rock & jazz drummer; lead singer and drummer of progressive rock group Genesis); **Lenny Castro**; **Baddy Rich**; **Elvin Jones**; **Art Balakey** (all jazz drummers)

flute: **Christian & Carl Joachim Andersen** (Danish; classical); **James Moody** (jazz); **Ian Anderson** (leader of Jethro Tull); **Peter Gabriel** (former leader & vocalist of Genesis) etc.

electric guitar: **Keith Richards** (guitarist of the Rolling Stones); **Joe Satriani**; **Kirk Hammett** (of Metallica)

piano: **Ludwig Van Beethoven**; **Johann Sebastian Bach**;

Wolfgang Amadeus Mozart; Demetres Sgouros; Little Richard; Elton John etc.
saxophone: Charlie 'Bird' Parker; John Coltrane; Stan Getz; Dimitris Tsakas etc.

synthesizer: Herbie Hancock (jazz)

trumpet: Louis Armstrong; Miles Davis; Dizzy Gillespie; Fats Navarro; Woody Shaw (jazz)

violin: Tomaso Albinoni; Antonio Vivaldi; Joseph Joachim; Niccolo Paganini; Leonidas Kavakos etc.

Greek wins Eurovision Young Musicians award

ERT president Christos Panagopoulos (l) and Dionysios Grammenos, winner of the 2008 Eurovision Young Musicians, in Athens yesterday. (Photo: ANA)

KATERINA VOUSSOURA

“It makes me happy to give pleasure to the audience. That is my job as a musician.”

Dionysios Grammenos, the 19-year-old clarinetist and winner of the 2008 Eurovision Young Musicians competition, remained rather quiet at yesterday’s press conference, held in his honor. Highly talented but also very modest, the young musician appeared shy to hear the constant compliments the audience bestowed on him. [...]



http://www.ekathimerini.com/4dcgi/_w_articles_civ_2_15/05/2008_96555

Task 4

- Divide the class into small groups.
- Ask students to use dictionaries to find the collocations & check the meaning of the ones they don't know.
- Check answers with the class.
- You can ask some students to make sentences of their own with the collocations. This can be assigned as a homework task.

⇌ Answers:

- play **on** stage / the computer
- play **with** fire
- play **it** cool
- play (-) the piano / a role / a practical joke on a friend / music / chicken

☞ Introduction: Vocabulary Link Section

📁 **WB Tasks 3 & 4 p. 51**

🔗 **GRAMMAR LINK**
SB page 61

Present Continuous


Task 1


- Students study the example sentences & complete the table.
- They can refer to the Grammar Appendix on p. 150 to check their answers.
- Ask: ‘*When are these things happening?*’ Elicit that they’re happening now/ at the time of speaking.
- Ask: ‘*Which words show that?*’ Elicit that words/phrases such as **now/ at the moment / right now** show that the actions are happening at the moment of speaking.


Answers:

What are you doing right now?

We're learning the Present Continuous

 + **am** / is / **are** + verb
ing

Am / Is / Are +  + verb
ing ?

 + 'm not / isn't / **aren't** + verb
ing

The verb **'to be'** helps us make questions and negatives and give short answers.

Task 2

- Students look at the drawings & say what the people are doing.
- Make sure students use the Present Continuous correctly.
- You can ask students to write the sentences & check each other's work.
- Revise: **'feed'** (Unit 3, Lesson 1), **'take exercise'** & **'iron'** / **'do the ironing'** (Unit 2, Lesson 1).

Answers:

- The girl in picture a is playing the violin.
- The boy in picture b is drawing.
- The man in picture c is cooking.
- The boy in picture d is feeding the birds.
- The young man in picture e is exercising / taking exercise in the gym.
- The girl / woman in picture f is ironing.

 **WB Tasks 5-8 pp. 52-53**

Task 3

- Go through the questions & check for any difficulties.

- Students look around them & answer the questions.
- Ask some students to report some of their answers to the class. Assist with language (e.g. *I'm not sitting with my best friend today / I'm chewing gum right now / My partner is eating a biscuit / Some students aren't doing this task etc).*

Task 4

- Students write a diary entry based on their answers in the previous task.
- When they finish, students exchange their diaries and check each other's entries. Ask them to check if the verbs are in the correct form of the Present Continuous.

 **WB Task 9 p. 54**

SPEAKING

SB page 61

Aims and objectives

To involve students in

- playing a guessing game
- asking questions & giving short answers in the Present Continuous

- Explain the activity & refer students to the example.
- Students make pairs.
- Student A pretends to be one of the people in Task 2.
- Student B asks questions until he/she finds who his/her partner is.
- Students change roles & repeat the activity.

LESSON 2

A weekend away!

READING SB pages 62-63

Aims and Objectives

To involve students in

- reading a holiday brochure
- scanning the text to locate information
- taking notes

To **integrate** reading with writing & speaking

To **present** vocabulary in context

Vocabulary

unusual /extreme sports, have the time of your life, adventurous, white-water rafting, climbing walls, abseiling, risky, archery, fishing, experienced, instructor

Task 1

- Elicit that the photos are from a holiday brochure.
- Students look at the brochure & say what it advertises (Teen Camp, sports holidays for teenagers etc.).
- Revise '**advertise**' if necessary (the word 'advertisement' appeared in Unit 3, Lesson 1, p. 26).
- Refer the class to the pictures of sports.
- Ask: '*Are these sports like football/ basketball /swimming etc.?*' Elicit that they are '**unusual**' sports.
- Ask: '*What is the boy in the first picture doing?*' (fishing)
- Elicit answers.
- Students describe the pictures.
- Assist with language & make sure students use the Present Continuous.

Answers:

- a boy is fishing
- a boy is shooting arrows /doing archery
- a group of ss with their instructors are going white water rafting
- a boy is scaling

Task 2

- Students read the text & complete the notes.

Answers:

Place: **Teen Camp**

Must be **14 to 18** yrs old


Sports: **white water rafting / scaling / abseiling / archery / fishing**

Open: **all weekends** in winter
every day in the summer

Task 3

- Invite students to say if they want to go to a camp like this.
- Encourage them to justify their answer & say what sports they would like to do.

 **WB Task 1 p. 55**

 **VOCABULARY LINK**
SB page 63

Guessing words from context

Task 1

- Explain that the missing words / phrases are from the brochure.
- Point out that they might need to change some words (change pronouns or words into the plural).
- Play the CD.
- Students listen & check.

⇨ **Answers:**

- a. the time of our life
 b. adventurous
 c. extreme
 d. experienced
 e. instructors

🎧 **Tapescript**

*Listen and check your answers.
 (background noise of the camp)*

Paul: *It's really cool! We are going to have the time of our life.*

Nick: *White water rafting isn't for me. I'm not adventurous at all.*

Bill: *Are you kidding me? I love extreme sports! I want to go scaling.*

Nick: *What happens when you aren't experienced in water rafting?*

Michael: *Don't worry! The instructors are with you all day.*

Sports

Task 2

- Students match the words with the pictures.
- Play the CD. Students check their answers.
- You can play the CD again & ask students to listen & repeat to practise pronunciation.

⇨ **Answers:**

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

🎧 **Tapescript**

Listen and check your answers.

1. skateboarding
2. abseiling
3. archery
4. bungee jumping
5. scaling

6. white-water rafting
7. rollerblading
8. surfing

Task 3

- Students in pairs collect names of other unusual sports. Assist with language.
- Collect names of other unusual sports on the board.
- Ask: *'Do you do an unusual sport? Is it easy /difficult/ dangerous /exciting?'*
- Allow several students to answer. Assist with language.

⇨ **Possible Answers:**

gliding (or soaring): flying sailplanes (unpowered aircrafts), **hang gliding** : the pilot hangs from a wing frame
paragliding (or parapenting) : the pilot sits in a harness suspended below a fabric wing

parasailing (or parascending): a person is towed behind a boat while being attached to a parachute

biathlon: combination of cross country skiing with target shooting

luge: sliding down mountainsides lying on one's back on an open sled

Also:

parachuting, snowboarding, scuba diving, canoeing etc.

📁 **WB Tasks 2-4 p. 56**

NEXT LESSON see Aids p. 55

🔊 LISTENING

SB page 64

👉 Aims and Objectives

To involve students in listening

- to a telephone conversation
- for detail

To integrate listening with writing (taking notes) & speaking

To present vocabulary and grammar in context

Vocabulary

arrival, tour, climbing, fishing, abseiling, rollerblading, skateboarding, horse riding, white-water rafting, archery, walking, departure

Task 1

- Elicit that this is a timetable with the activities of a typical weekend at Teen Camp.
- Play the CD twice.
- Students listen & complete the timetable.
- Students can check answers with their partners before you check answers with the class.

👉 Answers:

1. barbecue
2. climbing /fishing
3. fishing /climbing
4. skateboarding / horse riding
5. horse riding / skateboarding
6. water rafting

🔊 Tapescript

Paul, the drummer of The Rockers, is interviewing Mr Donovan, the manager of Teen Camp. Listen to what a group of students can do if they visit the campus at the weekend in winter and complete the timetable.

Paul: *Mr Donovan, tell us about a typical weekend in the Teen Camp.*

Mr Donovan: *Well, when you arrive, you have some rest in your bungalows. When we meet again, we do a tour of the camp. That takes about an hour. For dinner, we always have a barbecue on Fridays. Everybody enjoys a party barbecue.*

Paul: *That's true! So, there are no sports on Friday.*

Mr Donovan: *No, but on Saturday morning, after breakfast, you choose what sport you want to do. Usually it's climbing, abseiling or fishing on Saturday. You see those two over there? They're beginners and the instructor is showing them how to scale. So, don't worry if you know nothing about these sports. Now, in the afternoon, you can go rollerblading, skateboarding or horse riding, three very popular sports.*

Paul: *Wow! Sounds super! But what about white-water rafting? It's our favourite! Our teachers love it too!*

Mr Donovan: *White-water rafting is always on Sunday morning. You spend the whole morning in the river. Believe me, nobody wants to get off the raft! Look at that man in the blue shirt. He's checking the rafts for tomorrow morning. Then, in the afternoon you can do something less extreme and more relaxing, like archery or just walk around the camp until you leave the camp, at about 6:00.*

Paul: *Mr Donovan, we really can't wait to come next month. Thank you very much for your time.*

Mr Donovan: *You're welcome. See you next month, then.*

Task 2

- Invite students to say if they want to spend a weekend at a sports camp doing sports / unusual sports. Encourage them to justify their answers.
- Encourage them to use the vocabulary they have learnt so far (e.g. *'Why do / don't you want to spend a weekend at a camp /doing unusual sports? Are you adventurous? Don't you like risky sports?'*)

 **GRAMMAR LINK**
SB pages 64-65

Present Continuous vs.
Present Simple

Task 1

- Students study the example sentences & complete the Grammar Table.
- They can refer to the Grammar Appendix on p. 152 to check their answers.

⇨ **Answers:**

Actions happening at the moment of speaking: **Present Continuous**

Every day routine / Habits / States:

Present Simple

- a. the verb **'be'**
- b. the verb **'do'**

 **WB Task 5 p. 57**

Task 2

- Students can work in pairs.
- Explain the task and refer them to the example.
- At the end, ask some students to give correct answers.

⇨ **Answers:**

- b. In b, they're doing archery so it's Sunday because they do archery on Sundays.
- c. In c, they're scaling so it's Saturday because they go scaling on Saturdays.
- d. In d, they're walking so it's Sunday because they go walking on Sundays.
- e. In e, they're going white water rafting so it's Sunday because they go white water rafting on Sundays.
- f. In f, they're having a barbecue so it's Friday because they have a barbecue on Fridays.

 **WB Tasks 6-8 pp. 57-58**

WRITING
SB page 65

 **Aims and Objectives**

To involve students in

- writing a photo diary
- peer correction

Vocabulary & structures

Present Simple & Present Continuous
Vocabulary related to describing what people are doing in the pictures & what people usually do on holidays.

- Students bring photos from their holidays. They can be photos from Christmas /Easter /summer holidays. Allow students who haven't brought photos to draw pictures.

- Refer students to the example & ask them to write similar paragraphs next to their pictures.
- Assist with language.
- When they finish, they can exchange paragraphs with their partners & provide each other feedback.
- You can ask them to check if their partner has used the Present Simple & the Present Continuous correctly.
- Students display their work on the class notice board for everyone to see.

Introduction: Correction and feedback

WB Task 9 p. 59

Introduction: WB Writing

NEXT LESSON see *Aids* p. 55

PROJECT SB page 65

Aims and Objectives

To involve students in

-making a photo album of a school trip
-using the Present Continuous & the Present Simple to describe activities

To develop students' writing skills

To integrate all four skills

To foster learner cooperation & autonomy

To encourage work across the curriculum (Art, Information Technology)

- Students bring photos from a school trip.
- They work in groups.
- Each group chooses the photos they like and compile a photo album.

- If there are funny pictures, encourage students to include some of those.
- Remind students that when choosing photos in their groups, they can use the language of suggesting /agreeing /disagreeing they have come across in Unit 4 Lesson 2, Project, p. 49 & Lesson 3, Speaking & Writing, p. 53) (e.g.

A: *That's a good photo, I think.*

Do you agree?

B: *Yes, that's a great photo.*

C: *We can use this one.*

D: *I don't agree. It isn't funny.*

Let's use this one ... etc.)

- Ask students in each group to write short texts to accompany the photos.
- Go round the class and assist with language. Make sure the students use the Present Simple & the Present Continuous correctly.
- When students have written their final drafts, they copy them next to the photos.
- Groups exchange albums, read each other's work and provide feedback if necessary.
- You can ask students to read all the photo albums and vote for the funniest or the most artistic etc.
- The photo albums can be displayed at an exhibition at the end of the school year and /or can be published on the Internet.
- This is a project students can do with all class visits.
- You can assign different roles taking advantage of the class dynamics (e.g. photographers, editors, writers, artists etc.).

Introduction: Projects: Assigning roles

EXTRA! Project: video

- If the school owns a video camera, you can ask students to video tape scenes from school trips and/or school celebrations & prepare oral presentations of the highlights of each event.
- You can have a different filming crew & editing team every time.

LESSON 3 (Review) In my free time I learn English!

READING & **LISTENING** SB page 66

Aims and Objectives

To involve students in

- listening to & reading a song
- listening for gist
- reading & listening for detail

To integrate listening with reading, speaking & writing

Vocabulary

learn by heart, lyrics, folks, telly, advice, enough

Task 1

- Students read Magda's e-mail & answer the question.

⇒ **Answer:** She's asking Michael to write the music for her song.

Task 2

- Books closed.
- Write the three titles on the board.
- Explain that students will listen to a song & choose the best title for it.

- Play the CD twice.
- Check answers.
- Ask students to justify their answers (e.g. *It's the best title because in the song it says 'buy comics, listen to English songs, watch telly, have great fun etc.'*).

⇒ **Answer:** Have fun in English

Task 3

- Books open.
- Play the CD again. Students follow in their books and tick the correct answers.
- Check answers with the class.
- You can elicit the meaning of: **'lyrics'**: words of a song, **'mags'**: magazines, **'telly'**: television, **'subtitles'**: the words in Greek that appear at the bottom of the picture in TV programmes, films etc., **'text messages'**: messages on the mobile.

⇒ **Answers:** a, c, e, f, i

Task 4

- Invite students to answer the questions.
- This can be done as a class discussion or in small groups.
- Encourage students to use the language of agreeing /disagreeing (SB pp. 49 & 53).

Task 5

- Play the CD.
- Ask students to find words which rhyme ('great-e-mail', 'school - Liverpool', 'comics-lyrics', 'songs-folks', etc.). Assist with vocabulary.
- Play the CD again. Students sing the song.

- They can sing the song in different ways: each group one verse, every other verse etc.
- Refer students to the idea in the box.
- Students work in groups & write their own songs about learning English.
- They can use the ideas they talked about in Task 4.
- Encourage them to use words that rhyme.

EXTRA! 1 School band

- If there are students who can play musical instruments or write music, they can write the music for the groups' songs & perform them in class or in school celebrations.
- They can ask the music teacher to help them.

WB Tasks 1 & 2 spp. 60-61

READING SB page 67

Aims and Objectives

To involve students in

-reading an e-mail

-scanning & referencing

Vocabulary

sights, library, Japanese, cosy, tasty, healthy, excursions

Task 1

- Ask students to look at the photos on page 67 & say where they think the students are. Allow all possible answers.
- Ask students to read Magda's e-mail to find out where she is (*in England on an exchange school programme*).

- Explain 'exchange school programme': students visit schools of other countries & live with them.
- Students scan Magda's e-mail & write the answers in the table.

⇌ Answers:

- Wednesday
- in the library
- Indonesian
- Lyn
- tasty but not healthy
- excursions to Windsor/London or playing sports & games
- karaoke
- the Tower of London

Task 2

- Explain that students have to find what the words in bold refer to.
- Explain 'refer to': are about.
- You can do the first one as an example.
- Students can work in pairs.

⇌ Answers:

- Silou
- the room
- salads
- this place/the school in Windsor
- in the library

EXTRA! 2 London sights

- You can ask students if they know any other famous sights in London (Magda mentions the Tower of London in her e-mail).
- Students will probably remember London Eye (WB Unit 2, Lesson 3, p. 17) & the London Zoo (SB Unit 3, Lesson 1).

Unit 5 Teens in action!

- If you have photographs or postcards from London, you can show them some famous places or search the Internet for pictures of sights in London (e.g. *Big Ben, the British Museum, Trafalgar Square, Tower Bridge, Madame Tussaud's etc.*).

NEXT LESSON see *Aids p. 55*

VOCABULARY LINK SB page 68

Dictionary skills

Task 1

- Read the instructions with the class.
- Explain '**alphabetical order**'. Revise the English alphabet if necessary.
- Explain that since all the words start with the same letter (t), students should take the second letter into consideration & in case the second letter is the same they should look at the third letter etc.
- Students can work in pairs or small groups depending on how many dictionaries there are available.

⇨ **Answers:**

- | | | |
|------------|------------|------------|
| a. table | b. teacher | c. theatre |
| d. tonight | e. tour | f. train |

WB Task 4 p. 62

Task 2

- Explain '**stress**' and how dictionaries show stress.
- Students mark where the stress falls in the words. They can underline the correct syllable.

⇨ **Answers:** a. Wednesday b. library
c. Japanese d. different e. excursions
f. organise g. surprises

Note: The word 'organise' has two stresses. Students should show the main stress.

With more advanced / confident students you can introduce primary & secondary stress and ask students to mark them on the words.

Task 3

- Students find the meaning of the words.

⇨ **Answers:**

- a period of fifteen days
- plates, cups etc.
- you put your head on that when you sleep
- you turn it on and water runs from it.

Task 4

- Explain how we search for compound words or derivatives. That will depend on the dictionaries students use. Most dictionaries have compounds at the end of the entry.
- Students make pairs & find the words.

⇨ **Answers:** a. tablecloth

- b. tablespoon c. table tennis

WB Tasks 3 & 5 pp. 61 & 62

Task 5

- Teachers are advised to photocopy recommended pages and assist students in answering the questions.

Background Information

The European Portfolio of Languages for learners aged 12-15 in Greece

The European Portfolio of Languages is an educational tool established by the Council of Europe for the

promotion and good use of the linguistic and cultural diversities.

The Language Biography includes:

1. The foreign languages learnt outside schooling curriculum.
2. Personal strategies in developing the skill "I learn how to learn".
3. Instructions for filling in the self-assessment pages.
4. Self-assessment pages.
5. Description of lingual and inter-cultural experiences.

Pages 6-8: Language Biography

Pages 11-16: Language Biography for level A1

PRONUNCIATION LINK

SB page 69

Task 1

- Play the CD.
- Students listen & choose the correct sentence.
- Play the CD again if necessary.

Answers:

- a. You must call the police
- b. Where are your friends?
- c. He's got a red car.
- d. Where do you work?
- e. You can't run fast.
- f. He's playing the guitar.

Tapescrpt

Listen and tick the sentence you hear.

- a. You must call the police
- b. Where are your friends?
- c. He's got a red car.
- d. Where do you work?
- e. You can't run fast.
- f. He's playing the guitar.

Task 2

- Play the CD.
- Students listen & underline the correct word.
- Play the CD again if necessary.
- Check answers.
- Ask students to match the sentences with their answers.
- Check answers & elicit that we usually stress the most important piece of information.
- You can ask students to practise reading the sentences to their partners.

Answers:

1. theatre 2. today 3. Molly
1. c 2. a 3. b

Tapescrpt

Listen and underline the words the speakers stress.

1. Molly's going to the **theatre** today.
2. Molly's going to the theatre **today**.
3. **Molly's** going to the theatre today.

NEXT LESSON see Aids p. 55

 **WRITING** SB pages 69-70

 **Aims and objectives**

To introduce students to a correction code

To involve students in

- correcting a piece of written work
- writing a postcard

To familiarise students with process writing & peer correction

Vocabulary & structures

Present Simple & Continuous
Vocabulary related to describing a place

Task 1

- Explain the task.
- Go through the writing code with the class and explain.
- Divide the class into small groups (3-4 students).
- Students use the writing code and correct the sentences.
- Check answers with the class.
- Ask students to justify their answers.

 **Answers:**

- is sleeping
- study
- Is our teacher ...?
- We go to school every day.
- beautiful
- English
- It is very cold.

Task 2

- Students in pairs correct the mistakes in Silou's postcard.

 **Answers:**


- I'm having
- excursions
- a very good friend
- She's
- Greece
- lives

 **WB Task 8 p. 64**

Task 3


- Read the instructions with the class and explain.
- Students write the text for their postcards and read each other's work.
- They use the code to make corrections in their partners' texts.
- Students write their final drafts on the postcards they have brought in class & put them on display for everyone to read.

Writing Strategies SB p. 72

 *Introduction: Correction and Feedback*

 **WB Tasks 6 & 7 pp. 62-63**

SELF-ASSESSMENT

 *Introduction: Self-assessment*

Unit 6

Bits and pieces!

	Language Functions	Vocabulary Link	Grammar Link	Curriculum Link / Themes	Suggested lesson schedule
Lesson 1 FOODstuff!	- Talking about one's eating habits - Agreeing / disagreeing - Expressing quantity - Giving advice	- Food & snacks - Food collocations	Countable / Uncountable nouns / a lot of / much / many / how much / how	Health & Home Economics (healthy eating habits) Geography (geographical features, finding places on the map)	<u>5 teaching periods</u> 1. Cover page, Reading 2. Vocabulary Link & Speaking 3. Grammar Link 4. Writing 5. Project
Lesson 2 TEEN Voice!	- Describing what people are wearing - Expressing one's opinion - Agreeing / disagreeing - Comparing	- Clothes & Accessories - Adjectives	- Plural nouns - Comparative form of adjectives	Maths (comparing & contrasting, presenting results of class survey, making a pie graph)	<u>4 teaching periods</u> 1. Reading 2. Vocabulary Link 3. Grammar Link 4. Pronunciation Link & Speaking
Lesson 3 The four Corners of the Earth!	- Comparing	- Geographical words - Adjectives - Large numbers	- Superlative form of adjectives - The definite article / zero article	Themes Quantity Change Logical processing Communication Interaction	<u>5 teaching periods</u> 1. Vocabulary Link & Listening 2. Reading & Vocabulary Link 3. Grammar Link 4. Writing 5. Self-assessment

Aids

Lesson 1

Project: students' weekly diaries on their eating habits (plan a week ahead)

Lesson 2

Vocabulary Link, Task 3: Dictionaries

Unit 6 Bits and pieces!

COVER PAGE

SB page 73

Vocabulary

eating habits, school uniform, survey, top your teacher

→ **Answers:** 1. c 2. a 3. b

↪ *Introduction: Cover page*

LESSON 1 FOODstuff!

 **READING** SB page 74

Aims and Objectives

To involve students in

- reading a quiz about healthy eating habits & the results of the quiz
- scanning & skimming

To **integrate** reading with speaking

To **present vocabulary** and grammar in context

Vocabulary

snack, fizzy drinks, cheese pie, eating habits, once, twice, fat, heart, teeth, diet, healthy, exercise

Warm-up

- Ask students to look at the web page and say what it is about (*healthy eating habits*)
- Elicit: **'healthy'**: good for our body/health & **'eating habits'**: what we usually eat every day/our diet.
- Ask the questions in the bubble.
- Allow some students to answer.
- Ask: *'Are burgers and chips healthy?'*
You can provide **'unhealthy'**.

- Ask: *'Why aren't they healthy / are they unhealthy?'*
- Allow some students to answer.
- Elicit that they have a lot of **'fat'** and they are bad for our **'heart'**.

Task 1

- Students do the quiz.
- Pre-teach /revise: **'crisps'**, **'cheese pie'**, **'twice'**, **'once'**, **'fizzy drinks'**.
- When they finish, they count their answers & read the results to see if they have good eating habits.

Task 2

- Students say if they agree with the results of the quiz.
- Encourage them to justify their answers.

 **WB Tasks 1 & 2 p. 66**

VOCABULARY LINK

SB page 75

Food and Snacks

Task 1

- Students write the words next to the drawings.
- Play the CD.
- Students listen & check.
- Discuss why food items 1-5 are OK to eat & why we have to be careful with eating food items 6-7.
- Encourage students to use language from the reading text on p. 74 (e.g. *Fizzy drinks are not healthy/are unhealthy because they have a lot of sugar and they're bad for our teeth etc.*).

→ **Answers:**

It's OK! Be careful!
 1. fruit 6. meat
 2. chicken 7. chips
 3. vegetables 8. sweets
 4. fish 9. sausage pies
 5. yoghurt 10. fizzy drinks

🎧 **Tapescript**

Listen and check your answers.

1. fruit 2. chicken
 3. vegetables 4. fish
 5. yoghurt 6. meat
 7. chips 8. sweets
 9. sausage pies 10. fizzy drinks

Task 2

- Students circle the words to make food collocations.
- Check answers & explain words students might ask for.
- You can ask students to add more collocations.

→ **Answers:**

a **slice** of bread / pizza / cake / toast / ham
 a **carton** of orange juice / milk / ice cream / yoghurt
 a **packet** of cereal / corn flakes / crisps / biscuits
 a **can** of coke / beer / tuna
 a **chocolate** bar / biscuit / cake / egg / ice cream

🌀 Introduction: Vocabulary Practice

EXTRA! 1

- Students make a list with all the 'food & drink' words they know.
- They divide all the words into 'healthy' & 'unhealthy' food.

- They present their lists in class.

📁 **WB Tasks 3-5 pp. 67-68**

🗣️ **SPEAKING SB page 75**

📌 **Aims and objectives**

To involve students in

- playing a memory game
- describing what food items there are in a fridge

To integrate speaking with listening

Vocabulary & structures

There is / are & food collocations

- Divide the class into students A & B.
- Students A look at pages 136-137 & students B at pages 139-140.
- Students A look at their trolley for a minute.
- They close their books & say what there is in the trolley.
- Students B tick the items their partner remembers.
- Then, students B look at their trolley for a minute.
- They close their books & say what there is in their trolley.
- Students A tick the items their partner remembers.
- At the end, students say if their partners have a good memory.

GRAMMAR LINK

SB page 76

Countable Uncountable nouns
A lot of / much / many / how
much / how many

Task 1

- Explain/ elicit **'countable / uncountable'**.
- Students in pairs put the food items in the correct list.
- Tell students that they can refer to the Grammar Appendix on p. 151 to check their answers.
- Check answers with the class.
- You can ask students to find more **'food & drink'** words from the texts on p. 74 of their SB and add them to the boxes.
- You can explain that **'fruit'** can be countable & uncountable.
- You may also explain that some nouns like **'cake' / 'ice cream' / 'chicken'** are countable when we mean all the cake / ice cream / chicken (e.g. *I make two cakes every week; I can eat five ice creams in one day etc.*) & uncountable when we mean 'some cake/ ice cream / chicken etc. from a quantity' (e.g. *There's some more cake / ice cream*).
- Finally, you can explain that some uncountable nouns can be used as countable on certain occasions (e.g. *'a coffee / beer - two coffees/ beers' when we order in a cafeteria or pub meaning 'a cup of coffee' & 'a bottle of beer'*).

Answers:

Countable nouns: sandwich, chocolate bar, biscuit, cake, slice of pizza, burger, can of coke, glass of water, sweet, apple (fizzy drink, snack, tomato, burger, fruit)

Uncountable nouns: milk, bread, chocolate, coffee, meat, beer, water (sugar, fat, juice, cheese, fruit)

Task 2

- Students study the example sentences & tick the right boxes in the grammar table.
- They can refer to the Grammar Appendix on p. 151 to check their answers.
- Point out that **'a lot of'** can be used with both countable & uncountable nouns.
- Ask: *'When do we use 'a lot of' and when 'many / much?'*
- Ask students to study the example sentences again.
- Elicit that we use **'a lot of'** in affirmative sentences & **'many/much'** in interrogative & negative sentences.

WB Ask students to complete rules in Task 6, p. 68.

Answers:

Countable nouns: a lot of, (how) many
Uncountable nouns: a lot of, (how) much

WB Task 7 pp. 68-69

EXTRA! 2

- Students write down 6 countable & uncountable food and drink items.
- In pairs, they ask each other 'how many' or 'how much' of these items they eat / drink.
- You can ask a pair to give an example first:
e.g. A: *How many carrots do you eat?*
B: *I don't eat many carrots / I eat a lot of carrots etc..*

Giving advice

Task 3

- Read the sentences. Elicit the meaning of ‘**should / shouldn’t**’ and that we use it to give advice.
- Students complete the rule.
- They can refer to the Grammar Appendix on p. 152 to check their answers.

→ **Answers:** We use **should / shouldn’t** to give advice.

📁 **WB Task 8, p. 69**

✍ **WRITING** SB page 77

👉 **Aims and objectives**

To involve students in writing a leaflet about healthy eating habits

To integrate writing with speaking

Vocabulary & structures

- should / shouldn’t to give advice
- use ‘a lot of’ / ‘much’ / ‘many’ with countable & uncountable nouns
- vocabulary related to food

- Draw students’ attention to the Food Guide Pyramid.
- Ask them to name the food items they can see (*meat / milk & cheese / vegetables / bread, corn flakes & pasta*).
- Explain ‘**pasta**’: made from flour, eggs & water; macaroni, spaghetti or noodles are examples of pasta.
- With a more confident class, you may teach ‘**dairy products**’ for milk, cheese & yoghurt and ‘**cereals / grains**’ for corn flakes, bread, pasta etc.

- Read Jennifer’s question in the bubble.
- Elicit some answers. Encourage students to use **a lot of / much / many & should / shouldn’t** (e.g. *We should eat a lot of bread / cereals. We shouldn’t eat much meat etc.*)
- Then, in pairs, students prepare a leaflet about healthy eating habits.
- They write sentences with ‘should / shouldn’t’.
- While they are collecting ideas to include in their leaflets, encourage them to use the language of suggesting / agreeing / disagreeing (Unit 4 Lesson 2, Project, p. 49 & Lesson 3, Speaking & Writing, p. 53)
- When they finish, they can exchange their sentences with other pairs & give each other feedback.
- They draw their own pyramids for their leaflet or use photos they download from the Internet.
- They put their work on display.

📁 **WB Task 9 p. 69**

Ask students to make a poster with ‘healthy diet school canteen rules’ & put it up at the class notice board

👉 *Introduction: WB writing*

NEXT LESSON see *Aids p. 71: give guidelines for the project that follows a week ahead*

PROJECT SB page 78

Aims and Objectives

To involve students in doing a class survey on healthy eating habits

To encourage work across the curriculum (health, home economics, maths, IT)

To integrate all four skills

- Explain / elicit ‘survey’.
- Go through the instructions with the class & check for any difficulties.
- At the end of the week, students bring their diaries in class.
- In groups of 4, students ask each other about their eating habits.
- Revise countable / uncountable nouns & food collocations.
- Elicit the questions students are going to ask (e.g. ‘How many burgers / how much milk / how many packets of crisps did you eat / drink?’)
- Students in a group can have different roles: somebody is the ‘secretary’ and writes the quantities of the food items in the questionnaire, somebody else makes the total for the food items in the questionnaire & somebody else acts as ‘announcer’ & tells the class the results of the group.
- You can ask students to find ‘the group with the healthiest eating habits’.
- Students get altogether, make the total of their class & decide if the class has healthy eating habits.
- A group of students can write down the class results & put them on display or publish them on the school web page (see *EXTRA! 3* below).

Project Strategies SB p. 90

EXTRA! 3 Pie graph

- Students make a pie graph to present the results of their group and / or their class.
- They can ask the IT teacher to help them.
- Students publish their pie graphs on the school web page if there is one.

NEXT LESSON see Aids p. 71

LESSON 2 TEEN Voice!

READING SB pages 79-80

Aims and Objectives

To involve students in

- reading a web survey on school uniforms
- skimming and scanning

To integrate reading with writing (note-taking) & speaking

To present vocabulary and grammar in context

Vocabulary

school uniform, opinion, survey, webpage

Task 1

- Students read Helen’s e-mail & say what it is about (*school uniforms*).
- Elicit ‘**school uniform**’: special clothes students wear at school.
- Elicit / revise: ‘**opinion**’: what you think, ‘**entries**’: texts on the web page by different students, ‘**vote**’: say what you think.
- Refer students to the pictures. Invite them to say what the students are wearing (school uniforms).

- Ask students to describe the clothes the children are wearing (*dress, skirt, trousers, shirt etc.*).
- Ask: ‘Do students in Greece wear school uniforms?’ (In state schools students don’t have to wear uniforms but in some private schools they do).

⇨ **Answer:**

Helen’s e-mail is about school uniforms. There are students wearing school uniforms in the photos.

Task 2

- Students read the students’ opinions & complete the table.
- Explain that they have to write the students’ names, their nationality and draw a smiley or a sad face to show the student’s opinion. At the end they have to write how many students like /don’t like uniforms.
- Revise nationalities if necessary.

⇨ **Answers:**

2. Pete (Australian) 😊 3. John (Indonesian) 😊 4. Vanessa (Japanese) 😊 5. Spyros (Greek) 😞
6. Caroline (English) 😞 4 out of 6 😊 2 out of 6 😞

Task 3

- Students read the texts again and answer the questions.

⇨ **Answers:** a. Pete b. John c. Silou d. Vanessa e. Jennifer f. Spyros

Task 4

- Ask: ‘Do you love or hate school uniforms?’ ‘Which student do you agree with?’ Why?’
- Refer students to the Language Bank and ask them to tell their partners what they think about school uniforms.

- At the end, you can invite some students to tell the class what they think.

Task 5

- Students write their opinion (love or hate) in a piece of paper.
- Have a box ready for students to put their votes.
- Make a table with two columns on the board (Column 1: Love; Column 2: Hate)
- Ask a group of students to count the votes & put ticks in the columns on the board.
- Refer students to the example & ask them to present the class results.
- In groups they can make pie graphs for the results.
- Students from different classes in the school can compare their results & make a pie graph with the results of all the classes.

📁 **WB Task 1, p. 70**

VOCABULARY LINK

SB page 81

Guessing words from context

Task 1

- Students find the words on the webpage.
- Explain that the numbers in the circles show the text students should look at.

⇨ **Answers:** a. comfortable
b. I don’t mind c. worry
d. expensive e. pick on somebody
f. awful g. trendy h. practical

Clothes & Accessories

Task 2

- Students write the numbers of the clothes next to the words.
- Play the CD. Students listen and check.
- You can play the CD again & ask students to repeat the words to practise pronunciation.

Answers:

6 jeans	16 skirt	14 trainers
5 T-shirt	12 trousers	4 coat
11 sweater	8 belt	2 tie
3 shirt	18 boots	1 suit
9 high heels	7 scarf	13 socks
17 leggings	10 cap	15 hair band

🎧 Tapescript

Listen and check.

- | | | |
|------------|---------------|---------------|
| 1. suit | 7. scarf | 13. socks |
| 2. tie | 8. belt | 14. trainers |
| 3. shirt | 9. high heels | 15. hair band |
| 4. coat | 10. cap | 16. skirt |
| 5. T-shirt | 11. sweater | 17. leggings |
| 6. jeans | 12. trousers | 18. boots |

📁 WB Task 4 p. 71

Task 3

- Students in pairs answer the quiz.
- Elicit correct answers.
- Then ask: 'Who wears a uniform / a suit?' Elicit answers.
- Divide the class into groups.
- Invite students in each group to collect other clothes they would like to learn the English word for.
- Ask them to look them up in their dictionaries.
- Assist with pronunciation.

→ **Answers:** We wear a tracksuit at PE lessons & a costume at the carnival. People like policemen, firemen, factory workers etc. wear uniforms. Men / women wear a suit (matching jacket and trousers / skirt) at work.

📁 WB Task 5 p. 72

EXTRA! 1 Clothes Poster

- Students get altogether & compile a list with all the extra words for the clothes they have collected.
- They can add drawings or pictures from magazines.
- Students put their list on display.

📁 WB Tasks 2 & 3, p. 71

These tasks revise adjectives students will need to use in the Speaking Task so it's better they do them at this point.

👉 GRAMMAR LINK

SB page 82

Plural Nouns

Task 1

- Students read the example sentence and complete the rule.
- Students can use the Grammar Appendix, p. 152 to check their answers.
- Explain that if we want to count these nouns we use 'pair' (e.g. *a pair of jeans, two pairs of leggings etc.*).

→ **Answer:** Words like jeans / pyjamas / trousers / shorts / leggings are always in **plural**.

📁 WB Task 6 p. 72

Comparing - Comparative form

Task 2

- Students study the example sentences and **a.** tick the correct answer & **b.** complete the table with the correct form of the adjectives.
- They can use the Grammar Appendix, p. 152 to check their answers.
- Students in pairs work out the rule for the formation of the comparative with **short, long & irregular** adjectives.
- Elicit spelling rules (see *Grammar Appendix, page 152*).

Answers:

- a. *In the sentences above we compare two people or things*
- b.

POSITIVE	COMPARATIVE
cheap	cheaper than
nice	nicer than
easy	easier than
interesting	more interesting than
practical	more practical than
good	better than
bad	worse than

WB Tasks 7-9 pp. 72-73

EXTRA! 2

- Students in small groups go through their Student's Books or their Vocabulary books and collect more adjectives. They write them down and then they change them into the comparative form.
- Award one point for each correct comparative form.
- You can collect all the adjectives on the board or ask a group of students to make a list and put it on the class notice board.

PRONUNCIATION LINK

SB page 82

Task 1

- Refer to the symbol / ə / & explain when this sound occurs.
- Play the CD.
- Students listen & repeat.

Tapescript

Listen and practise saying the following words.

photograph- opinion- polite- about

Task 2

- Play the CD.
- You can ask students to underline the sound / ə / first & then you can give them time to write the words in brackets.
- Students practise reading the words.

Introduction: Pronunciation Link

Answers:

- | | |
|-------------|--------------|
| 1. kə'reit | 5. Lɒndən |
| 2. pə'li:ʃ | 6. brɛk'fʌst |
| 3. lɪbrə'ri | 7. sətə'deɪ |
| 4. pə'rents | 8. dʒə'grəfi |

Tapescript

Listen to the following words and find which sound is not stressed. Then, listen again and practise reading them.

- karate
- police
- library
- parents
- London
- breakfast
- Saturday
- geography

SPEAKING SB page 83

Aims and Objectives

To involve students in comparing things using the comparative form of adjectives

To integrate speaking with listening

Vocabulary & structures

straps, school bags, jacket, fleece, shoes, trainers, long, short, big, small, heavy, light, warm, thick, cheap, expensive, nice, practical, trendy, modern, popular, good, bad (un)comfortable, cool
The comparative form of adjectives

- Ask: 'What are these things in the pictures?'
- Refer students to the Vocabulary Bank & elicit relevant vocabulary (*school bags, straps, fleece, jacket, high heels, trainers, tight jeans, flashy top etc.*).
- Explain that students will have to compare these items and decide which is ideal for school.
- Ask them to brainstorm and collect adjectives they will need to compare these items.
- Make a list on the board.
- Divide the class in pairs and monitor the activity.
- Ask some pairs to report to the class which they prefer and why.

WB Task 10 p. 74

 Introduction: WB writing

LESSON 3

The four corners of the Earth!

VOCABULARY LINK

SB page 84

Geographical words

Warm up

- Students read the e-mails & answer the two questions.
- Ask: 'What do you know about Olympus & the Mediterranean?'
- Elicit answers. Assist with language (*Olympus: mountain, Greece- the Mediterranean: sea, between Africa & Europe*).
- You can ask students to find them on a class map.

Answers:

The writers are Dorothy & Pablo. In her e-mail, Dorothy asks for help with her Geography class. Pablo advises Dorothy to visit a site which can help her.

Task 1

- Students write the words on the picture.
- Play the CD. Students check their answers.

Answers:

- | | |
|---------------------|--------------|
| 1. a mountain | 2. an island |
| 3. a mountain range | 4. the sea |
| 5. a desert | 6. a lake |
| 7. waterfall | 8. a river |

Tapescript

Listen and check the geographical words.

1. a mountain
2. an island
3. a mountain range
4. the sea

5. a desert
6. a lake
7. waterfall
8. a river

Task 2

- Ask: 'Can you name a lake etc. in Greece?'
- Invite students to say the names of Greek rivers, lakes etc. (the geographical features of the previous exercise).
- You can ask students to find examples of these geographical features on a map of Greece.
- Ask: 'Which of these geographical features doesn't exist in Greece?' (a desert).

🔊 LISTENING SB page 84

👉 Aims and Objectives

To involve students in listening

- to a quiz on the radio
- for detail

To present vocabulary and grammar in context

Vocabulary

river, mountain, lake, continent, ocean, the Dead Sea, prize

- Explain that students are going to listen to a radio phone-in quiz programme.
- Ask: 'What kind of questions do you think they ask at this programme?' 'How many questions do people have to answer?' 'What do they get if they win?'
- Allow all possible answers. Elicit / revise 'prize'.
- Play the CD.
- Students listen & answer the questions in the first box.

- Check answers.
- Play the CD again.
- Students listen & answer the questions in the second box.
- Revise 'continent' if necessary.
- Play the CD again if necessary.
- Explain / elicit: 'the Pacific Ocean', 'mount', 'The Dead Sea'.

⇌ Answers:

- a. 'Yes or No?'
- b. 5
- c. a New York T-shirt
- d. 4545220

Question 1: the Nile

Question 2: No

Question 3: Mount Everest

Question 4: a continent

Question 5: The Dead Sea

🎧 Tapescrypt

Listen to a radio programme and complete the notes.

Radio Presenter: RP (Michael)

James: J

Emily: E

RP: Hello everybody and welcome to "Yes or No?" your favourite radio quiz! Emily and James, from Manhattan, are on the phone this afternoon. Hello there!

E: Hi, Michael!

J: Hello.

RP: Ready to play? Let's start. Question number 1. The river Nile is longer than the Mississippi river. Yes or No? Emily?

E: That's easy. Yes!

RP: Correct! Now, James, your turn.

Question number 2. The Atlantic Ocean is deeper than the Pacific Ocean. Yes or No?

J: Oh, I don't know.

RP: Say something. You might be lucky. Yes or No?

Unit 6 Bits and pieces!

J: I'll say Yes!

RP: No, James. The Pacific Ocean is deeper than the Atlantic Ocean. I'm sorry. Question number 3 for Emily. Mount Everest is the highest mountain in the world. Yes or No?

E: Yes!

RP: Yes, that's right! Two points for Emily, no points for James yet. So, James, listen carefully! Question number 4. Africa is the biggest continent in the world. Yes or No?

J: No, Asia is the biggest one.

RP: Right James! Your first point. There is only one more question for both of you.

Emily, if you answer correctly, you're the winner. Are you ready? Question number 5. The Dead Sea is a lake. Yes or No?

E: I know that! Yes, it is.

RP: Congratulations, Emily! You'll have another chance, James. Thanks for calling. Emily, your gift, a great New York T-shirt is waiting for you. And the rest of you, if you want to play "Yes or No" call us now on 4545220. I repeat our telephone number. 4545220. You'll (fades out)

READING SB pages 85-86

Aims and Objectives

To involve students in

- reading an article on water facts
- scanning the text to locate information

To integrate reading with writing (taking notes)

To present vocabulary and grammar in context

Vocabulary

facts, trench, salty, flow, wet, fall / waterfall

Task 1

- Students in small groups find the places on the map on p. 142.
- Ask: 'Where is the Pacific Ocean?/ the Arctic Ocean / Egypt etc. ?' / 'Is Greece etc. near the Pacific Ocean?'

Task 2

- Read the title. Explain / elicit 'facts' (: information).

⇨ **Answers:** interesting facts / information about oceans, lakes, rivers and falls

Task 3

- Students read the text quickly and find the answers.

⇨ **Answers:**
a. the Arctic Ocean
b. 8,850 m
c. the Amazon rainforest
d. Canaima National Park

Task 4

- Students read the text & complete the table.
- You can elicit / revise the meaning of: 'spot', 'rainforest', 'trench', 'height'.

⇨ **Answers:**
1. the largest
2. the Arctic Ocean
3. 10 times
4. Mariana Trench
5. 10,911 m deep
6. the Dead Sea
7. the River Nile
8. 6,671 m long
9. the wettest rainforest
10. 979 m high

 **WB Tasks 1 & 2 p. 75**

Background Information

The pictures show:

- a. Lake Tahoe in Nevada USA
- b. Niagara Falls on the border of Canada and the USA
- c. The river Thames in London, UK

 **VOCABULARY LINK**

SB page 86

Adjectives

Task 1

- Students match the adjectives with the pictures.

⇨ **Answers:**

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

Task 2

- Ask students to read the numbers in the boxes.
- Revise the meaning of **'thousand' & 'hundred'**.
- Ask students what they notice about the use of **'and'**. Elicit that we use it before tens.
- Students practise reading the numbers.

⇨ **Answers:**

- a. seven hundred and nineteen
- b. two thousand and sixty-five
- c. eight hundred and ninety-six
- d. four thousand one hundred and eighty-two
- e. six thousand nine hundred and seventy
- f. three hundred and four

Task 3

- Students work in pairs.
- They write down numbers for their partners to read.

Task 4

- Refer students to the box.
- Invite students to make some example questions (e.g. *How deep is the Marianna Trench?* etc.).
- Students look at the water facts for a minute and then, in pairs, ask each other questions to see how much they remember.

 **WB Tasks 3 & 4 p. 76**

GRAMMAR LINK

SB page 87

Comparison - Superlative Form

Task 1

- Students study the example sentences and **a.** tick the correct answer & **b.** complete the table with the correct form of the adjectives.
- They can use the Grammar Appendix, p. 153, to check their answers.
- Students in pairs work out the rule for the formation of the **superlative** with **short, long & irregular** adjectives.
- Elicit spelling rules (*see Grammar Appendix, page 153*).

⇨ **Answer:** 2. more than two people or things

POSITIVE	SUPERLATIVE
long	the longest
large	the largest
salty	the saltiest
wet	the wettest
beautiful	the most beautiful
interesting	the most interesting
good	the best
bad	the worst

 **WB Tasks 5 - 7 p. 76-77**

The definite article (the) /
Zero article (-)

Task 2

- Explain ‘definite article’ & ‘zero article’.
- You may use L1.
- You may also need to revise ‘mountain range’.
- Students tick the right boxes.
- You can ask them to refer to the text on water facts, p. 85 to find some of the answers.
- When they finish, they can use the Grammar Appendix, p. 153 to check their answers.

⇨ **Answers:** a, b, d, h, i

📁 **WB Tasks 8 & 9 p. 78**

✍ **WRITING** SB page 88

👉 **Aims and objectives**

To involve students in writing a short article about the UK

To integrate writing with reading

To familiarize students with process writing

Vocabulary & structures

geographical features, the superlative form of adjectives, large numbers

Task 1

- Students study the map of the UK, on p. 143 and find which parts it consists of.
- You can ask students to find the capital of each part and any important geographical features.

⇨ **Answers:** England, Scotland, Wales and Northern Ireland

Background information

CAPITALS:

England: London; Scotland: Edinburgh; Wales: Cardiff; Northern Ireland: Belfast; **GEOGRAPHICAL**

FEATURES:

- Scafell Pike in England’s Lake District, at 978 metres (3,208 ft).
- Ben Nevis, the highest mountain in the British Isles at 1,343 metres (4,406 ft) in Scotland.
- The highest peak in Wales is Slieve Donard at 849 metres (2,786 ft) in the province’s Mourne Mountains.
- Lough Neagh, the largest body of water in the British Isles in Northern Ireland.
- the UK includes around 1,000 islands, with 700 in Scotland alone.

Source: Wikipedia at

<http://en.wikipedia.org>

Task 2

- Go through the table with the class & check for any difficulties.
- Ask students to find the places on the map.
- Students write a paragraph using the information on the table.

🌀 *Introduction: Correction and Feedback*


📁 **WB Task 10 p. 78**


🌀 *Introduction: WB Writing*

Unit 7

In our mind's eye!

	Language Functions	Vocabulary Link	Grammar Link	Curriculum Link / Themes	Suggested lesson schedule
Lesson 1 Let's communicate!	<ul style="list-style-type: none"> Talking about famous people of the past 	<ul style="list-style-type: none"> Pronunciation marks Physical problems Famous people 	The Simple Past of the verb 'to be'	Science (space, planets) Literature (reading books, famous authors) History (space missions, famous people of the past, famous people with disabilities)	<u>3 teaching periods</u> 1. Cover page & Reading 2. Vocabulary & Pronunciation Links 3. Grammar Link & Listening 4 teaching periods
Lesson 2 Houston, we're back!	<ul style="list-style-type: none"> Expressing one's opinion Narrating past events Asking & answering about past events 	<ul style="list-style-type: none"> Space Planets 	The Simple Past of regular verbs	Art (drama, music) Themes Time Civilization & culture	1. Reaching 2. Vocabulary Link & Listening 3. Grammar Link 4. Speaking
Lesson 3 TEEN best sellers!	<ul style="list-style-type: none"> Expressing one's opinion Asking & answering events 	<ul style="list-style-type: none"> Guessing words from 'Book' words & collocations 	The Simple Past of irregular verbs	Communication Interaction	<u>4 teaching periods</u> 1. Reading & Vocabulary Link 2. Grammar Link & Speaking 3. Writing 4. Self-assesment

 **COVER PAGE**
SB page 91

 *Introduction: Cover page*

Vocabulary

Hero, superpowers, blind, astronaut, risk, lift, objects

 **Answer: Matilda**

 **Tapescript**

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

Michael: *Let's go see Apollo 13. I like space films. They're interesting and you learn lots of things.*

Laura: *Well, I don't really want to see a space film. Too much science!*

Michael: *Then, what about Daredevil? It's based on a comic and it's not like the other superhero movies. In this one the hero can't see. What do you think?*

Laura: *Sounds like a film for boys. No! I want to see Matilda. It's about a girl, she also has super powers and the book is great! I've read it.*

Michael: *(surprised) Matilda? Are you kidding? I'm one of the Rockers! My friends will laugh at me if they learn about it. Impossible! (he sounds quite determined).*

Laura: *(really angry) Great! Your friends again! Then, listen carefully. I'll never speak to you again if we don't go. You decide David! It's me or them!*

Michael: *OK, OK Laura. Don't shout. We're going. But don't tell anybody, right?*

LESSON 1
Let's communic8!

 **READING**
SB pages 92-93

 **Aims and Objectives**

To involve students in

- reading an article on Braille system
- scanning & skimming

To integrate reading with writing & speaking

To present vocabulary and grammar in context

Vocabulary

code, dot, blind, touch, cell, inventor, accident, workshop, bright

Task 1

- Revise / elicit 'communicate' (e.g. to talk with someone else to give your news, to ask for something, to ask for help etc.).
- Students match the words with the pictures.
- Explain 'code' if necessary.

 **Answers:**

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

Task 2

- Ask: 'How do you communicate with your friends when you are at home / in class?'
- Allow several answers. Assist with language (e.g. *at home: by phone / e-mail / text messages etc. - in class: by speaking, with our eyes, with our hands, by notes, with codes etc.*).

- Ask: 'How do people who can't speak/ see/ hear communicate?'
- Again allow all possible answers & assist with language.
- Students might mention Braille. Don't go into any detail at this point.

Task 3

- Draw students' attention to the dots.
- Ask: 'What are these?'
- Accept all possible answers & elicit the word 'dots'.
- Ask: 'Do these dots mean something?'
- Students might answer that it is the Braille code and that dots stand for letters of the alphabet. If they don't, accept possible answers and ask students to have a quick look at the text on p. 93 to find out what these dots are.

⇒ **Answers:** The dots mean love

Task 4

- Students read the article and find the answers.

⇒ **Answers:** a. Braille b. it's for blind people / for people who can't see c. Louis Braille

Task 5

- Students read the article and complete the table.

⇒ **Answers:**
 1. six 2. 100-200 words
 3. 4 4. accident
 5. 15 6. public

Task 6

- Students find the dot numbers for the letters of their name & write their name in Braille code.
- Students write a message in Braille for their partners to decipher.

📁 **WB Task 1 p. 80**

📖 **VOCABULARY LINK**
 SB pages 94

Guessing words from context

Task 1

- Students read the article and find the words.
- Explain that the words they are looking for appear in order in the text.

⇒ **Answers:** a. touch b. each
 c. cell d. accident e. workshop f. sign

📁 **WB Task 3 p. 81**

Punctuation Marks

Task 2

- Ask students to look at the symbols in the table & elicit that they are 'punctuation marks'.
- Students match the punctuation marks with their names.
- Play the CD.
- Students listen & check.

⇒ **Answers:**
 1. d 2. b 3. c 4. h 5. f 6. e 7. a 8. g

🎧 **Tapescript**

Listen and check.

- | | |
|---------------------|-------------------|
| 1. exclamation mark | 5. bracket |
| 2. comma | 6. capital letter |
| 3. question mark | 7. full stop |
| 4. apostrophe | 8. hyphen |

Task 3

- Students re-write the text adding the correct punctuation.
- Ask them to check their answers with their partners before you check answers with the class.

↪ **Answer:**

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

Task 4

- Students in pairs match the disabilities with their definitions.

↪ **Answers:**

a. 3 b. 1 c. 2

↪ *Introduction: Vocabulary Link Section*

Task 5

- Students work in pairs.
- They brainstorm to collect famous people with disabilities.
- If there is access to the Internet, they can use the site recommended.

↪ **Possible Answers:**

Helen Keller (deaf-blind American author, activist & lecturer)

Ray Charles & Stevie Wonder (blind American musicians)

Ludwig van Beethoven (became deaf in later life, German composer)

Johann Sebastian Bach (became blind in later life, German composer)

Francisco Goya (blind & deaf in later life, Spanish painter)

Michelangelo (became blind painting the Sistine Chapel, Italian Renaissance artist)

Frida Kalho (disabled / paraplegic, Mexican painter)

Franklin D. Roosevelt (disabled from polio at the age of 35, American President)

Stephen Hawkins (disabled, British scientist)

📁 **WB Tasks 2 & 4 p. 81**

🔊 **PRONUNCIATION LINK**

SB page 95

Task 1

- Explain 'intonation'.
- Play the CD.
- The names at the end of the question helps student hear the intonation clearly.
- Students complete the rules.
- Students practise reading the questions.

↪ *Introduction: Pronunciation Link*

🎧 **Tapescript**

Listen to the questions. Is the speakers' voice going up or down? Complete the rule.

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

↪ **Answers:**

- a. down
- b. up

Task 2

- Students write questions & ask their partners and / or teacher.
- Ask students to use their classmates' names or the word **Miss** or **Sir** to ask their questions properly.

🔗 GRAMMAR LINK

SB page 95

The verb 'to be' in the Simple Past

Task 1

- Students study the example sentences.
- Elicit that the sentences refer to the past and the words in bold are the simple past forms of the verb 'to be'.
- You can elicit the Greek equivalent.
- Students complete the table.
- They can use the Grammar Appendix, p. 154, to check their answers.
- Students in pairs work out the rule for the formation of the Simple Past of the verb 'to be' in the affirmative, negative & interrogative forms.

⇨ Answers:

TO BE - SIMPLE PAST

I / he / she / it **was**

We / you / they **were**

Yes, I **was**.

No, they **weren't**.

There was / **wasn't**

There **were** / weren't

📁 WB Task 5 p. 82

Task 2

- Ask students to look at the pictures and the famous people's names and say which of these they know.
- Ask: 'What was John Lennon?' (a singer, member of the Beatles).
- Students in pairs tell each other what these people were.

⇨ Answers:

Albert Einstein was a German scientist / physicist.

John Lennon was a British musician song writer/ member of the Beatles.

The Wright brothers were American pilots & inventors.

Aliki Vougiouklaki was a Greek actress.

Agatha Christie was a British author.

Marie Curie was a Polish-French chemist / physicist.

📁 WB Tasks 6-8 pp. 82-83

🔗 LISTENING SB page 96

👉 Aims and Objectives

To involve students in listening

- to a radio programme about famous people
- for gist & detail

To integrate listening with speaking

Vocabulary

fans, be shot, maniac, detective stories, married, husband, character

Task 1

- Write some dates on the board & ask students to read them (1870, 1989, 1996 etc.). Explain how we read dates (eighteen seventy, nineteen eighty-nine, nineteen ninety-six etc.).
- Pre-teach /revise: 'was shot', 'maniac', 'detective', 'character', 'married', 'husband'.
- Ask: 'How did President Kennedy die?' (He was shot by a maniac) / 'What was Sherlock Holmes?' (A detective) / 'Is Superman / Spiderman real?' (He's a character) etc.

UNIT 7 In our mind's eye!

- Play the CD. Students listen & find the people.
- Play the CD again if necessary.
- Check answers.
- You can ask students what helped them find the answers.

Answers:

- A. John Lennon
- B. Agatha Christie

Task 2

- Play the CD.
- Students listen & answer the questions in the quiz.
- Check answers. Ask students to correct the false sentences. Play the CD again if necessary.

Answers:

- a. F (He was from England)
- b. T
- c. F (He was only 40 years old)
- d. F (in 1890)
- e. F (Hercules Poirot was a character in her books)
- g. F (She was married)

🎧 Tapescript

Listen to an extract from the radio programme *Time for Teens*. A student is talking on about two famous people. Who is she talking about?

A

This person was from England and he was very famous. He was a singer and he played the guitar in a group. His voice was wonderful. He had thousands of fans, especially girls. He was married but his wife wasn't really beautiful. Lots of his songs are classic. He died when he was only 40 years old. He was shot in 1980 outside his block of flats in New York by a maniac. Who was he?

B

This person was English too. She was born in 1890. She was a writer. Her detective stories are still very popular today. The Detective Hercules Poirot was her favourite character. She was married and her daughter's name was Rosalind. She died in 1976. Who was she?

Listen again and do the quiz.

📁 WB Task 9 pp. 83-84

🔗 Introduction: WB Writing

LESSON 2

Houston, we're back!

📖 READING

SB pages 97-98

🔗 Aims and Objectives

To involve students in

- reading an article on a space mission
- skimming & scanning

To integrate reading with writing (taking notes)

To present vocabulary and grammar in context

Vocabulary

space, astronaut, spacesuit, spaceship / spacecraft, lunar module, the Moon, flag, ladder, crew, destination, land, step, leap, giant, mankind

Task 1

- Ask students to look at the title & pictures of the lesson, go through the pages of the lesson and say what it is about.
- Elicit relevant vocabulary (*space, astronauts, spaceship, the Moon etc.*).
- Ask students to read Antonio's e-mail & say what it is about.

- Ask: 'Can you answer Antonio's questions?'
- Allow several students to answer.

⇨ **Answer:** It's about space / NASA / astronauts / a site with information about space & astronauts.

Background Information

Famous Astronauts

Astronauts from at least 35 countries have travelled into space. **Yuri Gagarin** (USSR) was the first person in space (April 12, 1961). **Alan Shepard** was the first American in space (May 1961) while the first woman in space was **Valentina Tereshkova** (USSR, June 1963). The most famous astronaut, however, is **Neil Alden Armstrong**, the commander of Apollo 11, which landed on the moon in July 1969. **Buzz Aldrin & Michael Collins** were in that mission too. Armstrong & Aldrin descended to the lunar surface and spent 2.5 hours exploring, while Michael Collins orbited above.

Eileen Marie Collins was the first female commander of a Space Shuttle (Discovery). She spent 38 days, 8 hours & 10 minutes in space. She retired in 2006. She has two children.

NASA (National Aeronautics and Space Administration) is an agency of the United States Government, responsible for the nation's space program and for long-term civilian and military aerospace research. It is widely regarded as the forefront leader of space agencies worldwide. NASA was established in early 1957. Its annual funding amounts to \$16 billion.

The man in the small inset picture:

Theodore Giourtsihin (or Fyodor Yurchikhin) is the first Greek cosmonaut who has travelled to space. In 2002 he flew aboard the Atlantis and in 2007 on board the Soyuz. Until today (2008) he has spent 207 days, 13 hours and 3 minutes in space. He was born on Jan. 3, 1959 in Batumi, Georgia to Pontic Greek parents, who currently live in Sindos, Greece. He is married and father of two daughters. His hobbies include collecting stamps and space logos, sports, history of cosmonautics, and promotion of space. He also enjoys reading history, science fiction and the classics.

Sources:

<http://en.wikipedia.org>

<http://pontosworld.com/>

Task 2

- Ask students to describe the picture. Refer them to the Word Bank and elicit the meaning of the words.

⇨ **Answer:**

In the picture there's an astronaut on the moon. He's wearing his spacesuit. He's standing next to a spacecraft. There's a white flag on the ground and a ladder outside the lunar module.

Task 3

- Explain 'attach': add to an e-mail.
- Explain / elicit 'mission': travelling to another country/place to find something new or do something important.
- Students read the article & choose the best answer.

UNIT 7 In our mind's eye!

- Tell them that they shouldn't worry about words they don't know

⇒ **Answer:** b

Task 4

- Go through the instructions & the table with the class & check for any difficulties.
- Students complete the information card.
- Check answers.
- After you have checked answers, you can explain / elicit: 'crew', 'destination', 'land', 'collect'.

⇒ **Answers:** 1. Neil Armstrong
2. Buzz Aldrin 3. July 20, 1969
4. about 3 hours 5. rocks

Task 5

- Students read the article again & put the events in the correct chronological order.

⇒ **Answers:** 1. b, 2. e, 3. a, 4. d, 5. g, 6. c, 7. f, 8. h

Task 6

- Explain that students have to find what the words in bold refer to.
- You can do the first one with the class as an example.

⇒ **Answers:**
a. Neil Armstrong b. the ladder
c. on the Moon d. the mission
e. the astronauts'

EXTRA! Project


- Students in small groups find photos & information about famous astronauts.
- You can give them the table below as a guide:

NAME	
Nationality	
Born	
Rank	
Time Spent in Space	
Missions	

adapted from

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

 **WB Task 1 p. 85**

 **VOCABULARY LINK**
SB page 99

Guessing words from context

Task 1

- Students match the words with the meanings.

⇒ **Answers:** a. 1 b. 4 c. 6 d. 2 e. 3 f. 5

Space

Task 2

- Students circle the words to make collocations or compound words.
- Explain '**compound word**': a word made up of two or more words; e.g. bookcase, astronaut etc.

⇒ **Answers:**
space
flight / travel / rocket / ship / station /
programme / suit / shuttle

Task 3

- Play the CD.
- Students listen & repeat the names of the planets.
- Students in pairs / small groups find the Greek names for the planets.
- They can use dictionaries.

⇨ **Answers:**

Pluto: Πλούτωνας	Mars: Άρης
Neptune:	Earth: Γη
Ποσειδώνας	Venus: Αφροδίτη
Uranus: Ουρανός	Mercury: Ερμής
Saturn: Κρόνος	
Jupiter: Δίας	

🎧 **Tapescript**

Listen to the names of the planets and repeat.

- | | |
|------------|------------|
| 1. Pluto | 6. Mars |
| 2. Neptune | 7. Earth |
| 3. Uranus | 8. Venus |
| 4. Saturn | 9. Mercury |
| 5. Jupiter | |

Task 4

- Students in pairs do the quiz & check their answers on p. 131.
- You can ask students to write some more questions about the planets for their partners to answer (e.g. *Which is the Red planet? (Mars) / Which is the brightest planet in the night sky? (Venus) / Which planet is the closest to the Sun? (Mercury) / Which planets have rings? (Neptune, Uranus, Saturn)*)

⇨ **Answers:** a. Mercury b. Jupiter
c. Mars d. Pluto e. Uranus f. Mars

🔗 *Introduction: Vocabulary Link Section*

📁 **WB Tasks 2 & 3 p. 86**

🎧 **LISTENING SB page 100**

📖 **Aims and Objectives**

To involve students in listening

- to a space news programme
- for gist & detail

To integrate listening with reading, writing & speaking

Vocabulary

disaster, explode, female, tragedy

Listening Strategies SB p. 108

Task 1

- Explain / elicit **'headline'**: title of an article.
- Students read the three headlines & say which ones give bad news.
- Check answers.
- Students say which words helped them understand (*1. disaster, explodes, die / 3. tragedy*)
- Explain words students ask for.
- Elicit /revise the meaning of **'explode' & 'female'**.

⇨ **Answer:** 1 & 3

Task 2

- Play the CD.
- Students listen & put the headlines of the news in the order they hear the news.
- Play the CD again if necessary.
- Check answers. Students say what helped them understand the correct order.

⇨ **Answers:**

2 (⇨ words: woman, commander)

3 (⇨ words: Columbia, tragedy, only 16 minutes before landing)

1 (⇨ words: space shuttle, explode)

Task 3

- Explain that students have to listen & say which missions were completed and which were not.
- Explain **'completed'**: finished / the astronauts did what they had to do.
- Play the CD.
- Students listen & put a ✓ or a ✗ in the table.
- Play the CD again if necessary.

Answers:		
Space Shuttles	Year	Completed ✓ Not completed ✗
DISCOVERY	2005	✗
COLUMBIA	2003	✓
CHALLENGER	1986	✓

Tapescript

Listen to the space news programme and put the news items in order. Then listen again and complete the table.

This is Space News from channel 3. This year, the first woman commander of NASA Eileen Collins, travelled into space with her crew and brought the space shuttle Discovery safe back to Earth. This was the first mission after the Columbia tragedy two years ago. On Saturday 1st February, 2003 the space shuttle Columbia broke up in the sky only 16 minutes before landing at the Kennedy space centre in Florida. Seven astronauts died in the tragic accident. And it was not the first one. We all remember the year 1986 when the space shuttle Challenger exploded 73 seconds after lift-off. Seven astronauts died then too. One of the seven members was a teacher, Christa McAuliffe. She wanted to give lessons from space. So, the question is: Should we go into space or not? We are going to talk about this with Mr Pete Jones. Mr Pete Jones is the (fading)

Task 4

- Ask: 'Should people go into space?'
- Ask students to use the vocabulary / ideas they have learnt in the lesson so far to justify their answers (e.g. 'I think people should travel to space because they collect rocks and give them to scientists / they discover important things about life in space' etc. or 'I think people shouldn't travel to space because space shuttles often explode and astronauts die' etc.).

GRAMMAR LINK
SB page 101

Past Simple - Regular Verbs

Task 1

- Students study the example sentences.
- Elicit that the sentences refer to the past and the words in bold are the simple past forms of the verbs.
- Students complete the box. They can use the Grammar Appendix, p. 154-155, to check their answers.
- Check answers with the class.
- Refer students to the Time Expressions in the Grammar Table.

Answers:

landed	played
didn't land	didn't talk
Did they land? / didn't	did they plant / did.

Task 2

- Students scan the article to find the regular verbs in the Simple Past & write them as in the example.
- Collect answers on the board.
- Students study the verbs & in pairs work out the spelling rules for the formation of the Simple Past with regular verbs.

- They check their answers in the Grammar Appendix, p. 154.

⇐ **Answers:**

watch- watched	collect - collected
walk - walked	land - landed
land - landed	study - studied
call - called	discover - discovered
climb - climbed	stop- stopped
jump - jumped	change - changed
stay -stayed	

📁 **WB Tasks 4-6 p. 87**

Task 3

- Go through the steps of the task & check for any difficulties.
- Divide students in groups of 4-5.
- Students draw on the reading text on p. 98 & the list of verbs they have collected in Grammar Link, Task 2.
- They can find more information / photos at:

<http://en.wikipedia.org>

<http://www.nasa.gov/audience/forkids>

<http://spaceflight.nasa.gov/gallery>

- In groups, students make notes about the mission of Apollo 11. Stress that students don't have to learn things by heart. They use their notes to present their work in class.
- The other groups vote for the best presentation.
- If there is not enough time for students to do the preparation of the task in class, you may assign its preparation as homework.
- Each student in a group takes on a different task (collecting photos, finding information, making notes etc.) & when they come in class for the next lesson, they present their work.

📁 **WB Tasks 7 & 8 p. 88**

🗣️ **SPEAKING SB page 102**

👉 **Aims and Objectives**

To involve students in talking about an imaginary mission in space

To integrate speaking with writing (taking notes) & listening

Vocabulary & structures

Vocabulary related to space travelling

Simple Past of regular verbs

Task 1

- Revise: **'commander'**, **'destination'**, **'land'**, **'lunar module'**.
- Students complete the information about their mission.
- Assist with language.

Task 2

- Ask students to look at the prompts and write complete questions in the Simple Past in their notebooks.
- Students check the questions with their partners and then some students read their questions in class.
- Make sure students use correct past forms.
- In pairs, students ask each other about their mission in space.

📁 **WB Task 9 p. 88**

👉 *Introduction: WB Writing*

LESSON 3
TEEN best-sellers!

 **READING**

SB pages 103-104

 **Aims and Objectives**

To involve students in

- reading interviews with famous authors
- scanning & skimming

To integrate reading with speaking

To present vocabulary and grammar in context

Vocabulary

success, event, magical, kind, an idea hit on me, jump into the air

Warm up

- Students say what the students in the picture are talking about (books)

Task 1

- Explain that Group A has names of authors & Group B titles of books.
- Revise **'author'**.
- Students do the quiz & check with their partners.
- They can check the answers to the quiz on p. 131.

 **Answers:**

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

Task 2

- Students say if they have read any of these books and if they liked them.
- Ask them to justify their answers.
- This is a good chance to revise adjectives (*interesting, exciting, adventurous, funny, romantic* etc.).

Task 3

- Explain that students are going to read interviews with two popular authors.
- Revise **'interview'** & **'popular'**.
- Tell students to scan the interviews to find the answers.

 **Answers:**

- a. Jacqueline Wilson & Antony Horowitz
- b. Double Act / Bad Girls & Stormbreaker

Task 4

- Ask students to read more carefully now & match the questions with the answers.
- You can ask students what helped them find the questions.

 **Answers:**

Jacqueline Wilson Q1: d Q2: a Q3: b
Antony Horowitz Q1: c Q2: f Q3: e

Task 5

- Students read the interviews again & find the answers.
- Again you can ask students to justify their answers.


 **Answers:**

a. **J. W.** b. **J. W.** c. **A.H.**
d. **A.H..** e. **J. W.** f. **A.H..**

Task 6

- Students say if they want to write a book for children.
- If yes, ask them what they want their book to be about (*e.g. an adventure, about school life, about a space mission* etc.)
- Ask them to justify their answer.

 **WB Task 1 p. 89**

 **VOCABULARY LINK**
SB page 105

Guessing words from context

Task 1

- Students find the words.

⇨ **Answers:**

- a. early b. advert c. publishers
d. kinds e. big screen f. main
g. scared h. lost his cool

 **WB Task 2 p. 90**

'Book' words

Task 2

- Pre-teach: 'events': what happens in a book.
- Students match the words with their meanings.

⇨ **Answers:**

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

'Book' collocations

Task 3

- Students circle the words to form collocations.

⇨ **Answers:**

1. classic / children's / adventure / comic / crime / detective / romantic / spy **novels**
2. strange / funny / sad / love / horror / bedtime **stories**
3. famous / great / best-selling / popular / talented / modern

 **WB Task 3 p. 90**

⇨ Introduction: Vocabulary Link Section

 **GRAMMAR LINK**
SB pages 105-106

Simple Past - Regular Verbs

Task 1

- Students study the example sentences & answer the questions in the Grammar table.
- They can refer to the Grammar Appendix, p. 155, if necessary.
- Elicit that the verbs in the example sentences are 'irregular': they have their own form in the past.

⇨ **Answers:** the past / No

Questions: did + subject + the base form of the verb

Negatives: subject + did + not + the base form of the verb

Task 2

- Students look at the interviews & complete the table. They can check their answers at the Grammar Appendix, p. 155, if they have difficulties.
- Check answers with the class.
- Assist with pronunciation.

⇨ **Answers:**

Verb	Simple Past	Verb	Simple Past
be	was/were	write	wrote
tell	told	hit	hit
see	saw	sit	sat
think	thought	begin	began
send	sent	have	had
give	gave	say	said
become	became	get	got

 **WB Tasks 4-8 pp. 91-92**

SPEAKING SB page 106

Aims and Objectives

To involve students in asking & answering about past activities

To integrate speaking with listening

Vocabulary & structures

Questions & answers in the Simple Past
Vocabulary related to describing past activities

- Divide the class into students A & B.
- Students read the questions in the Speaking Appendix (students A on p. 136 & students B on p. 139).
- Explain that students have to write when they did the things in the questions in the circles A-E.
- Then they look at each other's diagram & ask questions to find out what their partner did then.
- When students finish, they can change their answers, find new partners & repeat the task.

WB Task 9 p. 92

Introduction: WB Writing

WRITING SB page 106

Aims and Objectives

To involve students in writing their life line

To integrate writing with speaking

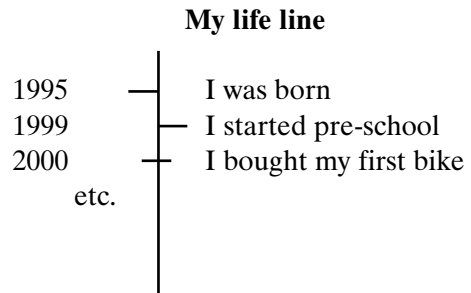
Vocabulary & structures

Regular & irregular verbs in the Simple Past

- Explain what a **'life line'** is (important events in somebody's life written one after the other in a line)
- Refer students to the example.
- Students write their sentences.
- Ask students to check each other's sentences. Make sure students use correct forms of the Past Simple.
- When they finish, they can stick photos of important events in their lives or draw pictures & present their life line in class.
- Alternatively, if there is not enough time, students can write the sentences in class & stick photos or draw pictures at home & present their life line in the next lesson.
- With a large class, you can ask students to work in groups & present their life line to their group.

Possible answer:	
My life line	
1995	I was born
1999	I started pre-school
2000	I bought my first bike
2001	I learnt how to swim
2002	We moved to Agrinio
2003	I started learning English
2004	I traveled to the USA
	etc.

or



Unit 8

Tomorrow and ... beyond!

	Language Functions	Vocabulary Link	Grammar Link	Curriculum Link / Themes	Suggested lesson schedule
Lesson 1 Travel Plans!	<ul style="list-style-type: none"> Talking about future plans 	<ul style="list-style-type: none"> Travelling 	<ul style="list-style-type: none"> Ordinal numbers Present Continuous for future plans & arrangements 	Geography (Great Britain, sights, maps) Religious Education (name days) History (sights)	<u>4 teaching periods</u> 1. Cover page & Speaking 2. Listening & Vocabulary Link 3. Grammar Link 4. Speaking
Lesson 2 Good for you!	<ul style="list-style-type: none"> Talking about future plans intentions 	<ul style="list-style-type: none"> Vocabulary related to 'bad habits' & 'good intentions' 	<ul style="list-style-type: none"> 'Be going to' for future plans & intentions 	Art (photography) Maths (ordinal numbers) Science (future developments)	<u>4 teaching periods</u> 1. Listening & Grammar Link & Speaking 3. Reading & Writing 4. Project
Lesson 3 In the year 2525!	<ul style="list-style-type: none"> Making predictions about the future 	<ul style="list-style-type: none"> Vocabulary related to future developments & life in the future Star signs 	<ul style="list-style-type: none"> Future Simple for predictions 	Themes Time Place System	<u>5 teaching periods</u> 1. Reading, Vocabulary Link 2. Speaking & Grammar Link 3. Reading & Listening 4. Speaking & Writing 5. Self-assessment

🏠 **COVER PAGE**
SB page 109

Vocabulary

modern technology, curious, a couple of, excursion

🌀 *Introduction: Cover page*

➡ **Answers:** 1c 2a 3b

LESSON 1
Travel plans!

🗣️ **SPEAKING**
SB page 110

👉 **Aims and objectives**
To involve students in describing & speculating on photos
To activate students' background knowledge

Vocabulary & structures

museum, gallery, tube station, tickets, airline ticket, travel card, musical
I can see ... / This is from ... / It may be from ...

- Students in pairs discuss what they can see in the photos.
- Then, you can have a class discussion about what the pictures show.

Background information

First picture: the Parthenon Galleries of the British Museum.

Second picture: Westminster Tube Station in London

Third picture: inside the Natural History Museum

Fourth picture: tickets from Madam Tussauds, Olympic Airways & the Phantom of the Opera

Fifth picture: Adelphi Theatre where the musical *Evita* was on
Sixth picture: students in Cambridge

🎧 **LISTENING**
SB page 111

👉 **Aims and objectives**

To involve students in listening

- to a telephone conversation between two teenagers
- for detail

To integrate listening with speaking

Vocabulary

summer course, the British Museum, Natural History Museum, go punting, flight

Task 1

- Play the CD twice if necessary.

➡ **Answer:** c

Task 2

- Refer to the picture to elicit '**punting**' (*A punt is a long boat with a flat bottom. You move the boat along by standing at one end and pushing a long pole against the bottom of the river.*)
- Go through Steve's notes with the class before they listen and check for any difficulties.
- You can ask students to guess what kind of information is missing in each gap (e.g. *Gap 1 must be a day of the week / a date because it's after 'on' / Gap 3 must be the name of the museum etc.*).
- Play the CD twice if necessary.

← **Answers:**

1. Monday 19/19th
2. a week
3. (the) British
4. Thursday 22 / 22nd
5. Waterstones (a bookshop in Main Street)
6. 12:30

🎧 **Tapescript**

Daphne, from Patmos, is going on a summer course in England with her class in July. Listen to her talking to Steve, an English friend, on the phone. Where is she going? Choose from a-c.

Steve: Hello. This is Steve speaking.

Daphne: Steve! Hi! It's Daphne. How is it going?

Steve: Oh, hi Daphne! I'm glad you called. Have you got any news?

Daphne: Well, yes. We're flying to London on Monday 19th and we're staying for a week.

Steve: Great! What is your programme like? Are you visiting any museums?

Daphne: Yes, of course! We're visiting the British Museum on Tuesday 20th and the Natural History Museum on Thursday 22nd. I can't wait to see the dinosaurs! I'm also spending a day at Thorpe Park, the big amusement park. Mum and dad aren't coming with me. They want to go to the theatre.

Steve: Oh! I've been to all these places. I can send you more information about them. When are you coming to Cambridge?

Daphne: On Saturday the 24th. We're visiting a college in the morning and then, we are free to walk around the city. This is when we can meet. What do you think?

Steve: Absolutely. We can go punting in the river. What time are you leaving for London?

Daphne: At 5.30.

Steve: Then, let's meet outside Waterstones at 12.30. It's one of the biggest English bookshops and it's in Main Street. You can't miss it.

Daphne: What's its name again?

Steve: Waterstones. W-A-T-E-R-S-T-O-N-E-S. At 12.30. If there is a problem, just call me. We can go punting in the river. What do you think?

Daphne: Sounds great! Do you want anything from Greece? Let me know if you do, ok?

Steve: Right. See you, Daphne. Have a nice flight.

Daphne: Thanks. Take care. Bye!

Listen to their conversation again and complete Steve's notes about Daphne's trip.

Task 3

- Invite students to talk about Daphne's trip to the UK.
- Ask: 'What different things will she see?' (e.g. museums, an amusement park, sights in London and Cambridge etc.)
- Encourage students to say if they find her trip interesting & justify their answer (e.g. *I think Daphne's trip will be very interesting because she'll do different things like punting. We don't go punting in Greece etc.*).

Task 4

- Encourage students who have been on a trip to England or abroad to say which sights they visited and if they had a good time.
- Ask them if they know other famous sights in London (*Big Ben, the British Museum, Trafalgar Square, Tower Bridge, Madame Tussaud's*) or in the

UK (e.g. *Stonehenge, Cambridge, Oxford, etc.*).

- You can ask students to find the places that are mentioned on the map of the UK.

Background Information

Except for London, the top seven destinations in the UK are:

Bath (with its famous Roman baths)

Cambridge (Home of England's second-oldest university, dating from the early 13th century; with a lot of museums & The Backs, an area of parkland along the River Cam behind the colleges, where punting is a popular activity)

the Cotswolds (with picturesque villages and rolling hills)

the Lake District (where there are beautiful lakes suitable for lots of activities and England's best-known national park)

Oxford (where there is England's oldest university, whose origins lie in the 11th century)

Stratford-upon-Avon (Shakespeare's birthplace) &

York (the capital of Viking England with a plethora of attractions)

Source: <http://www.iexplore.com>

📁 **WB Tasks 1 & 2 pp. 94-95**

📖 **VOCABULARY LINK**
SB page 112

Travelling

Task 1

- Students in pairs put the words in the right group.

- Explain that they can use dictionaries to check words they don't know.

→ Answers:

1. at the airport: duty free shop, luggage reclaim, boarding pass,

passenger, airline ticket, check-in desk

2. at the hotel: single room, double room, room key, hotel reception, porter, guest

3. on the underground: train, exit sign, platform, line, station, validation machine

🎧 Tapescript

At the airport: duty free shop, luggage reclaim, boarding pass, passenger, airline ticket, check-in desk

At the hotel: single room, double room, room key, hotel reception, porter, guest

On the underground: train, exit sign, platform, line, station, validation machine

Task 2

- Divide students into groups of 4-5 students each.
- Each group decides on a place.
- Students from each group can visit these places in the area where they live and take photos to illustrate their posters.
- Give them one or two days to collect photos & ask them to bring them in class next time to make their posters.

EXTRA! 1 Word groups

- Alternatively, students can make word groups (similar to the ones in Voc. Task 1) of any other kind of place in their area (e.g. *bus / railway station / tourist office / travel agency etc.*).

📁 **WB Tasks 3 & 4 pp. 95-96**

GRAMMAR LINK

SB pages 112-113

Ordinal Numbers

Task 1

- Students study the table & complete the dates.
- Elicit: 1st (first), 2nd (second) & 3rd (third) & -th for the rest of the ordinal numbers.
- Practise reading different dates.
- Explain that we use 'on' before dates.

Answers:

22nd: twenty-second

27th: twenty-seventh

31st: thirty-first

Task 2

- Explain the task & refer to the example.
- Practise the question & answer with the class if necessary.
- Students make groups.
- They tell each other the dates for the events listed.
- Monitor & make sure that students use the ordinal numbers & the preposition 'on' correctly.

WB Tasks 5 & 6 p. 96

Task 3

- Assign the preparation for this task as homework.
- Students make groups.
- Give each group five different Christian names - they can be names of classmates or other names.
- Students can use calendars at home or ask their R. E. teacher to find out the dates these names are celebrated.
- At the next class, students present when

the names are celebrated and all the class makes a poster with all the students' name days.

- They can add their photos next to their name day.
- This can be a reminder of a classmate's name day.

Present Continuous - Talking about future arrangements

Task 1

- In pairs, students study the example sentences and complete the table.

Answers: A. True B. True C. True

Task 2

- Explain the task and refer to the example.
- Revise 'on' + dates & 'at' + time.
- Students in pairs ask and answer.
- Monitor & make sure students use the Present Continuous correctly.

WB Tasks 7 & 8 pp. 96-97

SPEAKING

SB page 114

Aims and objectives

To involve students in

- exchanging information to find differences in teenagers' diaries / plans
- using the present continuous for future plans & arrangements & ordinal numbers for dates

Vocabulary & structures

Present Continuous (positive, interrogative, negative, short answers)

Ordinal numbers

On + dates


At + time

- Divide students into As & Bs and explain the task.
- Refer students to the box.
- Revise telling the time if necessary.
- At the end, pairs present the differences they have found to the class & check their answers.

Answers:

1. In student A's diary, on Monday 11th Joanna is having a dance lesson at 7:00 but in student B's diary she's having it at 7:30.
2. In student A's diary, on Tuesday 12th at 3.30 Joanna is going to the dentist but in student B's diary she's visiting her grandma.
3. In student A's diary on Wednesday 13th she's studying for the maths test but in student B's diary she's studying for the English test.
4. In student A's diary on Thursday 14th she's taking the dog to the vet but in student B's diary she's taking the cat to the vet.
5. In student A's diary, on Monday 11th at 5.15 Nigel is playing basketball but in student B's diary he's playing tennis.
6. In student A's diary, on Tuesday 12th Nigel is studying biology but in student B's diary he's tidying his room.
7. In student A's diary on Wednesday 13th he's buying a present for his dad after 3:00 but in student B's diary after 5:00.
8. In student A's diary on Thursday 14th he's watching the football match at 9:00 but in student B's diary he's watching the new James Bond film.

WB Task 9 pp. 97-98

 Introduction: WB Writing

LESSON 2 Good for you!

LISTENING SB page 115

Aims and objectives

To involve students in

- asking & answering about their names & countries
- spelling & writing their names & countries

To **integrate** writing with speaking and listening

To **familiarize** students with process writing

Vocabulary

helmet, seat belt, nervous, wipe out, adult, good intentions, fasten, friendly, shy, give out, personal information, safe, think pink, decision, trust, experienced

Task 1

- Revise bad habits.
- Elicit some habits which are considered 'bad'. Assist with language (e.g. *bite your nails, never say 'please' or 'thank you', go to bed late, eat junk food etc.*).
- Give students some time to write down some of their bad habits.
- Then, they make pairs & ask each other for advice.
- Revise '**should / shouldn't**' if necessary (Unit 6, Lesson 1, Grammar link).

Task 2

- Elicit what the pictures show.
- Provide new vocabulary.
- Students match the sentences with the pictures.

→ **Answers:** 1. c 2. a 3. d 4. b

Task 3

- Elicit the pronunciation of the names in the box.
- Play the CD.
- Students listen & circle the names of the children who speak.

→ **Answers:**

Stavros, Hans, Thibault, Silou, Maria

Task 4

- Discuss the pictures before students listen.
- Provide / revise words students ask for.
- Play the CD twice if necessary.
- Write all / some of the following words / phrases on the board & ask students to explain what they mean: **'fasten your seatbelt', 'give out personal information', 'wipe out', 'think pink', 'trust', 'experienced'**.
- You can play the CD again for students to listen to the words / phrases in context so that they can elicit their meaning.

→ **Answers:**

a. Silou b. Maria c. Stavros
d. Thibault e. Hans

Task 5

- Allow several students to say which of the ideas in Task 4 they also want to try.
- Assist with language (e.g. *Me too, I'm going to think pink from now on etc.*).

🎧 Tapescript

Harry, the presenter of the radio teenage programme 'GOOD FOR YOU!' invited the listeners to announce their good intentions

for this month. Listen to 5 of them and circle their names.

Speaker 1:

"Harry, this is Stavros speaking. Here are two good intentions. First of all, I'm going to wear a helmet when I ride my bike. I'm also going to wear my seat belt every time I get in a car. Dad will stop saying Stavros fasten your seatbelt, now"

Speaker 2:

"This is Hans. About my good intention...? I'm going to be really nice to other kids. Actually, I'm going to be friendly to kids who need friends, like someone who is shy or new to my school. I'm from Germany but I live in London because of my mum's work. I was nervous when I first came here and I know what it feels like."

Speaker 3:

"Hello there. A message for Harry. I'm not going to give out personal information like my name or home address on the Internet if my parents say no. Dad says it's not really safe and I think he's right. Oh, I forgot. This is Thibault speaking."

Speaker 4:

"It's Silou. You know, when I have a problem, I usually say things like "I can't do it" or "I'm so stupid". But it makes me feel worse. So, I'm going to wipe all this negative 'self talk' out of my vocabulary. From now on, Silou's going to think PINK!"

Speaker 5:

"Hi! My name is Maria and I'm calling to tell you what I'm going to do. When I have to make a difficult decision, I'm going to

UNIT 8 Tomorrow and ... beyond!

talk with an adult about what to do. It might be my mum or dad or another member of my family who I trust. I think they are more experienced and they can help me. So, that's it. Thanks, Harry. It's Maria."

Now listen again and write the name of the teenager under each picture (a-e).

WB Task 1 & 2 p. 99


GRAMMAR LINK SB page 116

Be going to - Talking about future plans and intentions


Task 1

- Students in pairs study the example sentences and complete the rules.
- They can refer to the Grammar Appendix on p. 156 if they need help.
- You can ask students to make sentences with **'going to'** future to say what they want to do & with **present continuous** to talk about things that they have planned to do.


Answers:

 **am** / is / **are** + going to + **verb**

Questions

am / is / are +  + going to + verb ?

Negatives

 am / is / are + not + going to + verb

Task 2

- Explain the task.
- Students exchange lists with good intentions.
- They check each other in the next lesson.

WB Tasks 6-9 pp. 101-102

SPEAKING SB page 117

Aims and objectives

To involve students in giving clues & guessing

Vocabulary & structures

- 'going to' for intentions

Task 1

- Elicit / revise the items in the picture.
- Ask: *'What can we use a hat / a box etc. for'*.
- Elicit some ideas.
- Assist with language.

Answers:

a. a pen b. a knife c. a piece of paper
d. a box e. a mobile phone f. a hat
g. a notebook h. a pillow
i. a newspaper j. a helmet

Task 2

- Explain the task.
- Students in pairs try to guess the objects.

READING

SB pages 117-118

Aims and objectives

To involve students in

- reading an entry from a teenager's diary
- skimming & scanning

Vocabulary

cool, fabby

Task 1

- Students read the text & answer the questions.
- Check answers with the class.
- Elicit / revise ‘cool’ (trendy, really nice) ‘fabby’ (fabulous, great, fun).

⇐ **Answers:**

- a diary
- excited because he’s going to a party / he’s going to invite the girl he likes to the party / he’s going to wear his new jeans to the party

Task 2

- Go through the instructions & check for any difficulties.
- Students in pairs answer the questions.

⇐ **Answers:**

- I’m listening to my favourite radio station, Cool FM.
- I’m going to wear that cool pair of jeans ... / invite Claire ...
- I bought yesterday
- I see her every morning / her dad takes her to school
- Mum and dad are eating out on the day of the party.

Task 3

- Students in pairs find the tenses that have been used in the sentences.

⇐ **Answers:**

- Present Continuous (action happening at the moment of speaking)
- ‘going to’ future (intention / plan)
- Past Simple (action completed in the past)
- Present Simple (routine)
- Present Continuous (future plan / arrangement)

 **WB Tasks 3-5 p. 100**

 **WRITING**

SB page 118

 **Aims and objectives**

To involve students in

-writing a diary entry

To integrate writing with reading

To familiarize students with process writing & peer feedback

Vocabulary & structures

Present Continuous for actions happening at the moment of speaking & for future plans / arrangements
 ‘going to’ future for intentions / plans
 Past Simple for actions completed in the past)
 Present Simple for habits / routines

Task 1

- Explain that students can use the diary in Reading Task 1 as a model to write their own diary entry.
- Encourage them to include all the points in reading Task 2.

Task 2

- Students exchange their diary entries with their partners & correct each other’s work.
- Explain that they should focus on correct use of tenses.

PROJECT SB page 118

Aims and objectives

To involve students in organising a school trip

To encourage work across the curriculum (art, (local) history, geography, IT)

To integrate all four skills

- Go through the steps of the project with the class and check for any difficulties.
- Explain that the place they choose can be a place in their area (e.g. *a museum, an old building, the zoo* etc.) or a place in another area.
- Students make groups of six and divide tasks in their group.
- If there is access to the Internet, students can find maps and information online.
- Remind students that their programme has to be realistic and practical (e.g. *make sure that there is time for all the activities they decide to do / their programme is not tiring / their programme is of interest to all members of the group, what they will do if it rains* etc.).
- Students present their work in class.
- At the end students vote for the best plan & presentation (except for theirs).
- If the programme is for a nearby place, students can try it when they visit the place.

LESSON 3 In the year 2525!

READING SB page 119-121

Aims and objectives

To involve students in

- reading an article about life in the future

- scanning texts to locate information

- reading for gist

To integrate reading with listening & speaking (exchanging opinions)

To present vocabulary and grammar in context

Vocabulary

travelling, fashion, education, entertainment, destination, dome, all year round, command, recognize, robotic dog, virtual reality, safety

Task 1

- Ask: *'How old will you be in 2013/2030 etc.'*
- Allow several students to answer.
- Ask students to look at the bubbles & elicit/revise the meaning of **travelling, fashion, education & entertainment**.
- Students, in groups of 3-4, collect words to describe life in the future for these categories.
- Students present their ideas in class.

Task 2

- Elicit that the article is about future technological developments.
- Discuss the pictures with the class.
- Explain / elicit **'dome', 'robotic dog', 'virtual reality'**.

- Students read the article to see if any of their ideas are mentioned.
- Ask some students to report to the class.

Task 3

- Explain 'catchy' (attractive & easy to remember).
- Students put the headings in the sections of the article.
- Check answers with the class.
- Encourage students to justify their answers.

⇨ **Answers:**

- A. No car? No problem!
- B. Future cities
- C. Brain Power
- D. See them live!

Task 4

- Organise a class discussion on whether life will be better in the future.

 **WB Task 1 p. 103**

 **VOCABULARY LINK**

SB page 121

Guessing words from context

- Ask students to find the words in the article & use the context to understand their meaning.

⇨ **Answers:**

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

 **WB Tasks 2 & 3 p. 104**

 **SPEAKING**

SB page 121

 **Aims and objectives**

To involve students in playing a pantomime game

- This is a game students will probably be familiar with.
- Explain the rules of the game.
- Divide the class into two groups.
- Assist students with titles of films in English.
- Students play the game. They change roles & play it again.

 **GRAMMAR LINK**



SB page 122

Future Simple - Predicting

Task 1

- Students in pairs study the example sentences and complete the rules.
- They can refer to the Grammar Appendix on p. 157 if they need help.

⇨ **Answers:**

will +  + verb?
 + won't / will not + verb ✘

Task 2



- Students make their lists & keep them for the next lesson.

Task 3

- At the next lesson, students ask each other to see which of these things came true.

Grammar Strategies SB p. 126

 **WB Tasks 5-8 p. 106-107**

 **READING &  LISTENING**
SB pages 122-123

 **Aims and objectives**

To involve students in

- reading teenagers' opinions about horoscopes & responding to them
- listening to teenagers talking about their star sign

To integrate reading, listening and speaking

Vocabulary & structures

Star signs, ordinal numbers
be born on + day / date
on my birthday

Task 1

- Go through the web announcement and check for any difficulties.
- Ask students to read the teenagers' opinions and decide which of them believe in horoscopes (*Johnny from Montreal*).
- Invite students to say which opinion they agree with.
- You can have a class discussion on the topic or students can discuss it in small groups.

Task 2

- Ask students to check the dates of the star signs and find their own.
- Go through the characteristics of the star signs & elicit / revise their meaning.
- Students say if they agree or disagree with the description of their star sign.

Task 3

- Play the CD twice if necessary.

 **Answers:**

- | | | |
|-----------|------------|----------------|
| a. Aries | e. Leo | i. Sagittarius |
| b. Taurus | f. Virgo | j. Capricorn |
| c. Gemini | g. Libra | k. Aquarius |
| d. Cancer | h. Scorpio | l. Pisces |

 **Tapescript**

Listen to the star signs and repeat. Mark the stress (■) on each word.

a. Aries	e. Leo	i. Sagittarius
b. Taurus	f. Virgo	j. Capricorn
c. Gemini	g. Libra	k. Aquarius
d. Cancer	h. Scorpio	l. Pisces

Task 4

- Play the CD.
- Students listen & write the star sign under the children's names.
- Play the CD again for students to check their answers.

 **Tapescript**

Listen to four of your e-friends. What is their star sign? Write it under their photos.

a. **Antonio:**

Hi, there. Some people say that I'm lucky because I was born on 1st January. But I don't feel this way. People are happy because it's the first day of the year and they forget my birthday. What do you think?

b. **Jennifer:**

I'm always on holiday on my birthday so most of my classmates can't come to my party. My birthday is in the beginning of August.

c. **Dorothy:**

Listen to that. My birthday is on the last day of a month which usually has 28 days.

Easy to guess, isn't it?

d. **David:**

I'll tell you what the symbol of my star sign is and you will find it right away. Two kids the same age, a pair of twins. My birthday is on 28th of May.

→ **Answers:** a. Capricorn b. Leo
 c. Pisces d. Gemini

Task 5

- Explain the task & go through the example with the class.
- Students work in pairs & then report their ideas to the class & see if their fellow students agree or disagree.

📁 **WB Task 4, p. 105**

① Culture Corner

- Go through the information about the Chinese horoscope with the class & check for any difficulties.
- If there is access to the Internet, students can find what sign they are in the Chinese horoscope according to the year they were born.

• Some useful sites are:

http://www.tuvy.com/entertainment/chinese_horoscope.htm

http://www.travelchinaguide.com/intro/social_customs/zodiac/

http://www.chiff.com/home_life/holiday/chinese-zodiac.htm

[last accessed 17/07/2007]

- Otherwise, students can find the information they need in books.
- You can assign this task as homework.

🗣️ SPEAKING

SB page 124

🔗 Aims and objectives

To involve students in parallel use of L1 & L2

To integrate speaking with reading & listening

To provide practice in using future tenses to talk about arrangements & predictions


Vocabulary & structures

the present continuous to talk about future arrangements

'be going to' to talk about future plans and intentions

future simple to make predictions

- Divide students into As & Bs.
- Students A look at page 138 and Students B at page 141 in the Speaking Appendix.
- Go through the 'Tip' box with the class & check for any difficulties.
- Explain that they don't have to translate but use their own words.
- Give students some time to prepare. Go round the class and help.
- When students are ready, they tell each other about the horoscopes.
- Go round the class & assist when necessary.
- When students finish, you can ask them if they think that what their partner told them will come true.

 **WRITING**
SB page 124

 **Aims and objectives**

To involve students in writing a horoscope

To integrate writing with speaking and listening

To familiarize students with process writing

Vocabulary & structures

Personal life, career, family and friends, money

The present continuous to talk about future arrangements

'Be going to' to talk about future plans and intentions

Future simple to make predictions

Task 1


- Go through the instructions for the task & explain.
- When students finish, ask them to exchange their texts with their partners & edit each other's work.

Task 2

- Students work in small groups & prepare a 'horoscope' page for an English magazine.
- They can do that on the computer.
- The IT teacher can help them.

 **WB Task 9 p. 108**

SELF-ASSESSMENT

 *Introduction: Self-assessment*

Unit 9 (Review)

It's a masterpiece!

Language Functions	Vocabulary Link	Grammar Link	Curriculum Link / Themes	Suggested lesson schedule
<ul style="list-style-type: none"> • Describing paintings • Drawing conclusions • Expressing opinions, feelings & preferences • Narrating • Commenting • Putting ideas forward 	Review	Review	Art (painting) History (Paintings & painters from different eras & countries) IT (find information about painters & paintings) Themes Civilisation & culture Time System Communication	<u>2 (3) teaching periods</u> 1. Cover page, Reading & Listening, Vocabulary Link 2. Culture Corner, Project (3. Extra project)

🏠 **COVER PAGE**
SB page 127

Vocabulary

Word of mouth, e-gallery, science fiction, remind, calm

🌀 *Introduction: Cover page*

- ➡ **Answers:** 1. Futuristic City
2. A Sunday Afternoon on la Grande Jatte
3. A Lady Listening to Music

Background information

Word of mouth, is a reference to the passing of information by verbal means, especially recommendations (e.g. by a satisfied customer to the prospective customers of a good or service) but also general information, in an informal, person-to-person manner. Phone conversations, text messages sent via SMS and web dialogue, such as online profile pages, blog posts, message board threads, instant messages and e-mails are often now included in the definition of word of mouth.

<http://www.businessdictionary.com>

<http://en.wikipedia.org>

🎧 **LISTENING**
SB page 128-129

👉 **Aims and objectives**

To involve students in listening to information about paintings and completing notes

To integrate listening with note-taking & speaking

To encourage work across the curriculum (art, history, culture, IT)

Vocabulary

Century, dots, International Exhibition / Competition, portrait, prize, Environment Day,

Task 1

- Ask students to describe what they can see in the paintings.
- Assist with vocabulary.
- Go through the notepads with the class and check for any difficulties.
- Play the CD twice.
- Check answers with the class.
- Play the CD again if there is disagreement among students.

➡ **Answers:**

1. A Sunday Afternoon on la Grande Jatte
2. Georges Seurat
3. 19th
4. Children's Concert
5. Georgios Jakovides
6. children / family life
7. gold
8. Paris
9. Work with others to save the Earth
10. Gloria Ip Tung
11. 14

- 12. first
- 13. Painting
- 14. Competition

🎧 Tapescript

Jennifer clicked on three paintings in the e-gallery. Listen to the information she heard about the paintings and complete the notes.

(sound of 'click')

It is one of the most remarkable paintings of the 19th century and a wonderful example of pointillism. It took the painter two years to paint it. He sat in the park and made numerous sketches of the various figures of men, women, children, even of animals. The painting is about 2 by 3 metres in size. In it, we can see members of each of the social classes relaxing and having fun in the park. The tiny dots allow our eyes to blend colours optically and make the colours more powerful. Today this masterpiece is on display in the Art Institute of Chicago.

(sound of 'click')

This painter has created some of the most vivid children's portraits. His paintings are full of light and colours. They show familiar family scenes which take place in a happy and secure environment: a baby who is trying to walk for the first time; kids who don't have toys or expensive musical instruments but they're playing music using watering cans, baking dishes and other kitchenware. The painting you can see in the e-gallery won the gold medal in the International Exhibition in Paris in 1900.

(sound of 'click')

This painting won first prize in the 17th International Children's Painting Competition which marked the World Environment Day on 6th June 2008. It shows our planet trapped behind bars. Children's arms are trying to break the bars. These arms show how the Earth can be set free by using solar and wind power, planting trees, recycling waste and traveling by public transport. The fourteen-year-old painter from China participated in the children's painting competition to express her thoughts on how we can all work together to save the earth.

Task 2

- Ask: 'Which painting do you like? Why?'
- Allow several students to answer.
- Encourage students to say if they have seen the paintings before and if they know anything about them.
- Ask: 'Do you know other famous paintings?/ 'What are they about?/ 'Why do you like them?' etc.

VOCABULARY LINK
SB page 129

Word Bank

- Ask students to work in pairs & write down words that come to their mind about the paintings (e.g. things in the painting, feelings etc.).
- Encourage them to look through relevant units in their SB (e.g. Unit 4 to find vocabulary about the environment etc.). In this way, students can revise vocabulary from different units.

- Pairs read their lists to the class & explain why these words come to their mind when they see the painting (e.g. *'aliens' comes to my mind when I see 'Futuristic City' because it reminds me of science fiction films etc.*).

→ Possible answers:

Children's Concert

family, musical instruments, children, past times, water can, happy, fun etc.

Work with others to save the Earth

Recycling, pollution, eco-project, rubbish, protect, save, go green etc.

A Sunday Afternoon on La Grande Jatte

swimming, summer, river/sea, leisure time, pets, holidays, travel, trip

Futuristic City

space, astronaut, spacesuit, science fiction, space station, spaceship/shuttle, planet, Mars, solar system etc.

A Lady Listening to Music

Indian, colourful, women, musical instruments, garden, traditional etc.

📁 **WB Tasks 1-3 pp. 110-112**

📄 **PROJECT**

SB page 130

👉 **Aims and objectives**

To involve students in writing a story for the school newspaper

To encourage work across the curriculum (art, history, culture, IT)

To integrate all four skills

Task 1

- Go through the steps of the project with the class & explain.
- Students can download the picture of the painting they have chosen to write about, print it & add it to their stories.
- You can ask students to read their stories in class.
- At the end, the class can vote for the best story.
- Put all stories on display for everyone to read.

① **Culture Corner**

- Explain **'inspire'**.
- Read the question with the class & allow several students to answer.
- Students can check with the key on page 131 & discuss what inspired these works.
- Allow L1 if necessary.

EXTRA! 1 'Girl with a pearl earring'

- You can give students the summary of the story of *Girl with a Pearl Earring* to read and ask them to paint one of the characters as they imagine them to be.

Story of 'Girl With a Pearl Earring'

Girl With a Pearl Earring tells the story of Griet, a 16-year-old Dutch girl who becomes a maid in the house of the painter Johannes Vermeer. Griet's calm manner helps her in her household duties, but also attracts the painter's attention. Griet must find a place for herself in a chaotic Catholic household run by Vermeer's wife Catharina, his shrewd mother-in-law Maria Thins, and their loyal maid Tanneke. Six children fill out the household, dominated by six-year-old Cornelia, a mischievous girl who sees more than she should.

The painter wants to paint Griet. His family are jealous of Griet and ...

Adapted from

<http://www.tchevalier.com/gwape/>

EXTRA! 2 Project

- Students work in groups & find information about some of the painters who have painted the paintings in their book or any other painters they might know of.
- Groups decide on a painter they prefer the most & tell the class.

Here are some useful sites:

<http://wiki.phantis.com/index>


<http://www.essentialvermeer.com/>

<http://www.si.umich.edu/CHICO/Emerson/seurat.html>

<http://www.news.bayer.com/baynews/baynews.nsf/ID/054F0509F63BEE19C1257460004036CF?Open&ccm=001>

<http://ericwuart.blogspot.com/2008/06/futuristic-city.html>

<http://www.nationalgallery.gr/>

 **WB Tasks 4-5 pp. 112-113**

Appendices

Think Teen
 Units 1-3

Name: _____

Class: _____

Date: _____

READING

- 1 This is Tina's diary. Match the sentences (a - e) with the paragraphs (1-4). There is an extra sentence you don't need to use.

Sunday, 19 October

Dear Diary,

1: c

My name's Tina and I'm Greek. I study English at school and I like it. Do you want to be my English pen friend? I think it's a good idea. My teacher says it helps a lot.

2: _____

In this photo you can see my family. We spend a lot of time together because my parents don't work in the afternoons. In our free time, we usually play board games. Konstantinos, my brother, and I sometimes quarrel because he takes my things but I love him.

3: _____

Both my parents are bank clerks. They do a lot of things every day. My mum prepares the meals and does all the housework. My dad doesn't cook much but he does the shopping and he always helps us with our homework. I sometimes help my mum.

4: _____

Right now, we're all very busy. We're expecting some friends for dinner. I must finish tidying. I'll write to you again tomorrow. Bye.

- a. Me and my family
 b. School life
 c. About me
 d. Our daily routine
 e. At the moment

5 POINTS FOR EACH CORRECT ANSWER TOTAL ___/15

TESTS

6. What time up in the morning?
a. do he get b. he gets c. does he get
7. We to school.
a. never drive b. drive never c. don't never drive
8. does your dad finish work?
a. Who b. Why c. What time
9. My brother does judo a week.
a. twice b. two c. every
10. They live in this area.
a. do b. don't c. doesn't

2 POINTS FOR EACH CORRECT ANSWER TOTAL ___/20

LISTENING

- 6 Listen to two children talking about themselves and fill in the tables.

Name	Age	Hometown	Favourite sport

2 POINTS FOR EACH CORRECT ANSWER TOTAL ___/20

SPEAKING

- 7 Read the instructions on your card and do the speaking task with your partner.

TOTAL ___/10

WRITING

8 Read the questions from a keypal website. And write an e-mail about yourself

- 1. What's your name?
- 2. How old are you?
- 3. What grade are you in?
- 4. Where are you from?
- 5. What's your favourite school subject?
- 6. What do you like doing in your free time?

.....

.....

.....

.....

.....

.....

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.....

.....

.....

TOTAL ___/20

READING: ___/15
VOCABULARY LINK: ___/15
GRAMMAR LINK: ___/20
LISTENING: ___/20
SPEAKING: ___/10
WRITING: ___/20

TOTAL SCORE: ___/100

Think Teen
Units 4-6

Name: _____
Class: _____
Date: _____

READING

1 Read the text and write the headings in the right spaces. Then complete the sentences.

1. WINNERS AND PRIZES 2. COMPETITION RULES
3. DRAWING AND PHOTO COMPETITION 200...

A.

HERE'S A NEW EXCITING COMPETITION FOR ALL CHILDREN ACROSS EUROPE!!!

- ✧ A drawing and painting competition for 7-11 year olds
- ✧ A photo competition for children aged 12-16

B.

- ✧ Children from all European schools can take part in the competition.
- ✧ You can use paint, pencils or pastels for your drawing or picture.
 - ✧ Photos must not be smaller than 15 x 20 cm
- ✧ Every entry must have your name, gender, age and school on it.
 - ✧ You must send your entry by 30 June, 200...

C.

- ✧ The winners in each age group will be announced after the summer holidays.
- ✧ The winner of the drawing competition will get a complete 'painting kit'.
 - ✧ The winner of the photo competition will get a digital camera.
 - ✧ All participants will get a 'drawing/photo competition' T-shirt.

1. Children can take part in the competition only if they are ¹...- ²... years old.
2. Children can draw ³..... or take ⁴.....
3. Children must send their picture or photo before the end of ⁵.....
4. You will know the winner in ⁶..... 200...
5. The prizes for the winners are a ⁷..... and a ⁸.....
6. All children who take part in the competition will win a ⁹.....

2 POINTS FOR EACH CORRECT ANSWER TOTAL ___/20

VOCABULARY LINK

2 Match the words with their meaning.

- | | |
|---|--------------------------------|
| 1. hibernate <input type="checkbox"/> | a. people |
| 2. humans <input type="checkbox"/> | b. things you can't find |
| 3. hairless <input type="checkbox"/> | c. place where water comes out |
| 4. the recommended route <input type="checkbox"/> | d. fall into deep sleep |
| 5. lost property <input type="checkbox"/> | e. breakfast, lunch, dinner |
| 6. meal <input type="checkbox"/> | f. place you buy presents |
| 7. fountain <input type="checkbox"/> | g. they organise recycling |
| 8. gift shop <input type="checkbox"/> | h. with no hair |
| 9. feed <input type="checkbox"/> | i. the best way to follow |
| 10. eco team <input type="checkbox"/> | j. give food |

1/2 POINT FOR EACH CORRECT ANSWER TOTAL ___/5

3 Complete the sentences with the correct word from the box.

adventurous	Congratulations	instruments	good	give
text	looking vegetarian	delicious	dictionary	

- Peter is really at computer games.
- I'm for my MP3 player. Do you know where it is?
- We must in our homework on Friday.
- I'm a I don't eat meat.
- Can you play any musical?
- Have a piece of cake! It's
- Our camp also offers extreme sports for the more types.
- I often use an English-English
- Your score at the test was super!
- Do you send messages in English?

1/2 POINT FOR EACH CORRECT ANSWER TOTAL ___/5

4 Match the collocations.

1. the same		a. bread
2. whole grain		b. T-shirt
3. I don't mind		c. eating habits
4. a trendy		d. interests
5. healthy		e. range
6. a mountain		f. wearing a uniform

1 POINT FOR EACH CORRECT ANSWER TOTAL ___/6

5 Write the numbers.

- 1,652
- 649
- 67,983
- 7,054

1 POINT FOR EACH CORRECT ANSWER TOTAL ___/4

GRAMMAR LINK

6 Choose the correct word to complete the sentences.

1. How many/much burgers do you eat every week?
2. You should/shouldn't eat many/much chocolate.
3. There's a lot of/much milk in the fridge.
4. These trousers is/are too short for me.
5. The/- Sahara is a very big desert.

1 POINT FOR EACH CORRECT ANSWER TOTAL ___/5

7 Change the sentences.

Why don't we ask for a recycling bin?
Let's ask for a recycling bin!

1. We can organize a Green Day!
 Why
2. Another good idea is to clean the school yard!
 I think we
3. Let's collect glass bottles.
 We can
4. We must protect endangered animals.
 Let's
5. I think we must make posters for our classroom.
 Why

1 POINT FOR EACH CORRECT ANSWER TOTAL ___/5

8 Write questions for the following answers.

1. What?
 Maria is writing **an email**.
2. How often.....?
 They have a picnic **once a month**.
3. Who.....?
Patrick is wearing a blue T-shirt.
4. Where?
 The kids are playing **in the garden**.
5. Why.....?
 Mum usually has a rest in the afternoon **because she is tired**.

2 POINTS FOR EACH CORRECT ANSWER TOTAL ___/10

9 Complete the sentences with the correct form of the adjectives in brackets.

1. My clothes are (comfortable) than a school uniform.
2. That's the (trendy) T-shirt in the shop.
3. My computer is (bad) than my dad's.
4. The Pacific Ocean is the (large) ocean in the world.
5. Lake Tahoe is one of the (beautiful) lakes in the USA.

1 POINT FOR EACH CORRECT ANSWER TOTAL ___/5

LISTENING

10 Listen to a radio advertisement about holidays abroad and tick the right answer.

Which holiday(s) is/are	A. Beach Clubs in the Mediterranean	B. Camping in France	C. Safari in Kenya
1. for a family who like adventure			
2. good for parents who want to relax			
3. for children who would like to practise their English			
4. for families who want to learn how to do watersports			

2 POINTS FOR EACH CORRECT ANSWER TOTAL ___/10

SPEAKING

11 Read the instructions on your card and do the speaking task with your partner.

TOTAL ___/10

WRITING

12 Use the information about elephants and write the text for a poster.

BODY	<ul style="list-style-type: none"> • big, grey-black • long tasks • strong legs • large head • short neck • long trunk
THE AFRICAN ELEPHANT	bigger savannah grasslands, big rainforests
THE ASIAN ELEPHANT	smaller forests
FOOD	plants lots of water
IN DANGER?	people killed them for their ivory
PROTECTED?	WWF

ELEPHANTS



The elephant is one of the biggest animals on earth. There are two species of elephant, the African and the Asian.

Their body

.....

.....

.....

.....

The African elephant

.....

.....

The Asian elephant

.....

.....

Elephants are big and strong animals but they can help people. In Asia, people use elephants to pick and carry wood in forests.

- What do elephants eat?

.....

- Are they in danger?

.....

TOTAL ___/15

READING: ___/20
VOCABULARY LINK: ___/20
GRAMMAR LINK: ___/25
LISTENING: ___/10
SPEAKING: ___/10
WRITING: ___/15

TOTAL SCORE: _____/100

Think Teen

Units 7-9

Name: _____

Class: _____

Date: _____

READING

1 Read the blurbs and complete the table.

Indigo's mum loves the colour blue
- it's the colour of all her favourite things.

When mum says that they're moving - just Indigo, Mum and baby Misti - Indigo doesn't understand. Why the hurry? Where are they going? In an old flat with a strange neighbour, no heating and only biscuits to eat, Indigo knows that her mum has a secret ...

from **cathy cassidy**

A real adventure, a true friend. Meet ...I N D I G O B L U E

Vissaria Zorba-Rammopoulou

Savina, Moenia and the colours

Savina is an only-child who lives in Athens. One day she decides to form a helping team. The team tries to help every child who has a problem. Moenia is a girl at school who comes from Africa and wants to be ... white. Savina makes all the children at school get a suntan so that Moenia feels happier. And the children sit under the sun for hours! But her idea is not that good. Everybody is angry. Parents, teachers...and Moenia is still not happy.

AKRITAS Publishing House

Book title	<i>INDIGO BLUE</i>	.....
Author	.....	.....
Main character	.....	.....
Other characters	.....	Moenia, children at school, parents, teachers
Her favourite colour is blue.	.....
She doesn't like her colour.	.....
They are moving to an old flat.	.....

2 POINTS FOR EACH CORRECT ANSWER TOTAL ___/20

VOCABULARY LINK

2 Write the words in the correct group.

deaf lunar module plot composer philosopher spacesuit
 novel blind missionlanding disabled inventor
 emperor cover best seller

PEOPLE WITH DISABILITIES	FAMOUS PEOPLE	SPACE WORDS	BOOK WORDS

1 POINT FOR EACH CORRECT ANSWER TOTAL ___/8

3 Choose a heading for each group of words. There are extra headings.

STAR SIGNS HOLIDAYS STATION MACHINES
 AIRPORT HOTEL SUMMER COURSE FASHION

.....
reception	ticket	Virgo	Robot
room key	check-in desk	Leo	Computer
luggage	duty free shop	Cancer	Virtual reality screen

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

4 They are angry.

Choose the right word to complete the sentences.

- Teenagers don't *behave/think* positive about themselves.
- Huge domes will *protect/follow* all cities on Earth.
- Stop biting your *voice/nails!* It's disgusting!
- Do you wear your *belt/helmet* when you ride your motorbike?
- I don't know what to do. Can you give me some *advice/problems?*
- All *passengers/guests* can now get on the plane.

1 POINT FOR EACH CORRECT ANSWER TOTAL ___/6

5 Write the dates.

11/5	It's the eleventh of May.
1. 30/1	
2. 21/12	
3. 5/10	
4. 26/8	

1 POINT FOR EACH CORRECT ANSWER TOTAL ___/4

GRAMMAR LINK

6 Write the verbs in the Simple Past. Be careful! There are some irregular verbs, too.

VERB	SIMPLE PAST	VERB	SIMPLE PAST
tell		study	
plan		say	
see		get	
stay		be	
give		love	

1/2 POINT FOR EACH CORRECT ANSWER TOTAL ___/5

7 Write the verbs in brackets in the correct form of Simple Past to complete the paragraph.

Dear Diary,

I *was* (be) very busy yesterday and that's why I ¹..... (not write) to you. Well, I ²..... (get up) at seven and ³..... (have) breakfast. Then Dad ⁴..... (drive) me to school. It ⁵..... (be) a very boring day with lots of tests. When I ⁶..... (come) back home, I ⁷..... (have) lunch and ⁸..... (do) my homework. In the evening my cousins ⁹..... (come) by and we ¹⁰..... (play) some computer games. That was the most exciting part of the day! Hope the weekend will be better!

1 POINT FOR EACH CORRECT ANSWER TOTAL ___/10

8 Complete the sentences with the correct form of Simple Future or 'going to' Future.

- I'm not sure about my homework. I (phone) my best friend.
- Penny and Nassia have got new skateboards. They (try) them at the playground next Saturday.
- I think I (not go) to George's party on Sunday.
- Be careful! You (drop) the bottle of wine.
- Which film (your friends/see) at the weekend?

1 POINT FOR EACH CORRECT ANSWER TOTAL ___/5

LISTENING

9 Listen to 5 different pieces of information and write the correct number (1-5). There is an extra answer.

Cartoons	
Weather forecast	
Commercial about a shampoo	
Sports	
The speaking clock	Number 1
Instructions on using the telephone	
Cartoons	

2 POINTS FOR EACH CORRECT ANSWER TOTAL ___/10

SPEAKING TASK

Units 1-3

Task 7

Card 1



You are Demetris and you would like to know more about a young tourist you met. Ask him/her questions to fill in the table.

	You are	Your partner
NAME	Demetris Karras	
AGE	12	
BROTHERS/SISTERS	1 brother and 1 sister	
HOMETOWN	Patras, Greece	
FAVOURITE SPORT	football	

Card 2



You are Cathy and you would like to know more about a boy you met. Ask him/her questions to fill in the table.

	You are	Your partner
NAME	Cathy Aniston	
AGE	14	
BROTHERS/SISTERS	No	
HOMETOWN	Bath, England	
FAVOURITE SPORT	volleyball	

SPEAKING TASK

Units 4-6

Task 11

You have decided to go camping. Look at the pictures. Talk in your group and decide on the three most useful things to take with you.



SPEAKING TASK

Units 7-9

Task 10

Read the instructions on your card and do the speaking task with your partner.

1st Role-play**STUDENT A:**

You are a shop-assistant at a bookshop.

A teenager (STUDENT B) comes in.

Ask if you can help.

You don't have the book 'Stuff'

The book 'Best Friends' costs £12.

Thank him/her and say goodbye

STUDENT B:

You would like to buy a book for a friend.

Say Good morning to the shop-assistant (STUDENT A).

You would like to buy 'Stuff' or 'Best Friends'

Buy the book

Thank him/her and say goodbye

2nd Role-play**STUDENT A:**

You are a shop-assistant at a clothes shop.

A teenager (STUDENT B) comes in.

Ask if you can help.

Ask what size

Ask what colour

You don't have the T-shirt s/he wants in red.

Show the T-shirt

It costs £15.

Thank him/her and say goodbye

STUDENT B:

You would like to buy a T-shirt.

Say Good morning to the shop-assistant (STUDENT A).

Say what you want

You are size 6

Your favourite colours are red and blue

Ask how much it is

Buy it

Thank him/her and say goodbye

Units 1 - 3

READING

Task 1

1. c 2. a 3. d 4. e

VOCABULARY LINK

Task 2

1. biology 2. information 3. collection 4. leather 5. behind

Task 3

1. Portuguese 2. Turkey 3. Chinese 4. Spanish 5. Germany

Task 4

1. vegetarian 2. dessert 3. local 4. donkey 5. author

GRAMMAR LINK

Task 5

1. a 2. b 3. a 4. b 5. a
6. c 7. a 8. c 9. a 10.b

LISTENING

Task 6

Name	Age
Pierre Dubois	14
Patricia Thomson	13

Hometown	Favourite sport
Paris	basketball
Sydney	tennis

SPEAKING

Task 7

Demetris Karras
12
1 brother and 1 sister
Patras, Greece
football

Cathy Aniston
14
No
Bath, England
volleyball

See page 141 for a sample rating scale.

WRITING

Task 8

Answers may vary. Accept all reasonable answers. Award 5 points for answering all the questions, 5 points for organization, spelling, punctuation, 5 points for appropriate style (informal), 5 points for accurate use of language.

See page 142 for a sample rating scale.

Units 4 - 6

READING

Task 1

Headings: 1C, 2B, 3A (2 points each answer)

1. 7 (1 point)
2. 16 (1 point)
3. pictures (2 points)
4. photos (2 points)
5. June (2 points)
6. September (2 points)
7. painting kit (1 point)
8. (digital) camera (1 point)
9. T-shirt (2 points)

VOCABULARY LINK

Task 2

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

Task 3

1. good 2. looking 3. give 4. vegetarian 5. instruments
 6. delicious 7. adventurous 8. dictionary 9. congratulations 10. text

Task 4

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

Task 5

- 1,652 = one thousand, six hundred and fifty two
 649 = six hundred and forty-nine
 67,983 = sixty-seven thousand, nine hundred and eighty-three
 7,054 = seven thousand and fifty-four

GRAMMAR LINK**Task 6**

1. many 2. shouldn't/much, 3. a lot of 4. are 5. The

Task 7

1. Why don't we organize a Green Day?
2. I think we must clean the school yard.
3. We can collect glass bottles.
4. Let's protect endangered animals.
5. Why don't we make posters for our classroom?

Task 8

1. What is Maria writing?
2. How often do they have a picnic?
3. Who is wearing a blue T-shirt?
4. Where are the kids playing?
5. Why does Mum usually have a rest in the afternoon?

Task 9

1. more comfortable 2. trendiest 3. worse 4. largest 5. most beautiful

LISTENING**Task 10**

1. C, 2. A/B, 3. B, 4. A

SPEAKING**Task 11**

Accept all reasonable answers. Award 5 points for fluency and 5 points for accuracy.
See page 141 for a sample rating scale.

WRITING**Task 12****Sample answer****Their body**

Elephants have a big grey-black body, a large head, long tusks, a short neck and strong legs. They have also got a long trunk.

The African elephant

The African elephant is bigger than the Asian one. African elephants live in the savannah grasslands and in the big rainforests.

The Asian elephant

The Asian elephant lives in forests and it is smaller than the African elephant.

Test Key

- **What do elephants eat?**

The elephant eats plants and drinks lots of water.

- **Are they in danger?**

In the past, people killed them for their ivory. But now WWF protects elephants.

Answers may vary. Accept all reasonable answers. Award 5 points for including all information, 5 points for spelling, punctuation, 5 points for accurate use of language.

See page 142 for a sample rating scale.

Units 7 - 9

READING

Task 1

Book title	INDIGO BLUE	Savina, Moenia and the colours
Author	Cathy Cassidy	Vissaria Zorba-Rammopoulou
Main character	Indigo	Savina
Other characters	Indigo's mum, baby Misty, (strange) neighbour	Moenia, children at school, parents, teachers
Her favourite colour is blue.	Indigo's mum's	
She doesn't like her colour.	Moenia	
They are moving to an old flat.	Indigo, mum and baby Misty	
They are angry.	parents and teachers	

VOCABULARY LINK

Task 2

PEOPLE WITH PHYSICAL PROBLEMS	FAMOUS PEOPLE	SPACE WORDS	BOOK WORDS
deaf	composer	lunar module	plot
blind	philosopher	spacesuit	novel
disabled	inventor	mission	cover
	emperor	landing	best seller

Task 3

1. HOTEL 2. AIRPORT 3. STAR SIGNS 4. MACHINES

Task 4

1. think 2. protect 3. nails 4. helmet 5. advice 6. passengers

Task 5

1. It's the thirtieth of January.
 2. It's the twenty-first of December.
 3. It's the fifth of October.
 4. It's the twenty-sixth of August

GRAMMAR LINK

Task 6

VERB	SIMPLE PAST
tell	told
plan	planned
see	saw
stay	stayed
give	gave

VERB	SIMPLE PAST
study	studied
say	said
get	got
be	was/were
love	loved

Task 7

1. didn't write 2. got up 3. had 4. drove 5. was
 6. came 7. had 8. did 9. came 10. played

Task 8

1. 'll phone
 2. 're going to try
 3. won't go
 4. 're going to drop
 5. are your friends going to see

LISTENING**Task 9**

Weather forecast	3
Commercial about a shampoo	--- (extra option)
News	2
Sports	5
The speaking clock	1
Instructions on using the telephone	4
Cartoons	6

SPEAKING**Task 10**

Accept all reasonable answers. Award 5 points for fluency and 5 points for accuracy.

See page 141 for a sample rating scale.

WRITING**Task 11**

Answers may vary. Accept all reasonable answers. Award 5 points for covering all the points, 5 points for organization, spelling, punctuation, 5 points for appropriate style (informal), 5 points for accurate use of language.

See page 142 for a sample rating scale.

SAMPLE RATING SCALE FOR SPEAKING TASKS IN TESTS

Use the following rating scale to mark the speaking tasks in tests. You can multiply the band by 2 to get a score out of 10, by 3 to get a score out of 15 or by 4 to get a score out of 20.

	Accuracy	Fluency	Pronunciation/ intonation
5	Covers all parts of task accurately	Very fluent and shows good use of communicative strategies. Good range of vocabulary	Natural, approaching that of native speaker Minor errors in pronunciation
4	Covers all parts of task with minor mistakes (in question formation or wrong use of tenses)	Some hesitations trying to find the right word, shows adequate use of communicative strategies	
	Covers most parts of task with some mistakes		
3	Covers a few parts of the message with some mistakes	Frequent hesitations and limited use of communicative strategies. However, the message is transmitted	Some errors in pronunciation and intonation but do not impede understanding
	Covers some parts of the tasks accurately		
2	Attempts some parts making serious mistakes	Needs assistance	Frequent errors in pronunciation force the interlocutor to ask for clarification
1	Speech disconnected	Needs assistance all the time	Pronunciation unintelligible
0	Task unattempted or inadequate for assessment		

SAMPLE RATING SCALE FOR WRITING TASKS IN TESTS

Use the following rating scale to mark the writing tasks in tests. You can multiply the band by 2 to get a score out of 10, by 3 to get a score out of 15 or by 4 to get a score out of 20.

BANDS	Content & language	Grammar	Spelling & Punctuation
5	Covers all points in nicely formulated sentences, with very good range of vocabulary, using conjunctions such as and, but...	Almost no grammar mistakes	Almost no spelling or punctuation mistakes
4	Covers all points in simple, short sentences, good range of vocabulary. Covers most parts of the message in nicely formulated sentences using conjunctions, good range of vocabulary.	Minor grammar mistakes, such as omission of articles, -ed or wrong preposition	Minor spelling and punctuation mistakes
3	Covers some parts of the message in short simple sentences, adequate range of vocabulary	Some grammar mistakes	Some spelling and punctuation mistakes which do not spoil the message
2	Covers one or two parts of the message but errors in expression/ lexis require interpretation by the reader	Many grammar mistakes (some tenses wrong, omission or wrong prepositions etc.)	Some spelling and punctuation mistakes which make understanding difficult
1	Only parts of the message communicated in telegraphic style	Wrong use of tenses (uses only the stem of the verb, I are, no prepositions)	Many spelling and punctuation mistakes makes it hard to understand
0	Task unattempted		

LISTENING TEST TAPESCRIPTS

Units 1-3

Task 6

Listen to two children talking about themselves and fill in the tables.

Hi! I'm Pierre Dubois. I can spell it for you because I know that it's hard. Pierre is P-I-E-R-R-E and Dubois is D-U-B-O-I-S. I'm 14 years old and I'm French. My house is in Paris, the capital of France. Paris is famous for the Eiffel Tower and lots of tourists visit it. I've got a cat. Its name's François. I like school and my favourite sport is basketball.

Good morning! I'm Patricia Thomson from Sydney, Australia. Would you like to write down my name? It's easy P-A-T-R-I-C-I-A T-H-O-M-S-O-N.

Sydney's a very big city but it's not the capital. Canberra is the capital city of Australia. I'm 13 years old and I love tennis.

Units 4-6

Task 10

Listen to a radio advertisement about holidays abroad and tick the right answer.

FIND THE RIGHT HOLIDAY FOR YOU AND YOUR FAMILY

• **A. Beach Clubs in the Mediterranean**

It's the perfect holiday for families

Dad can relax on the beach, Mum can take up waterskiing.

5-year-olds can play in the kids' club!

Teenagers can learn how to windsurf and make new friends!

• **B. Camping in France**

Camping doesn't need to be hard. Come to our campsite and you don't even need to bring a tent. We offer everything you need. There are swimming pools and games rooms. Children can have fun and practise their language skills with other European kids while their parents can have a break.

• **C. Safari in Kenya**

Here's an adventure holiday you'll never forget. More suitable for families with older children and teenagers. Get to know a culture totally different from yours! Many visitors make the trip to Masai Mara to learn about the life and history of the nomadic Masai. Kenya's beaches are another popular place to spend your holidays! What do you think?

based on www.teletexholidays.co.uk

Units 7-9**Task 9**

Listen to 5 different pieces of information and write the correct number (1-5). There is an extra answer.

Number 1

At the third stroke, it will be 8.52 and 30 seconds.

Number 2 (adapted from ERA 6/9/2000, 8.30am)

This is Margaret Santa with the latest news in brief.

Oil prices climbed to yet another ten-year peak of 80\$ per barrel yesterday. Consequently, gas will be by 8 cents more expensive per litre today and diesel by 9 cents.

A year has gone by since the destructive earthquake that hit Attica. Meanwhile the labour under-secretary will visit the municipality of Ilion today and in a press conference, will present the work of the workers housing organisation regarding restoration works for damaged houses in Attica.

Number 3 (from ERA 6/9/2000, 8.30am)

And now a few words about today's weather. Gale force northern winds and low temperatures will prevail today with a few clouds in the western and northern parts of the country. In Attica, the temperature will range between 19 and 28o C and in Thessaloniki between 16 and 24. That's all for today. Thank you for listening.

Number 4 (from OTE recorded messages at 169)

Information on international calls in English, French and German.

It is simple to make telephone calls from Greece to all countries connected to the automatic telecommunication system. Such calls can be made directly from OTE offices, card phones or private telephones by dialing the international code 00, the country's code number, the area code number if any, and the number of the subscriber you wish to call.

For further information on international calls, collect calls and calls via operator, please call 161.

Number 5 (from Euronews channel, 6/9/2000)

A disgruntled local's arena Williams's face said it all for defending US open champions on her way home as she failed to take in her American compatriot Lindsey Dafnicort. The court of final clash was a fierce one but it was the world's number 2 Sarah Parrett that has upset the younger of the Williams sisters. Dafnicort claims the opening set 6-4 and a land for Sarah shields Dafnicort a place in the semi-finals. Her opponent will be the 18th year old Russian Elena Denansieva, who upsets the 10th seated German Anke Ruva. A sweetly struck dropshot secured her victory. The final score 6-1, 3-6, 6-3.

Number 6 (from 'The Ugly Duckling, a Martin Gates film, Warner Vision International, 1997)

Come along, come along. You'll be in trouble with the teacher again if you don't hurry. Off you go! Put down that carrot, Snippy and get off to school! All of you this minute

KEY: IT'S UP TO YOU (Students' Book)**Unit 2 Lesson 1****Reading****Task 1****Student A:**Magda

Hometown: Nafplio

Age: 12

Brothers or sisters: No

Likes: dancing and musicals

Pablo

Hometown: Lisbon

Age: 13

Brothers or sisters: a sister

Likes: football and biology

Student B:Jennifer

From: England

Lives in: Cambridge

Brothers or sisters: a sister

Languages: Spanish

Antonio

From: Italy

Lives in: Florence

Brothers or sisters: two brothers

Languages: Italian and English

Unit 2 Lesson 2**Listening****Task 2**

1. Mike
2. John
3. Miss Baker
4. Jennifer

Vocabulary Link**Task 3**

1. *Opinion*
2. *Size*
3. *Age*
4. *Colour*
5. *Material*

small (size), brown (colour), *leather*
(material), fantastic (opinion), young (age)

Reading**Task 4**

Anna: f (a T-shirt)

Jim: c (trainers)

Magda: b. (a dog)

Writing**Task 5**

Ss' answers

Unit 2 Lesson 3**Reading****Task 6**

- a. restaurant
- b. art- and-craft shop
- c. tourist information centre
- d. Art Museum

Vocabulary Link**Task 7**

- a. 3 b. 1 c. 4 d. 2

Task 8

cinema, blocks of flats, Internet café, fast food restaurant, metro station

Speaking**Task 9**

Students are expected to mention any two of the following differences:

1. In picture A, there's a cinema next to a house. In picture B, there's a cinema next to the bank.
2. In picture A, there's a bus station. In picture B, there's a metro station.
3. In picture A, there's a block of flats behind the house. In picture B, there's a block of flats behind the cinema.
4. In picture A, there's a post office next to the supermarket. In picture B, there is a playground next to the supermarket.

Unit 3 Lesson 1**Reading****Task 10**

Accept all possible answers.

Writing**Task 11**

Students' answers

Unit 3 Lesson 2

Reading

Task 12

- a. the school of the air
- b. 5 to 6 hours

Task 13

- a. par. 3
- b. par. 2
- c. par. 4
- d. par. 1

Task 14

Where: *at the outback*

Kind of lessons: *'on the air' / on radio & through e-mail*

Homework activities: *learning things off by heart, doing exercises, watching videos, tests*

Unit 3 Lesson 3

Reading and Listening

Task 15

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

Task 16

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

Unit 4 Lesson 1

Vocabulary Link

Task 17

- 1. g 2. d 3. e 4. f 5. c 6. b 7. a

Unit 4 Lesson 2

Reading

Task 18

A Timber Wolf

- Weight: *20-60 kg*
- A family pack: *3 to 30 wolves.*
- Wolves eat *small animals*

A Brown Bear

- *In Alaska* you can see very large bears.
- *Eats animals* and plants.
- Hibernates from *October* till *March/April*

A Rhino

- Colour: *grey or brown*
- A baby rhino can stand when it's *an hour* old.
- People make medicine from a rhino's *horn.*

Vocabulary Link

Task 19

Text A:

- o Jaw
- o sharp
- o pups

Text B:

- o height
- o attack
- o humans

Text C:

- g. branches & leaves
- h. thick
- i. hairless
- j. medicine

Unit 4 Lesson 3

Reading

Task 20

- A.
- 1. c 2. f 3. a 4. b 5. d
- B.

Accept all logical answers.

C.

Example answer:

Have you got any clothes or toys you don't want any more? Don't throw them away! Give them to the poor. Make them happy!

Vocabulary Link

Task 21

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

Speaking & Writing**Task 22**

Ss' answers

Unit 5 Lesson 1**Reading****Task 23.**

1. bass
2. lead
3. Michael
4. Friday
5. Saturday

Task 24

1. 4
2. bass
3. lead
4. Michael Dixon
5. concert
6. Friday

Grammar Link**Task 25**

Students' answers

Task 26

Students' answers

Unit 5 Lesson 2**Reading****Task 27**

1. Teen Camp
2. 14
3. 18
4. white-water rafting
5. scaling
6. abseiling
7. weekends
8. every day

Vocabulary Link**Task 28**

- a. the time of our life
- b. adventurous
- c. extreme
- d. experienced
- e. instructors

Unit 5 Lesson 3**Reading****Task 29**

- a. in the library
- b. Silou
- c. Lyn
- d. parties
- e. karaoke
- f. The tower of London

Task 30

1. a
2. b
3. b
4. a
5. b

Vocabulary Link**Task 31**

- a. table
- b. teacher
- c. tennis
- d. tonight
- e. tour
- f. train

Task 32

- a. Wednesday
- b. library
- c. Japanese
- d. different
- e. surprises

Task 33

1. b
2. a

Task 34

- a. tablespoon
- b. table tennis

Unit 6 Lesson 2**Vocabulary Link****Task 35**

- a. comfortable
- b. mind
- c. worry
- d. expensive
- e. pick

- f. awful
- g. trendy
- h. practical

Speaking

Task 36

Students' answers

Unit 6 Lesson 3

Listening

Task 37

- 1. 'Yes or No?'
- 2. 5
- 3. a New York T-shirt

- a. the Nile
- b. No
- c. Everest
- d. A continent
- e. The Dead Sea

Reading

Task 38

- 1. the largest ocean
- 2. almost 1/3
- 3. the Arctic Ocean
- 4. 10 times
- 5. Mariana Trench
- 6. 10,911m
- 7. the Dead Sea
- 8. salty
- 9. the River Nile
- 10. 6,671km
- 11. Amazon
- 12. the largest rainforest
- 13. Angel Falls
- 14. 979 m high

Writing

Task 39

Students' answers.

Unit 7 Lesson 1

Reading

Task 40

- 1. six
- 2. 200 words
- 3. 4
- 4. u
- 5. January 4, 1809
- 6. accident
- 7. 3
- 8. special school in Paris
- 9. 15
- 10. music
- 11. maths
- 12. public

Vocabulary Link

Task 41

- a. touch
- b. each
- c. numbered position
- d. accident
- e. workshop
- f. sign

Unit 7 Lesson 2

Reading

Task 42

The order is: b / a / c / e / d / f

Task 43

- a. Neil Armstrong
- b. the ladder
- c. the moon

Listening

Task 44

- 1. woman
- 2. 2003
- 3. Saturday
- 4. 16 minutes
- 5. 7
- 6. 1986
- 7. 73 seconds
- 8. 7
- 9. teacher

Unit 7 Lesson 3

Reading

Task 45

- J.W.
- A. H.
- A. H.
- J. W.

Vocabulary Link

Task 46

- early
- advert
- publishers
- kinds
- the big screen
- main
- scared
- lost his cool

Unit 8 Lesson 2

Listening

Task 47

- Silou / pink
- Maria / experienced
- Stavros / his dad
- Thibault / personal information
- Hans / his mum

Unit 8 Lesson 3

Reading

Task 48

Accept all logical answers

Vocabulary Link

Task 49

- grandchildren
- beyond
- destination
- huge
- dome
- a command
- recognise
- immediately
- crowded
- (in) safety

WORKBOOK KEY

Unit 1

Reading

Task 1

- Dorothy
- Thomas
- Dorothy
- Christos
- Christos
- Dorothy

1*

- Dorothy
- Thomas
- Emily
- Christos
- Emily
- Dorothy

Vocabulary Link

Task 2

- b, 2. c 3. d 4. a 5. e

Task 3

- αντισφαίριση
- υπεραγορά
- πρόχειρο έδεσμα που αποτελείται από δυο φέτες ψωμιού ανάμεσα στις οποίες τοποθετούνται διάφορα υλικά
- κατάστημα στο οποίο διατίθενται προς ενοικίαση ή πώληση βιντεοκασέτες ποικίλου περιεχομένου, 5. ερασιτεχνική ενασχόληση (Μπαμπινιώτης Γ. (1998) ΛΕΞΙΚΟ ΤΗΣ ΝΕΑΣ ΕΛΛΗΝΙΚΗΣ ΓΛΩΣΣΑΣ ΜΕ ΣΧΟΛΙΑ ΓΙΑ ΤΗ ΣΩΣΤΗ ΧΡΗΣΗ ΤΩΝ ΛΕΞΕΩΝ, ΚΕΝΤΡΟ ΛΕΞΙΚΟΛΟΓΙΑΣ, ΑΘΗΝΑ) (accept other similar Greek words or descriptions students may suggest)

Task 4

- d, 2. b, 3. e, 4.c, 5. g, 6. a, 7. f
1. What's this? It's a blue poster.
2. What's this? It's a red book.
3. What's this? It's a yellow notebook.
4. What's this? It's a brown desk.
5. What's this? It's a blue chair.
6. What's this? It's a green bag.
7. What's this? It's a grey window.

***ANSWERS TO TASKS IN THE 'IT'S UP TO YOU!' APPENDIX OF THE WORKBOOK ARE GIVEN IN HIGHLIGHTED GREY BOXES.**

Task 5

(Answers may vary).

2

(Answers may vary).

Task 6

- a = ten
- b = six
- c = two
- d = eight
- e = five
- f = one
- g = nine
- h = three
- i = four
- j = seven

Task 7

Animals: dog, cat, dolphin, horse, tiger, rabbit

Hobbies: watching TV, listening to music, playing computer games, shopping
(accept students' correct suggestions)

Writing

Task 8

(Students complete the card with their personal details. They may use these details to present themselves to their partner).

Unit 1

Lesson 1

Reading

Task 1

Her friends' names: Jane, Kelly

Their favourite sport: swimming

Task 2

1. False. She's fourteen years old.
2. True.
3. False. The music teacher is good with the students.
4. True.
5. False. Kelly is good at maths or Jane is good at biology.

6. False. They go swimming together.

3

1. She's fourteen.
2. Her favourite subjects are music, art and English.
3. Because she likes the teacher.
4. Jane and Kelly are her best friends.
5. Jane is tall but Kelly isn't. Kelly is good at maths but Jane is good at biology.
6. Yes, they all like swimming.

Vocabulary Link

Task 3

- | | |
|-----------|-------------|
| 1. sports | 2. hometown |
| 3. Greece | 4. student |

Task 4

1. swimming-g
2. basketball-a
3. athletics-f
4. windsurfing-b
5. judo-c
6. volleyball-e
7. rhythmic gymnastics-d
8. cycling-i
9. weightlifting-h

Task 5

-an	-ese
European	Portuguese
Asian	Japanese
Italian	Chinese

-ish	other
Spanish	Greek
Finnish	French
Turkish	Dutch

- a. We say 'I'm from + country'
- b. We say 'I'm + nationality.'

Grammar Link

Task 6

See Grammar Appendix in student's book

Task 7

1b, 2a

Task 8

1. My friends are/aren't good students.
2. Mum is/isn't at home.
3. Cycling is/isn't my favourite sport.
4. My best friend and I are/aren't in the same class.

Task 9

1. He's
2. she's
3. He's
4. They're
5. They're

Task 10

1. Is José Mexican?
No, he isn't. He's Brazilian.
2. Are Hans and I Swedish?
Yes, you are.
3. Are you British?
(Answers may vary).

Task 11

1. Portugal/Bulgarian
2. Italian/Brazil
3. Holland/Dutch
4. Greece

Writing

Task 12

1. Dear friends from around the world,
2. Write back soon!
3. Best wishes,

Unit 1

Lesson 2

Reading

Task 1

1. c 2. d 3. a 4. b

Task 2

Name: Tom Holmes
Name: Heinz Schmidt-Bachem

Place: West Midland, England	Place: _____
Collection: ties	Collection: <i>plastic and paper bags</i>
Number of items: <i>11,650</i>	Number of items: 150,000

Name: Harold Swanger	Name: Michael Zarnock
Place: Ohio, USA	Place: USA
Collection: mugs	Collection: model cars
Number of items: 4,500	Number of items: 3,711

Vocabulary Link

Task 3

1. earrings 2. sea shells
3. coins 4. thimbles 6. CDs

Task 4

opinion	size
<i>lovely</i>	<i>huge</i>
<i>ugly</i>	<i>tiny</i>
<i>horrible</i>	<i>long</i>
<i>exciting</i>	<i>short</i>

age	colour
<i>ancient</i>	<i>white</i>
<i>new</i>	<i>pink</i>
<i>modern</i>	<i>green</i>
<i>young</i>	<i>black</i>

material
<i>cotton</i>
<i>plastic</i>
<i>wooden</i>
<i>gold</i>

Task 5

(Answers may vary).

Grammar Link

Task 6

(See Grammar Appendix in student's book.)

Task 7

1. b
2. a

Task 8

1. Have you got a baby brother? Yes, I have. / No, I haven't.
2. Has your partner got a dog? Yes, s/he has. / No, s/he hasn't.
3. Have your parents got a computer? Yes, they have. / No, they haven't.
4. Has your favourite animal got four legs? Yes, it has. / No, it hasn't.
5. Has your best friend got a new PC game? Yes, s/he has. / No, s/he hasn't.

Writing

Task 10

(For guidelines on process writing see Introduction in Teacher's book).

Unit 2

Lesson 3

Reading

Task 1

- a. 2 b. 4 c. 5 d. 3 e. 1 f. bakery (extra)

10

1. No.
2. Statues, paintings, animal bones.
3. Usually yes.
4. Clothes, toys, furniture -almost anything.
5. At a restaurant, at a canteen.

Task 2

- | | |
|-------------|--------------|
| 1. people | 2. buildings |
| 3. theatres | 4. parks |
| 5. animals | 6. tourists |
| 7. river | 8. shopping |

Vocabulary Link

Task 3

1. pub 2. library 3. hotel 4. bakery 5. kiosk
6. church 7. tourist information centre
8. post office 9. museum 10. supermarket

Task 4

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

13

1. neighbourhood
2. arts-and-crafts shop
3. wide
4. sports centre
5. library
6. traditional

Grammar Link

Task 5

- | |
|------------------------|
| a. library ⇔ libraries |
| b. knife ⇔ knives |
| c. dress ⇔ dresses |

take ...in plural

1. (c) -es e.g. dress η dresses
2. (b) -ves e.g. knife η knives
3. (a) -ies e.g. library η libraries

Task 6

-s	-es
towns	potatoes
stores	brushes
persons	dresses
books	boxes

-ies	-ves
families	knives
babies	leaves
cities	lives
libraries	shelves

irregular
men
children
women
mice

Exceptions: zoos, pianos, roofs, videos

Task 7

1b, 2a

Task 8

an + before most words beginning with a, e, i, o, u.

a + before words beginning with b, c, d ...

some in statements.

any in interrogative and negative sentences.

Task 9

1. any 2. a 3. an
4. any 5. an 6. some

Task 10

1. There are some/ There aren't any trees in front of my house.
2. There's /There isn't a good restaurant near our school.
3. There are some / There aren't any car parks in our area.
4. There are some/ There aren't any shops near our school.
5. There's /There isn't a river in my village/town/city.

14

1. any
2. a
3. an
4. any
5. an
6. some

Task 11

(Answers may vary).

Unit 3

Lesson 1

Reading

Task 1



..... 6



..... 1



..... 5



..... 2



..... 4



..... 7



..... 3

Vocabulary Link

Task 2

1d, 2f, 3a, 4c, 5e, (b extra)

Task 3

1a, 2b, 3b, 4c, 5a

Grammar Link

Task 4

1a, 2c, 3b

Task 5

Affirmative

Full Form

I / you / We/ They like scuba diving.

Negative

Full Form

I /you/ We/ They do not like scuba diving.

Short Form

I /you/ We/ They don't like judo.

Interrogative Short Answers

Do I/ you/we/ they like rap? Yes, you/ I/ you/ they do. / No, you/ I/ you/ they don't.

Task 6

1. play 2. don't watch 3. love 4. Do...go 5. play
6. do...wake up 7. like 8. don't make

Task 7

1a, 2b

Task 8

1. always/usually/often/sometimes/never
2. always/usually/often/sometimes/never
3. in the summer
4. once/twice/three times a week/ at the weekend/ in the summer/on Mondays
5. once/twice/three times a week/ at the weekend/ in the summer/on Mondays
- 6-7. Answers may vary

Unit 3

Lesson 2

Reading

Task 1

1c, 2b, 3a, 4e

Task 2

1. the elderly man
2. the businessman
3. mum-the young child-the elderly man
4. mum-Mrs Brown
5. the old man

Vocabulary Link

Task 3

A	N	C	I	E	N	T	G	R	E	E	K	O	A	E
R	A	B	H	N	E	G	H	J	K	B	M	L	G	H
T	C	M	A	T	H	E	M	A	T	I	C	S	O	A
E	D	F	G	F	B	N	S	F	V	O	B	C	C	E
M	H	N	I	O	Y	H	J	D	N	L	D	S	A	N
U	I	K	J	P	B	A	S	O	A	O	U	N	S	G
S	S	L	M	A	P	C	F	G	C	G	O	E	F	L
I	T	G	E	O	G	R	A	P	H	Y	A	M	M	I
C	O	M	P	U	T	E	R	S	T	U	D	I	E	S
A	R	D	E	G	T	E	D	F	A	B	C	M	J	H
B	Y	H	O	M	E	E	C	O	N	O	M	I	C	S

Task 4

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

19

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

Grammar Link

Task 5

Affirmative

Full Form

I /You play football.

He/ She/ It plays football.

We/ They play football.

Negative

Full Form

I /you do not play basketball.

He / She/ It does not play basketball.

We /They do not play basketball.

Short Form

I / you don't play basketball.

He/ She/ It doesn't play basketball.

We/ They don't play basketball.

Interrogative Short Answers

Do I/ you play basketball? Yes, you/ I do. / No, you/ I don't.

Does he/she/it play basketball? Yes, he/she it does. No, he/she/ it doesn't.

Do we/they play basketball? Yes, you/they do.

No, you/ they don't.

Task 6

1. He reads a book.
2. She watches TV.
3. He studies maths.
4. Do ... / does ...
5. ... doesn't.../ ... don't ...

Task 7

1. We love musicals.
2. Does Pablo play football?
3. He doesn't live in Greece.
4. Helen watches a lot of TV.
5. Stella goes shopping once a month.
6. Ben doesn't tidy his room very often.
7. Paul studies History.

Task 8

1. Cliff *likes* listening to the radio and *studying geography*.

- Susan *enjoys* reading poems.
- Susan *hates* listening to the radio.
- Both Cliff and Susan *like* studying geography.
- Cliff *enjoys* watching DVDs.
- Cliff *hates* doing homework and *reading poems*.
- 7-8. answers may vary

Writing

Task 9

(For guidelines on process writing see Introduction in Teacher's book).

**Unit 3
Lesson 2**

Reading

Task 1

- Harry J. (clerk) 2. Nick B. (doctor)
- Christine L. (clothes designer) 4. John M. (architect) 5. Jean P. (waitress)

Vocabulary Link

Task 2

¹ V	E	T		¹⁰ P							
			² D	R	I	V	E	R		¹¹ C	
⁹ A				L					L		
R			³ S	H	O	P	O	W	N	E	R
C				T						R	
H								⁴ C	O	O	K
I		⁵ A	U	T	H	O	R				
T											
⁶ S	E	C	R	E	T	A	R	Y			
⁷ A	C	T	O	R							
T		⁸ S	A	I	L	O	R				

Task 3

(Suggested answers)

At a hospital: nurses, doctors, ambulance drivers, cleaners

In an office: clerks, architects, cleaners, secretaries

Outdoors: sailors, policemen, drivers, builders

Task 4

- Nice work!
- get down to work!
- I'm out of work!
- I work like a dog...

Grammar Link

Task 5

1c/e, 2g, 3d, 4a, 5f, 6h, 7e/c, 8b

Task 6

1d, 2f, 3g, 4e, 5b, 6c, 7h, 8a

Task 7

- do 2. Does 3. do 4. does 5. Does 6.do 7. Does 8. Do

Writing

Task 8

(For guidelines on process writing see Introduction in Teacher's book).

**Unit 4
Lesson 1**

Reading

Task 1

1c, 2a, 3b

23

KEY WORDS

- singing, dancing, can't go to very expensive places - c. performance/one free
- two young children, quiet afternoon in the sun - a. kids can play on the grass, you can have a cup of coffee
- buy more presents for their friends and relatives - b. shopping centre, you can find anything

Vocabulary Link

Task 2

1f, 2a, 3d, 4c, 5e, (b extra)

Task 3

1. trail
2. bag
3. entrance
4. playground
5. find

Grammar Link

Task 4

1b, 2a

Task 5

1. Don't tap on the glass.
2. Ask one of the volunteers to show you the way.
3. Keep the area clean.
4. Don't make loud noises.
5. Find more information about the animals on the internet.

Task 6

If + Present Simple → *imperative* or can + verb

Task 7

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

Task 8

1. *If you want to make a call, you can find a phone box.*
OR *If you want to make a call, find a phone box.*
2. *If you like animals, you can become a vet.*
OR *If you like animals, become a vet.*
3. *If you enjoy learning new things, you can search the Internet.*
OR *If you enjoy learning new things, search the Internet.*
4. *If you visit the zoo, you can't feed the animals.*
OR *If you visit the zoo, don't feed the animals.*
5. *If you see a sick animal, you can call the vet.*
OR *If you see a sick animal, call the vet.*

Writing

Task 9

(For guidelines on process writing see Introduction in Teacher's book).

Unit 4

Lesson 2

Reading

Task 1

1. zebra
2. elephant
3. tiger
4. panda
5. shark

Vocabulary Link

Task 2

wild animals	Farm animals
shark	rabbit
giraffe	horse
snake	cow
tiger	goat
crocodile	sheep

habitats	food
jungle	plants
forest	bushes
cave	leaves
sea	grass
river	

Parts of body
teeth
skin
jaws
horn

Task 3

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

- 26
1. use
 2. smell
 3. danger

4. weigh
5. hibernate
6. park
7. without

Grammar Link

Task 4

Affirmative

Full Form

I /You/ He/ She/ It/ We/ They can hide.

Negative

Full Form

I /You/ He/ She/ It/ We/ They cannot drive.

Short Form

I /You/ He/ She/ It/ We/ They cannot drive.

Interrogative

Can you/ I / he/ she/ it/ we/ they speak German?

Short Answers

Yes, you/ I / he/ she/ it/ we/ they can.

No, you/ I / he/ she/ it/ we/ they can't.

Task 5

1. 'can'
2. can't, cannot

Task 6

- 1e, 2b, 3d, 4a, 5c

Task 7

(Answers may vary).

Task 8

1. think/agree
2. funny/ do... agree?

Writing

Task 9

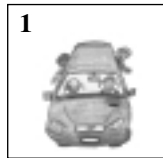
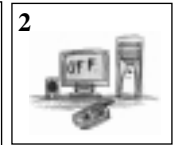
(For guidelines on process writing see Introduction in Teacher's book).

Unit 4

Lesson 3

Reading

Task 1



Vocabulary Link

Task 2

PAPER: old school books, newspapers, comics

GLASS: wine bottles, whisky bottles, jars, baby food jars

ALUMINIUM: cola cans, beer cans, coffee tins,

TRASH: clothes, food

Task 3

- 1e, 2d, 3c, 4a, 5b

Task 4

1. on 2. bin 3. save 4. cut down 5. throw
6. protect

Grammar Link

Task 5

- 1b, 2a

Task 6

1. We must protect animals.
2. We mustn't cut down trees.
3. We must pick up litter.
4. We mustn't use our car.

Task 7

1. You mustn't talk with your partner. You must listen to the teacher.

- You mustn't throw rubbish on the floor. You must put it in the bin.
- You mustn't write on the walls. You must write in your notebooks.
- You mustn't bring food and drinks in the classroom. You must bring your homework.

Task 8

- Don't throw
- Turn off
- Clean
- Collect
- Use
- Turn off

Task 9

We can *turn off*.../clean.../collect.../use.../turn off...
 Another good idea is *not to throw away*.../to turn off.../to clean.../to collect.../to use.../to turn off
 Why don't we *turn off*.../clean.../collect.../use.../turn off...
 Let's *not throw away*.../turn off.../clean.../collect.../use.../turn off...
 I think we must *not throw away*.../turn off.../clean.../collect.../use.../turn off...

Writing

Task 10

(For guidelines on process writing see Introduction in Teacher's book).

Unit 5

Lesson 1

Reading

Task 1

- Sports Club: 1
 Drawing Club: 4
 Cookery Club: 3
 Photography Club: 2

28

SPORTS CLUB 4, ECO CLUB 5, DRAWING CLUB 2, COOKERY CLUB 3, PHOTOGRAPHY CLUB 1

KEY WORDS : 1. tennis court 2. photos
 3. cuisine, recipes, spinach pie
 4. draw, portrait

Task 2

- John and Mark
- Viviana
- Lydia
- (school) canteen
- Diana

Vocabulary Link

Task 3

Cooking: delicious, snacks, vegetarian, healthy
 Drawing: crayons, pencils, art teacher, portrait
 Music: vocals, instruments, band, ballad
 Sports: team, trainers, semi-finals, match

Task 4

1e, 2b, 3d, 4c, 5a
 (Answers to sentence writing may vary)

Grammar Link

Task 5

Affirmative

Full Form

I am eating a sandwich.
You are eating a sandwich.
He/ She/ It is eating a sandwich.
We/ They are eating a sandwich.

Short Form

I'm eating a sandwich.
You're eating a sandwich.
He's/ She's/ It's eating a sandwich.
We're/ They're eating a sandwich.

Negative

Full Form

I am not eating a sandwich.
You are not eating a sandwich.
He/ She/ It is not eating a sandwich.
We/ They are not eating a sandwich

Short Form

I'm not eating a sandwich.
You aren't eating a sandwich.
He/ She/ It isn't eating a sandwich.
We/ They aren't eating a sandwich.

Interrogative

Am I eating a sandwich?
 Are you eating a sandwich?
 Is he/ she/ it eating a sandwich?
 Are we/ they eating a sandwich?

Short Answers

Yes, you are./ No, you aren't.
 Yes, I am./ No, I'm not.
 Yes, he/ she/ it is./ No, he/ she/ it isn't.
 Yes, we/ they are./ No, we/ they aren't..

Task 6

1. a 2.c, d 3. b

Examples from Student's book, page 59:

Is it going?, I'm not kidding, I'm sending,
 We're now looking, They're writing, Are you
 preparing..?, My dad's waiting, He's going.

Task 7

1. making 2. sending 3. going 4. tidying
 5. chewing 6. sitting 7. running 8. visiting
 9. coming 10. studying

Task 8

1. 's writing 2. are studying 3. Are you going
 4. 's cooking 5. 'm not wearing 6. Is your
 teacher sitting

Writing

Task 9

(Answers may vary)

Unit 5

Lesson 2

Reading

Task 1

1. 7:30, 2. three 3. 9:00, the lights,
 4. countries 5. fun, English 6. penpals

30

2 meals and the times they are served:

(any 2) breakfast/lunch/dinner

2 evening sport activities: (any 2) Ice Skating,
 Ropes Course, Mini-Golf, Ultimate Rush
 Giant Swing

5 countries: (any 5) France, Italy, Greece,
 England, Russia, Indonesia, China, Taiwan,

Japan, Brazil, Costa Rica, Turkey, and South
 Africa

an address on the Internet:

<http://www.800procamp.com>

Vocabulary Link

Task 2

1. skateboarding 2. abseiling
 3. fishing 4. surfing 5. rollerblading
 6. archery 7. bungee jumping
 8. climbing

Task 3

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

Task 4

1. adventurous type 2. watching a football
 match 3. studying for a test 4. water the plants
 5. make the bed

Grammar Link

Task 5

1. every day 2. at the moment 3. at the
 moment 4. every day 5. every day

Task 6

1. We are looking for a guitarist.
 2. My granny does not go shopping at the
 weekend.
 3. Are you preparing a photo exhibition at
 the moment?
 4. He sends twenty text messages every day.

Task 7

1. is singing 2. Does your dad go 3. help 4.
 are not wearing 5. 'm waiting
 6. Do you do

32

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

Task 8

1. Where is the teacher writing?
 2. Who is singing a rap song?
 3. Why is mum shouting?
 4. When does Tom send text messages?
 5. What does Emma want?

34

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

Writing

Task 9

(Answers may vary.)

Unit 5

Lesson 3

Reading

Task 1

(Answers may vary)

Task 2

(Answers may vary)

Vocabulary Link

Task 3

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	M	A	G	S			C	R	O	C	K	E	R	Y
2				E	X	C	U	R	S	I	O	N		
3					F	O	R	T	N	I	G	H	T	
4		F	O	L	K	S							A	
5				K	E	Y	P	A	L					P
6	T	E	L	L	Y		P	I	L	L	O	W		

Task 4

Delicious, guitar, gum, information, interesting, noticeboard, pencil, portrait, ticket

Task 5

1. dictionary, 2. travels, 3. subtitles, 4. diary, 5. practise, 6. tablecloth, 7. organise/surprise

Grammar Link

Task 6

1. Do you play board games in Greek? No, I don't. I play board games in English.
 2. Does Anna get up at 7.00 every morning? No, she doesn't. She gets up at 7.30.
 3. Is Daniel playing computer games at the moment? No, he isn't. He's playing Game Boy.

4. Does the café open at weekends? No, it doesn't. It opens only on weekdays.
 5. Is Andy swimming in the pool now? No, he isn't. He's swimming in the sea.

Task 7

1. drink 2. are climbing 3. wear 4. is checking 5. Do...like 6. do...use 7. is writing

Writing

Task 8

1. Are you interested in joining our basketball team?
 2 I like drawing very much.
 3. There is a school concert in two months.
 4. Are you preparing a photo exhibition this year?
 5. They go swimming twice a week.

Unit 6

Lesson 1

Reading

Task 1

1C, 2A, 3D

37

KEY WORDS

1. It says it's full of vitamins. But is it true?/
 Look at the food label. It gives you information... = label B (food label)
 2. go on a diet/lose weight = label A (go on a diet)
 3. exercise/drink low-fat milk/drink lots of water/fruit and vegetables = label C (good health)

Task 2

1. milk, water
 2. ask your doctor
 3. vitamins, sugar
 4. smart food choices, exercise

Vocabulary Link

Task 3

1. meat (c)
 2. yoghurt (a)

3. tuna (d)
4. salad (b)
5. coke (e)
6. beer (g)
7. milk (f)
8. biscuits (h)

Task 4

1. a packet of chips
2. a carton of/a bottle of milk
3. a slice of bread
4. a can of/a bottle of coke
5. a slice of ham
6. a packet of biscuits
7. a carton of yoghurt
8. a bottle of water

Task 5

(options to be deleted)
1b, 2a, 3c, 4a, 5c

Grammar Link

Task 6

1. a lot of/b
2. many/a
3. much/c

Task 7

	<i>a lot of</i>	<i>much</i>	<i>many</i>
<i>oranges</i>	✓		✓
<i>water</i>	✓	✓	
<i>eggs</i>	✓		✓
<i>yoghurt</i>	✓	✓	
<i>pies</i>	✓		✓
<i>orange juice</i>	✓	✓	

1. many/many
2. much/ a lot of
3. many
4. much/much
5. a lot of

Task 8

1. We should eat (a lot of) vegetables.
2. We should eat (a lot of) fruit.

3. We shouldn't drink fizzy drinks.
4. We shouldn't eat junk food.
5. We should drink (a lot of) milk.
6. We should drink orange juice.

Writing

Task 9

(Answers may vary.)

Unit 6

Lesson 2

Reading

Task 1

1. A, 2. C, 3. A, 4. B, 5. A

Task 2

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

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1. *different*
2. *uncomfortable*
3. *cheap*
4. *unlucky*
5. *hate*
6. *old-fashioned*

Vocabulary Link

Task 3

- 1.same 2.lucky 3.uncomfortable 4.hate
- 5.trendy

Task 4

1. suit 2. skirt 3. coat 4. high heels
5. belt 6. trainers 7. leggings 8. trousers
9. sweater 10. shirt

Task 5

1. classmates 2. suit 3. tracksuit
4. costumes 5. coat

Grammar Link

Task 6

Singular: suit, shirt, coat, belt, sweater, shirt

Plural: high heels, trainers, leggings, trousers

Task 7

1. c (fatter), 2. a (trendier), 3. b (nicer)

Task 8

SHORT	ADJECTIVES
<i>tall</i>	<i>taller than</i>
lucky	<i>luckier than</i>
cheap	<i>cheaper than</i>
<i>nice</i>	nicer than
trendy	<i>trendier than</i>
<i>easy</i>	easier than

LONGER	ADJECTIVES
<i>fashionable</i>	<i>more fashionable than</i>
<i>comfortable</i>	more comfortable than
expensive	<i>more expensive than</i>
practical	<i>more practical than</i>
<i>modern</i>	more modern than
important	<i>more important than</i>

Task 9a

1. nicer 2. lucky 3. more modern 4. comfortable 5. worse

Task 9b

- a. two, b. -er, c. more d. worse

Writing

Task 10

(Answers may vary.)

Unit 6

Lesson 3

Reading

Task 1

- A. Shopping in Dubai
 B. Sport and leisure in Dubai
 C. Dubai sights and attractions

Task 2

1. *It is set between Europe and Asia.*
 2. *60 years ago Dubai was a small fishing village.*
 3. *Skiing. (There is even an indoor ski run in the middle of the desert!)*

4. *It is a luxury hotel that looks like a sail/It is the tallest hotel in the world.*

Vocabulary Link

Task 3

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

Task 4

1. 13,617 2. 905 3. 283 4. 4,213
 5. 52,902

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

Grammar Link

Task 5a

1. d (the wettest), 2.a (the saltiest), 3.b (the largest), 4. c (the most)

Task 5b

IRREGULAR	ADJECTIVES
<i>bad</i>	<i>worse than</i>
good	<i>better than</i>

- a. more than two
 b. 'the'
 c. in the world
 d. best

Task 6

1. the largest 2. the longest 3. the deepest
 4. the highest 5. the wettest 6. the coldest
 7. the smallest 8. the most beautiful

Task 7

1. b, 2. c, 3. b, 4. b, 5. a, 6. a, 7. c, 8. c

Task 8

We use **the** with:

- a. rivers
 b. oceans
 c. seas
 d. deserts
 e. mountain ranges
 f. groups of countries

We use the *zero article* with:

- g. *countries*
- h. *cities*
- i. *streets*
- j. *lakes*
- k. *mountains*
- l. *islands*

Task 9

- 1. the/ -
- 2. the
- 3. -
- 4. The / -
- 5. -

Writing

Task 10

(Answers may vary)

Unit 7

Lesson 1

Reading

Task 1

- 1. F 2.T 3.F 4.T 5.F

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- 1. No. (It's fast, it's cheap and you don't need stamps).
- 2. Yes. (When we talk to each other in person, we understand a lot by the expressions on our face or by the tone of our voices).
- 3. They are pictures and symbols that show how you are feeling. ("Emoticons" is a new word made up of two other words, emotions, that is feelings, and icons.).
- 4. They are made out of letters, numbers or punctuation marks. (When you put them together you get emoticons which are little face-pictures made out of letters, numbers, or punctuation marks from our computer or mobile keyboard)
- 5. Not at the beginning. (It's a bit difficult at the beginning but once you get used to them, you'll see that emoticons are a fun way to get your message across!)

Vocabulary Link

Task 2

- 1. inventor 2. public place 3. disabled 4. cell
- 5. queen 6. actor

Task 3

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

Task 4

- 1. Scientists 2. touch 3. invented 4. poet 5. blind 6. code 7. Queen 8. languages 9. workshop 10. sign

Grammar Link

Task 5

(See Grammar Appendix in Student's Book).

Task 6

- 1. Homer was a poet.
- 2. Elvis Presley and John Lennon were singers.
- 3. Cleopatra was a queen.
- 4. Marcus Aurelius was an emperor.
- 5. Aliki Vougiouklaki and Marilyn Monroe were actresses.
- 6. Edison was an inventor.

Task 7

(Answers may vary)

Task 8

- 1. When was mum very tired?
- 2. How many documentaries were there on TV last night?
- 3. Why was Jim in hospital last week?
- 4. How old was Andrew in 2006?

Writing

Task 9

(Answers may vary)

Reading

Unit 7

Lesson 2

Task 1

- 1. Saturn 2. Uranus 3. Pluto 4. Mercury
- 5. sun 6. Mars

Vocabulary Link

Task 2

	1	2	3	4	5	6	7	8	9	10	11	12	13
1	A	S	T	R	O	N	A	U	T			F	C
2		P										L	R
3	L	A	D	D	E	R						A	E
4		C	O	M	M	A	N	D	E	R		G	W
5	D	E	S	T	I	N	A	T	I	O	N		
6		S				P	L	A	N	E	T	S	
7	L	U	N	A	R								
8	M	I	S	S	I	O	N						
9		T				L	I	F	T	O	F	F	

Task 3

English	Greek
1. Mars	Άρης
2. Saturn	Κρόνος
3. Mercury	Ερμής
4. Neptune	Ποσειδώνας
5. Pluto	Πλούτωνας
6. Uranus	Ουρανός
7. Venus	Αφροδίτη
8. Jupiter	Δίας
9. the Earth	Γη

Grammar Link

Task 4

Affirmative

I/You/He/She/It/We/They landed on the moon.

Negative

Full Form

I/You/He/She/It/We/They did not land on Mars.

Short Form

I/You/He/She/It/We/They didn't land on Mars.

Interrogative

Did I/you/he/she/it/we/they land on the moon?

Short Answers

Yes, I/you/he/she/it/we/they did.

No, I/you/he/she/it/we/they didn't.

Task 5

1. b. (past) 2. landed 3. changed

4. stopped 5. tried hard / stayed

6. Did 7. Were/wasn't

Task 6

consonant + -ed
cook ⇒ cooked
walk-walked
climb-climbed
collect-collected
plant-planted
invent-invented

-e + -d ⇒ -ed	double consonant-ed
believe-believed	stop ⇒ stopped
like-liked	travel-travelled
love-loved	plan-planned

consonant + y ⇒ -ied
study-studied
carry-carried
tidy-tidied
vowel + y ⇒ -ed
stay-stayed
play-played

Task 7

1. Did your brother watch TV last night?

2. Did your mum plant a flower this morning?

3. Did you visit Paris last year?

4. Did your friend study hard for the test?

5. Was your granny at church on Sunday?
(short answers may vary)

Task 8

1. The trip to the moon wasn't easy. It was difficult.

2. There weren't three more astronauts with Armstrong. There were two astronauts with Armstrong.

3. Armstrong didn't open the window. He opened the door.

4. The two astronauts didn't stay about four hours on the moon. They stayed about three hours on the moon.
5. They didn't plant flowers. They planted the US flag.
6. On July 24th the crew didn't land in the Atlantic Ocean. They landed on the moon.

Writing

Task 9

(Answers may vary)

Unit 7

Lesson 3

Reading

Task 1

1. b, 2. c, 3. a

Vocabulary Link

Task 2

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

Task 3

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

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1. talented
2. stories
3. paperback
4. kinds
5. publisher
6. cover
7. character

Grammar Link

Task 4

Affirmative

Full Form

I/You/He/She/It/We/They told stories.

Negative

Full Form

I/You/He/She/It/We/They did not tell stories.

Short Form

I/You/He/She/It/We/They didn't tell stories.

Interrogative

Did I/you/he/she/it/we/they tell stories?

Short Answers

Yes, I/you/he/she/it/we/they did.

No, I/you/he/she/it/we/they didn't.

Task 5

1. don't take/saw
2. Did...give.../ didn't give

Task 6

<i>Verb</i>	<i>Past Simple</i>
become	became
begin	began
drink	drank
drive	drove
eat	ate
get	got
give	gave
go	went
have	had
hit	hit

<i>Verb</i>	<i>Past Simple</i>
meet	met
run	ran
say	said
see	saw
send	sent
sit	sat
sleep	slept
swim	swam
tell	told
think	thought
write	wrote

Task 6

1. Did you buy a book last week?
2. Did you do your homework this morning?

3. Did you send an e-mail to your keypal last week?
4. Did you see your best friend yesterday?
(Answers may vary).

Task 7

1. ...didn't have milk
2. ...went to school on foot
3. ...cook vegetables last Monday.
4. ...took me one hour...
5. ...were some clouds in the sky two hours ago.

Writing

Task 8

(Answers may vary).

Unit 8

Lesson 1

Reading

Task 1

1. C 2. B 3. A 4. A 5. C

Task 2

(Answers may vary).

Vocabulary Link

Task 3

A. At the hotel

1. reception
2. room key
3. porter
4. luggage

B. At the airport

5. airline ticket
- 6 check-in desk
7. duty free shop

C. On the underground

8. train
9. line
10. exit sign
11. platform
12. passenger

Task 4

Picture A

8. hotel
9. room key
10. porter
11. luggage

Task 5

1. It's the fifth of August.
2. It's the ninth of December.
3. It's the twentieth of May.
4. It's the twenty-second of January.
5. It's the thirteenth of September.

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February is the second month of the year.

March is the *third* month of the year.

April is the *fourth* month of the year.

May is the *fifth* month of the year.

June is the *sixth* month of the year.

July is the *seventh* month of the year.

August is the *eighth* month of the year.

September is the *ninth* month of the year.

October is the *tenth* month of the year.

November is the *eleventh* month of the year.

December is the *twelfth* month of the year.

1. b, 2. b, 3. b, 4. b, 5. a

Task 6

Christmas Day is on 25th *December*.

Schools open on 11th *September*.

The answers to the next two questions may vary.

Grammar Link

Task 7

Tick sentences 1, 3, 5

Task 8

1. Where are you going?
2. When are you leaving?
3. How are you travelling?
4. Are you going with your parents?
5. Are you staying at a hotel?

Writing

Task 9

(Answers may vary).

(For guidelines on process writing see Introduction in Teacher's book).

Unit 8

Lesson 2

Reading

Task 1

b

Task 2

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

Vocabulary Link

Task 3

1. c, 2. f, 3. a, 4. h, 5. b, 6. g, 7. d, 8. e

57

7. wear 8. fasten

Task 4

1. think positive 2. Be careful 3. biting your nails 4. wears his helmet 5. ask an adult for advice 6. fasten your seatbelt 7. behave well 8. good intentions

Task 5

(Answers may vary).

Grammar Link

Task 6

1. b, 2. a

Task 7

1. am going to think
2. isn't going to use
3. are going to listen
4. are going to take
5. am going to eat

Task 8

1. What is she going to buy?
2. Who is he going to meet?

3. What film is she going to see?
4. Where is she going to put it?
5. When is he going to give them to us?

Task 9

1. go 2. to 3. Is 4. go 5. not 6. going

Unit 8

Lesson 3

Reading

Task 1

1. Virgos
2. Cancers and Leos
3. Leos
4. Scorpios
5. Aquarius and Libras

60

1. Virgos
2. Cancers / Leos
3. Leos
4. Scorpios

Vocabulary Link

Task 2

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

Task 3

(Answers may vary).

Task 4

Aries k, Taurus l, Gemini g, Cancer d, Leo a, Virgo c, Libra h, Scorpio j, Sagittarius f, Capricorn e, Aquarius b, Pisces i

Grammar Link

Task 5

Affirmative

Full Form

I/You/He/She/It/We/They will enjoy the sun all year round.

Short Form

I/You/He/She/It/We/They'll enjoy the sun all year round.

Negative**Full Form**

I/You/He/She/It/We/They will not enjoy the sun all year round.

Short Form

I/You/He/She/It/We/They won't enjoy the sun all year round.

Interrogative

Will I/you/he/she/it/we/they enjoy the sun all year round?

Short Answers

Yes, I/you/he/she/it/we/they will.

No, I/you/he/she/it/we/they won't.

Task 6

Tick sentences 1,2,4

Task 7

(suggested answers)

1. John will get good grades this term.
2. Mary will meet a new friend.
3. Todd will find some money.
4. Jane's parents will have a car accident.
5. Magda will go on a skiing holiday.
6. Theodore will move into a bigger house.

Task 8

(Answers may vary).

Writing**Task 9**

(Answers may vary).

(For guidelines on process writing see Introduction in Teacher's book).

Unit 9**Reading****Task 1**

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

Vocabulary Link**Task 2**

(Answers may vary).

Task 3

1. c, 2. b, 3. a, 4. b, 5. a, 6. a, 7. b, 8. c, 9. a, 10. a

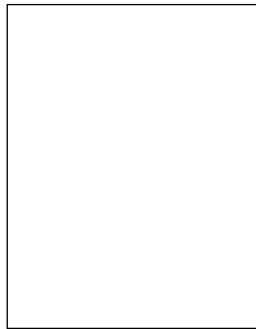
Grammar Link**Task 4**

1. many (b. countable/uncountable nouns)
2. Do you go (e. Present Simple to talk about habits and routines)
3. Where (l. Wh-questions)
4. Keep (k. to tell someone what to do)
5. can (i. to talk about our abilities)
6. mustn't (j. to tell someone what not to do)
7. is playing (d. Present Continuous to talk about an action happening now)
8. bigger (h. to compare two things)
9. the (a. articles)
10. walked (g. Simple Past to talk about an action that happened in the past)
11. I'm leaving (c. Present Continuous to talk about a personal arrangement)
12. I'll be (f. Simple Future to make a prediction about the future)

Writing**Task 5**

1. v-c
2. i-d
3. ix-e
4. iv-f
5. viii-g
6. x-h
7. ii-i
8. vi-j
9. iii-a
10. vii-b

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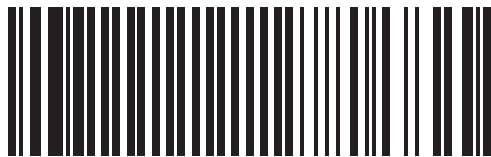


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