

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



Προχωρημένοι



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ΙΝΣΤΙΤΟΥΤΟ ΤΕΧΝΟΛΟΓΙΑΣ ΥΠΟΛΟΓΙΣΤΩΝ ΚΑΙ ΕΚΔΟΣΕΩΝ
«ΔΙΟΦΑΝΤΟΣ»

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ΑΝΑΔΟΧΟΣ ΣΥΓΓΡΑΦΗΣ



1st Grade of Junior High School
Teacher's book

Προχωρημένων

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. Unit 9 is a review unit. A typical sequence of a unit in is as follows:

Cover page: Reading or listening task	
Lesson One	} Reading and/or Listening Vocabulary Link Grammar Link Speaking and/or Writing Pronunciation Link Project
Lesson Two	
Lesson Three	
Self Assessment	} Test Can-do statement Focus on learning strategies

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. 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 tapescripts 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 & Listening 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 materials 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 & 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

Topic vocabulary is mainly presented through a variety of tasks in the *Vocabulary Link* section:

- **through pictures**

The procedure is as follows:

- Students match the words with the pictures.

- They listen to the CD or read the text that precedes the Vocabulary Link & check their answers.

- If the vocabulary items are on the CD, 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 4, Lesson 1:**

Student A: Picture 1: puppet

Student B: Picture 2: music score, etc.)

- **through guessing words from context**

- In this type of task, students guess 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 2, Lesson 1:** If students ask what the phrase '**an ace at**' means, ask them to read Magda's e-mail and draw their attention to key words (*'I don't spend hours studying but...'* / *I enjoy reading English...'*) so that they understand the meaning of the phrase on their own.

2.2. EXTRA VOCABULARY ACTIVITIES

2.2.1. Vocabulary notebooks

- Learners keep vocabulary notebooks arranged either in thematic areas (e.g. school subjects, natural disasters, work, 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 & 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.
- Winner is the group with more points when the school bell rings.
- 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. 'book' words, school subjects, the environment 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 say 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 from 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.

e.g. **Unit 6, Lesson 1**

recycling	green	rubbish
eco team	volunteer	litter
plant	recycling point	waste-paper bin

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. school clubs).
- 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.

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- The winners are those who learners who are the first to 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 either to write the meaning of the words found in the grid, or use them to write sentences with, or use them to write a simple story in groups.

e.g. Unit 4, Lesson 3

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

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, so that when learners follow the teacher's instructions and join the items she mentions, a simple shape such as a book, a ball, a star etc. is revealed.
- What the learners have to do is to listen to the teacher's instructions and join with lines only the items s/he mentions.

e.g. Unit 2, Lesson 3



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 in noticing 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-life 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 processing, 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 they have to do simulates real-life listening situations and is 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 group-work 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 cross the gap
- allow learners to act as mediators, e.g. 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
- integrate speaking with the other skills, e.g. reading and, most importantly, listening, can be used to prepare learners for the speaking activity.

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

- teachers should plan & organise speaking activities carefully:
 - arrange pairs or groups in such a way that stronger and weaker students work together
 - allow time for students to prepare
 - avoid 'rushing' the activity and allow enough time for it
 - provide a non-threatening environment for all students
 - 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. 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-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.

7.1. 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 & provide them with criteria checklists, such as the one provided in the SB, Unit 3, Lesson 2, p.36, so as to focus on certain aspects of their partner's written work.

8. GAMES

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

8.1. 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 she alive? Is she Greek / tall / young? / Has she got brown hair / Was she a queen/ Did he fight in a war? etc.
- They can ask up to 20 questions in order to find the person.

8.2. 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 or the past participle of the verb (e.g. went / gone) 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
 - the present simple (1st person singular vs. third person singular)
 - countables / uncountables (much vs. many)
 - the past simple
 - past participles

8.3. 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. Write in the squares the words / collocations you wish to provide practice in.

- Students either have to make sentences with the words or provide simple past forms / past participles / comparatives / plurals etc.

- 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 / provide the simple past form etc. If the answer 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 answer 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. 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 2, Lesson 1)

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

10. TOPICS FOR FURTHER DISCUSSION

This type of activities 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 level of the students.

11. PROJECTS

11.1. Assigning roles

- When students do projects, it's 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*.

11.2. ↻ 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 (e.g. Books for teens in Unit 2, Lesson 3 or Treasure Hunt Task Sheet in Unit 6, Lesson 3).

12. 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. 150-151 of the Teacher's Book.

12.1. 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
 - a table with can-do statements for students to complete
 - a table focusing on learning strategies

12.1.1. 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).

12.1.2. 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.

12.1.3. FOCUS ON LEARNING STRATEGIES

This section of the self-assessment scheme aims at:

- sensitising students to “learning how to learn” techniques
- raising their self-awareness
- enabling students to develop their autonomy

In every test, there is focus on different strategies, e.g. in Unit 2 the focus is on reading strategies, in Unit 6 on speaking 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 pp. 8-9 & 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.

13. MY PORTFOLIO



This indication appears in the 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

14. DIFFERENTIATION

Differentiated instruction requires teachers to be flexible in their approach to teaching and adjusting the materials used to the learners' individual and diverse abilities, needs and preferences. In other words, especially in mixed-ability classes, such as Greek junior 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.

14.1 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 tasks
Yellow colour: more demanding tasks

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).

15. 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 (advanced 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 in pairs or groups by the students. 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
Describing photos	Leisure activities	Present Simple (verbs 'to be', 'have got' & other verbs)	Links to: Geography Modern Greek	4 teaching periods 1. Cover page, Speaking & Listening
Asking for & giving personal information	Classroom Language		Themes: Communication Interaction Civilisation & culture	2. Speaking, Reading & Listening 3. Vocabulary Link & Grammar Link 4. Project & Culture Corner

Aids

- Students' photos (**Speaking, task 2**)
- Photos of signs in English (**Project, Group A**)
- Greek Dictionaries (**Culture Corner**)

🏠 **COVER PAGE**
SB page 1

Vocabulary

spend, international camp, nationality, Italian, English, French, Greek, German, Indonesian

🌀 *Introduction: Cover page*

- Go through the instructions with the class and check for any difficulties.
- Elicit: **international camp** (a camp with students from all over the world).
- Play the CD.
- Students listen and follow in their books.
- They try to guess which language children speak in & what their nationality is.
- Ask: *'What do you think these words / phrases mean?'*
- Elicit that they are greetings. Allow L1.

↔ **Answers:**

1. Italian (=Γεια! Τι κάνεις;)
2. English (=Γεια σου!)
3. French (=Είσαι καλά;)
4. Greek
5. German (=Γεια! Τι κάνετε;)
6. Indonesian (Γεια! / Τι νέα;)

🎧 **Tapescript**

Listen to some children greeting in their language.

1. *Ciao! Come va?*
2. *Hi, there!*
3. *Ca va bien?*
4. *Καλημέρα!*
5. *Hallo! Wie geht sie dir?*
6. *Apa Kabar!*

EXTRA!

- You can ask students to look through their books & find the children's names.

↔ **Answers:**

1. Pedro (e.g. unit 1, page 3)
2. Jennifer (e.g. unit 2, page 15)
3. Jean Paul (e.g. unit 2, page 9)
4. Magda (e.g. unit 2, page 9)
5. Hans (e.g. unit 7, page 106)
6. Silou (e.g. unit 3, p.37)

EXTRA!

- You can ask students if they have been to an International Camp and/or an exchange visit & what they think the advantages are (e.g. travel abroad / meet teenagers from different countries / learn about foreign customs & traditions / practise speaking in a foreign language etc.).

🗣️ **SPEAKING**
SB pages 2-3

👉 **Aims and Objectives**

To involve students in talking about activities in photos
To revise leisure activities

Vocabulary & structures

singing/playing music, wall scaling, white-water rafting, horse riding, tennis, making friends/meeting other teenagers/spending time with other teenagers, football, swimming, dancing

Present Simple for habitual activities

Task 1

- Elicit that the photos show activities children do at the International Teen Camp.

- Encourage students to talk about the activities in the photos.
- Assist with language.

⇨ **Answers:**

- A. singing / playing music
- B. wall scaling
- C. white-water rafting
- D. horse riding
- E. (playing) tennis
- F. making friends/meeting other teenagers/ spending time with other teenagers
- G. (playing) football
- H. swimming
- I. dancing

Task 2

- Go through the instructions & the example with the class and check for any difficulties.
- Invite students to answer the question.
- Assist with language.
- Alternatively, students can talk about the activities they do in pairs.

🔊 **LISTENING**
SB page 3

⇨ **Aims and Objectives**

- To involve students in** listening
- to a teenager talking about the International Teen Camp
 - for gist & detail.

Vocabulary

loads of, have the time of my life, Mediterranean food, make friends, keep in touch

- Play the CD twice if necessary.

- Students listen and tick the activities Pedro mentions.

⇨ **Answers:** H, G, I, F (in any order)

- Write the following questions on the board:

- a. *Where is the camp this year?*
- b. *Why does Pedro like it there?*
- c. *What is he sorry about?*
- d. *What have the teenagers at the camp promised to do?*

- Play the CD again & ask students to make notes to answer the questions.
- It's important that students understand that the teenagers at the camp are going to keep in touch through e-mail as this is the main idea in all the units of the book.
- After checking answers, you can ask students to look through their book and find out if the children keep their promise.


⇨ **Answers:**

- a. in Crete
- b. (any of the following)
 - there are a lot of teenagers
 - he enjoys the sea
 - he does sports
 - he likes the food
 - he makes new friends
- c. that he is going back home next week
- d. to keep in touch through e-mail

🎧 **Tapescript**

Pedro is at the 'International Teen Camp'. He mentions six of the activities in the photographs (A-J). Listen to him and tick the right photographs.

Hi, everybody. I'm Pedro from Italy. I'm 12 years old and I'm at the 'International Teen Camp', in Crete. There are loads of teenagers from different countries here and we're having the time of our lives. We enjoy the sea, play football, dance, sing, eat Mediterranean food and make new friends every day. I've been here all summer and I'm really sorry I'm going back home next week. I'll miss the place but I'll keep in touch with all my new friends through e-mail. We've promised we'll be back next year. Why don't you come too?

 **WB Tasks 1-2 & 5, pp. 2-3 & 4**

NEXT LESSON: see Aids p. 1

 **SPEAKING**
SB pages 4-5

 **Aims and Objectives**

To involve students in asking & answering questions to find out personal information

To integrate speaking with reading, listening & writing

Vocabulary & structures

break the ice, classmate, enjoy, crazy about, prefer, fashion, musical instrument, travel, healthy

Present Simple for habitual actions

Task 1

- Revise / elicit **classmates & break the ice.**
- Divide students into pairs. One student in each pair is A & has to use Student A's card and the other is B and has to use Student B's card respectively.

- Explain the task & point out that the aim is for students to get to know each other better.
- Explain that students should guess first and then answer their partners' questions to find out if their guesses were right.
- Go through the example with the class.
- Elicit / revise: **enjoy, crazy about, fashion, prefer, musical instrument, healthy food.**
- Revise question forms if necessary (e.g. *'Do you want a big family?'* *'Are you afraid of spiders?'* *'Have you got a new bike?'*)
- You can use the tables & exercises in the WB for that.

 **WB Tasks 6 & 8, pp. 5-6**

- Explain that they can ask for more details (e.g. *'Have you got a pet?'* *'What is it?'* *'What's his/her name?'* etc.).

Task 2

- Students can work in two or three bigger groups & make posters with the profiles of the students in their groups.
- Students in each group write the students' profiles.
- Then, they can exchange with other groups & correct each other's work.
- You can ask them to check correct verb forms (3rd person singular in the Present Simple) in particular.
- Students write their final drafts & make the posters.
- They can add photos & put them on display on the class notice board for everyone to see.

READING

SB page 5

↪ **Aims and Objectives**
To involve students in reading signs & recognising English words

- In pairs students circle the English words.
- Elicit the meaning of these words & their Greek equivalents (Ωθήσατε, Υπεραγορά, Χώρος Στάθμευσης).
- Explain / elicit **'foreign'**.
- Ask students to say what other foreign words they see in signs (e.g. *bank, cafe, tennis, Stop, sales, internet* etc.).
- Elicit the Greek equivalents where possible.

↪ **Answers:** push, supermarket, parking

Topics for further discussion

↪ **Aims and Objectives**
 To familiarise students with the themes of civilisation & culture (multilingualism / multiculturalism / immigration), interaction communication

You can discuss with students the importance of English & other foreign languages in Greece & when they are used.

Key topics:

Travelling/ tourism
 Contact with foreign cultures
 Technology
 Job qualifications etc.

If there are students from other countries, you can ask them to say which foreign languages are important in their country & why.

LISTENING

SB page 5

↪ **Aims and Objectives**
To involve students in listening to everyday dialogues & recognising English words.

Vocabulary

break, trendy, look

- 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 three every day dialogues in Greek. 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
- Πεινάω.
- Πάμε. Κοίτα η **Miss Helen** τι φοράει. Πολύ **trendy** μας το παίζει τώρα τελευταία.

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

C. (στο τηλέφωνο)

- Τι ώρα θα συναντηθούμε;
- Στις 9 παρά τέταρτο, έξω από το **βίντεο κλαμπ**. Θα τα καταφέρεις; Το έργο αρχίζει στις 9.
- Ελπίζω. Το **ματς** τελειώνει στις 8... να πλυθώ... να φάω κάτι... νομίζω ναι.
- Μην αργήσεις πολύ. Τα λέμε. **Bye.**

 **WB Task 4, p. 4**

 **VOCABULARY LINK**
SB pages 5-6

Classroom language

Task 1

- In pairs or small groups, students complete the cards.
- Explain that they have to use words from the Language Bank.


⇨ **Answers:**

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

Task 2

- In pairs, students think of useful classroom language & write two more cards (e.g. *Can I open the window?* / *I haven't done my homework* etc.).
- Students can make their own Language Corner & put up 'Classroom Language'.
- Encourage students to use 'classroom language' every time they need to.

 **WB Task 3, p. 3**

 **GRAMMAR LINK**
SB page 6

Correct the mistakes

Task 1

- In pairs, students decide if the sentences are right or wrong & correct the wrong ones.

⇨ **Answers:**

1. Right
2. Wrong (Have you **got** ...)
3. Right
4. Wrong (There **are** three ...)
5. Right
6. Wrong (My sister **plays** ...)
7. Wrong (What kind of music **do** you like?)
8. Right

Task 2

- Pairs of students exchange their books with other pairs & check their classmates' work.
- They give 1 point for each correct answer.
- Pairs add up their score.
- You can name students with scores 8-10 as Grammar Champions.

 **WB Tasks 7 & 9-10, pp. 6-7**

NEXT LESSON:

- *See Aids, p. 1*
- *Give guidelines for the project that follows so that students prepare before they come to the next lesson!*

 **PROJECT**
SB page 6

 **Aims and Objectives**

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

To encourage work across the curriculum (Modern Greek)

To foster learner cooperation & autonomy

- 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 to the next class.
- They can take photos of the words they find or make a note of them.
- In class, they make a collage with the words they have collected.

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.
- They can add photos of the students in their group.

 **CULTURE CORNER**
SB page 6

 **Answers:**

Τουρισμός: French (tour)

Σαντιγί: French (chantilly)

Μαγιονέζα: French (mayonnaise)

Καπετάνιος: Italian (capitan)

Καραμέλα: Italian (caramella)


Γιουβέτσι: Turkish (g vez)

Μπουγάλι: Italian (boccale)

Σκάκι: Persian (skak; from shah: king)

Γιαούρτι: Turkish (yoghurt)

 **WB Task 11, p. 8**

 *Introduction: Workbook writing*

Unit 2

Junior High School Life!

	Language Functions	Vocabulary Link	Grammar Link	Curriculum Link /Themes	Suggested lesson schedule
Lesson 1 Fancy school?	-Describing school routines, states & habits	-School subjects -Vocabulary related to school routines	Present Simple Tense	Links to: Information & Communication Technology (ICT) Literature Art Themes: System Time	4 teaching periods 1. Cover page, & Reading, (Tasks 1-3) 2. Reading, (Tasks 4-6) & Vocabulary Link 3. Grammar Link 4. Writing & Culture Corner
Lesson 2 Join our club!	-Expressing preferences -Describing present activities	-Vocabulary related to clubs & leisure activities -Idioms with "time"	Present Continuous Tense		4 teaching periods 1. Reading & Listening (Tasks 1-3) 2. Vocabulary Link 3. Grammar Link 4. Writing
Lesson 3 TEEN Best-sellers!	-Narrating the plot of a book -Expressing reading preferences -Describing present states & action	-Vocabulary related to books & reading for pleasure	Present Simple Tense vs Continuous Tense		5 teaching periods 1. Reading & Vocabulary (Tasks 1-3) 2. Listening, Grammar Link (Tasks 1 & 2) 3. Grammar Link (Tasks 3-5) & Speaking 4. Project 5. Self-assessment


Aids

- English-English dictionaries (**Lesson 1, Vocabulary Link, Tasks 3 & 4**)
- Students' photographs of their clubs or groups (**Lesson 2, Writing**)
- Books in Greek or in English (**Lesson 3, Project, Plan B**)

 **COVER PAGE**
SB page 7

Vocabulary

fancy, join, join, best-seller, cool

 Introduction: Cover page

→ **Answers: A. 2 B. 1 C. 3**

 **Tapescript**

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

1. Are we playing tonight?
2. Let's do this quiz!
3. This year I'm going to be like Stuff. He's so cool!

LESSON 1
Fancy school?

 **READING**
SB pages 8-10

 **Aims and Objectives**

To involve students in

- reading a quiz on types of students
- skimming & scanning

To integrate reading with speaking

To present vocabulary & grammar in context

Vocabulary

head's office, ancient Greek, university, ace at, parents' days, dread, tough, mags, practice, solve, term, faves, high/low marks, borrow, timetable

SCHOOL SUBJECTS: R.E. (religious education), P.E. (physical education), maths, biology, modern/ancient Greek, history, home economics, geography, ICT, music, English, French, German, technology, art.

Task 1

- Ask 'What can you see in the pictures?' Elicit **head's office, ancient Greek, university, ace at** (excellent at).
- Explain **parents' days**. Ask: 'How do you feel about parents' days?' 'Are you scared?' Elicit/pre-teach '**dread**'.
- Students do the quiz. Explain that if they answer 'yes/no', they have to follow the right arrows for the next question until they come to the boxes with their type of student.
- The aim here is not for students to understand every single word in the boxes presenting the three different student types, but to be able to understand the general meaning.
- Elicit **bookish** (comes from the word 'book', someone who studies a lot); **sometime student** (somebody who doesn't always study) **school struggler** (someone who finds school difficult / boring/ doesn't try hard enough).
- It would be interesting to ask students to think of Greek equivalents of these words.

Task 2

- Students say what student type they are according to the quiz.
- Ask: 'Do you agree?'
- Refer students to the example & encourage them to say why they agree or don't agree.
- This can be done as a class discussion or in pairs / small groups.

Task 3

- Students work in pairs.
- They ask each other the questions of the quiz to find out what type of students their partners are.

- You can elicit the questions they will need to ask & write them on the board before students do the task (e.g. *Do you always do your homework at the last minute? Have teachers sent you to the head's office this year? Do you care about the Ancient Greeks?* etc.).
- When students finish, they tell the class about their partners. Refer them to the example first.

NEXT LESSON: see *Aids*, p. 8

Task 4

- Ask: *'What subjects are you doing this year?'* Revise/elicite names of school subjects (see *Vocabulary box above*)
- You can write names of school subjects on the board.
- Students look at the pictures of the three children and guess what type of student they are.
- Then they read to find out if their guesses were right.
- Discuss answers with the class. Tell them to use clues from the text to justify their answer (e.g. *Jean Paul is a bookish type because he's ace at maths and he studies all subjects* etc.).

⇨ **Answers:**

Magda: sometime student

Jean Paul: bookish type

John: school struggler

🌀 Introduction: *Vocabulary*

📁 **WB Task 2, p. 11**

Task 5

- Elicit that this is John's school timetable.
Ask: *'Which do you think John's favourite day is?'* *'Which would be Magda's & Jean Paul's favourite day?'*
- Students in pairs read the texts again and find the students' favourite days.
- Discuss answers with the class and ask students to justify their answers.

⇨ **Answers:**

John's favourite day: Friday

Magda's favourite day: Tuesday

Jean Paul's favourite day: Thursday

EXTRA! : Additional comprehension questions

1. Who likes meeting his/her friends at school? (John)
2. Who enjoys reading in English? (Magda)
3. Who wants to get high marks? (Jean Paul)
4. Who dreads parents' days? (John)
5. Who never does homework? (John)
6. Who likes reading about women's life? (Magda)

📁 **WB Task 3, p. 12**

Task 6

- Ask: *'What school subjects do you do on ... (today)?'*
- Elicit answers and ask: *'Is it your favourite day? /Why?/Why not?'*
- Then ask: *'Which is your favourite day at school? Why?'*
- Allow several students to answer.

EXTRA! : *Pair work activity*

- In pairs, students look at their school timetable.
- One student says which subjects he/she likes and the other student has to find his/her favourite day.
- Students change roles & repeat the activity.

 **WB Task 4, p. 12 & Task 1, p. 10**

 **VOCABULARY LINK**
SB pages 10-11

Guessing words from context

Task 1

- Students look at the texts and find the words.
- Check answers and draw students' attention to **mags & faves**.
- Elicit that this is language used by young people in their everyday life.
- Ask students if they know other 'everyday' words or phrases young people use. Encourage them to think of pop / rock songs they know.
- You can collect examples on the board (e.g. gonna-going to, wanna - want to, babe-baby, 'em-them (love'em, in'em etc.), outa- out of, veggies - vegetables ...)

 **Answers:**

- a. ace at
- b. mags
- c. hang out (with my friends)
- d. solve
- e. faves
- f. term
- g. fight
- h. I can't help it

"School" collocations

Task 2


- Revise **high/low marks, extra practice**.
Ask: 'What kind of marks does Jean Paul want to get?'; 'What kind of marks will John get?'; 'Which subject does Magda need extra practice in?'
- Elicit **'loads of'**.
- Students complete the gaps or choose from the options to make true sentences about their school routine.
- They read their completed sentences to their partners and see if they agree/disagree.
- Read the box with **'Collocations'** with the class. Explain that collocations are words that go together.
- Students work in pairs and collect more collocations from Task 1 (At my school).
- Encourage students to write the collocations in their vocabulary notebook.
- When students finish, invite them to say if they work hard for school or not.

 **Answers:**

Collocations

wear a uniform, have a lesson / a break / exams, need (extra) practice (in), get high / low marks, spend time (on), go to school by bike/ by bus/ on foot

EXTRA! Game: Noughts and Crosses

 *Introduction: Games*

 **WB Task 5, p. 12**

Dictionary Skills

Task 3

EXTRA! : Warm-up

(You can do this extra task before students do Task 2 if the students are not familiar with using a dictionary.)

- If there are not enough dictionaries for all students, they can work in pairs or trios.
- In case students are not familiar with using dictionaries, you should explain what an English-English dictionary offers and show students the different sections it contains.
- You can warm the students up by asking them to find some words in the dictionaries.
- Write 5 words on the board.
- Students race to find the words and what they mean (⌚ 2 or 3 minutes).
- The student / pair / group that finishes first can be the ‘dictionary master(s)’.
- Read the instructions for Task 2 with the class.
- Explain **verb & noun**.
- Tell students that they might need to search before or after the given words in the dictionary (e.g. ‘live’ comes first and ‘live’ comes after).
- Go round the class and assist.

→ **Answers:**

a. live b. - c. fight d. solution

Task 4

- Explain that there is usually a list of symbols on the first or the last page of a dictionary.
- Students look at the list of symbols in their dictionaries and find what the symbols in the box mean. You’ll probably need to explain the meanings

of **adjective, adverb, uncountable, countable, plural, American English.**

- Students look through the dictionaries and find an example of each.
- They choose two more symbols from their dictionary lists and explain them to the class.

→ **Answers:**

adj.= adjective adv.= adverb
[U]=uncountable [C]=countable
[pl.]=plural AmE= American English
n= noun v=verb

EXTRA! : “Find someone who...”

🌀 *Introduction: Class activities*

🌀 *Introduction: Vocabulary Link Section*

📖 **GRAMMAR LINK**
SB pages 12-13

Present Simple

Task 1

- Elicit that the verbs are in the Present Simple.
- Students study the sentences and complete the Grammar table.
- They can look at Grammar Appendix, p. 161 to check their answers.

→ **Answers:**
Statements

I / you / **we** / they + verb.
He / **She** / **It** + verb-s/es/ies

Questions

Do I / you / we / they + verb.
Does he /she / it + verb

Negatives

I / you / we / they + **don’t** + verb.
He / she / it + **doesn’t** + verb

doesn’t: **does not**

📁 **WB Task 6, p. 13**

- Elicit spelling rules for the third person singular. Students use the Grammar Appendix, p. 161.

 **WB Tasks 7 & 8, pp. 13-14**

Say: 'Tell the class some things about you.
For example,

- where you live
- what you like / don't like
- what you do when you get up / when you finish your homework / before you go to bed.
- Allow several answers. Make sure students use the Present Simple correctly.
- Ask: 'So, when do we use the Present Simple?' Accept all answers that are relevant (allow L1 if necessary).
- Ask students to read the box in the grammar table & explain **habits & states**.

EXTRA! : Grammar Practice

Students read through the texts in Reading, Task 4, on p. 9 & underline some examples of the Present Simple which express states and some which express habits. They can use different colour pens for that, e.g. blue for states & red for habits (**states**: I enjoy reading ..., I like school, etc.; **habits**: I always study Geography during the break, I always fight with my parents etc.

 **WB Task 9, p. 14**

Adverbs of frequency

Task 2

- Students study the example sentences and underline the correct answer in the Grammar table.
- They can use the Grammar Appendix, pp. 161-162, to check their answers.

 **Answers:**

- **before** the main verb
- **after** the verb 'to be'

 **WB Task 10, p. 15**

Task 3

- Read out the instructions. Elicit **ideal school**.
- Go through the questions with the class & check for any difficulties.
- You can elicit some ideas before students answer the questions for themselves (e.g. about the type of teacher they prefer: *democratic, enthusiastic, friendly, hardworking, experienced, young* etc.).
- Assist with language.
- Students answer the questions.
- In pairs, they write two more questions in the blank boxes.
- They write answers for themselves.

Task 4

- Students ask each other about their ideal school routine and exchange ideas.

 **WRITING**
SB page 14

 **Aims and Objectives**

To involve students in writing an e-mail about their ideal school routine

To integrate writing with speaking

To provide practice in the language students have learnt in the lesson

- Students use the ideas they have collected in the previous exercise to write an e-mail about their ideal school.
- Read out the example.

- When students finish, they exchange e-mails and comment on each other's work.
- You can give them a criteria checklist in Greek or in English depending on the level of your class e.g.

1. Check verbs in the present simple. Are they correct?
2. Check collocations (have a break/high marks etc.). Are they correct?
3. Is it interesting to read?

- Ask students to revise their e-mails.
- Alternatively, collect students' work, write some comments on them and give them back to the students to rewrite.
- Alternatively, students can write their e-mails on the computers in the school computer lab & e-mail each other.
- The ICT teacher can help.

Introduction: Writing

① CULTURE CORNER SB page 14

- Students look at the photos & read the text.
- Elicit: **course, basics, health care, public school.**
- Students find differences between the class in the photos and their own, e.g.
 - *In my class, there are boys and girls. In this class, there are girls only.*
 - *In my class, all students are teenagers. In this class, there are older women, too etc.*

 **WB Task 11, p. 15**

Introduction: Workbook Writing

LESSON 2 Join our club!

READING SB pages 15-17

Aims and Objectives

To involve students in

- reading a poster with announcements for school clubs
- reading students' e-mails about school clubs
- skimming & scanning

To integrate reading with speaking

To present vocabulary and grammar in context

Vocabulary

newcomers, school choir, drama, cookery, charity, eco team, photography, snap, join, rehearsal, costume, choreography, delicious, dish

Task 1

- Students answer Jennifer's questions in the bubble.
- Assist with vocabulary (e.g. school choir etc.)
- Students have a quick look at the poster and answer the questions.
- You can ask students to match the sentences on the poster with the names of the clubs at the bottom of the poster.
- Ask them to look at the pictures and the key words for help (e.g. environment - eco team etc.).
- Assist with vocabulary.

Answers:

- a. It's for newcomers / new students.
- b. It's about school clubs at St. Peter's School
- c. Open (e.g. In the reading club, teenagers read books they like.

Task 2

- Discuss with students about clubs in the area where they live (e.g. in the municipality, local football teams, etc.). You can allow L1 for this.
- Ask students if they are members of a club / group / team and what they do (e.g. *I'm in the art club. We meet on Fridays after school. We paint pictures etc.*). In this way they revise PresentSimple.
- Refer students to the example & invite students to tell each other which club they would like to join and why.
- Elicit **join**.
- Assist with language.

Reading Strategies SB, p. 26

Task 3

- Ask students to look at the e-mails and say who's sending them to whom (A. Kate to Jane B. Jim to Paul C. Tom & Jennifer to Petra)
- Students read the e-mails and find which clubs the students are writing about. Ask them to match the e-mails with the correct photographs.
- Encourage them to look for key words.
- Ask them if there are any more clubs mentioned (football club in e-mail B).

Answers:

A4 (drama club) B2 (dance club)
C3 (cookery club)

Task 4

- Students read the e-mails again and answer the questions.
- Ask students to say how they found their answers.

Answers:

a. Tom & Jennifer b. Paul c. Jim d. Kate

WB Task 1, p. 16

LISTENING

SB page 17

Aims and Objectives

To involve students in listening

- to mini dialogues
- for gist

To integrate listening with writing (taking notes) & speaking

Vocabulary

omelette, camera, take pictures, novel, library, recycling bin, collect

- Explain that students are going to listen to some students doing things in their clubs.
- Explain that the noises they can hear can help them understand the club the children belong to and what they are doing there.
- Play the CD twice. Students listen and take notes in their notebooks.
- Students check answers with their partners and see if they agree or disagree.
- Check answers with the class at the end.

Answers:

1. cookery club (they're making an omelette)
2. photography club (they're taking a photo)
3. reading club (she's taking an interview from a famous writer)

Tapescrypt

Listen to some students talking and say what club they belong to and what they are doing.

1

(sound of sb making an omelette)

- Here you are. What else do we need?
- Give me the cheese and some bacon. Mm... it smells great!
- Be careful! The pan is really hot!

2

- You were right! The view is wonderful from up here. Come on, get the camera!

- Just a moment! I need to check the light. Now, it's ready. Let's start!

(sound of sb taking pictures)

3

(an interview with a writer)

- When I was at primary school, I always wanted to write funny short stories about my friends. People said I was good.

- So, Mrs. Wilson, when did you write your first novel?

- At 14. It was the story of a teenage girl who felt awful at school. She didn't have any....

 **VOCABULARY LINK**
SB pages 17-18

School Clubs

Task 1

- Students look at the example words and find the clubs.

⇐ **Answers:**

Drama club, Cookery club, Dance club

- Students look at the poster on p. 15 & the e-mails on p. 16 and find words that can go in each group.

⇐ **Answers:**

Drama club: musical, star, stage, rehearsals, costumes

Cookery club: delicious, recipe book, healthy, dishes

Dance club: choreography, festival, training, coach

Task 2

- Explain that students can choose one of these tasks.
- Read through the tasks with the class and check for any difficulties.
- Read out the tip in the box and explain.
- Then read the example to give students an idea of what they should say or write. Students work in pairs.
- When they finish they present their word groups orally or in writing.
- You can ask pairs who have worked on the same task to produce a list with all the words they have collected and put them on the class notice board for everyone to see.

Idioms with 'Time'

Task 3

- Explain that **idioms** are phrases which mean something different from the meanings of the separate words. You can use L1 to explain that.
- Play the CD.
- Ask students to listen & match the idioms with their meanings.
- Check answers with the class & elicit the meaning of the idioms.

⇐ **Answers:**

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

 **Tapescript**

Listen to Jennifer and her mum talking in five different situations and match the idioms (1-5) with their meaning (a-e)

1. (loud music)

Jennifer: This party is great! I'm having the time of my life!

2.

Jennifer's mum: *I'm going to get dressed for the concert, Jennifer.*

Jennifer: *Take your time, mum! It's still 6 o'clock. We can't get in before 8.00*

3.

Jennifer: *(loud, as if in another room)*
Mum, I'm going out!

Jennifer's mum: *OK! Take your jacket and get back in time for dinner. You know dad will be angry if you're late.*

4.

Jennifer's mum: *My sister, Jane, lives in a town 10 km from here. We call each other every day and we try to meet from time to time ... when we're not very busy with the children. Jennifer sometimes comes with me.*

5.

Jennifer's mum: *Jennifer, please! Our guests are coming in an hour so don't waste your time! Let's tidy up this place!*

Task 4

- Refer students to the example.
- Ask: *'Who would say: Take your time? etc.*
- Students imagine situations in which someone could use these idioms.

EXTRA! : Writing mini dialogues

You can ask students to work in pairs & write mini dialogues or jokes with these idioms. Ask students to act out their dialogues.

e.g. 1

(at the funfair, at the wheel)

John: *It's great up here! I'm having the time of my life.*

Mike *(who is scared): I hope we get back in time for dinner.*

e.g. 2

(in class; students are doing maths classwork)

Kate *(to her partner): How can you finish so quickly?*

Jane: *I never waste my time.*


Kate: *I always take my time.*

Jane: *Yes, but you can work harder from time to time if you want to get high marks.*

Kate: *And you can take it easy from time to time if you want to have friends.*

* **Stress underlined words**

 **WB Tasks 2 - 4, pp. 17-18**

 **GRAMMAR LINK**
SB page 18

Present Continuous Tense

Task 1

- Elicit that the verbs in the example sentences are in Present Continuous.
- Students study the example sentences & complete the Grammar table.
- They can refer to the Grammar Appendix, pp. 162-163 to check their answers.

Answers:

1. sentence a 2. sentence c 3. sentence b
We form questions and negatives with the help of the verb **to be**.

- Ask students to work in pairs and make three rules for the formation of the Present Continuous, one for the affirmative, one for the negative and one for the interrogative. They check their rules at the Grammar Appendix, pp. 162-163.

 **WB Task 5, pp. 18-19**

- Elicit spelling rules when adding -ing to verbs.

 **WB Tasks 6 & 7, p. 19**

Task 2

- Explain that students should look around their class and answer these questions about what they & their classmates are doing at the moment.
- Read through the questions with the class & check for any difficulties.
- Explain that they have to use short answers.
- If necessary, practise short answers before students do the task.
- You can point to a student / some students and ask: 'Is John reading at the moment?' 'Yes, he is. / No, he isn't.'

Task 3

- Read the example first.
- Students tell the class about their answers.

 **WB Task 8, p. 20**

EXTRA! :

Homework: *What is your family doing at the moment?*

Ask students to write a paragraph like the one in the example in Task 3 about what members of their family are doing at a certain moment of the day. For instance, in the evening they can look around their house and see what their father, mother, brother, pet etc are doing or are not doing and write it down as homework. When they come back to class, they can read each other's paragraphs and try to guess what time of the day it is.

NEXT LESSON: *see Aids p. 8*

 **WRITING**
SB page 19

 **Aims and Objectives**

To involve students in making a school club poster

To integrate writing with speaking


To provide writing practice in the language students have learnt in the lesson

Task 1


- Discuss the questions with the class.
- Explain that if students don't belong to a club, they can talk about other extra-curricular activities they do (e.g. a sport, a hobby etc.)
- Allow several students to answer. Assist with language. Make sure students use the Present Continuous appropriately.
- Ask students who have brought photographs of their clubs or groups to show them to the class & describe what the people in the photographs are doing. Assist with language.

Task 2

- Read through the instructions with the class & check for any difficulties.
- Refer students to the posters on p. 19.
- If there is a computer lab at school, students can write their texts on the computer. You can ask the ICT teacher to help if you are not familiar with computers.

 *Introduction: Writing*

 **WB Task 9, pp. 20-21**

 *Introduction: Workbook Writing*

LESSON 3
TEEN best-sellers!

 **READING**
SB page 20

 **Aims and Objectives**

To involve students in

- reading blurbs of books
- scanning texts to locate information

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

To present vocabulary and grammar in context

Vocabulary


blurb, bookworm, front/back cover, author, main character, escape, neighbour

Warm-up

- Ask the class to read Petra & Hans' e-mail.
- Ask: *What is it about?* (It's about books).
- Elicit **blurbs & bookworms**.
- You can ask students what kind of books they enjoy reading. Elicit vocabulary for different kinds of books (*adventure, mystery, detective story, crime, science fiction, love story / romance, historical novels* etc.).
- Show a book (English or Greek) and pre-teach: **front cover, back cover**.

Task 1

- Elicit: **author & main character**.
- Show a school book and ask: *'Who has written this book?'* and then say *'X is the author of the book'*.

- Name a book you think students will have read & ask: *'Who is the main character in Oliver Twist/ The Philosopher's Stone ?'*
-  Students read the blurbs and complete the library cards.

 **Answers:**

A.

Author: Jeremy Strong

Main character: Stuff (Aka Simon)

* 'Stuff' is the main character's nickname.

Other characters: Stuff's dad - his girlfriend - her daughter - Stuff's girlfriend, Delphine - her big brother - the new girl at school

B.


Author: Cathy Cassidy

Main character: Indigo

Other characters: Indigo's mum - Indigo's baby sister, Misti - a strange neighbour


Task 2

- Read through the questions with the class & check for any difficulties.
- Students check answers with their partners before checking answers with the class as a whole.

 **Answers:** a. Indigo b. Stuff
c. Stuff d. Stuff e. Indigo's mum
f. Delphine

Task 3

- Now that students have acquainted themselves with the plot of the books, ask them which book they prefer.
- Encourage students to justify their preference (e.g. *'I prefer Stuff because it's funny/ an adventure'* or *'I prefer Indigo Blue because I like mysteries'* etc.).

 **VOCABULARY LINK**
SB page 21

Guessing words from context

Task 1

- Read through the sentences with the class. Check for any difficulties.
- Students read the texts and find the missing words / expressions. Point out that in some cases a whole phrase is missing.
- With a less confident class, you can help by telling them which blurb to look at for each sentence : 1-4 blurb A 5-7 blurb B.
- Play the CD.
- Students listen & check their answers.

⇨ **Answers:**

- | | |
|--------------------|-------------|
| 1. sense of humour | 2. taste |
| 3. break up | 4. gorgeous |
| 5. the hurry | 6. heating |
| 7. secret | |

 **Tapescript**

Listen and check your answers.

1. "Mary's jokes aren't funny any more. I think she's got a very bad sense of humour."
2. "Dad and I have the same taste in music. We listen to the same songs and like the same bands."
3. "I don't love you anymore, Delphine. I want to break up. I'm sorry!"
4. "This new girl is gorgeous! I want to meet her! I must find her phone number!"
5. "Why the hurry, dad? Wait for me, please!"
6. "It's very cold in here, Miss! Can we turn on the heating?"
7. "Sorry, pal! I can't tell you where we're going. It's a secret."

'Book' words

Task 2

- Ask students to think of the 'book' words they have learnt so far (e.g. *bookworm, blurb, front cover, back cover, author, main character*).
- Ask students to look at the second column. Read through the definitions and explain words students ask for. You will probably need to explain/ revise: **outside, event, publish, popular.**
- Students work in pairs to match the 'book' words with their meanings.
- Check answers with the class.

⇨ **Answers:**

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

'Book' collocations

Task 3

- Remind students that collocations are words that go together to make a phrase.
- Explain that students have to circle the adjectives that go with the words: **novels, stories, writer.**
- Explain words in the puzzles students may ask for.

⇨ **Answers:**

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

There are **wonderful amazing incredible strange funny sad love horror bedtime** stories.

A writer can be **famous great best-selling popular talented good young modern.**

EXTRA!

- Ask students to think of a book they like and use words from the collocations task to talk about it.

- Give them an example first. *'I like Pride and Prejudice. It is a classic romantic novel. The story is wonderful and sometimes sad. The author, Jane Austen is famous and popular but she isn't modern.'*
- Refer students to the saying in the box: *A book is a gift that lasts a lifetime.*
- Elicit its meaning (you can have a book all your life & read it again and again)
- Invite students to say if they agree & why.

 **WB Tasks 1- 3, pp. 22-23**

LISTENING

SB page 22

Aims and Objectives

To involve students in listening

- to part of a radio programme about books
- for detail

To present language in context

To integrate listening with speaking

Vocabulary

site, fan club, diary, hometown, war, cool

Task 1

- Read out the titles before students listen and check for any difficulties.
- Ask: *'Have you read any of these books?' 'What are they about?'*
- Allow some students to answer.
- Play the CD. Students tick the book titles they hear.
- Play the CD again if necessary.
- Check answers with the class.

Answers:

1. Girls under Pressure
2. Dizzy
3. The Purple Umbrella

Task 2

- Read through the sentences with the class. Explain / elicit: **site, join, fan club, latest, set.**
- Students listen and write down the answers.
- Play the CD again if necessary.
- Check answers with the class.

Answers:

- a. www.jacquelinewilson.co.uk
- b. a diary
- c. Scotland
- d. 1st
- e. Eleftheria
- f. 1940, just before the war with the Germans

Tapescript

Listen to a radio programme. Three teenagers are talking about books. Tick the book titles you hear.

Welcome back! You're listening to 'Cool Radio, 95.3 FM'. What's next? Best-sellers! Books you'll really enjoy! We asked teenagers about their favourite titles and authors and here's what they said:

Helen: *"Jacqueline Wilson is the number one author of books for teenagers. My favourite title? 'Girls under Pressure' I guess. It's about a teenage girl who is fat and her friends make fun her. Have you ever visited her site? It's www.jacquelinewilson.co.uk I'll repeat it for you, write it down: www.jacquelinewilson.co.uk. Join her fan club. You can win the Jacqueline Wilson diary! It's really cool."*

Antonio: *"I'll tell you about Cathy Cassidy. Some people say she's the new Jacqueline Wilson. She might be, she's really good. Cathy Cassidy lives in Scotland. I read her first book, DIZZY, in four hours! I couldn't put it down! It's about a girl, Dizzy, whose mum is a hippie. And one day she takes her*

away from her dad. Ask for it. I think Cathy Cassidy knows what teenagers love to read about.”

Katerina: “My favourite author is Alki Zei. She’s Greek and all teenagers love her books. I’ll tell you about my favourite ‘The Purple Umbrella’. It’s not exactly new, she wrote it in 1995. It’s about a girl, Eleftheria. Every day she plays with a French friend. It’s summertime, just before the war with the Germans in 1940. They play and they dream. You should read it”

Now listen again and write down the missing information.

Task 3

- Ask students if they remember what happens in each book.
- Elicit some answers.
- Play the CD again. Students listen and say which tense, the Present Simple or the Present Continuous, the speakers are using when talking about the plot.
- Check answers with the class. Elicit that they’re using the Present Simple. Ask the class why. Elicit that we use the Present Simple (the narrative present) when we tell stories, jokes, anecdotes.

⇨ **Answers:**

Plot:

- A. It’s about a teenage girl who is fat and her friends make fun of her.
- B. It’s about a girl, Dizzy, whose mum is a hippie. And one day she takes her away from her dad.
- C. It’s about a girl Eleftheria. Every day she plays with a French friend. It’s summertime, just before the war with the Germans. They play and dream.

Tense:

They’re using the **Present Simple**

Task 4

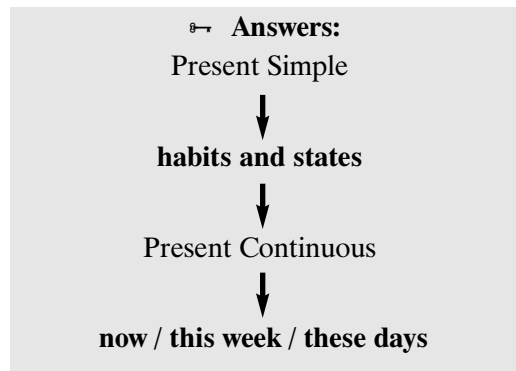
- In pairs, students tell each other which of the three books they want to read & why.
- Ask some students to tell the class. Assist with language (‘I want to read the book about Dizzy because her mum is a hippie and that’s strange. I think it’s interesting’ etc.).

☞ **GRAMMAR LINK**
SB pages 22-23

Present Simple vs. Present Continuous

Task 1

- Revise **habits & states**.
- Students study the example sentences & complete the rules.



Task 2

- Students match the pictures with the days and then tell each other what Indigo is doing in the pictures and what day of the week it is.
- Refer them to the example first.
- Ask students: ‘Which tense do we use to say what Indigo is doing in the pictures?’ (Present Continuous), ‘Which tense do we use to say what Indigo does on a certain day?’ (Present Simple).

⇨ **Answers:**

- b. In picture b she's buying milk so it's Monday because on Mondays she goes to the supermarket.
 c. In picture c she's watching a film at the cinema with her friends so it's Friday because on Fridays she goes out with friends.
 d. In picture d she's reading a book in the library so it's Tuesday because she goes to the library on Tuesdays.
 e. In picture e she's playing basketball so it's Wednesday because on Wednesdays she goes to the sports centre.

- Alternatively, one student says what Indigo is doing in the picture and the other student finds the day it is.
 e.g. *A: She's playing volleyball. B: So it's Wednesday because on Wednesdays she goes to the sports centre.*

 **WB Tasks 4 & 6-7, pp. 24-25**

Action vs. State verbs

Task 3

- Explain what **action** & **state** mean.
- Students read the example sentences & complete the Grammar table.
- They can refer to the Grammar Appendix p. 164 to check their answers.

⇨ **Answers:**

an action: a /d
 a state: b /c
 We normally don't use the **Present Continuous** with state verbs.

Task 4

- Remind students of the meaning of verbs they might not remember.

⇨ **Answers:**

Action Verbs: study, visit, draw, dance, drive
State Verbs: love, hate, want, know, need, like, understand

Task 5

- Students use verbs from the previous task to write what people say in the pictures.
- Students compare their sentences with their partners' & then read them out in class.
- Accept all possible answers

⇨ **Answers:**

1. I don't **understand** Portuguese
2. I don't **know** the way / Excuse me, do you **know** the way (to the museum)?
3. I **want** a hamburger, please
4. What are you doing?/Do you **want** to go to the cinema?
5. I **love** you/her!

 **SPEAKING**
 SB page 24


 **Aims and Objectives**


To involve students in parallel use of L1 & L2
To integrate speaking with reading & listening
To provide practice in using the Present Simple to narrate events / tell a story

Vocabulary


get married to, move to, record, moments, new member, help each other, team, get a tan, feel good, lie under the sun

- Divide students into As & Bs.
- Students A look at page 142 and Students B at page 144 in the Appendix.
- Ask students to imagine that they are talking to an English-speaking friend about a book. They should say a few things about the story and if they think it's interesting.
- Explain that they shouldn't translate word for word but use their own words.
- Ask students: 'Which tense do we use when we tell the story of a book?' Elicit / revise that we use the Present Simple.
- Explain the words in the box.
- Give students some time to prepare. Go round the class and help.
- When students are ready, they tell each other about the books.
- Go round the class & assist when necessary.
- When students finish, you can ask them if they think the book they heard about is interesting. Ask them to say why.

 **WB Task 5, p. 24 & Tasks 8-9, pp. 25-26**

 *Introduction: Workbook Writing*

NEXT LESSON: see Aids p. 8

 **PROJECT**
SB page 24

 **Aims and Objectives**

To involve students in using

- the language of the unit in a new context
- the Internet to find information about an author

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

To foster learner cooperation & autonomy

To integrate all four skills

- Read the steps of the project with the class and check for any difficulties.
- Divide the class into groups.

PLAN A

- If there is a computer lab at the school and there is access to the Internet, you can ask the ICT teacher to help the students.
- You can give students the following URLs:

<http://www.jacquelinewilson>

<http://www.kidstartrandonhouse.co.uk>

<http://www.teenreads.com>

<http://www.cc.uoa.gr/ptde/epet/Author/list.html>

- Students should first search for the author they are interested in and then follow the links to find reviews of his / her books.
- They read some blurbs, decide which book they want to present and take notes.
- Students can choose different books in their group.




- When they decide which book(s) to present, they should work all together to prepare their presentations.
- Here are some ideas:
 - ✓ students can visit <http://www.haef.gr/chilias/greek/lit/books> where they can see other children's presentations and get some ideas
 - ✓ speak from notes & perhaps show a picture of the book cover, which they can print from the website or draw
 - ✓ write a short blurb for the book and read it to the class
 - ✓ write their texts on the computer and then print them
 - ✓ make a power point presentation and show it to their classmates in the computer lab (the ICT teacher can help them).
- ✓ Students present their books in class.


PLAN B

- If there's not a computer lab in the school, students can bring different books in Greek or in English to class.
- They can visit the school library / a public library in their area to find books or bring books from home.
- Collect all the books and give each group one or two books they have not read.
- Ask them to read the blurbs and decide which book they want to present to the class.
- Tell them to prepare their presentation in their group (they can speak from notes, write a text, draw a picture etc.)
- When students are ready, they present the books in class.


Evaluation of the project

You can give students the following table to evaluate the project.

			
➤ I spoke in English			
➤ I used the language I learnt in this unit			
➤ Using the Internet helped me			
➤ I found a lot of interesting books in the library			
➤ I enjoyed working in my group			

 *Introduction: Reading*

SELF-ASSESSMENT SB pp. 25-26

 *Introduction: Self-assessment*

NEXT LESSON: see Aids p. 26

Unit 3

TEEN Matters!


	Language Functions	Vocabulary Link	Grammar Link	Curriculum Link /Themes	Suggested lesson schedule
Lesson 1 Food for thought!	- Expressing an opinion - Expressing quantity - Expressing obligation, prohibition & lack of obligation	- Vocabulary related to food & healthy diet	-Nouns & quantifiers -must / mustn't / don't have to (obligation / prohibition / absence of obligation)	Links to: Home Economics Culture Music Maths ICT Art Themes: Space System Civilisation & culture, Quality Quantity	4 teaching periods 1. Cover page, & Reading, 2. Vocabulary Link (Tasks 4-6) & Vocabulary Link 3. Grammar Link 4. Project
Lesson 2 Your problem sorted!	- Expressing emotions - Making guesses - Giving advice - Giving reasons	- Adjectives describing feelings	- must / may / might (speculation) - should / shouldn't (advice)		4 teaching periods 1. Song time 2. Listening & Speaking 3. Reading 4. Grammar Link & Writing
Lesson 3 We're on a shopping spree!	- Comparing & contrasting - Suggesting - Agreeing / disagreeing	Vocabulary related to - computer / video games - shopping	Comparative & superlative forms of adjectives		5 teaching periods 1. Reading & Vocabulary Link 2. Listening 3. Grammar Link (Tasks 1 & 2) 3. Grammar Link & Speaking 4. Project 5. Self-assessment


🔄 Aids

- Dictionaries (**Lesson 1- Reading EXTRA!**)
- Ask students to bring empty packages or labels of food products (**Lesson 1- Reading EXTRA! Project**)
- Ask students to bring song lyrics (**Lesson 2 - Song time - EXTRA! Project**)
- Ask students to bring catalogues from companies & stores (**Lesson 3- Project**)

 **COVER PAGE**
SB page 27


Vocabulary
Junk food, cool, stuff

 *Introduction: Cover Page*

 **Answers:**
1. C 2. A 3. B

LESSON 1
Food for thought!

 **READING**
SB pages 28-29


 **Aims and Objectives**
To involve students in
- reading a magazine article
- skimming & scanning
To integrate reading with speaking
To present vocabulary and grammar in context

Vocabulary
food, thought, myth, fact, skip a meal, heart, fizzy drinks, add, calories, fat, salt, additives, colouring, dessert, fave foods

Task 1


- Draw students' attention to the title of the lesson (Food for thought!) & explain / elicit the meaning of **food & thought**. Ask students to say what the phrase means (plenty to think about).
- Show Pedro's photo & read the information about him. Elicit **healthy guy, junk food, eating habits**.

- Ask: 'What is Pedro sending his new friends?' 'What is it about?' (an article with myths and facts about eating habits).
- Elicit **myth** (a false idea people believe) & **fact** (something true, real).
- Students read the bubbles and discuss with their partners if they think the statements are myths or facts.
- Ask some students to say what they think. Don't give right answers at this point.
- Students read the article on the next page and find out if the statements are myths or facts.
- It's not necessary to explain any words of the article at this point. Students have to skim to understand if the statements are myths or facts.

 **Answers:**
1. myth (huge amounts of fat, salt and additives)
2. myth (tip 2)
3. myth (tip 3)

Task 2

- Go through the questions with the class.
- Explain / elicit **heart, fizzy drinks, add, calories**.
- Students read the article again to find the answers.
- Check answers with the class.

 **Answers:**
a. burger and chips or pizza/fat, salt & additives
b. homemade pizza
c. for our teeth
d. a little fresh orange juice
e. burger and chips, pizza, chocolate cake, fizzy drinks
f. healthy meals /home cooked meals

EXTRA!

Vocabulary work - Dictionary skills

- Ask students to find & underline all the **food & drink** words in the article and find the meaning of the ones they don't know. They can use dictionaries.

Note:

tofu: noun [U] (ALSO **bean curd**)
 a soft pale food which has very little flavour but is high in protein, and which is made from the seed of the Asian soya bean plant
 (from Cambridge Advanced Learner's Dictionary available from <http://dictionary.cambridge.org> [last accessed 23/03/2006])

EXTRA!

- Students add more **food & drink** words in their lists
- They divide all the words into 'healthy' & 'unhealthy' food.
- They present their lists in class.

 **WB Tasks 1 & 2, pp. 28-29**

 **VOCABULARY LINK**
 SB pages 30-31

Healthy Food

Task 1

- Elicit that the pictures are labels on food products.
- Ask: 'Do you read the labels when you buy food at the supermarket? / What information do they give?'
- Allow some students to answer. Assist with vocabulary.
- Ask: 'Have you seen these labels before? / What do they mean?'
- Elicit the meaning of the labels.

Task 2

- Ask students to look at box A & find the adjectives in the article, p. 29.

⇨ **Answers:**

fatty - salty - sugary - healthy

- Ask students to look at the words in box B.
- Tell them that they can use the dictionaries to find the meaning of the words they don't know.
- Ask: 'Which word goes with 'milk?' (low-fat) / with bread? (whole grain) / with meat? (grilled) / with vegetables? (boiled).
- Then ask them to complete Pedro's poster.

⇨ **Answers:**

1-3. fatty, salty, sugary (in any order)
4. healthy **5.** whole grain
6. boiled vegetables **7.** low-fat **8.** grilled

Task 3

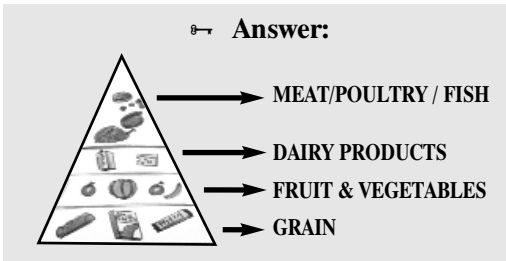
- Go through the words & the headings & elicit their meaning.
- Students put the words in the correct group.
- Check answers with the class.

⇨ **Answers:**

GRAINS: rice, cereal, pasta (bread, rusks etc.)
VEGETABLES: green beans, lettuce, peas (cabbage, carrots etc.)
DAIRY PRODUCTS: milk, yoghurt, cheese (butter, cream etc.)
FRUIT: bananas, apples, peaches (pears, melons etc.)
MEAT/POULTRY/FISH: tuna, chicken, steaks (lamb, duck, swordfish etc.)

Task 4

- Students label the pyramid using the headings of the previous task.
- Check answers with the class.
- Discuss the statement in the box.
Explain: **emphasises, healthy food choices, physical activity.** Encourage students to say why healthy food choices & physical activity are important. Assist with language.



Task 5

- In pairs or small groups, students prepare a diet for each case.
- Alternatively, you can divide the class into three main groups.
- Each group prepares a diet for one of the people (e.g. Group A for the athlete etc.)
- Groups present their diets in class.
- You can have a class discussion about healthy eating habits for teenagers.

☞ *Introduction: Vocabulary*

① **CULTURE CORNER**
SB page 30

- Invite students to think of similar proverbs in Greek:
 - Ένα μήλο την ημέρα, το γιατρό τον κάνει πέρα.
 - Όπου λαλούν πολλοί κοκόροι αργεί να ξημερώσει.
 - Ό,τι έγινε έγινε.

- Some more proverbs and sayings you can discuss in class are:
 - *A hungry man is an angry man.*
 - *Appetite comes with eating.*
 - *Don't put all your eggs in one basket.*
 - *Hunger is the best sauce.*
 - *Half a loaf is better than none.*

EXTRA! Project: Reading food labels

- Students bring empty food packages, bottles etc. or just the labels.
- They work in groups & read the labels on the packaging. They have to read the ingredients and decide if the product is healthy or unhealthy.
- Students make lists with healthy & unhealthy products and present them to the class. They explain why they are healthy or unhealthy.

📁 **WB Tasks 3-7, pp 29-31**

👉 **GRAMMAR LINK**
SB pages 31-32

Nouns and Quantifiers

Task 1

- Students look at the pictures & the sentences.
- Elicit / revise the meaning of **a lot of, a few, a little, many & much.**
- Read the question under the pictures. Elicit answers.

☞ **Answer: apples** (countable noun), **apple** has a plural form but **rice** doesn't.

- Students study the example sentences and tick the right boxes.

- They can check their answers in the Grammar Appendix, p. 164.
- Point out the following:
 - **a lot of & any** can be used with countables & uncountables
 - **much & many** are used in questions & negatives

⇨ **Answers:**

Countable: a lot of, a few, (How) many, any

Uncountable: a lot of, a little, (How) much, any

Task 2

- Students divide the nouns into countable and uncountable.
- They add more countable & uncountable nouns in the lists.

⇨ **Answers:**

Countable: green beans, apples, chicken (animal), bananas, steaks, peas, peaches

Uncountable: rice, milk, tuna, yoghurt, cheese, pasta, chicken (food)

* **lettuce** can be countable & uncountable

 **WB Task 8, p. 31**

Task 3

- Divide the class into students A & B.
- Students A look at Petra's fridge on page 143 & students B at Jane's fridge on page 145.
- They tell each other what there is in Petra's and Jane's fridge respectively and they spot the differences.
- Remind students to use: **There's / are & a lot of, a little, a few** etc.
- Elicit some examples.
- When students finish, ask some students to report the differences to the class.

- Ask students which girl, Petra or Jane, has healthier eating habits. Ask them to explain why (e.g. Jane has healthier eating habits because there's a lot of fruit in her fridge / there aren't many sweets in her fridge etc.)

⇨ **Possible answers:**

Petra's fridge:

1. There's a little pizza
2. There are a lot of fizzy drinks
3. There is chocolate
4. There's milk / There isn't much milk.
5. There's juice.
6. There aren't any eggs / vegetables etc.

Jane's fridge:

1. There's a lot of milk.
2. There are a lot of vegetables.
3. There's a lot of cheese.
4. There are a lot of eggs etc.

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

Task 4

- Students match the sentences with the meanings. Remind students of the meaning of **necessary & important**.


⇨ **Answers:** 1. b 2. c 3. a

 **WB Task 9, p. 31**

Task 5

- Students work in pairs to write the rules.
- Encourage them to use ideas from the lesson & add some of their own.
- Remind them to use **must / mustn't / don't have to**.

 **WB Task 10, p. 32**

 *Introduction: Workbook Writing*

NEXT LESSON: see Aids p. 26

PROJECT

SB page 32

Aims and Objectives

To involve learners in using the language of the lesson in a new context

To raise learners' intercultural awareness

To integrate all four skills

To foster cooperation & learner autonomy

To encourage work across the curriculum (Art, Home Economics, Culture)

- 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 3 or 4 students (e.g. group A1, A2, B1, B2 etc.).

Project Strategies, SB p. 32

Project 1: Dishes

- Each group chooses one of the dishes in their coursebook or any other dish they like.
- They look at the food pyramid & they find what there is in the dish.
- They decide if the dish is healthy or not.
- Each group makes a drawing of the dish and presents it orally.

Project 2: Food and ...

Religion / Celebrations / Climate

- Students who choose to do this project will need to find information on the Internet or in encyclopedias / Geography books etc.
- If they choose **Food and Religion**, they can find information about what people of a certain religion can / can't eat (e.g. Muslims don't eat pork / Hindus in India don't eat cows, etc.)

- If they choose **Food and Celebrations**, they can think of a holiday and what kind of food is eaten then in different countries (e.g. Christmas, Thanksgiving etc.).
- If they choose **Food and Climate**, they can think of a cold or hot country and find information about what food is produced in this country & what their typical diet consists of.
- Groups of students present their findings to the class.
- Below we present some background information teachers might want to use as parallel texts (simplified or not).

Background information

Food and Celebrations

Christmas

Australia, New Zealand and South Africa & other countries that were once part of the old British Empire have similar Christmas customs. Most of the food typically associated with Christmas, such as mince pies and fruit cake, come from British tradition. In Australia, it is becoming increasingly popular to enjoy seafood on Christmas Day, rather than roast meats and ham - probably because of the hotter weather.

Traditional Christmas food differs from country to country, depending on local availability and cultural significance.

Some examples include:

French Canada - desserts include doughnuts and sugar pie.

Germany - gingerbread biscuits and liqueur chocolates.

Nicaragua - chicken with a stuffing made from a range of fruits and vegetables including tomato, onion and papaya.

Russia - a feast of 12 different dishes, representing Christ's disciples.

New Year

Traditional New Year foods around the world include:

Greece - a special sweet pasty baked with a coin inside it.

Japan - up to 20 dishes are cooked and prepared one week earlier. Each food represents a New Year's wish; for example, seaweed asks for happiness in the year ahead.

Scotland - haggis (sheep's stomach stuffed with oatmeal and offal), gingerbread biscuits and scones.

Spain - 12 grapes, meant to be put into the mouth one at a time at each chime of the clock at midnight.

Adapted from
www.betterhealth.vic.gov.au

Food and Climate

1. Dutch food and eating habits

*As indicated in the famous painting by Vincent van Gogh **The PotatoEaters**, the main ingredient in old-fashioned Dutch dinners is potatoes, usually accompanied by meat and boiled vegetables. The Dutch traditionally don't use very sharp spices and are very fond of pouring gravy onto everything. The Dutch have, however, always been internationally orientated and nowadays you can expect to find meals varying from Italy to the Orient and from China to Africa on Dutch dinner tables, especially amongst younger people. The consumption of dairy products is extremely high, which, according to some scientists, accounts for the high average height of Dutch men and women.*

The Dutch generally eat three meals a day. Dinner (around 6 pm) is the main meal for most people, but some rural families and older people retain the tradition of eating the main meal at midday. For them, the evening meal is light and

often consists of bread, cold cuts, cheese and salad.

Adapted from
<http://www.thehollandring.com/food.shtml>

2. (Extract from an interview with Colin Lighten from Great Britain, born 1949)

"We always had a Sunday roast and that piece of meat sort of did service for about four days. I try and remember it in the correct order but it was always a Sunday roast. I think Monday was always cold meat because there were still some reasonable cuts left off of it, and then Tuesday was shepherd's pie or rissoles or something like that because that was just about the last of it, and Wednesday - I can't always remember what happened on Wednesday but I think it sort of depended on what was left. Thursday, my mother got paid when she was out at work - so we always had a mixed grill Thursday night to sort of celebrate. Friday was fish and chips, there was never any variation for that at all. And because my mother was working, Saturday then became wash day. So because the kitchen was in a mess, we always had sausage and mash 'cause that was quick to do. And then Sunday back into the weekly routine again."

Adapted from
<http://www.bl.uk/learning/resources/pdf/foodstories/lightentranscript.pdf>

More sites
<http://www.fags.org/nutrition/Foo-Hea/Greeks-and-Middle-Easterners-Diet-of.html> (for Mediterranean diet)
<http://referaty.atlas.sk> (for British & American eating habits)
www.betterhealth.vic.gov.au (for Food and Religion / Celebrations)
www.foodafactoflife.org.uk (for Food and Religion)

Last accessed 24/07/2007

Topics for further discussion

↪ **Aims and Objectives**

Familiarise students with the themes of civilisation & culture in relation to people's eating habits & food traditions as these are determined by geographical position, climate & economy

- It will be interesting to organise a class discussion about how the geographical position, climate & economy of a country influence eating habits.
- Students can draw on their personal experience & knowledge and/or use the knowledge they have acquired from the project above.
- They can also discuss whether traditional eating habits have changed and why.
- If there are students from other countries, they can make a classroom presentation of the eating habits of the country they come from (products, climate, agriculture, influence from other countries etc.).

NEXT LESSON: see *Aids p. 26*

LESSON 2
Your problem sorted!

SONG TIME!
SB page 33

Task 1

- Books closed. Tell students that they're going to listen to a boy, Paul, singing a song.
- Ask students to listen to the song and say if Paul does well at school & what he wants to do.

- Play the CD.
- Allow several students to answer. Don't give the right answers.
- Play the CD again if there is disagreement.
- Students read & listen to the song and check their answers in pairs and then with the whole class.

↪ **Answers:** a. No, he doesn't
b. He wants to play, to be with his friends, to watch TV for hours, to play on the computer

🎧 **Tapescript**

Student's Book page 33

EXTRA!

- Ask: 'Do you feel the same as Paul?'
'Do you want to do the same things as Paul?'
- Assist with language.

Task 2


- Collect titles students suggest on the board.
- Ask the class to vote for the best title.
- Students decide on the best title and write it above the song.

Task 3

- Ask: 'How does Paul feel before a test?'
Elicit **nervous**.
- Then ask: 'Is it good to feel nervous?'
Elicit that it isn't good.
- Ask students to put 'nervous' in the correct box (☞).
- Tell them to find more adjectives that describe Paul's feelings.
- Elicit their meaning.
- Ask students to put them in the right box
- Check answers with the class.

Answers:


excited
glad



nervous
unhappy
sad
bored
(dead) tired

Task 4

- Students can do this task using Greek-English dictionaries
- Collect adjectives on the board.


Possible Answers:


happy
delighted
interested
etc.


scared
terrified
miserable
worried
etc.

Task 5

Ask students to say when they feel glad, bored, worried, nervous etc.
Assist with language.

 **WB Tasks 3 & 4, pp. 34-35**

 *Introduction: Vocabulary Link Section*

Task 6

- Students work in groups of 4-5.
- Ask each group to write the lyrics of a song about 'feelings'.
- Tell them that it can be about school, a friend, someone they like / don't like etc. It can be sad, happy, funny etc.
- Ask them to give their song a title.
- If there are students who play a musical instrument, they can write the music for the song. This can be done at home.

- Alternatively, students can ask the music teacher to help them write the music. You can give students some time for that (three days, a week etc.).
- When songs are ready, groups of students sing their songs in class.
- You can have a song competition or students can perform their songs at a school party or a school celebration.

EXTRA! : Project

- Ask students to bring CDs with famous songs about **school** or **feelings**.
- Ask them to bring the lyrics & the CD. They can find song lyrics on the Internet at www.mylyrics.com
- You can photocopy the lyrics & play some of these songs for students to learn & sing.

 **LISTENING &  SPEAKING**

SB page 34

 **Aims and Objectives**

To involve students in listening

- to a conversation between two people
- for gist & detail

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

To present new language in context

Vocabulary

school canteen, break, school yard, lonely, make friends

Task 1

- Read through the questions with the class and check for any difficulties.
- Ask students to look at the pictures before they listen and say what they can see. Assist with language.

⇨ **Possible Answers:**

- a. a boy in his room; his mother is probably shouting at him, perhaps about a school test.
- b. a girl in the school playground; she's standing alone without friends and she looks miserable.
- c. a boy outside the school canteen eating something
- d. a girl in her bed; she looks angry.

- Students listen & answer the questions. They can take notes in their notebooks.
- Play the CD twice.
- Check answers with the class.

⇨ **Answers:**

- a. photo c (their friend Jerry)
- b. he's getting fatter because he eats unhealthy, fatty food
- c. to take him to the gym at the weekends

Task 2

- Refer students to the Grammar Link box and explain that **may** & **might** have a similar meaning.
- Play the CD.
- Students listen and say which word Paul & Jane use when they're sure and which when they are not.

⇨ **Answers:**

- a. must b. may / might

🎧 **Tapescript**

Listen to Paul and Jane and answer the questions.

Paul: *Look at this photo, Jane!*

Jane: *Oh, yes. This is Jerry. He must be in the school yard, in front of the canteen.*

Paul: *Sure! And it must be during the break because there are other children in the yard.*

Jane: *What's he eating? I don't think it's some kind of fruit. Jerry never eats fruit.*

Paul: *Well, it may be a bar of chocolate.*

Jane: *Yes, I think you're right. He always eats this stuff.*

Paul: *You know, his mum worries a lot. He's put on a lot of weight! He must be much heavier than last year.*

Jane: *Let's take him to the gym with us at the weekends. He might come. What do you think?*

Paul: *I'm not so sure he wants but let's try anyway. This is what friends are for, right?*

Task 3

- Ask: 'Where do you think the boy in picture a is?' etc.
- Elicit some example answers.
- Students talk with their partners about the teenagers in the pictures.
- Pairs report back to the class what they think.

Task 4

- Refer students to the tip & explain.
- Play the CD once. Students listen & match the speakers with the photos. Check answers.
- Students listen again & take notes in the boxes.
- Play the CD twice if necessary.

⇨ **Answers:**

Speaker 1: picture d

Speaker 2: picture a

Speaker 3: picture b

1. Vicky; her parents don't let her go out with her friends.
2. George; he doesn't do well at school, he hates studying and his dad is angry with him.
3. Ann; she's new at school and she doesn't have any friends. She's shy, she doesn't make friends easily.

🎧 **Tapescript**

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

I'm Vicky. I feel terrible. You see my parents don't let me go out with my friends. They all go to the cinema or to the bowling alley on Saturdays and they have fun. I always stay in and I fight with mum and dad. They can't understand how bad I feel. It's not fair at all! They say it's dangerous. What are they so afraid of? I think I'll lose my friends. Why am I so different? How can I make my parents change their mind?

My name is George. You know, I don't really like school and my marks are low. My dad is very angry with me. He says I'm lazy and I don't understand how hard he works every day for us. He might be right but I hate studying. I want to become a footballer when I grow up. Is that so bad? What should I tell him?

I'm Ann. I'm new at this school. My problem is that I don't have any friends. All my classmates are friendly with me but I don't have any close friends. Sometimes I feel very lonely, especially in the breaks or when

we go on a school trip. It's my fault, I know, but I'm shy and I don't make friends easily. Mum thinks I'm happy in my new school but I'm not. Can you help me?

Now listen again and take notes in the boxes.

Task 5

- Ask: 'Do you/your friends have problems like these?' 'Who do you usually talk to about your problems?'
- This can be a class discussion. Encourage and facilitate the use of L2.

 **READING**
SB page 35

👉 **Aims and Objectives**

To involve students in skimming a text to understand the general meaning & scanning a text to locate specific information

To integrate reading with speaking

To present language of giving advice in context

Vocabulary

Agony Aunt, advice, similar interests, chat, come up with, mate, nervous

Task 1

- Elicit **Agony Aunt**.
- Students read the letter and find which of the teenagers Agony Aunt is writing to.

⇨ **Answer:**

Agony Aunt is writing to Ann (picture b)

Task 2

- Students read the letter again and tick the pieces of advice Agony Aunt gives Ann.

⇨ **Answers:** a, c, d, f

Task 3

- Pre-teach / elicit: **similar interests** (somebody who has similar interests to you likes the same things as you), **chat** (talk), **come up with** (think), **mates** (friends)
- Students say how each piece of advice can help Ann.
- Encourage students to draw on the letter for useful language.
- Ask some students to give examples (e.g. *If you smile, you look friendly and other children want to be around you* etc.).
- At this point you can go back and discuss the title of the lesson: **'Your problem sorted'**. Ask students to say what they think it means (your problem solved).

Task 4

- Students think of people they know for statements a-d.
- Encourage students to justify their answers (e.g. *The P.E. teacher looks friendly. He / She smiles a lot. / The maths teacher makes me feel nervous. He / She asks difficult questions* etc).
- You can ask students to write a paragraph with their ideas as homework.

 **WB Tasks 1 & 2, pp. 33-34**

 **GRAMMAR LINK**

SB page 36

Giving advice

Task 1

- Students read Agony Aunt's letter and underline the language she uses to give advice
- Students use the language they have underlined to complete the Language Box.

⇒ **Answers A:** The following should be underlined: you should ..., a very good idea is ..., you could..., why don't you...?, you shouldn't ..., just ...

⇒ **Answers B:** **a.** should **b.** shouldn't **c.** very good idea is **d.** you could **e.** don't you

Task 2

- Ask students to look at p. 34.
- Ask *'Do you remember these teenagers' problems?'*
- Play the CD if necessary.
- Students choose one of the teenagers and work with their partners to give him / her some advice.
- You can ask them to take notes of their ideas.
- Remind them to use the language of advice.
- Discuss students' ideas in class.

 **WB Tasks 5-7, pp. 35-36**

 **WRITING**
SB page 36

 **Aims and Objectives**

To involve students in

- writing a letter of advice
- peer correction & process writing

To integrate writing with reading, listening & speaking

Task 1


- Explain that students have to write a letter of advice to the teenager they have chosen.
- Tell them to use ‘Giving Advice’ language and to explain how their advice can help.
- Ask them to use Agony Aunt’s letter as a model.
- Students write the first draft of their letters.

Task 2


- When students finish their first drafts, ask them to exchange letters with their partners and check the points in Task 2.

Task 3

- Students listen to their partners’ comments and revise their letters.
- Go round the class and assist when necessary.
- Students write the final versions of their letters and hand them in.

 *Introduction: Writing:*

 **WB Task 8, p. 37**

 *Introduction: Workbook Writing*

LESSON 3
We’re on a shopping spree!

 **READING**
SB pages 37-38

 **Aims and Objectives**

To involve students in

- reading game reviews
- scanning texts to locate information


To integrate reading with speaking

Vocabulary

review, control, updates, evil, brain, battle, forces, sticky, online, take part in, log on, explore, solve

Task 1

- Refer students to the title of the lesson.
Ask: ‘*What do you think it means?*’ (buying lots of things).
- Invite students to say if they ever go on a shopping spree and what things they usually buy.
- Students read Jennifer’s e-mail & answer the question.

 **Answer:** She’s asking Silou to help her buy a computer game for her little brother.

Task 2

- Ask students to have a quick look at the four texts and say what they are about. Elicit that they are reviews of computer / video games.
- Ask ‘*Do you know/ play these games?*’ ‘*What are they about?*’ Assist with language.
- Elicit the meaning of **army**.

- Students read the reviews very quickly to find the answers. (⌚ 3-4 minutes).

⇨ **Answers:**


- a. the armies of Middle Earth
b. tennis c. Wonka d. C

Task 3

- Revise: **characters** (Unit 2, lesson 3). Pre-teach / elicit **control, updates, evil, brain**.
- Students read the reviews more carefully & find the answers.

⇨ **Answers:**

1. A & C 2. B & D 3. C 4. D
5. B 6. C 7. A 8. A

 **VOCABULARY LINK**
SB page 38

Guessing words from context

Task 1

- Students read the texts & find the words.
- Explain that the letters in brackets show the texts where they can find the words.

⇨ **Answers:** a. battle b. forces
c. evil d. sticky f. online

Task 2

- Explain that the missing words are all verbs.
- Students read the reviews & complete the sentences.
- Remind students that the letters in brackets show the texts where they can find the missing verbs.

⇨ **Answers:** a. take part b. log on
c. update d. explore e. solve

 **WB Task 1, p. 38**

Task 3

- In pairs, students search the texts to find the answers to the vocabulary puzzles as quickly as they can.
- You can ask them to time themselves.
- Check answers with the class.

⇨ **Answers:**

A. 1. b 2. a

When you're having a good time doing something then this thing is "fun" - "Funny" is something that makes you laugh or something strange.

Examples: 'It's fun playing this game.'

'I'll tell you a funny story/joke.'

'There's something funny about him.'

B. log on - update - online

C. trilogy

D. brainy

 **WB Tasks 2 & 3, pp. 38-39**

 **LISTENING**
SB page 39

Aims and Objectives

To involve students in listening

- to a dialogue

- for gist & detail

To integrate listening with speaking

To present the language of comparison in context

Vocabulary

magazine, sporty, popular, creatures, dangerous, online

Task 1

Warm up

- Ask: 'Do you read game reviews in magazines?' 'When?/Why?' (when we want to choose which game to buy for ourselves or a friend / relative etc.).

- Ask 'Which of the games on p. 37 would you buy for a friend?' 'Why?' (e.g. *I would buy Mario Power Tennis for my little brother / sister because he / she likes tennis and it's an easy game etc.*).
- Pre-teach / revise **sporty** (someone who likes sports), **popular** (something a lot of people like), **creatures** (monsters etc.), **online** (connected on the Internet), **dangerous** (not safe).
- Students listen to Lyn & Peter and answer the questions.
- Play the CD again if necessary.

→ **Answers:**

- a. a present for Ian b. son

Task 2

- Students listen again and circle the correct answer.
- Play the CD again if necessary.

→ **Answers:**

- a. birthday b. older c. interesting
d. loves e. isn't f. doesn't know

EXTRA!

- Ask: 'What does Ian's father think of the *Lord of the Rings* & *Matrix*?' (He doesn't like the *Lord of the Rings* because it shows all these creatures and he thinks *Matrix* online can be dangerous).
- Play this part of the CD again if necessary.
- Ask: 'Do you agree with Ian's father?' 'Why/Why not?'
- Encourage and facilitate the use of L2.

🎧 Tapescript

Listen to Lyn and Peter and answer the questions.

Peter: *Lyn! Come here! Look at this magazine! It has lots of computer games.*

Let's see which one we can buy for Ian.

Lyn: *Oh, is this what he wants for his birthday? OK then. Let me see.... Mmm, what do you think about Charlie and the Chocolate Factory? He liked the book and the film...*

Peter: *This one is for younger kids I think. Look, it says 7+.*

Lyn: *Maybe. And all the others must be more exciting. They've got more stars, you see?*

Peter: *What about Mario Power Tennis. Looks interesting, no? He can start with the easiest matches of course and ...*

Lyn: *Well, tennis isn't his favourite. He's not as sporty as you are. He prefers action. We can choose one of these two, the *Lord of the Rings* or *Matrix*. What do you say?*

Peter: *Not the *Lord of the Rings* again! I know it's one of the most popular books and films but all these bad creatures? And *Matrix* doesn't look better. I don't want my son to play with people online. It might be dangerous.*

Lyn: *Well then, find the nearest computer shop and we can go tomorrow after work. I'm sure there'll be a greater variety. Right?*

Now listen again and circle the correct answers.

🔗 GRAMMAR LINK SB page 39

Comparing

Task 1

- Students study the example sentences, answer questions 1 & 2 & complete the table.
- They can use the Grammar Appendix, pp. 165-166 to check their answers.

→ **Answer:**

1. a, b, c 2. d, e, f

- In pairs, students work out the rule for the formation of the **comparative** & the **superlative** with **short** and **long** adjectives
- Elicit spelling rules (see *Grammar Appendix, p. 165-166*)
- Ask: 'Which word comes after the comparative form?' (than)
'Which word comes before the superlative form?' (the)

 **WB Tasks 4 & 5, p. 39**

- Draw students' attention to the last sentence in the box & ask them to choose the correct form.

↪ **Answer:** fat

- Ask: 'Who is fatter?'
- Elicit: Peter.
- Elicit the rule (**as + positive form of the adjective + as**).

↪ **Answers:**

AFFIRMATIVE	COMPARATIVE	SUPERLATIVE
cheap	cheaper than	the cheapest
easy	easier than	the easiest
interesting	more interesting than	the most interesting
popular	more popular than	the most popular
good	better than	the best
bad	worse than	the worst

Ian isn't as *fat* as Peter.

 **WB Task 6, p. 40**

Task 2

- Use the drawings to elicit the meaning of the adjectives.

- Elicit the comparative & the superlative form of the adjectives above. Write them on the board.
- Revise the use of the comparative & the superlative form (see Task 1 above)
- Students compare themselves with members of their family. Explain that they have to use the **comparative**, the **superlative** & the form '**as ... as**'.
- You can ask students to make (funny) drawings and use their sentences as captions to the drawings. This can be done as homework.
- Students present their work in class.

EXTRA! : Quiz

Ask students to write six quiz questions about Greece or animals, at home and bring them to class. They should use the comparative and superlative forms and they should make sure they know the answers to the quiz, e.g. *Which river is longer, the Pinios or the Acheloos? Which is the highest mountain in Greece? Which animal is as heavy as ...?*

EXTRA! : Picture Dictation

- Students draw a picture of a description the teacher dictates to them.

Here is an example:

Draw a big mountain in the middle of the picture./ There is a lower mountain next to it./ There are two houses at the bottom of the mountains./ The one on the left isn't as big as the other/ but the one on the right has a bigger garden./ There are three children in front of the houses, two boys and a girl. The girl is on the left./ The boy between the girl and the other boy is the tallest./ The boy on the right is the shortest.

- As an extension, students can draw their own pictures and describe them to their partners who draw them. Then, they compare their pictures.

EXTRA! : *Game: Noughts and Crosses*

Introduction: Games

SPEAKING
SB page 40

Aims and Objectives

- To involve students in** suggesting, agreeing & disagreeing
- To provide** practice in the language of comparison
- To integrate** speaking with reading & listening

Task 1

- Discuss the questions with the class.
- Assist with language.

Task 2

- Ask: *'What clothes can you see in the pictures?'* (**polo shirt, jacket, sweater**).
- Read through the task and the boxes with the class & check for any difficulties.
- Explain the meaning of **casual** (clothes we wear every day), **trendy** (in fashion, cool) **fashionable** (in fashion).
- In pairs, students decide which present to buy.
- You can ask a confident pair to present an example conversation.
- Pairs report their decision to other pairs & justify it.

WB Task 7 & 8, pp. 41-42

Introduction: Workbook Writing

NEXT LESSON see *Aids p. 26*

PROJECT
SB page 40

Aims and Objectives

- To involve students in** using the language of comparison in a new context
- To integrate** all four skills
- To foster** cooperation and learner autonomy
- To encourage** work across the curriculum (Maths, Art, ICT)

- Read through the steps of the project with the class.
- Divide the class into small groups.
- Students use the catalogues they have brought in class. Alternatively, students can find information on the Internet. You can ask the ICT teacher to help them
- Students select 3 products from one category & compare them in terms of cost, size, speed & design.
- Students use posters, pictures, tables etc. to illustrate their project and present it orally in class.

SELF-ASSESSMENT SB pp. 41-42

Introduction: Self-assessment

NEXT LESSON see *Aids p. 43*

Unit 4

Looking back on the past!

	Language Functions	Vocabulary Link	Grammar Link	Curriculum Link /Themes	Suggested lesson schedule
Lesson 1 On a mystery tour!	-Describing past events -Asking and answering about past events	-Vocabulary related to talking about important personalities of the past - Dates & year	-Simple Past Tense -Prepositions of time	Links to: Science History Art Music Geography ICT Themes: Time Change Relativity of actions & events	4 teaching periods 1. Cover page, & Reading, 2. Vocabulary Link 3. Grammar Link 4. Project
Lesson 2 Tell me a story!	-Describing the background in a story -Asking and answering about what people were doing at a certain time in the past	-Vocabulary related to describing a burglary -Weather collocations	Past Continuous		4 teaching periods 1. Reading 2. Vocabulary Link & Listening 3. Grammar Link 4. Reading & Speaking
Lesson 3 We survived the tsunami!	Narrating a past event	Natural disasters & accidents	Past Simple vs Past Continuous		5 teaching periods 1. Reading & Vocabulary Link (Tasks 1 & 2) 2. Vocabulary Link (Task 3) & Grammar Link 3. Listening & Writing 4. Project 5. Self-assessment

Aids


- Dictionaries (**Lessons 1, 2 & 3 -Vocabulary Link**)
- Photos of the tsunami disaster in Indonesia (**Lesson 3- Reading**)
- A tennis ball (**Lesson 1 - Grammar Link EXTRA!**)

 **COVER PAGE**
SB page 43

Vocabulary

survive, tsunami, experience, create, invent, top your teacher, enter a competition, tragedy, prize, entertainment, subscribe, trivia

- Elicit that the three friends from the camp have discovered a newspaper for teenagers on the web.
- Ask: ‘What have Magda, Jean Paul and John have discovered?’/ ‘What is it called?’ / ‘What kind of links are there on the site?’ etc.

 *Introduction: Cover page*

→ **Answers: A. 3 B. 1 C. 2**

LESSON 1
On a mystery tour!

 **READING**
SB pages 44-45

 **Aims and Objectives**

To involve students in

- reading clues to guess famous people
- scanning texts to locate information

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

To present vocabulary and grammar in context

Vocabulary

puppet, music score, classical music, dynamite, fairy tale, award, railway, play, composer, Swedish, American, Danish, Austrian, British/English

Warm up

- Ask: ‘Where is this page from?’
- Elicit that it’s a webpage / from the Internet.
- Ask: ‘What can you read about on this webpage?’ (about science/important people etc.).
- Accept all answers at this point.
- Read the introduction about John. Point out that this webpage is from the Homework Helper.
- Ask: “What does John want to find?” (information about three important people).

Task 1

- Students look at the drawings and match them with the pictures.
- Play the CD. Students listen & check.


→ **Answers:**

- a.** puppet **b.** music score (the written version of music) **c.** dynamite
d. fairy tale **e.** award **f.** railway
g. play

 **Tapescript**

Listen and check.

- a. puppet b. music score c. dynamite
d. fairy tale e. award f. railway g. play*

 *Introduction: Vocabulary Practice*

Task 2

- Read the question to the class.
- Students say names of composers, plays, awards, fairy tales & puppets characters they know of.
- Assist with language. Accept Greek ones too.

⇨ **Possible Answers:**

Plays: Mary Poppins, Romeo & Juliet, Macbeth, Hamlet, Mousetrap etc.

Awards: Nobel, Oscar, Grammy, Arion (Greek) etc.

Fairy tales: Little Red Riding Hood, Puss in Boots, Cinderella, Snow white, The Little Mermaid, The Emperor's new Clothes, Pinocchio, The Three Little Pigs etc.

Puppets: Kermit, Piggy from The Muppet Show, Cookie Monster, The Grouch from Sesame Street (USA), Punch & Judy (Britain), Karagoz (Greece, Turkey, Egypt) etc.

Background information

Punch and Judy

Punch and Judy, famous English puppet play, very popular with children and performed widely by strolling puppet players, especially during the Christmas season. It came to England in the 17th cent. by way of France from Italy and developed out of the commedia dell'arte character, Pulcinella. To this traditional figure of the Italian comedy were added aspects of the medieval English fool. Punch, a hunchback, with a hooked nose and chin and a pot belly, was the cruel and boastful husband of a nagging wife, Judy, whom he often beat and in many versions killed. Featuring, as it does, a deformed, child-murdering, wife-beating psychopath who commits appalling acts of violence and cruelty upon all those around him and escapes scot-free, it is greatly enjoyed by small children. Terry Pratchett draws attention to this paradox in his short story Theatre of Cruelty, the last line of which is "That's not the way to do it." The language of the play is coarse and

often satirical. The text was first written down and printed by J. P. Collier in 1827.

Sources: Columbia Encyclopedia

<http://www.bartleby.com>,

Wikipedia <http://en.wikipedia.org> &

<http://www.answers.com>

Task 3

- Elicit **entry** (: text).
- ☞ Students read the texts quickly and find the correct entries.

⇨ **Answers:**

a. B b. D c. E d. A e. C

Task 4

- Revise nationalities. Write some countries on the board and ask students to say / write the nationality (Greece, the USA, Great Britain, France, Sweden, Denmark, Germany, Austria etc.).
- ☞ Students read the texts quickly and complete the table.

⇨ **Answers:**

Mystery person A: 1833, (-) , Swedish, chemist, dynamite / award

Mystery person B: 1936, 1990, American, puppeteer, Muppets

Mystery person C: 1805, (-), Danish, writer, fairy tales

Mystery person D: 1756, 1791, Austrian, composer, music

Mystery person E: 1564, (-) , British, poet / actor / playwright, plays

Task 5

- In pairs, students try to find who each mystery person is.
- Remind students to use 'must', 'may/might' for their guesses (e.g. 'The first person must be ... because ...' etc.). In this way they revise the language they learnt in Unit 3, Lesson 2).

UNIT 4 Looking back on the past!

- Students check their answers on p. 141.

Answers:

- A. Alfred Nobel
- B. Jim Henson
- C. Hans Christian Andersen
- D. Wolfgang Amadeus Mozart
- E. William Shakespeare

📁 **WB Tasks 1 & 2, pp. 44-45**

NEXT LESSON see Aids p. 43

📖 **VOCABULARY LINK**
SB page 46

Vocabulary Strategies, SB p. 62

Guessing words from context

Task 1

- Elicit **explode** (e.g. a bomb / dynamite explodes) & **protagonists** (word of Greek origin). Remind students of the meaning of **once** (one time).
- Students find the words in the texts.
- Tell them that in the parentheses they can see the text the word is in & what part of the speech it is.
- Explain **noun, adj., verb**.

⇒ **Answers:** a. explosives b. annual
c. starred d. composed e. best known

Collocations

Task 2

- Remind students of the meaning of **collocations** (e.g. words that go together to make a phrase).
- They scan the texts to find words to add to the three groups.
- Explain that some words can be in more than one group. Give **music** as an example (write music, compose music)

Answers:

We write...
a fairy tale
music
a story
a sonnet
a poem

We build...
a bridge
a block of flats
canals
tunnels
railways

We compose
an opera
a symphony
a ballet
music

Task 3

- Ask students to find **invented & created** in the texts and elicit their meaning.
- Elicit / revise **discover**.
- Students complete the gaps.

Answers:

a. invented b. discovered c. created

Task 4

- Students use dictionaries to complete the table.
- Explain that there is not a verb for **poetry/poem**.

Answers:

VERB	NOUN 1	NOUN 2
create	creator	creation
invent	inventor	invention
discover	discoverer	discovery
compose	composer	composition
-	poet	poetry/poem

Task 5

- Ask students to read the date in the example sentence.
- Ask students to copy all the dates from the texts in their notebooks & read them with their partners.

- Point out that we say: 1805 (eighteen /oh / five) & 2006 (two thousand and six or two thousand six).

EXTRA!

Write more dates on the board and ask several students to read them.

Task 6

- Ask students to ask each other what happened in these years.
- Assist with language (e.g. **A:** What happened in eighteen / twenty-one? **B:** The Greek War of Independence).

→ **Answers:**

1821: the Greek War of Independence
1940: Second World War
2004: the Olympic Games in Greece

Task 7

- Read through the Preposition Bank and check for any difficulties.
- Revise ordinal numbers (first, second, third, fourth ... twenty-first etc.).
- Say: *'I was born on the fourteenth of September nineteen / sixty-three. When were you born?'*
- Write on the board: *'When were you born? I was born ...'*
- Elicit some answers.
- Ask students to tell each other when they and members of their family and/or friends were born.

🔗 Introduction: Vocabulary Link Section

📁 **WB Tasks 3 & 4, pp. 45-46**

NEXT LESSON see Aids p. 43

🔗 **GRAMMAR LINK**
SB page 47

Past Simple

Task 1

- Students do the quiz from memory and then read the texts to check their answers.
- Ask students to correct false statements.
- Ask students: 'Which tense are the verbs in?' Elicit that they are in the Past Simple.

→ **Answers:**

a. T b. no (They were American)
c. T d. F (He wrote fairy tales)
e. T f. no (He died at a young age)

Task 2

- Students look at the sentences in the quiz and complete the table.
- Check answers. Elicit that **start** is a regular verb & **write** an irregular one.
- In groups, students describe the rules for the formation of the Past Simple (affirmative, interrogative & negative) for the verb **be**, for **regular** & **irregular** verbs. They check their answers in the Grammar Appendix, pp. 167-168.

→ **Answers:** 1. wasn't 2. Was
3. started 4. didn't 5. Did 6. wrote
7. didn't 8. write 9. weren't 10. didn't

📁 **WB Tasks 5- 7, pp. 46-47**

- Ask students to make two columns in their notebooks: **Base Form** & **Past Simple**.

UNIT 4 Looking back on the past!

- They look back at the texts and write down in their notebooks all the regular past forms under **Past Simple**. Remind them that regular verbs take **-ed** at the end.
- Ask them to write the base form of the verbs.
- Write the list on the board. Add the verbs **play** & **try** in the list.
- Highlight suffixes in the Past Simple and ask students what they notice. Elicit that some verbs take **-d**, some others **-ed** & that there are verbs which change their spelling (**consonant + y: -ied**).

Base form	Past Simple
like	liked
invent	invented
use	used
die	died
ask	asked
create	created
appear	appeared
start	started
star	starred
compose	composed
play	played
try	tried

- Students find the irregular past forms in the “Mystery Person” texts and make a list.
- They find the base form of the irregular verbs & check their answers at the Grammar Appendix, p. 168.

Answers:

Base form	Simple Past
be	was/were
find	found
become	became
have	had
write	wrote
build	built
buy	bought

WB Tasks 8-9, pp. 47-48

EXTRA! Game: Tennis

Introduction: Games

Task 3

- Students work in pairs. Divide pairs into As & Bs.
- As secretly choose one ‘Mystery Person’ they want to be.
- Bs ask yes/no questions to find who their partner is.
- Remind students to use the interrogative form of Past Simple & short answers.
- Ask one or two pairs to perform in front of the class.

Task 4

- Students write True/False or yes/no quizzes like the one in Task 1 above.
- Ask them to have at least one sentence in the interrogative and one in the negative form.

WB Tasks 10-12, pp. 48-49

EXTRA! Game: 20 questions

Introduction: Games

 **PROJECT**
SB page 48

 **Aims and Objectives**

To involve students in writing clues about important people from the past

To integrate all four skills

To allow for work across the curriculum (history, science, music, modern Greek, ICT)


To foster learner autonomy & cooperation

- Read through the steps of the project with the class and check for any difficulties.
- Students search in their schoolbooks (history, science, modern Greek, music) and find three important people from the past.
- Alternatively students can search on the Internet. Some useful sites:
 - Columbia Encyclopedia:
<http://www.bartleby.com>
 - Wikipedia <http://en.wikipedia.org> (in English) or <http://el.wikipedia.org> (in Greek)
 - Encarta Online: <http://encarta.msn.com> (here they can click on Quick Facts)
 - <http://www.encyclopedia.com>
 - <http://www.answers.com>
- Tell them that the clues must be easy for other students to understand but they shouldn't be too obvious.
- Remind them that they have to use the Past Simple.
- Assist with language. Refer students to the Grammar Appendix, p. 168 if they need help with irregular verbs.
- When students have written their clues, they work in small groups & take it in turns to read their clues and see if the

other students can find their mystery person.

- If the school has a webpage, students can publish their quizzes there for students from other schools to solve.
- If there is a school newspaper, they can put their quizzes in the 'quiz section'.

 **WB Task 13, p. 50**

 *Introduction: Workbook Writing*

Background Information

The people in the photos on p. 48 are: Theodore Giourtsihin, Agatha Christie & Albert Einstein.

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 3minutes 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/>

Agatha Christie (1890-1976) was the best selling mystery author of all time and the only writer to have created two major detectives, Poirot and Marple. She also wrote the longest-running play in the modern theater, *The Mousetrap*. The daughter of an American father and a British mother, Agatha Mary Clarissa

Miller was born in Torquay in the United Kingdom on September 15, 1890. Her family was comfortable, although not wealthy, and she was educated at home, with later study in Paris. In 1914 she was married to Col. Archibald Christie; the marriage produced one daughter. In 1920 Christie launched a career which made her the most popular mystery writer of all time. Her total output reached 93 books and 17 plays; she was translated into 103 languages (even more than Shakespeare); and her sales have passed the 400 million mark and are still going strong. Named a Dame of the British Empire in 1971, Christie died on January 12, 1976.

Source: <http://www.bookrags.com>

Albert Einstein was born at Ulm, in W rttemberg, Germany, on March 14, 1879. Six weeks later the family moved to Munich, where he later on began his schooling. Later, they moved to Italy and Albert continued his education at Aarau, Switzerland and in 1896 he entered the Swiss Federal Polytechnic School in Zurich to be trained as a teacher in physics and mathematics. In 1901, the year he gained his diploma, he acquired Swiss citizenship and, as he was unable to find a teaching post, he accepted a position as technical assistant in the Swiss Patent Office. In 1905 he obtained his doctor's degree. During his stay at the Patent Office, and in his spare time, he produced much of his remarkable work. He became a German citizen in 1914 and remained in Berlin until 1933 when he renounced his citizenship for political reasons and emigrated to America to take the position of Professor of Theoretical Physics at Princeton. He became a United

States citizen in 1940 and retired from his post in 1945.

Einstein's many contributions to physics include his special theory of relativity, which reconciled mechanics with electromagnetism, and his general theory of relativity, which extended the principle of relativity to non-uniform motion, creating a new theory of gravitation. He died on April 18, 1955 in Princeton, New Jersey.

Source: <http://nobelprize.org>

LESSON 2 Tell me a story!

READING SB page 49

Aims and Objectives

To involve students in

- reading a story from a short story competition
- skimming & scanning

To integrate reading with listening & speaking

To present vocabulary and grammar in context

Vocabulary

pavement, broken, jewellery, lie, lock, fall in love, get married

Warm up

- Refer students to the cover page of the unit & ask: "Which site was Magda interested in?" (in the Short Story Competition site).
- Ask students to read Magda's e-mail.
- Ask: 'Did Magda enter the competition? What happened?' (Yes, she entered the competition. She won the second prize).

Task 1

- Ask: 'Do you like reading stories? / What kind of stories do you like reading?'
- Elicit different types of stories (science fiction, mystery, detective, romance etc.).
- Revise **character** and **ending** (Ask: 'Who's your favourite character?' 'Do you like stories with a happy or sad ending?').
- Allow several students to answer.
- Ask students to cover the story in their books.
- In pairs, they guess the answers to the questions without reading the story. Remind them to use 'must', 'may/might' for their guesses (e.g. *The main character may be a woman* etc.).

Task 2

- Students read and/or listen to the story and check their guesses.

Answers:

- Mary Larson
- in Mary's flat (kitchen)
- two policemen (one of them is John Edwards)
- happy

Tapescript

Student's book page 49.

Task 3

- Students look at the pictures. Elicit some vocabulary: **jewellery, police station, ask somebody out, get married, husband.**
- Students read the story again and put the pictures in the right order.
- Ask students to tell the story looking at the pictures. Make sure they use the correct form of the simple past.

Answers: 1.b 2.d 3.e 4.a 5.c 6.g

Task 4

- Revise / elicit the meaning of the adjectives.
- Ask students to say in which part of the story Mary felt this way and why.

Possible answers:

- Mary was / felt angry / disappointed / scared when she saw her kitchen window broken / her jewellery was missing.
- She was / felt disappointed when the police didn't have any news about the burglars.
- Mary was / felt happy / excited when she saw John again / John asked her out.
- Mary was / felt lucky she found a lovely husband.

Task 5

- Students say if they liked or didn't like the story.
- Encourage them to comment on the plot, characters, language (e.g. *I liked the story because it was interesting and had a happy ending / I didn't like the story because I don't like romantic stories* etc.).

WB Tasks 1 & 2, pp. 51-52

NEXT LESSON see Aids p. 43

 **VOCABULARY LINK**
SB pages 50-51

A burglary

Task 1

- In pairs, students find words in the story to match the pictures.

⇨ **Answers:**

- a. jewellery b. report c. upside down
d. lock e. pavement f. thief

Task 2

- Ask students to find the words/phrases in the story & read the sentences they are in. This will help them match them with their meaning.

⇨ **Answers:**

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

Task 3

- Students look up the verb **lie** in their dictionaries and find how many meanings it has got.
- They say which meaning it has in the pictures.
- Then ask them to find the verb in the story and say what meaning it has in this context.

⇨ **Answers:**

- Lie:** 1. (past: lay) to be in a flat position on a surface
2. (past: lied) to tell a lie
The first picture shows “lie” meaning 2 & the second picture shows “lie” meaning 1. In the story it has meaning 1.

Weather collocations

Task 4

- Refer students to the 1st -prize-story & ask: “How does this story start?”

- Elicit that it starts with a description of the time the incident happened (about 11:30 / evening) & of the weather (cold / winter)
- Then ask students to look at the different types of weather & complete the gaps.
- Play the CD.
- Students listen & check.
- Explain that **non-stop** can be used with “snow” as well.

⇨ **Answers:**

- A. **non-stop** B. **hard** C. **going down**.
D. **light** E. **sunny**

 **Tapescript**

Listen and check.

A.

(sound of raining hard)

Speaker 1 : It was raining hard ...

Speaker 2: ... heavily

(sound of raining slightly)

Speaker 3: ... slightly

(sound of raining harder)

Speaker 4: non- stop

B.

Speaker 1: It was snowing heavily ...

Speaker 2: (trembling)... hard

Speaker 3: ... lightly.

C.

Speaker 1: The sun was coming up ...

Speaker 2: ... going down ...

Speaker 3: ... shining

D.

(sound of strong wind blowing)

Speaker 1: A strong cold ...

(sound of light wind)

Speaker 2: ... light wind was blowing.

E

(sound of birds singing)

Speaker: It was a beautiful sunny warm spring morning.

Task 5

- In pairs or small groups, students use the words / phrases in Tasks 1-5 to make a story.
- They can make notes of the story and then tell the class.
- You can ask students to vote for the best story.

 **WB Tasks 3-5, pp. 52-53**

 **LISTENING**
SB page 51


 **Aims and Objectives**

To involve students in listening

- to a part of a radio play
- for detail

To present vocabulary and grammar in context

- Read through the instructions with the class and check for any difficulties.
- Play the CD twice.
- Students listen and match the people with the pictures.
- Ask students to say what each person was doing at that time. Write an example on the board (*Mr. Smith was watching a football match on TV*).
- At the end, ask students: *'Are any of these people guilty? Why?'*
- Accept all answers.

 **Answers: 1. d 2. a 3. g 4. c 5. h**
6. e (b & f are distractors)

 **Tapescript**

What were Mary's neighbours doing between 10:00 and 11:00 last night? Listen to John's report to the police chief and match the people with the pictures.

"Miss Larson's block of flats is at 45 Pond Street. It has two floors and there are two flats on each floor. Mary lives on the first floor. The flat next to hers belongs to a couple, the Smiths. Last night between 10 and 11 o'clock, Mr Smith was watching the football match on TV and his wife was talking on the phone with her mother. The TV was loud so they didn't hear a thing. They went to bed when the match finished, at 11.15. The flat above Mary's belongs to a student, called Peter Brad. Yesterday, he left his flat at 5 o'clock and went to his girlfriend's. He says they were driving to some friends at the time of the burglary. He came back home after midnight. Finally, the last flat belongs to a family, the Robinsons. Mr Robinson is a taxi driver and he was working last night. Mrs. Robinson had finished cooking and she was checking her students' writing. She's a teacher. Their daughter, Pam, was listening to music on her Discman in her room. She was wearing earphones so she didn't hear anything strange. Unfortunately, sir, we weren't able learn anything useful from the neighbours."

 **GRAMMAR LINK**
SB pages 52-53

Past Simple / Past Continuous

Task 1

- Students study the example sentences and answer the questions in the Grammar table.
- They can check their answer in the Grammar Appendix, p. 169.
- You can ask students to find more examples of verbs in the Past Continuous in the story & say which set the background and which were actions in progress at a specific time in the past (**Background:** A strong wind was blowing. **Actions in progress:** all her neighbours were sleeping / Mary's clothes were lying on the floor and her money and jewellery was missing).
- In pairs, students make the rule for the formation of the interrogative and negative forms of the Past Continuous. They check their answers in the Grammar Appendix, page 169.

 **Answers:**

- a. 1. b/c 2. a 3. d
b. **was / were + verb + ing**
c. Questions: **was/were + subject + verb -ing**
Negatives: **subject + was/were + not + verb -ing**

 **WB Tasks 6 & 7, pp. 53-54**

Task 2

- In pairs, students ask and answer about what they were doing at the times / moments shown in the box.
- Ask some students to report what their partners were doing.

Task 3

- Ask students to read the beginning of Mary's story.
- Ask: *'What time of the day was it? What was the weather like? What was Mary doing?'*
- Ask: *'What is the role of these sentences in the story?'*
- Revise that they set the **background**.
- Students write the first three sentences to set the background for each story.
- Students exchange with their partners and give each other feedback.
- Students revise their sentences & read them out in class.

 **Possible answers:**

b. It was an afternoon in autumn. A strong wind was blowing. Helen was cooking in the kitchen. She was in a hurry.

c. It was a hot summer day. The sun was shining. Jennifer was coming out of the supermarket. Her trolley was full of things.

d. It was a cold winter night. It was raining heavily. Lena was studying in bed. She had an important exam the next day.

 **WB Task 8, p. 54**

 **READING &  SPEAKING**
SB page 53

 **Aims and Objectives**

To involve students in

- reading a short story
- asking & answering to exchange information

To integrate speaking with reading & listening

Vocabulary

grounded, wh-question words

Task 1

- Ask: 'What happens when you break something at home / don't listen to your parents / get low marks?' Elicit **grounded** (you can't go out because you've done something wrong).
- Divide the class into As & Bs.
- As read the story on p. 143 & Bs on p. 145. Ask students to read the **Speaking Tip!**
- Revise wh-question words. Elicit that we use the question form after wh-words.
- As & Bs ask each other and complete the gaps in their stories.
- Ask students to compare their stories at the end and check their answers.

→ **Answers:**

A: cinema/foot/brother/mum


B: friends/living room/two thousand/ two

Task 2

- Ask 'When was the last time you were grounded?' 'What happened?'
- Students ask each other to find out what happened.
- You can ask some students to report to the class (if their partners agree).

EXTRA!

- Ask students who think their story is amusing to tell the class.

 **WB Task 9, p. 55 as homework**
Students bring their stories to the next class and compare them with their partners'.

 Introduction: Workbook Writing

NEXT LESSON see Aids p. 43

LESSON 3

We survived the tsunami!

 **READING**
SB page 54

 **Aims and Objectives**

To involve students in

- reading a quiz about tsunamis
- reading a newspaper article about the tsunami disaster in Indonesia
- scanning texts to locate information

To integrate reading with writing (taking notes)

To present vocabulary and grammar in context

Vocabulary

tsunami, giant, huge, location, victim, police sirens

Warm up

- Ask: 'Do you remember Jean Paul? / What type of student is he?' (Unit 2 - Lesson 1).
- Elicit that he's the bookish type, he enjoys learning new things & he wants to get high marks.
- Ask students to look at the first page of the lesson. Ask: 'What's the lesson about? / What does Jean Paul want to do?'
- Elicit that the lesson is about the tsunami disaster in Indonesia in 2004 & that Jean Paul wants to write an article about this event in the school newspaper.

Task 1

- Pre-teach / elicit: **giant** / **huge** (very big), **earthquake** (when the earth shakes; use gestures), **closer to** (nearer).
- Students do the quiz and check their answers on p. 141.

Background Information

Tsunamis in Ancient Greece

A. The eruption of the volcano of Santorini

Professor Marinatos was the first to suggest in 1939 that the eruption of Thera was the cause for the destruction of the Minoan Civilisation. The theory argues that the earthquakes destroyed the palaces, tsunamis obliterated the fleet and peers of the Minoans, and the volcanic ash of Thera covered the whole island destroying crops and suffocating animals. Many geologists have argued that the Thera eruption was of a colossal scale, and the effects described by Marinatos were possible. Others have disagreed. Recent data places the bulk of the ash deposits of the volcano to the East carried by the easterly jet streams of the area, with little effect upon the island of Crete (D.M. Pyle, "New estimates for the volume of the Minoan Eruption". Thera and the Aegean World III).

The biggest blow to this theory came in 1987 from studies conducted at the Greenland ice cap. Scientists dated frozen ash from the Thera eruption and concluded that it occurred in 1645 BC, some 150 years before the final destruction of the Minoan palaces.

History of Minoan Crete available from <http://www.ancient-greece.org> [last accessed 08/07/08]

B. Earthquake in Helike

On a winter night in 373 BC, a catastrophic earthquake and tsunami destroyed and submerged Helike, the principal Greek city on the southwest shore of the Gulf of Corinth. Helike had been founded in the Bronze Age and its pan-Hellenic sanctuary of Helikonian Poseidon was known through the Classical world.

Dora Katsonopoulou, 2005 Discoveries at Ancient Helike available from <http://www.helike.org/paper.shtml> [last accessed 08/07/08]

Task 2

- If you can find photographs of the tsunami disaster in Indonesia, bring them in class & ask students to say what they can see. In this way, you can activate students' background knowledge & elicit useful vocabulary.
- Pre-teach / elicit: **disaster** (something that happens suddenly and destroys places and / or kills people), **location** (place), **victims** (people who lost their homes or were injured / killed), **witness** (someone who was there and saw what happened).
- Students read the article and complete the notes.

→ **Answers:**

**Project - Disasters
Notes on tsunami**

Date: **26/12/2004**

Time: **7.58**

Location: **Phuket, Indonesia**

Number of victims:

150.000 people were killed

5 million lost their homes.

Witnesses: Pete and Cathy

Nationality: **British**

Their description:

- Police sirens, helicopters and shocked **people**
- The phone was **dead**
- Beach: Full of **broken (beach) umbrellas, boats**
- People couldn't find their **families**
- **Airport** closed

Task 3

- Encourage students to answer in L2. Assist with language.

Task 4

- Elicit / revise **natural disasters** (things that happen suddenly like the tsunami

in Indonesia, people can't stop them).

- Students think of other disasters and their causes.
- Their geography books and teacher can help them collect the information they need.
- You can assign this task as homework so that students have time to prepare.
- When they come to class next time, they report their findings to the class.

⇨ **Possible answers:**

earthquake, volcano/volcanic eruption, flood, avalanche, hurricane (a violent wind which has a circular movement, especially found in the west Atlantic Ocean), **typhoon** (a violent wind which has a circular movement, found in the West Pacific Ocean), **tornado** (a strong dangerous wind which forms itself into an upside-down spinning cone and is able to destroy buildings as it moves across the ground). People give names to hurricanes, typhoons & tornadoes.

Source: Cambridge Advanced Learner's Dictionary

Background Information

Causes of natural disasters

There are three main causes of tsunamis: seismic activity, submarine landslides, and cosmic impacts.

Earthquakes occur when the earth's tectonic plates release stress.

A flood can happen during heavy rainfall and overflowing river banks. The most devastating flash floods are from dam and levee failures.

The power of electrical storms originates from the processes of the water cycle. The water cycle is the cause of cloud formation, some of which develop

into thunderheads, enabling the development of thunder and lightning..

Hurricanes are created by complexes of thunderstorms that evolve into hurricane strength with the aid of the ocean and atmosphere. The water must be warm enough to provide energy for the hurricane, usually higher than 75 degrees Fahrenheit. The warm water provides head moisture which, in turn, provides energy. This is why hurricanes quickly weaken when they travel over land or colder ocean waters, since they lack the warmth and the moisture.

<http://library.thinkquest.org/03oct/00758/en/disaster/tsunami/causes.html>

[last accessed 08/07/08]

 **WB Tasks 1 & 2, p. 56**

 **VOCABULARY LINK**
SB pages 55-56

Natural Disasters / Accidents

Task 1

- Elicit **accidents** (bad / unfortunate things that happen suddenly, e.g. like when you fall and break a leg or an arm; people can avoid them if they are careful).
- Ask students to say which pictures show accidents & which natural disasters (natural disasters: 1, 2, 3, 4, 6 & 8; accidents: & 5, 7).
- Students match the words with the pictures.
- Play the CD.
- Students listen, check their answers and repeat.

UNIT 4 Looking back on the past!

Answers:

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

Tapescript

Listen, check and repeat.

1. flood
2. earthquake
3. avalanche
4. tsunami
5. car crash
6. hurricane
7. fire
8. volcanic eruption

Task 2

- Students match the articles with the natural disasters / accidents.
- Ask them to look for key words (e.g. text A: river, rainy season etc.).

Answers:

A. flood, B. car crash C. earthquake
D. volcanic eruption E. hurricane

WB Task 3, p. 57

NEXT LESSON see Aids p. 43

Task 3

- Revise **victims**. Elicit the meaning of the words in the three boxes: **injured** (someone who is hurt), **cut off** (when telephones are dead or roads destroyed people are cut off), **shelter** (a safe place), **the government** (people like (name of) the Prime Minister who must help people when there is a disaster).
- Students can check the words they don't know from the Word Bank in dictionaries.
- Elicit that the article is about Hurricane Katrina which hit New Orleans in 2005.
- Students read the article & find more words to add in the word groups.
- They can use their dictionaries if necessary.

Answers:

Victims: homeless, survivors, trapped
What they need: hospital care, food supplies, electricity, clean drinking water
Who can help: emergency crews, officials, fire fighters, doctors / nurses, volunteers, rescue teams

* Underlined items are in the article

WB Task 4, p. 57

GRAMMAR LINK SB page 57

Past Simple vs. Past Continuous

Task 1

- Students look at the pictures and match them with the sentences.
- Explain **action in progress** (an action that continues), **interrupts** (stops).
- Students complete the table. They check their answers in the Grammar Appendix, p. 169-170.
- Students find the verbs in the Simple Past & Past Continuous in the text about the tsunami disaster and work with a partner to explain the use of the tense in every case (e.g. Pete and Cathy from England were spending their Christmas holiday ... : Past Continuous to set the background etc.).

Answers: 1. b 2.a

An action in progress: *Past Simple / Past Continuous*

A sudden event: *Past Simple / Past Continuous*

The sudden event often interrupts the action in progress.

While + past Continuous

When + past simple or past continuous

Task 2

- Explain the activity.
- Divide the class into As & Bs.
- Collect As' half sentences and read them out at random.
- Bs who think their sentence matches with the teacher's read it out.
- The class decide if it matches or not. Students change roles. Repeat the activity.

 **WB Task 5-8 pp 58-59**

 **LISTENING**
SB page 58

 **Aims and Objectives**

To involve students in listening

- to short dialogues
- for gist & detail

To integrate listening with speaking

Vocabulary

mobile, bulb, fix a lamp

Task 1

- Ask: 'What can you see in the pictures?' 'What do you think has happened?'
- Allow students to speculate on the pictures.
- Elicit **bulb**.
- Then play the CD twice if necessary. Students listen & match with the correct pictures.

 **Answers:**

1. c 2. a 3. b
(d is extra)

 **Tapescript**

Listen to people talking in three different situations and match them with the correct pictures.

1.

(a teenage girl talking on the phone on her balcony)

- Listen, I can't come. My mum is still mad at me. My marks were really bad.

- (pause - she's listening)

- Where are you? Outside my house? Where? I can't see you! You must leave right away, you know. If they see youOooh! (sound of a mobile falling down)

- My god! Mum's mobile! She's gonna kill me!

2.

(a teenager listening to loud rock music on his Discman, walking in the street with a friend and singing, a puddle full of water in front of him)

- Mmm, mmm, (humming the tune), this is great! It's The Scorpions, you know! I love them!

- James, watch out!

(sound of someone stepping in the puddle)

- Oh, I didn't see it. Oh no! My new trainers. Look at them.

3.

(A fat man on a chair, trying to fix a lamp, his wife next to him)

- Nigel...eh...are you sure this chair is strong? It's too old!

- Yes, dear. Don't worry. It will be ready in a minute. Look, I'm taking out the old bulb and....oooOOps (chair breaks, man falls)

- Nigel!

- Oh no! (in pain). Oh my God! I think, I have broken my leg. Why did you give me that chair?

Task 2

- Students narrate the accidents. Make sure they use correct past forms.

UNIT 4 Looking back on the past!

- Students say what happened in the extra picture.
- Students can write the conversation.

WRITING SB page 59

Aims and Objectives

To involve students in

- writing a newspaper article about a natural disaster
- peer feedback & correction

To integrate writing with reading, listening & speaking

Task 1

Answer:

the earthquake in Athens in 1999


Task 2

- In pairs, students plan their writing. Ask them to look at the writing guide and organise the information they have for each paragraph.
- Encourage students to go through Unit 4 and collect the ideas and the language they need.
- Students read each other's work and make comments.
- You can give students a criteria checklist to use either in Greek or in English depending on the level of your class. Here is one in English:


Read your partner's work and check:

- Are there three paragraphs?
- Are the tenses correct?

- Students revise their work and hand it in.

 *Introduction: Writing*

WB Task 9, p. 60

 *Introduction: Workbook writing*

PROJECT SB page 60

Aims and Objectives


To involve students in

- searching the Internet to find photographs of natural disasters
- writing captions under the photos

To allow for work across the curriculum (ICT, geography, art)

- Explain the project to the class.
- Students search the Internet to find photographs of natural disasters around the world.
- They can key in search terms such as 'photographs earthquakes' or 'photographs natural disasters' in a search engine and find sites which present natural disasters.
- Some search engines they can use are:
<http://www.altavista.com>,
<http://www.search.yahoo.com>,
<http://www.google.com>
- Students read the accounts of the disasters and download / print photographs.
- They write information cards to accompany them (see example about the earthquake in China in SB).
- There can be a class exhibition of photographs of natural disasters.
- Alternatively, students can find photographs of natural disasters or accidents from newspapers & magazines and write captions for them.

SELF-ASSESSMENT SB pp. 61-62

 *Introduction: Self-assessment*

NEXT LESSON see *Aids* p. 61

Unit 5

Times change!

	Language Functions	Vocabulary Link	Grammar Link	Curriculum Link /Themes	Suggested lesson schedule
Lesson 1 Fancy ancient history?	-Giving information -Asking for clarification / repetition -Talking about important people in history	-Vocabulary related to Ancient Egypt & Rome	Relative clauses - Who / Which / Where	Links to: History Geography Culture Maths Technology Music Themes: Time Place Similarity-difference Change Communication	4 teaching periods 1. Cover page, Listening & Vocabulary Link 2. Reading 3. Vocabulary & Grammar Links
Lesson 2 A nation in brief!	-Comparing & contrasting -Expressing preferences & opinions	-Education -Large numbers -Vocabulary related to superstitions	The gerund		4 teaching periods 1. Reading 2. Vocabulary Link 3. Grammar Link & Listening 4. Project
Lesson 3 From generation to generation!	-Describing photos referring to life in the past & the present - Expressing one's opinion -Agreeing / disagreeing -Talking about past habits & states	- TV & radio programmes -Technology	Simple Past & "used to" to talk about past habits & states		5 teaching periods 1. Listening & Speaking 2. Vocabulary & Grammar Links & Writing 3. Listening & Reading 4. Project 5. Self-assessment

Aids

- Maps of Ancient Egypt & Rome (**Lesson 1, Vocabulary Link, History 1**)
- Students' history books (**Lesson 1, Vocabulary Link, History 2, Extra, Lesson 1, Project**)
- Photos of students' parents (**Lesson 3, Extra Project**)



COVER PAGE

SB page 63

Vocabulary

educational school trip, school visit, the British Museum, the British Embassy, school exhibition, generation, notice board, notice

Introduction: Cover page

Answers:

1. C 2. B 3. A

LESSON 1

Fancy ancient history?

LISTENING

SB page 64

Aims and Objectives

To involve students in listening

- to a recorded message of a museum
- for detail

Vocabulary

recorded message, guided tour, events, activities, Box Office.

Listening Strategies, SB p. 82

- Read through the instructions with the class.
- Elicit **recorded message**.
- Play the CD twice.
- You can ask students to check their answers with their partners before you check with the class.

Answers:

1. 10
2. 8.30
3. Box Office
4. Children's shop
5. 020 7323 8511

Tapescript

Listen to the recorded message from the British Museum and complete David's notes.

Thank you for calling the British Museum. The British museum is open the following days and times.

*Mondays, Tuesdays, Wednesdays, Saturdays and Sundays from 10 am to 5.30 pm
Thursdays and Fridays from 10 am to 8.30 pm.*


The information desk in the Great Court can give you the information you need. If you want tickets for special guided tours and events, go to the Box Office.

Within the Great Court you can find the Children's Shop where you can buy books for children on history, archaeology and arts. There is also the Souvenir and Guide Shop for those who want a special souvenir to remember their visit.

There are activities for children, families and school groups. For more information, please phone 020 7323 8511.

Thank you for calling the British Museum. If you want to talk to one of our representatives, press 1.

Now listen again and check your answers.

 **VOCABULARY LINK**
SB page 65

History 1

Task 1

- Ask students to look at the theme posters.
- Elicit: **Ancient Egypt & Roman Empire.**
- Ask students to find Ancient Egypt and the Roman Empire on the maps in their history books or on the maps you have brought in class.
- Ask students to say what they know about these ancient countries.
- Assist with vocabulary.
- Read through the instructions for the task with the class & explain.
- In pairs, students match the words with the pictures in the two theme posters.
- Play the CD.
- Students check their answers.
- You can play the CD again & ask students to listen and repeat to practise pronunciation.

 **Answers:**

POSTER A: Ancient Egypt

- a. statue b. mummy c. crops
d. temple e. hunting f. desert

POSTER B: The Roman Empire

- a. gladiator b. helmet c. emperor
d. beard e. wall f. trade

 **Tapescript**


Listen and check your answers.

POSTER A: Ancient Egypt

- a. statue b. mummy c. crops
d. temple e. hunting f. desert*

POSTER B: The Roman Empire

- a. gladiator b. helmet c. emperor
d. beard e. wall f. trade*

 *Introduction: Vocabulary Link Section*

Task 2

- The purpose of this task is to allow learners to link the vocabulary they have just learnt to their experiences.
- Go through the example.
- Elicit **remind**.
- Encourage students to choose words & tell the class what they remind them of (e.g. some words could remind students of computer / video games they might play or films they have seen).
- Accept all answers.

 **READING**
SB pages 66-68

 **Aims and Objectives**

To involve students in

- jigsaw reading
- reading texts from a museum guide book about Ancient Egypt & the Roman Empire
- skimming & scanning texts

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

To present vocabulary and grammar in context

Vocabulary

Ancient Egypt:

pharaoh, farming, hunt, rule, mummification

The Roman Empire:

emperor, gladiator, continent, official language

Task 1

- Refer students to the pictures on pp. 66 & 67.
- Elicit what the pictures show: **pharaoh, pyramid, mummy, emperor, amphitheatre, gladiator.**
- Ask: “What are the texts about?”
- Elicit that the first text is about Ancient Egypt and the second about Ancient Rome.
- Read through the instructions with the class & explain that one group of students is going to ‘follow’ David’s group and read the text about Ancient Egypt and the other group is going to ‘follow’ Susan’s group and read the text about Ancient Rome.
- Divide students into two groups: A (David’s group) & B (Susan’s group).
- You can ask students A to sit all together at the same part of the classroom & students B to do the same.
- Students A & B read their texts quickly to find the answers to the three questions.
- Ask them to check answers in their groups.
- Go around the class and monitor.

⇨ **Answers:**

Ancient Egypt:

- the Nile
- Rameses II
- the British Museum

The Roman Empire:

- Latin & Greek
- Hadrian
- murillo

Task 2

- Students read the texts more carefully & complete the notes.

⇨ **Answers:**

Ancient Egypt:

- Nile
- food and sport
- boats
- 67
- mummification
- look inside mummies

The Roman Empire:

- Europe
- North Africa
- 80
- barbarians
- gladiators
- wild

Task 3

- Students check their answers in their group.

Task 4

- Students from groups A & B pair up.
- Arrange the seating accordingly.
- Students turn to p. 146.
- Go through the instructions & check for any difficulties.
- Draw students’ attention to the Language Bank & encourage them to use these phrases when doing the speaking task.
- You can ask a confident pair to model the activity in front of the class.
- When students finish the first part of the task, they change roles.
- Go around the class and assist.

⇨ **Answers:**

STUDENT A

The Roman Empire:

- North Africa
- Asia
- Hadrian
- 80
- barbarians
- wild animals

STUDENT B

Ancient Egypt:

- Nile
- sport
- boats
- 67
- mummification
- mummies

Task 5

- Students read both texts and do the quiz.
- Ask students to correct the false sentences.

⇐ **Answers:**

THE EGYPTIANS

1. T
2. F (they didn't have a good road system because of the hills and the desert)
3. F (stone statues)
4. T

THE ROMANS

1. T
2. T
3. T
4. F (Murmillo was a kind of gladiator)

EXTRA! : History Masters

- Students work in pairs or small groups (3-4 students).
- Students find as many similarities & differences between the two ancient countries / civilisations as they can (⌚ 5-10 minutes).
- When the time finishes, pairs/groups present similarities & differences in class.
- The pair/group who has managed to find more can be 'History Masters'.


Task 6

- Students in small groups or pairs brainstorm and collect more facts about the Egyptian / Roman civilisations.
- You can ask some questions to guide them (e.g. *What was daily life like in Egypt / Rome? What kind of clothes did they wear?* etc.).
- A very interesting site students can visit about Ancient Egypt is:

<http://www.ancientegypt.co.uk/life/story/main.html> where the daily life of a nobleman & a farmer are juxtaposed.

 **WB Tasks 1 -3, pp. 61**

NEXT LESSON see Aids p. 61

 **VOCABULARY LINK**
SB page 68

History 2

Task 1

- Go through the names in the box & ask students if they know these people.
- You can elicit the names in Greek.
- In pairs, students match the people with what they were.
- Tell them not to worry about words they don't know & try to guess.
- Play the CD.
- Students check their answers.
- Elicit the meaning of **admiral, warrior, general, dictator, philosopher, and goddess.**

⇐ **Answers:**

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

 **Tapescript**

Listen and check your answers.

1. Socrates was a Greek philosopher.
2. Napoleon was a French general.
3. Hitler was a German dictator.
4. Nelson was an English admiral.
5. Victoria was an English queen.
6. Wallace was a Scottish warrior.
7. Louis XIV was a French king.
8. Athena was a Greek goddess.

Background Information

Socrates (circa 470 - 399 BC)

Greek philosopher whose way of life, character, and thought exerted a profound influence on ancient and modern philosophy and is widely credited for laying the foundation for Western philosophy. The most important source of information about Socrates is Plato who depicts him as a contradictory character. Perhaps his most important contribution to Western thought is his dialectic method of enquiring (answering a question with a question). Socrates was tried on charges of impiety and corrupting the youth and condemned to death by poisoning (the poison probably being hemlock) in 399 BC; he submitted to the sentence willingly.

Napoleon Bonaparte (1769-1821)

French general, first consul (1799-1804), and emperor of the French (1804-1814/15), one of the most celebrated personages in the history of the West. He revolutionised military organisation and training using the best tactics from a variety of sources and he modernised and reformed the French Army. He scored several major victories. His campaigns are studied at military academies all over the world and he is widely regarded as one of the greatest commanders ever to have lived. Aside from his military achievements Napoleon is also remembered for the establishment of the Napoleonic Code, which is considered the first successful codification and strongly influenced the law of many other countries with its stress on clearly written and accessible law.

Adolf Hitler (1899-1945)

German political and military leader and one of the 20th century's most powerful dictators. Hitler converted Germany into a fully militarised society and launched World War II in 1939. He made anti-Semitism a keystone of his propaganda and policies and

built the Nazi Party into a mass movement. He hoped to conquer the entire world, and for a time dominated most of Europe and much of North Africa. He instituted sterilisation and euthanasia measures to enforce his idea of racial purity among German people and caused the slaughter of millions of Jews, Sinti and Roma (Gypsies), Slavic peoples, and many others, all of whom he considered inferior. In the final days of the war, he committed suicide in his underground bunker in Berlin as the city was being overrun by the Red Army.

Horatio Nelson (1758-1805)

British naval commander, whose victories in the battles of the Nile and Trafalgar made him a British national hero. Nelson is regarded as the most famous of all British naval leaders and as one of the most noteworthy in world history. In 1849 a monument known as the Nelson Column was erected to Admiral Nelson in Trafalgar Square, London.

Queen Victoria (1819-1901)

Queen of the United Kingdom, of Great Britain and Ireland (1837-1901) and empress of India (1876-1901). Her reign was the longest of any monarch in British history and came to be known as the Victorian era.

Sir William Wallace (ca. 1279-1305)

*Son of a small landowner, he became a knight and a Scottish patriot, who led a resistance to the English occupation of Scotland during significant periods of the Wars of Scottish Independence. William was the inspiration for the historical novel *The Acts and Deeds of Sir William Wallace, Knight of Elderslie* written by the 15th century minstrel Blind Harry. This work is more of a novel than a biography and is responsible for much of the legend encompassing the history of William Wallace. The 1995 Mel Gibson film *Braveheart* is based upon the novel.*

Louis XIV (1638-1715)

Known as *The Sun King* (in French *Le Roi Soleil*) or as *Louis the Great*, Louis XIV ruled France for seventy-two years—the longest reign of any French or other major European monarch. Under his reign, France achieved not only political and military pre-eminence, but also cultural dominance with various cultural figures such as Moliere, Racine, Boileau, la Fontaine etc. His rule typified the period of absolute monarchy in the second half of the 17th century. This epoch is widely known as the age of Louis XIV because other European monarchs imitated and competed with developments in France. The phrase "L' tat, c'est moi" ("I am the State") is frequently attributed to him, though this is considered by historians to be a historical inaccuracy and is more likely to have been conceived by political opponents as a way of confirming the stereotypical view of the absolutism he represented.

Goddess Athena

One of the most important goddesses in Greek mythology. The owl and the olive tree are sacred to her. Athena sprang full-grown and armoured from the forehead of the god Zeus and was his favorite child. A virgin goddess, she was called Parthenos ("the maiden"). Her major temple, the Parthenon, was in Athens, which, according to legend, became hers as a result of her gift of the olive tree to the Athenian people. Athena was primarily the goddess of the Greek cities, of industry and the arts, and, in later mythology, of wisdom; she was also goddess of war. She appears in Greek mythology as a helper of many heroes, including Hercules, Jason, and Odysseus.

Sources:

Britannica www.britannica.com
 Microsoft® Encarta® Online Encyclopedia
 2006 <http://encarta.msn.com/encyclopedia>
 wikipedia <http://en.wikipedia.org>

☞ Introduction: Vocabulary Link
 Section

EXTRA! : Historical figures

- Students work in small groups.
- Ask them to collect names of other important philosophers, kings, admirals etc. in history.
- They can use dictionaries to find the English names of the historic figures they collect (e.g. Achilles etc.).
- Students present their lists in class or make a poster.

Task 2

- Explain that AD stands for Anno Domini in Latin ('In the Year of the Lord' referring to the Gregorian calendar system) & BC stands for 'Before Christ'.

☞ **Answers:**

- a. after b. before

Task 3

- Elicit **statue & battle**.
- Explain other words students might not know.

☞ **Answers:**

bronze, stone, marble, gold **statues**
 fight, win, lose, die in **a battle**

Task 4

- Students use encyclopedias, history books or the Internet to find when the people lived.
- Alternatively, you can use the information in the TB.

Answers:

Names should be placed on the Time Line in the following order:

BC: People Worshipped Athena, Socrates


AD: Wallace, Louis XIV, Nelson, Napoleon, Victoria, Hitler

Nelson & Napoleon lived in the same century (late 18th- early 19th)

EXTRA! : Homework practice

- You can ask students to find relevant information in their history books or in encyclopedias & write sentences with the collocations in Task 3 as homework (e.g. *Most statues in ancient Greece were marble / Napoleon fought in a lot of battles etc.*).

 **WB Task 4, p. 64**

 **GRAMMAR LINK**
SB pages 69

Relative Clauses -
Who / Which / where

Task 1

- Students study the example sentences & complete rule.
- They can check their answers at the Grammar Appendix, p. 170

Answers:

In relative clauses, we use
who to talk about people
which to talk about things or animals
where to talk about places where something happens.

Task 2

- In pairs, students match the names in the first column with phrases from the second & third columns to make sentences.
- Go through the table & the example first.
- Elicit **city-state**.
- Ask students to take it in turns to talk about these people with their partners & then report to the class.
- You can ask students to write the sentences in class or at home.

Answers:

- Minos was a Greek king who lived at Knossos.
- Athens was a Greek city-state which had a lot of power.
- Athens was the Greek city-state where Socrates lived.
- The Minotaur was a monster which was half-man and half-bull.
- Sparta was a Greek city-state where people lived a strict and simple life.
- Miltiades was a Greek general who fought in Marathon.
- The Parthenon was the temple which the Greeks built for Athena.

 **WB Tasks 5-7, pp. 64-66**

NEXT LESSON see *Aids p. 61*

PROJECT

SB page 69

↪ Aims and Objectives

To involve learners in

- using the language of the unit in a new context
- collecting facts about the history of their area
- writing an ancient history quiz

To **encourage** work across the curriculum (History, Geography)

To **foster** learner cooperation & autonomy

To **integrate** all four skills

Class organisation

↪ Unit 3, Lesson 1, Project, p. 31

Project A: An ancient history quiz

- Encourage students to use their history books to find interesting facts.
- Each group should also prepare the key to their quiz.
- Students give their quizzes to other groups.
- The group who wrote the quiz gives the other group feedback.

Project B: A local history poster

- Students can find the information they need on the Internet / books from the local library. Their history teacher can help them.
- You might need to give groups of students who choose to do this project extra time to prepare.
- Students make a poster with a short text and pictures & present it to the class.

📁 WB Task 8, p. 66

↪ Introduction: Workbook writing

LESSON 2

A nation in brief!

Task 1

- Refer students to Mrs. Jones' words in the bubble.
- Elicit **united**.
- Ask students if they know any united countries (e.g. the USA, the United Kingdom, the former USSR etc.).
- Revise **embassy** (see cover page).
- Then ask students to look at the map of the UK on p. 158 & find the countries it consists of.

↪ Answers:

England, Wales, Scotland & Northern Ireland

Task 2

↪ Answers:

London is the capital city of England and of the UK.

Cardiff is the capital city of Wales,
Belfast of Northern Ireland &
Edinburgh of Scotland.

Background Information

Ireland

Second largest of the British Isles. The island is divided into two major political units-Northern Ireland, which is joined with Great Britain in the United Kingdom, and the Republic of Ireland.

The Republic of Ireland

*It covers approximately five-sixths of the island of Ireland, occupying all but the northeastern corner of the island. The state's constitutional name is **Ireland** (ire) and this is how international organisations and residents usually refer to the country. It is a member of the European Union, has a*


developed economy and a population of slightly more than 4.2 million. English and Irish are the official languages. Dublin is the capital of the republic and by far its largest city.

Sources:


*Columbia Encyclopedia www.bartleby.com
 Britannica www.britannica.com
 & wikipedia <http://en.wikipedia.org>*

Task 3

- Students will probably know that Cambridge & Oxford are famous for their universities.
- If they don't, you can provide the names of the cities & ask students to find them on the map.

 **WB Task 4, p. 68**


 **READING**
 SB pages 70-72

 **Aims and Objectives**
To involve students in
 -reading an article about the UK
 -skimming & scanning
To integrate reading with speaking
To present vocabulary and grammar in context

Vocabulary
 leisure time, schooling, population, official language, pastime, classical plays, education, private school

Task 1


- This is a brainstorming activity, which aims at activating students' background knowledge.
- Elicit the meaning of **leisure time** & **schooling**.


-  Ask students to work in small groups. Groups report their answers to the class.

Task 2


- Students scan Nadia's article to see if it includes any of the ideas they collected in the previous task.
- Invite students to say how many of their ideas are included in the article.

Task 3


-  Divide students into small groups (3-4 students).
- Students find the answers to the quiz.

 **Answers:**
a. 59 **b.** 1 hour and twenty minutes
c. 6 **d.** the Globe Theatre
e. 16
f. English, mathematics & science
g. a horserace

Task 4

 **Answers:**
500 km: how wide UK is (UK's width)
100: theatres in London
5: the age children start school
93%: the percentage of students who get free education
5.5: the average weight of a British child's school bag.

Task 5

 **Possible Answers:**
Similarities
 In both countries, watching television is the most popular leisure pastime.
 In both countries, people like spending time at home with friends & relatives.
 Both English & Greek people like listening to music.

Both the Greeks & the British enjoy watching football etc.

Differences

Greek children start school when they are six. English children start school at the age of five.

In England students can leave school at the age of 16. In Greece they can leave school at the age of 15.


British children study English, mathematics & science as core subjects. Greek children study modern Greek, ancient Greek, mathematics & science.

British people often visit libraries in their free time. Greek people rarely visit them.

There are not so many musicals on in Athens as in London.

Horsing is not as popular in Greece as in England.

Greek people don't really enjoy walking. They use their cars too much etc.

 **VOCABULARY LINK**
SB page 72

Guessing words from context

Task 1

- Explain that the indication next to the definitions shows which part of the article to search in.

Answers:

- population
- entertain
- leisure activity / pastime
- cultural
- attend
- National Curriculum

Education

Task 2

- Students circle the words to make collocations with the word **school**.
- Ask students to check the meaning of the different types of schools in dictionaries.
- Refer students to the box & elicit the meaning of **public school** (δημόσιο).
- Elicit that a **public** school in Greece is a **state** school where students don't pay fees.
- Ask: 'What kind of school do you go to?' Elicit answers (e.g. *I go to a state mixed school* etc.).

Answers:

I go to a **state private mixed public boarding** school

A **state** school is a school which offers free education.

In a **private** school, students have to pay fees.

A **mixed** school is for boys & girls.

(For **public school** refer students to the note in the SB)

In Greece **public** schools are state schools.

A **boarding** school is a school students live in.

 **WB Task 5, p. 69**

Numbers

Task 3

- Ask students to guess what the numbers might refer to (e.g. *population, how tall a mountain is, percentages* etc.)
- Provide / elicit vocabulary students need.
- Play the CD.
- Students listen & find out what the numbers refer to.
- Draw students' attention to the fact that in English we put a comma in thousands & a point in decimal numbers (the opposite of what we do in Greek).
- Ask: *When do we use "and"?*
- Elicit that we use it before tens.

🎧 **Tapescript**

Listen to the numbers and repeat.

There are around 3,000 islands in Greece.

Mount Olympus, the highest mountain in Greece, is 2,917 metres high.

Greece has a population of about 11,000,000.

About 98 per cent of the Greek population are Greek Orthodox.

One English pound is around 1.5 euros.

➡ **Answers:**

3,000: number of islands in Greece

2,917: height of Mount Olympus

11,000,000: population of Greece

98%: the percentage of Greek people who are Orthodox

1.5: exchange rate of euro in relation to the English pound

Task 4

- In pairs, students write sentences which contain different numbers.
- Go through the example first.

Task 5

- Play the CD.
- Students listen & circle the numbers they hear.
- Play the CD twice if necessary.

➡ **Answers:**

a. 30 b. 50 c. 80 d. 60 e. 19 f. 14

🎧 **Tapescript**

Listen and circle the correct numbers.

- I've got about thirty CDs.*
- How old is he? I think he's fifty.*
- This book has eighty wonderful photos from Scotland.*
- Sixty years ago there was a park right here.*
- Can you please tell me where classroom nineteen is?*
- There are fourteen students in my English class.*

👉 *Introduction: Vocabulary Link Section*

📁 **WB Task 6 & 7, pp. 69-70**

👉 **GRAMMAR LINK**

SB page 73

Gerunds

Task 1

- Students study the example sentences & complete the Grammar table.
- They can check their answers in the Grammar Appendix, p. 170.

➡ **Answers:**

Gerund: *Verb + ing*

1. b 2. a 3. c

Task 2

- Students work in groups of 3 or 4. Explain that they will need to use the gerund after the phrases.

- Elicit some examples first (e.g. *I enjoy playing computer games / I'm very good at playing the guitar / I think doing homework is the most boring activity for teenagers etc.*)

Task 3

- Students get all together & discuss similarities & differences in their groups (e.g. *In my group, all students think that playing computer games is the most popular activity for teenagers / only one person is good at cooking / everyone enjoys playing basketball etc.*).
- You can elicit similarities & differences according to gender (what boys / girls prefer) if you think it is pertinent to your teaching context (e.g. *Girls enjoy dancing & singing but boys like watching football / Both girls and boys think that shopping / doing housework / going to the cinema is the most boring activity / popular activity for teenagers etc.*).

 **WB Tasks 8 & 9, p. 70**

 **LISTENING**
SB page 73

 **Aims and Objectives**

To involve students in listening

- to a part of an interview with a British Embassy official.
- for gist & detail

To integrate listening with speaking

Vocabulary

superstition, ladder, mirror, touch wood, cross fingers

Task 1

- Elicit that the pictures show superstitions.
- Ask students to describe the pictures & elicit relevant vocabulary (**ladder, mirror, touch wood** etc.).
- Play the CD.
- Students listen & tick the superstitions Mrs. Jones is talking about.
- Play the CD again if necessary.

 **Answers:**

- | | |
|------|------|
| a. ✓ | d. ✗ |
| b. ✓ | e. ✓ |
| c. ✓ | f. ✓ |

Task 2

- Play the CD twice if necessary.
- Check answers & invite students to say if the Greeks have the same superstitions as the English (e.g. *In Greece, people think that breaking a mirror and seeing a black cat bring bad luck etc.*).
- Elicit that people who believe in superstitions are called **superstitious**.
- Ask: *'Are you superstitious? / Which superstitions do you believe in?'*
- This can be done as a class discussion or in small groups.
- In the second case, students report to the class if people in their group are superstitious or not & what superstitions they believe in.

 **Answers:**

- | | |
|-------|--------------------|
| a. BL | d. (not mentioned) |
| b. GL | e. BL |
| c. BL | f. GL |

 **Tapescript**

Listen to Mrs. Jones talking about superstitions in the UK and tick the superstitions she is talking about.

Antonio: ... one last question, Mrs. Jones. Are the British superstitious?

Mrs. Jones: Of course, they are. I'll give you some examples to get an idea. First of all, they believe that walking under a ladder brings bad luck. If they have to pass under a ladder, they cross their fingers and keep them crossed until they see a dog. Isn't that strange?


Opening an umbrella in the house is also unlucky. It brings bad luck to the person who opened it or to the whole family who lives in this house. What's more, they believe that opening their umbrellas in fine weather brings rain!


Breaking a mirror brings seven years of bad luck! You know what they do for luck? They touch wood. They say for example: 'I've never had problems with my car - touch wood!'

One last thing I want to tell you is about black cats. The British think that

black cats are lucky. Seeing a black cat in the morning while you're going to school or to work means you're really lucky and you'll have a great day! So, if you're superstitious and you visit England, don't pass under a ladder, don't open your umbrella when the weather is sunny, don't carry mirrors because they might break and look for black cats. You'll have all the luck you need!

 **WB Tasks 1 -3, pp. 67-68**

 Introduction: Workbook writing

 **PROJECT**
SB page 74

 **Aims and Objectives**

To involve students in


- using the language of the unit in a new context
- preparing a presentation of a nation

To encourage work across the curriculum (history, geography, culture)

To foster learner cooperation & autonomy

To integrate all four skills

- Read the steps of the project with the class and check for any difficulties.
- Groups of students decide on a nation they would like to learn more about.
- Ask students to allocate tasks in their group (e.g. In each group Students 1 & 2 collect information & photos, Students 3 & 4 write the article, Student 5 compiles the project & edits the article, Student 6 makes the oral presentation).
- Students use the Internet, encyclopedias and/or their school books of other subjects to collect information.
- Explain that they can practise their presentation using a cassette recorder if they like.
- Different groups present their project to the class.
- Students put their posters on display for all students or for students from other classes to see.

 **WB Task 10, p. 71 (homework)**

LESSON 3

From generation to generation!

 LISTENING
SB page 75

 Aims and Objectives

To involve students in listening

- to an interview
- for gist & detail

To integrate listening with writing (taking notes) & speaking

Vocabulary

generation, school exhibition, interview, school uniform, modern technology, traffic, argument, channel, radio station

Task 1

- Refer students to the title of the lesson.
- Elicit **generation** & that students in Magda's school are preparing an exhibition entitled '*From generation to generation*'.
- Ask students to look at the picture & say what they think Magda & her friends are doing.
- Accept all answers at this point.
- Play the introduction to the interview.
- Students listen & find out what the students are doing.

 Answers:

They're interviewing Mrs. Ioannou, their English teacher, about teenage life in the past.

 Tapescript

Listen to Magda. What are they doing?

Hi, there. For our exhibition, we need to find out as much as we can about teenage life in the past. That's why we are going to interview Mrs. Ioannou, our English teacher. Let's see what she will tell us about her life when she was our age.

Task 2

- Ask: '*How old is Mrs. Ioannou?*'
- Elicit that she must be about 40-45.
- Ask: '*What do you think Mrs. Ioannou did when she was your age? How was teenage life different then?*'
- Allow several students to answer. Accept all answers.
Assist with language. Make sure students use the Simple Past (*Don't introduce 'used to' at this point.*)
- You can elicit: **school uniform, technology, arguments with parents** etc.
- Go through the topics in the table & check for any difficulties.
- Explain that students don't have to understand everything but tick the topics the speakers are talking about.
- Before playing the CD, you can ask students to guess which topics are mentioned.
- Play the CD twice if necessary.

 Answers:

School, Modern Technology, Going out, Watching TV

Task 3

- Ask students to go through the notes before they listen.
- Check for any difficulties.
- Pre-teach: **professional & fought**.
- Play the CD twice if necessary.

← **Answers:**

- | | |
|--------------------|---------------------|
| 1. Saturdays | 2. girls |
| 3. Internet | 4. Saturday evening |
| 5. the cinema | 6. black & white |
| 7. two | 8. radio |
| 9. favourite songs | 10. parents |

🎧 **Tapescript**

Listen to the interview with Mrs. Ioannou and tick the topics they are talking about.

Hi, there. For our exhibition, we need to find out as much as we can about teenage life in the past. That's why we are going to interview Mrs. Ioannou, our English teacher. Let's see what she's going to tell us about her life when she was our age.

Magda: Mrs. Ioannou what was your life like when you were a teenager? Did you study hard at school?

Mrs. Ioannou: Of course we did. We used to have school on Saturdays too! Can you believe it? We also wore uniforms. A blue dress called "ποδιά". I remember all girls hated it. Boys didn't use to wear a uniform in High School. What else? We didn't have all these gadgets that you have nowadays. Mobile phones... or computers. There was no Internet so when we needed some information for a school project, we looked for it in some heavy encyclopaedias we all had at home.

Magda: What about entertainment? Did you use to go out with your classmates?

Mrs. Ioannou: Well, not so much when I was 13 but when I was 15... 16 Saturday evening was the best part of the week. I used to spend hours in front of my mirror and my

mum got furious. There weren't any cinema complexes, only small, local cinemas, but it was fun, especially in the summer.

Magda: No mobile phones, no computers, no CDs... What did you do when you were at home?

Mrs. Ioannou: We watched TV but it was black and white. There were only two channels, can you imagine? But we always found something interesting to watch. The radio was totally different. Groups of friends used to set up radio stations and play music all day long. You could call them and ask for your favourite song. Some of them became famous radio DJs later, like Yannis Petridis and Michalis 267.

Magda: So, was your teenage life better, Mrs. Ioannou? What do you think?

Mrs. Ioannou: It was different. We were busy at school and we had arguments with our parents like you. Some things were simpler and maybe everyday life wasn't as stressful as it is today. I believe that teenagers nowadays know more things about the world around them. And you are all very clever!

Magda: Mrs. Ioannou, thank you for your help. We won't need the internet to do our project this time.

Task 4

- Ask: 'What did your parents do/use to do when they were teenagers?'
- Allow several students to answer.
- Students may come up with more ideas (e.g. My dad wore/ used to wear bell bottom trousers/ had / used to have long hair etc.)
- Assist with language.

Background Information**A. (inset photo on SB p. 75)**

Yannis Petridis is the Host / DJ / Producer of a daily Radio Program (from Monday to Friday) broadcast on the same radio station and at the same time (4p.m.) since 1975. He has been a pioneer for our "radio days". At a time when in Greek radio (which was limited to state radio stations) you could only listen to Greek or "easy-listening" music, he was the first one who dared to dedicate a daily music programme to good Rock, Pop, Soul, World, Punk or even Country music. His first program (back in 1975) was called "**Rock Club**" and "**Pop Club**".

Yannis Petridis is the owner of one of the biggest private record collections in the world (much more than **100.000** records!) and the manager of "VIRGIN" records in Greece. For 20 years (1978-1998) he was the Chief Editor of the Greek music magazine "**Pop & Rock**". He is also the only Greek journalist who has the right to vote for the "**Rock & Roll Hall of Fame**" (the famous museum about rock music).

Source:

http://www.zaffy.net/petridis_main.htm

B.

Michalis 267 (Listening)

Michalis Tsaousopoulos (Michalis 267) is a DJ and radio producer.

He started his career as an amateur DJ before 1988.

Today he runs Athens Radio DeeJay 95.2.

Source:

<http://www.koutouzis.gr/8eamata.htm>

SPEAKING

SB page 76

↪ Aims and Objectives**To involve students in**

- describing photos referring to life in the past & the present
- choosing photos for a school exhibition
- expressing their opinion
- agreeing / disagreeing

Task 1

- Elicit that students in Magda's class are looking at photos / choosing photos for the school exhibition.
- Ask: 'What can you see in the photos they're looking at?'
- Elicit that some photos show life in the past & some photos life in the present.
- Ask students to describe the photos in more detail.
- Assist with language.

↪ Answers:

- a. (past) black and white television - the 60's
- b. (present) students in a computer lab
- c. (past) students wearing school uniforms
- d. (present) home cinema
- e. (past) disco- the 70's / 80's
- f. (present) teenagers shopping

Task 2

- Go through the instructions with the class & check for any difficulties.
- Refer students to the Language Bank.
- Elicit some example conversations before students do the task.

- Explain that pairs have to discuss all photos & decide which are suitable / unsuitable for the exhibition & how the students in Magda's class can use the suitable ones.
- At the end, pairs of students tell the class what they think.

Task 3

- After students have presented what they think about the photos in Task 1, you can ask them to brainstorm & collect ideas for more photos.
- This can be done in small groups.
- Ask groups of students to report their ideas to the class & explain why the photos would be suitable.

⇌ **Possible answers:**

- black & white photos of old cars / buses / trams & photos of the metro today
- photos of teenagers dressed in clothes of the 60's (bell-bottom trousers etc.) & teenagers today
- photos of music concerts then & now
- photos of jobs which have disappeared & photos of supermarkets / department stores today etc.

 **VOCABULARY LINK**

SB page 77

TV and Radio Programmes

Task 1

- Go through the words in the box & elicit the meaning of words students don't know.
- In pairs, students put the words in the correct group.
- Play the CD.
- Students listen & check their answers.

⇌ **Answers:**

On TV: soap opera, police drama, cartoon, quiz show, chat show, documentary, game show, viewers

On the radio: phone-in programmes, listeners

On both: music programme, sports programme, the news, commercials, breaking news

 **Tapescript**

Listen and check your answers.

On TV

soap opera, police drama, cartoon, quiz show, chat show, documentary, game show, viewers

On the radio

phone-in programmes, listeners

On both

music programme, sports programme, the news, commercials, breaking news

Task 2

- In pairs, students tell each other which programmes they like watching or listening to & which programmes they never watch or listen to.

 **WB Tasks 3 & 4, p. 74**

Technology

Task 3

- Students complete the gaps with the prepositions.
- Play the CD.
- Students listen & check.

→ **Answers:**

a. - b. on c. to d. from e. - f. on

🎧 **Tapescript**

Listen and check your answers.

- How often do you surf the Internet?
- What do you usually find on the Internet?
- When do you connect to the Internet?
- What do you usually download from the Internet?
- Do your parents use the Internet?
- Who else in your family goes on the Internet?

📁 **WB Task 7, p. 76**

Task 4

- Students work in pairs.
- They ask each other & then report to the class (e.g. *John surfs on the Internet every day. He usually finds song lyrics. He connects to the Internet after he does his homework. He downloads songs & play station cheats from the Internet etc.*)

📖 Introduction: Vocabulary

📁 **WB Tasks 1 & 2, pp. 72-73**

📖 **GRAMMAR LINK**

SB pages 77-78

Talking about past habits and states - Past Simple / used to

Task 1

- Students study the sentences & complete the Grammar Table.
- They can refer to the Grammar Appendix, pp. 170-171 if they need help.

→ **Answers:**

Past habits: a, d, e

Past states: b, c

We form the **negatives** with subject + didn't + use to (in the base form)

We form the **questions** with did + subject + use to (in the base form)

The short answers are:

Yes, I did / No, I didn't

Task 2

- Students add their own ideas in the table.
- In pairs, they ask each other & put a tick or a cross in the table.
- Explain that they can use either the Past Simple or 'used to'.

📁 **WB Tasks 5 & 6, p. 75**

 **WRITING**

SB page 78

 **Aims and Objectives**

To involve students in writing a paragraph about their partners' past habits

To provide practice in simple past & "used to"

To integrate writing with speaking

Task 1

- Students write their paragraphs & draw a picture of their partner if they like.
- Explain that students can use both the Past Simple & 'used to' to make their paragraphs more interesting.

Task 2

- In pairs, students read each other's paragraphs.
- Explain that they have to check if the Simple past & 'used to' forms are used correctly.
- Students give each other feedback & write their final drafts.

Task 3

- Students put their paragraphs on display on the class notice board for everyone to see.
- Alternatively, students can write their paragraphs on the computer & publish them on the school website.

Introduction: Writing (peer feedback & process writing)

EXTRA! : Writing

- Students can write about their past habits when they were in primary school or in kindergarten at home & bring to class next time.
- Students can exchange paragraphs & check each other's work.

 **WB Task 8, p. 76 (homework)**

Introduction: Workbook writing

 **LISTENING &  READING**

SB page 79

 **Aims and Objectives**

To involve students in

- listening to & reading a song about past habits
- listening for gist
- reading & listening for detail

To integrate listening with reading & speaking

Vocabulary

lyrics, advice, abroad, diary, subtitles, key pal, music score

Task 1

- Books closed.
- Write the three questions on the board.
- Play the CD twice if necessary.
- Students listen & find the answers.

 **Answers:**

A dad is singing to his son about how he used to practise English

Task 2

- Books open.
- Go through items a-j & check for any difficulties.
- Play the CD again. Students follow in their books and tick the correct answers.
- Check answers with the class.

 **Answers:** a, c, g

Task 3

- Invite students to answer the questions.
- This can be done as a class discussion or in small groups.

EXTRA!

- 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.
- Revise **music score**.
- If there are any students who can play a musical instrument, they can play the song in class or in school celebrations.
- They can ask the music teacher to help them.

EXTRA! : Writing a song

- Ask students to find words which rhyme in the song ('school-Liverpool', 'comics-lyrics', 'school-tool', etc.).
- Explain words students ask for.
- In small groups, students write their own songs about learning English.
- They can use the ideas in Task 2.
- Encourage them to use words that rhyme.

EXTRA! : School band

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

NEXT LESSON see *Aids* p. 61

PROJECT

SB page 79

Aim

To raise students' awareness about learning how to learn

- Read through the steps of the project with the class & explain.
- Students choose an activity from Listening & Reading Task 3.
- They have to try & add this activity to their daily routine for three weeks (this time period can be longer or shorter).
- At the end of the first week, allow some time in class for students to discuss how they're getting on & if they find the activity useful etc.
- Allow L1 if necessary.
- At the end of the project, students can write what they did, for how long & if it helped them.
- Allow less confident students to write their texts in L1. The aim of the project is to encourage students to make decisions about their own learning.

EXTRA! : Project

When my parents were teenagers...

- In groups, students make a list of questions they would like to ask their parents / relatives about their teenage life.
- They collect information and photos & bring them in class.
- They write short texts to accompany the photos.
- They make a poster and put it on display.

SELF-ASSESSMENT pp. 80-82

Introduction: Self-assessment

Unit 6

Teens in action!

	Language Functions	Vocabulary Link	Grammar Link	Curriculum Link /Themes	Suggested Lesson Schedule
Lesson 1 Let's go green!	-Talking about experiences	Environment	Present Perfect Simple (1)	Links to: Environmental Education Culture History ICT Modern Greek Geography Themes: System Interaction Dimension	3 teaching periods 1. Cover page, Tasks 1-4 & Reading 2. Vocabulary & Grammar Links 3. Speaking
Lesson 2 Many hands make light work!	-Talking about skills & abilities -Expressing preferences -Talking about recently completed actions	Work	Present Perfect Simple (2)		3 teaching periods 1. Reading & Speaking 2. Vocabulary & Grammar Link 3. Writing & Speaking
Lesson 3 Learn by doing!	-Talking about past experiences	Ancient monuments	Present Perfect Simple vs. Past Simple		5 teaching periods 1. Reading & Listening 2. Grammar Link & Speaking 3. Reading & Writing 4. Project 5. Self-assessment

🏠 **COVER PAGE**
SB page 83

Vocabulary

adopt, recycling, discover, protect, archaeologist

🌀 Introduction: Cover page

➡ **Answers:** A. 3 B. 1 C. 2
(D is extra)

🎧 **Tapescript**

Listen and match the speakers (1-3) with the ideas in the photos (a-d). There is one extra photo.

Speaker 1

Hi, I'm Andrew. I worry about our planet and I want to help. That's why I'm in a recycling team.

Speaker 2

Hi, there. I'm Penelope. I live in a historic city and I love discovering its past with my friends. I'll tell you what we do.

Speaker 3

My name is Lyn. I love animals so I'm trying to do something to protect them. It's really interesting and fun!

LESSON 1
Let's go green!

The purpose of the tasks that follow is to activate students' background knowledge.

Warm-up

- Ask students to look at the page & elicit that it is a webpage.

- Refer to Andrew's message & ask: 'Where's Andrew from? (Brighton in England) / What is he interested in?' (ecology / the environment)
- Elicit **green** in this context.
- Ask: 'What has he made?' (a website where teenagers can share information & help protect the environment)

Task 1

- 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

- Read question c & 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, mobile phones, computers (by giving them to charities)

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

Task 2

- Students do the quiz & check their answers with the key on p. 141.
- Invite students to say how they feel about these facts (e.g. *I think it's good that newspapers contain 50% of recycled paper / It's amazing that recycling one aluminium can saves enough energy to power a TV for three hours. We should recycle all aluminium cans etc.*)
- Ask: *'Do you know other interesting facts about the environment?'*
- Allow several students to answer. Assist with language as necessary.
- Here are some more interesting facts you may wish to use:

Environmental facts

Every ton of recycled office paper saves 380 gallons of oil.

Recycling 1 ton of paper saves 17 trees & oil enough to run a car for 1,260 miles.

Glass produced from recycled glass instead of raw materials reduces related air pollution by 20%, and water pollution by 50%.

By turning down your central heating thermostat one degree, fuel consumption is cut by as much as 10%.

One ton of carbon dioxide that is released in the air can be prevented by replacing every 75 watt light bulbs with energy efficient bulbs.

Sources

<http://library.thinkquest.org>

<http://www.ecocycle.org/tidbits/index.cfm>

- Ask: *'What is the group's motto? What does it mean?'* (Their motto means 'Think before you throw rubbish away').

→ **Answers:**

It's about recycling / the three Rs & invites students to join a school environmental scheme

Task 4

- In pairs, students collect ideas.
- Discuss students' ideas in class.
- Assist with vocabulary as necessary.

→ **Possible Answers:**

- use rechargeable batteries
- sort rubbish
- ask parents not to use their cars all the time
- adopt an animal
- recycle school books at the end of the school year
- join environmental schemes
- make posters/leaflets to inform people
- clean up beaches
- plant trees
- turn off the lights when we leave a room
- use solar heaters etc.

Task 3

- Students read the poster & say what it is about.
- Elicit **reduce, reuse & school environmental scheme.**

 **READING**
SB page 85

 **Aims and Objectives**

To involve students in

- reading website texts about school environmental schemes
- skimming & scanning texts

To integrate reading with speaking

To present vocabulary and grammar in context

Vocabulary

environmental scheme, manufacturer, eco team, recycling point, volunteer, waste reduction, remove, litter, rubbish

Task 1

- Students read the texts & compare the ideas mentioned in the text (from Task 4 above) with theirs.

Task 2

- Ask students to justify their answers.

 **Answers:**

a. 2 b. extra c. 4 d. 1 e. 3

Task 3

- Students read the texts more carefully & find what each team does.

 **Answers:**

a. 3 b. 2 c. 1 d. 4 e. 2

Task 4

- Invite students to say which scheme they would like to join & why (e.g. *I'd like to help with the posters. I'm good at drawing / I'd like to join the first scheme because we can collect money to buy basketballs, too.*)

 **WB Tasks 1 & 2, p. 78**

 **VOCABULARY LINK**
SB pages 86-87

Guessing words from context

Task 1

- Remind students to use the context to understand what the words mean.

 **Answers:**

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

The Environment

Task 2

- Students match the signs with the pictures.
- Play the CD.
- Students check their answers.

 **Answers:**

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

 **Tapescript**

Listen and check your answers.

Number 1: *Join the school ecoteam!*

Number 2: *Use the waste paper bin to sharpen your pencils.*

Number 3: *A new recycling point in our area!*

Number 4: *Don't drop litter!*

Number 5: *Take the rubbish out!*

Task 3

- Go through the verbs with the class & elicit their meaning.
- Students can work in pairs.

 **Answers:**

trees: plant/cut down

water/energy: waste/save

animals: take care of/ kill

cars/bicycles: park/use

environment/forests: protect/destroy

beaches/parks: clean up/ pollute

paper/glass/aluminium: recycle/throw away

litter: pick up/drop

🌀 Introduction: Vocabulary Link Section

📁 WB Tasks 3-5, pp. 79-80

🔑 **GRAMMAR LINK**
SB pages 87-88

Present Perfect Simple (1)

Task 1

- Go through the example sentences with the class & explain the uses of the Present Perfect.
- Ask students to answer the questions in the first table.

⇨ **Answers:**

Do we mention the exact time? **NO**
Is the exact time important? **NO**
We use *Have you ever ...?* to ask about **experiences**

- Explain **past participle**.
- Students complete the second Grammar table & check their answers with the Grammar Appendix on p. 171.
- Ask students to look at the texts & find regular & irregular past participles to complete the gaps in the table.
- They can refer to the Grammar Appendix if they have any difficulties.

⇨ **Answers:**

😊 + **have/ has** + past participle ✓

Have / **has** + 😊 + p.p ?

😊 + **have / has** + **p.p** ✗

Past Participle

regular: verb - ed

e.g. formed , **joined** , **removed**

irregular: see Appendix page 168.

e.g. gone, **bought** , **given**

EXTRA! Game: Tennis

🌀 Introduction: Games

Task 2

- Students work in pairs.
- They go through the texts on page 185 Task 2 & make a list of what the students on Andrew's site have done for the environment.

⇨ **Answers:**

Andrew has joined an eco team.

At Andrew's school they have collected cans & taken them to the recycling point.

At Sheila's school they've started a Waste Reduction Week. They have removed the waste-paper bins. The headmaster has given students a bag to put the litter they produce during the day.

At Tony's school they've teamed up with other schools and formed eco teams.

Bettina's team has designed recycling posters to encourage people to sort their rubbish. They've made a poster with the names and addresses of stores which recycle computers and mobiles.

Task 3

- Students use the Present Perfect to say what the children have done to help with the environment.
- You can ask students if there is a similar day in Greece (June 5th is the World Environment Day).

→ **Answers:**

- They have cleaned up the beach.
- They have sorted paper and glass.
- They have taken care of stray dogs.
- They have planted trees.
- They have ridden their bikes to school / He has ridden his bike to school.

Background Information

The **World Environment Day (WED)** was established by the United Nations in 1972. WED is hosted every year by a different city and commemorated with an international exposition through the week of June 5. Every year WED has a different topic e.g. In 2004 the topic was ***Wanted! Seas and Oceans - Dead or Alive?***

List of topics available at:

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

Other international environmental days:

UN World Day for Water: March 22
International Day for the Preservation of the Ozone Layer: September 16

EXTRA! Project: *Our School Environment Day*

- You can organise an environment day at your school.
- Find a topic with the students & help them decide what activities they can do & how to allocate tasks among them (\$ *Introduction: Projects*).
- You can ask other teachers to help.

useful sites

www.environment-agency.gov.uk

www.greenpeace.org/greece

www.ci.fort-collins.co.us

(e.g. at www.ci.fort-collins.co.us/bicycling/?home students can find slogans & photos for bicycling)

www.kidsrecycle.org/index.php

www.metrokc.gov/DNR/Kidsweb/

Below we illustrate an example:

Topic: Eco tourism

Suitable time: before the end of the school year.

- Students collect ideas from sites, leaflets, books etc. in Greek or in English.
- If they are in Greek, students have to understand the main idea & say it in English; they are not expected to translate.
- They make posters with photos / drawings & slogans, e.g.
 - ✓ *Going on holiday? Leave your car at home!*
 - ✓ *Plastic bags in the sea: a deadly snack for dolphins, turtles & sea birds!*
 - ✓ *Don't turn on the lights! Look at the stars! You'll also avoid nasty mosquito bites!*
 - ✓ *Jet ski = Noise & fumes! Try surfing instead! It's cheaper, it doesn't pollute & it helps you keep fit!*
 - ✓ *Like listening to music on the beach? Don't forget your rechargeable batteries!* etc.

(Ideas taken from: www.greenpeace.org/greece)

- They organise a school exhibition & invite all students & teachers to visit & become aware.

 **WB Tasks 6-8, pp. 80-81**

 **SPEAKING**

SB page 88

 **Aims and Objectives**

To involve students in using the Present Perfect Simple to ask & answer questions about their experiences

Task 1

- Ask students to take their books, leave their places and walk around the classroom to find students who have done the activities in the questionnaire.
- Explain that they must write full answers not just the names.
- The person who finishes first is the winner.
- Point out that if students reveal their answers, they help someone else to win.
- Students who finish first, second etc. wait for the other students to finish.
- Then they read their answers (e.g. *George has cleaned up a beach*). If somebody rightly objects to one of their findings, they lose a point etc.

Task 2

- Students work in groups.
- Based on the results of their questionnaire, each group has to decide if the class cares about the environment or not.

 **WB Tasks 9-11, pp. 81-82**

For WB Task 11, students prepare at home & do the speaking task in the next session.

LESSON 2

Many hands make light work!

 **READING &  SPEAKING**

SB pages 89-90

 **Aims and Objectives**

To involve students in

- reading an advertisement for voluntary work, a letter of application & a CV
- skimming & scanning
- talking about what voluntary work they would like to do for the zoo

To integrate reading with speaking

To present vocabulary and grammar in context

Vocabulary

voluntary work, congratulations, arts & crafts, special events, CV (curriculum vitae), pet, qualifications, skills

Task 1

- Refer to Lyn's e-mail & photo.
- Ask: 'Who's sent Andrew an e-mail?' (Lyn) 'Where's she from?' (London, the UK) 'How old is she?' (over 18).
- Elicit the meaning of congratulations.
- Ask: 'Does she like Andrew's webpage?' (Yes, she thinks it's great) 'Why is she writing?'

 **Answers:**

She's sending Andrew an advertisement.

Task 2

- Ask: 'What kind of work is the advertisement about?'

- Present / elicit **voluntary work** (students are familiar with ‘volunteer’, Unit 6, Lesson 1)

⇨ **Answers:**

It’s about voluntary work for the zoo.

EXTRA! : Extra questions

- Can school children volunteer? (*No, they have to be over 18*).
- What will volunteers have to do for the zoo? (*answer visitor questions about animals / play games with young visitors etc.*)
- What kind of experience would be useful? (*library*)

Task 3

- Go through the instructions & the list of topics with the class & check for any difficulties.
- Ask students to discuss in pairs.
- Refer them to the Language Bank.
- You can ask a pair to give an example in front of the class.
- When they finish, students report to the class.

Task 4

- Refer to the advertisement & ask: *‘What should people who want to do voluntary work for the zoo send?’*
- Elicit that they should send a CV.
- Explain that CV stands for Curriculum Vitae.
- Refer to Lyn’s CV & elicit what a CV is. You can allow L1.
- Ask: *‘What information is there in Lyn’s CV?’* Assist with language. With less confident students, you can allow L1.
- You can present / elicit **qualifications & skills**.

⇨ **Possible Answers:**

personal information (name, date of birth, address, telephone number, nationality, interests), qualifications (education, foreign languages, experience) & skills

Task 5

- Students read Lyn’s letter & CV to find the answers.
- Revise: **she was born on ...** (Unit 4, Lesson 1, Vocabulary Link).
- Elicit **vet**.
- Check answers with the class.

⇨ **Answers:**

- a. She was born on 11th May, 1988
- b. She wants to become a vet
- c. She has worked as an assistant in the school library
- d. She’s a friendly person & she learns fast. She loves animals & spending time with children.

Task 6

- Explain that students have to complete the missing phrases in Lyn’s letter & CV.
- You may have to explain **accept**.

⇨ **Answers:**

1. g 2. b 3. e 4. d 5. a 6. f
(c is extra)

Task 7

- Ask students to check the zoo’s advertisement, Lyn’s qualifications, skills & interests & say what voluntary activities she can do for the zoo.
- Elicit **computer literate**.


⇨ **Possible Answers:**

1. She can answer visitors' questions about animals / give instructions / take visitors on guided tours because she loves animals / speaks French / likes meeting people.
2. She can play games with young visitors because she enjoys spending time with children.
3. She can help the zoo's librarians because she has experience in library work / she has worked as an assistant in her school library.
4. She can also help out at special events because she likes meeting people / she learns fast / she's a friendly person / she's computer literate

Task 8

- Ask some questions to help students (e.g. *Have you ever helped organise something / a school celebration / a party? Have you ever done charity work?* etc.)
- Encourage students who have done voluntary work to tell the class what they have done & how they felt.

 **WB Tasks 1-3, pp. 83-84**

 **VOCABULARY LINK**
SB page 91

Work

Task 1

- Ask students to go through the tables with the words & say what they have in common (*they're all about work*).
- Encourage students to use Lyn's letter & CV to find the answers.

⇨ **Answers:**

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

Task 2

⇨ **Answers:**


She mentions: skills, experience, qualifications, personal qualities, CV

Task 3

- Students fill in the table with their qualifications (e.g. *foreign languages they can speak*), skills (e.g. *if they are good at computers, art & craft, music* etc.), personal qualities (e.g. *adjectives to describe their character*) & experience (if they have had any) (e.g. *helping out at the school library / at school celebrations / taking part in school plays / doing voluntary work for an environmental scheme* etc.).

 *Introduction: Vocabulary Link Section*

 **WB Task 4, p. 84**

 **GRAMMAR LINK**
SB page 91

Present Perfect Simple (2)

Task 1

- Elicit the meaning of the words in bold.
- You can ask students to provide the Greek equivalents.
- Point out that in English we often use the Present Perfect with these words / expressions.

- You can ask students which tense(s) we would use in Greek to say similar things (1. *αόριστο*, 2. *παρακείμενο*, 3. *αόριστο ή παρακείμενο*, & 4. *ενεστώτα*).

→ **Answers:**

1. b 2. c 3. d 4. a


Task 2

- Say: “*Lyn hasn’t started her studies yet so ...*”.
- Elicit: “*...so she can do voluntary work for the zoo*”.
- Elicit that this is the result of the previous action.
- Use the sentences about Lyn in the Grammar table & ask students to finish them with the result of the actions (e.g. *Lyn has just finished school. Now she can work for the zoo etc. The college has already accepted her so she can study to become a vet. She has worked in the school library for three years so she has some experience in library work / she can help out the librarians at the zoo etc.*).
- Explain that students will have to do the same with activities they / members of their family / friends have / haven’t done today / this week / this month etc.
- Read the example first.
- Students do the task in pairs.

 **WB Tasks 5-7, pp. 85-86**

EXTRA! : Homework

- You can ask students to write sentences showing the results of what they have done recently as homework.

 **WRITING & SPEAKING**

SB page 92

 **Aims and Objectives**

To involve students in

- writing a letter & a CV to volunteer for a bazaar
- talking about what they could do to help with the bazaar
- process writing & peer feedback

To provide practice in the language students have learnt in the lesson

To integrate writing with reading & speaking

Task 1


- Go through the advertisement with the class.
- Ask: “*Who is asking for volunteers?*” (the local council). Elicit **council**.
- Then ask: “*What will the money be used for?*” (to help the local children’s hospital) & elicit that this is a good cause.
- Elicit what activities are involved in this voluntary work.
- Go through the plan & check for any difficulties.
- Explain that students can use the ideas they have collected in Vocabulary Task 3.
- Refer them to Lyn’s letter & elicit how they’re going to start their letter & how they’re going to sign off (Dear Sir / Madam & Yours faithfully + their full name).
- Students write their letters, read each other’s work & give each other feedback.
- You can prepare a checklist with points they can check (e.g. letter layout, correct use of the Present Perfect, use of vocabulary related to the semantic field of “work” etc.).


Task 2

- Ask students to follow the layout of Lyn's CV.


Task 3

- When students finish, ask them to work in groups & read letters & CVs in their group.
- Refer them to the Language Bank & the example & elicit some more example answers if necessary.
- Students go through their skills, qualifications, personal qualities & experience & decide how each person in the group can help.

 **WB Task 8, p. 87 homework**

 Introduction: Workbook writing

LESSON 3
Learn by doing!

 **READING**
SB page 93

 **Aims and Objectives**

To involve students in

- reading an e-mail & a quiz
- skimming & scanning

To integrate reading with speaking

To present vocabulary in context

Vocabulary

Ancient monument, orator, tyrant, assembly, live performance, inscription, compass, treasure

Task 1

- Refer students to the photo & ask them if they know what it shows.
- Elicit **ancient monument**.

- Ask students to scan the page & find out which place this is (Philopappos Hill in Athens).
- Refer to Penelope's photo & ask: *'What do you think Penelope's hobby is?'*
- Allow some students to answer & then ask them to read her e-mail to find out.
- Ask: *'What other information can you find about Penelope?'*
- Elicit answers.

 **Answers:**

She's from Athens, Greece. Her hobby is history & writing articles about places in Greece. At the moment, she's writing an article about the Philopappos Hill for the English school newspaper.

Task 2

- In pairs, students do the quiz.
- Explain that if they need help with the vocabulary, they can look at the Help Box below.
- Students check their answers with the key on p. 141.

Task 3

- Students match the words with the pictures.
- Play the CD.
- Students listen and check their answers.

 **Answers:**

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

 **Tapescrpt**

Listen and check your answers.

- a. orator*
- b. assembly*
- c. monument*
- d. treasure*
- e. inscription*
- f. live performance*
- g. compass*

🔊 LISTENING

SB page 94

👉 Aims and Objectives

To involve students in listening

- to a radio news report
- for gist & detail

To integrate listening with writing (taking notes) & speaking

Vocabulary

treasure hunt, archaeologist, newscaster, orator speaking to public, inscription, compass

Task 1

- Read the instructions with the class & ask students to look at the pictures and brainstorm answers.
- Assist with language as necessary (**archaeologist, newscaster, orator speaking to public, inscription, compass**).

Task 2

- Play the first part of the news report.
- Students listen & check their guesses in Task 1.
- Ask them to choose the best title for the news report.

👉 Answer:

Junior Archaeologists in action

🔊 Tapescript

Listen to the first part of the news report. Check your answers in Task 1 and choose the best title for the news report.

Music!!! (and 'Omega radio!')

Newscaster: Back again with news about an unusual school trip. Yesterday, students of

the 14th High school of Athens visited the archaeological site of Filopapos Hill and explored the area in a different way. For almost three hours, they travelled through time while they were playing treasure hunt. Our reporter, Jane Kelly, was there:

Task 3

- Play the CD.
- Students put the pictures in order.
- Play the CD again.
- Students check their answers.

👉 Answers:

The correct order is e, c, b, d, f, a

🔊 Tapescript

Listen to the news report and help Penelope put pictures a-f in the correct order.

Music!!! (and 'Omega radio!')

Newscaster: Back again with news about an unusual school trip. Yesterday, students of the 14th Junior High school of Athens visited the archaeological site of Filopappos Hill and explored the area in a different way. For almost three hours, they travelled through time while they were playing treasure hunt. Our reporter, Jane Kelly, was there:

Reporter: What exactly are you doing here this morning?

Student A: Our teachers have given us a questionnaire and we must go around the place in small groups and find all the answers.

Reporter: Sounds interesting! What are these questions about?

Student C: Well, most of them are about daily life in ancient Athens. Look! We've already found where Greek orators, like Demosthenes, used to stand to speak to the

public. It's there, at the Pryx. Now, we're going to the monument of Filopappos. We want to copy the names on the inscriptions there. If we finish first and our answers are all correct we'll be the winners of the game.

Reporter: Wow! So, let me not waste your time. Gook luck!!

Newscaster: The school has organised this game four times so far with great success.

Mr Ravasopoulos, the biology teacher who had the original idea, says to Jane Kelly:

Mr Ravasopoulos: I've always wanted to make young people love history. We've actually prepared the students for this day.

We've told them a lot about the historical period they're exploring right now. We've also given them maps and compasses, and here they are!

Reporter: They look so excited about it. Have you done all this work by yourself?

Mr Ravasopoulos: No, of course not. My colleagues and a group of archaeologists have helped me a lot. I would like to thank them for their voluntary work.

Newscaster: This year, 120 students from all High School grades took part in this project. At the end of the day, all of them wanted to repeat it next year. They want more schools to learn about it and do the same. Learning by doing interesting things outside the classroom. Why not? More news after the break!

Music!!! (and 'Omega radio!)

Now listen again and help Penelope complete her notes for the article.

Task 4

- Play the CD again.
- Students complete the notes.

↔ **Answers:**

- | | |
|--------------------------------------|------------------------|
| 1. three hours | 2. small groups |
| 3. daily life | 4. speak to the public |
| 5. copy the names on the inscription | |
| 6. maps | 7. compasses |
| 8. biology | 9. 120 |

Task 5

- Ask individual students if they have ever been on a trip like this.
- Encourage students who have to give more details.
- Invite students who haven't been on a trip like this to say if they want to go & to justify their answer.

 **WB Tasks 3-5, p. 89**

🔗 **GRAMMAR LINK**

SB page 95

Present Perfect Simple vs. Past Simple

- Students study the example sentences & complete the Grammar table.

↔ **Answers:**

1. b & d 2. a & c 3. d
 4. We use the present Perfect in 1 & 3 and the Past Simple in 2.

↔ **Answer:** The Past Simple

 **WB Tasks 6-8, pp. 90-91**

SPEAKING

SB page 95

Aim & Objectives

To involve students in

- discussing what they can learn by doing different activities.
- using the Present Perfect & the Past Simple to talk about experiences

Vocabulary

do an experiment, board game, perform on stage

Speaking Strategies, SB p. 100

Task 1

- Ask students to describe the activities in the pictures.
- Assist with vocabulary (**do an experiment, board game**).

Possible answers:

- A grandma and her granddaughter are cooking
- A teacher and two students are doing an experiment
- Some teenagers are playing a board game.
- Some students/teenagers with backpacks are visiting a city / a monument.
- Some teenagers are dancing in a group.

- Ask: *“What can you learn when you play board games with other children?”*
- Elicit that they can learn how to work in groups / co-operate.
- Invite students to say what they can learn by doing the other activities in the pictures.
- Refer to the example.
- Elicit some answers as examples.
- Assist with language as necessary.

Possible answers:

- I learn new things / about traditions when I cook with my grandma.
- We can learn about nature when we do experiments.
- We learn that it doesn't matter if we lose when we play board games.
- We can learn about a country's history & culture / how to look after ourselves when we travel
- We learn how to work as a team by dancing etc.

Task 2

Unit 6, Lesson 1, Speaking Task 1 in TB, p. 88

Task 3

- Refer to the example.
- Encourage students to give more details of the incidents they found amusing.

EXTRA! : Homework

- Students choose one of the incidents in the questionnaire & write the story.
- Alternatively, students write a report with their findings from the questionnaire.

WB Tasks 1-2, p. 88

READING & WRITING

SB page 96

Aims and Objectives

To involve students in

- reading a text from a museum guidebook
- writing a Treasure Hunt Task sheet for visitors of the museum

Vocabulary

treasure hunt, document, translation, theatrical works, press review

Task 1

- Refer to the text & ask: 'What's the text about?' 'Where's the museum?' 'What can you see in the museum?'
- Elicit answers. You may need to explain **document, translation, theatrical works, press review,**
- Explain that students have to imagine that they have to prepare a 'treasure hunt' for students who visit the museum.

Ask them to work in groups & read the text to find what they could include in the "treasure hunt".


⇨ **Possible answers:**

- Find out when Kazantzakis was born & when he died.
- Find out where he went to school
- Find one of his letters & write down who he is writing to
- Find the name of one of his theatrical works
- Describe two of his personal things
- Find the names of three newspapers which have reviews of his work. etc.

Task 2

- Groups present their ideas in class.
- Students in their groups prepare a Treasure Hunt Task Sheet.

 **WB Task 9, p. 91-92 classwork**

 *Introduction: Workbook writing*

 **PROJECT**

SB page 97

 **Aims and Objectives**

To involve students in


- finding information about a place of interest in their area
- preparing a Treasure Hunt for their classmates
- playing 'Treasure Hunt'
- using the language of the unit in a new context

To encourage work across the curriculum (history, geography, culture)


To foster learner cooperation & autonomy

To integrate all four skills

- Go through the steps of the project & explain.
- If you know that students are visiting a place of interest soon, you can ask them to collect some information about this place & prepare a Treasure Hunt Task Sheet to use when they actually visit the place.
- Groups exchange sheets on the day of the visit & report to the class when they come back or the next time they have an English lesson.

 *Introduction: Projects*

SELF-ASSESSMENT pp. 98-100

 *Introduction: Self-assessment*

Unit 7

Tomorrow and ... beyond!

	Language Functions	Vocabulary Link	Grammar Link	Curriculum Link /Themes	Suggested Lesson Schedule
Lesson 1 Travel plans!	- Describing & speculating on photos - Talking about personal arrangements & fixed plans for the future	Travelling	Present Continuous for future plans & arrangements	Links to: Geography History Art Science Careers Guidance	4 teaching periods 1. Cover page, Speaking & Culture Corner 2. Reading, Listening & Vocabulary Link (Tasks 1-3) 3. Vocabulary Link (Task 4), Grammar Link & Speaking 4. Project
Lesson 2 Good intentions!	- Asking for & giving advice - Talking about future plans & intentions		“Be going to” for future plans & intentions	Themes: Time System Difference-similarity Civilisation & culture	4 teaching periods 1. Speaking, Listening & Grammar Link 2. Reading & Writing 3. Speaking 4. Project
Lesson 3 In the year 2525!	- Making predictions about the future	- Future technological developments - Star signs & horoscopes	Future Simple for predictions		4 teaching periods 1. Reading & Speaking 2. Vocabulary & Grammar Links 3. Speaking & Writing 4. Self-assessment

🏠 **COVER PAGE**
SB page 101

Vocabulary

rate, grow up, looking forward, think pink

🌀 Introduction: Cover page

➡ **Answers:** open

🎧 **Tapescript**

Listen to Jean Paul, Magda, Paul, Petra and Silou's messages (1-5) and rate them.

Message 1:

(Jean Paul: shy but getting more and more excited while speaking)

Hi! Tomorrow... oh...I'm really happy... tomorrow is a great day... I'm going to meet Lauren, ... at the school party... can't wait! I've organised everything. I'm going to ask her to dance with me! I'm going to dance with the most beautiful girl at school! Wow!

Message 2:

(Magda singing)

"The sun'll come out tomorrow, Bet your bottom dollar that tomorrow There'll be sun!

Just thinkin' about tomorrow

Clears away the cob-webs and the sorrow
Till there's none!

Tomorrow, Tomorrow, I love ya
tomorrow! You're always a day away!"

From Annie, the musical! Bye!!!

Message 3:

(Paul: bored, angry, fed up)

About the first thing that comes to my mind... well, what else. I can't help thinking that tomorrow is Monday and we're going back to school. Oh, I hate Mondays,... and

Tuesdays, Wednesdays, Thursdays... all of them. When I grow up, I'll never go past a school building. I'll only write music and play my guitar!

Message 4:

(Petra: happy)

Tomorrow for me means doing something different. For example, tomorrow I'm going to meet my favourite author, Cathy Cassidy, at a central bookstore. I'm so excited. I'm going to take all my copies and ask her to sign them. I'll also ask for an autograph and a picture with her. Looking forward to it!

Message 5:

(Silou: sad and a bit worried)

Well, people in Indonesia know that tomorrow isn't always great. Remember tsunami? We still have problems. I know ... I know... I must think PINK. I'm trying but sometimes tomorrow worries me.

LESSON 1
Travel plans!

🗣️ **SPEAKING**
SB page 102

👉 **Aims and Objectives**

To involve students in

- describing photos
- speculating on photos

To activate students' background knowledge

Vocabulary & structures

amusement park, museum, summer school, tickets, airline ticket, travel card, musical

I can see ... / This is from ... / It may / must be from ...

Task 1

- In pairs, students discuss what they can see in the photos.
- Then, you can have a class discussion about what the pictures show.

Background Information

1. *The first photo is from Thorpe Park, a theme park located in Surrey.*
2. *The second photo shows students attending a summer course in Royal Holloway, University of London, a college in Surrey officially opened by Queen Victoria in 1886.*
3. *The third photo shows the Parthenon Galleries, at the British Museum.*
4. *The fourth picture shows students on a summer course on a karaoke night.*
5. *The fifth photo is from Cambridge.*
6. *The last two photos are from Madame Tussaud's.*

Task 2

- In pairs, students talk about the students' daily programme (e.g. *Every day they visit a different place. / They get up early in the morning & have an English class / They visit museums etc.*)
- Pairs present their ideas in class.

① CULTURE CORNER

SB page 102

- Refer to the ticket from Madame Tussaud's.
- Elicit any information students know about the museum.
- Refer students to the questions in Culture Corner.
- Students work in small groups & try to answer the questions.

- If there is access to the Internet, students can find the relevant information on the museum website.
- Encourage students who have been to Madame Tussaud's to say what they saw at the museum.

Background Information

Madame Tussauds is a famous wax museum in London with branches in a number of major cities. It was set up by wax sculptor Marie Tussaud. The famous waxworks, started by Madame Tussaud in 1835, are one of the most popular tourist attractions in London, and usually have queues to match.

Madame Tussaud learned her trade making death masks during the French Revolution, and those of Louis XVI and Marie Antoinette are displayed beside the actual blade that beheaded them. There are wax models of the famous and the infamous from every walk of life, some of which are amazingly lifelike. The newest area is the Spirit of London where London's heritage is brought to life, guiding the visitor through major events in London's history.

Sources:

<http://www.madame-tussauds.com/>

<http://travel.yahoo.com/>

EXTRA! : Sights in the UK

- Ask students if they know other famous sights 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 in the Appendix.

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)

Stonehenge: The ruins of Stonehenge, a circular setting of large standing stones built about 3100-1500 BC, are found near Salisbury, England. Although many theories have been advanced, no one knows for sure the purpose of the ancient monument. It was once thought to have been a type of astronomical clock or calendar for predicting the seasons. The early belief that the monument was built as a temple for sky worship has never been definitively proved.

Sources:

<http://www.iexplore.com> &
<http://www.britannica.com>

 **READING**

SB page 103

 **Aims and Objectives**

To involve students in

- reading a student's e-mail
- scanning a text to locate information

To integrate reading with writing (note-taking) & speaking

To present vocabulary and grammar in context

Vocabulary

summer course, campus, placement test, the Parthenon Marbles, exhibit, amusement park, ride, sights, farewell party, blind date

Task 1

- Elicit **summer course**.
- Ask the class what students who go on a summer course usually do.
- Assist with language.
- Go through the instructions to the reading task with the class & check for any difficulties.
- Students read Alex's e-mail & complete the weekly programme.

 **Answers**

1. placement test
2. British Museum
(the Parthenon Marbles)
3. Theatre visit - Evita
4. karaoke
5. Thorpe Park

Task 2

- Students in pairs / small groups can talk about the activities they find interesting & would like to do themselves.

- Encourage students to justify their answers.

Task 3

- Ask: *'Have you ever been on a summer course / trip like that?'*
- Elicit answers & encourage students who have been on a similar trip to say what they did and if they liked it.
- Then ask: *'Do you know any famous sights in London?'*
- Allow several students to answer & say what they know about the sights they mention (e.g. *Big Ben, the British Museum, Trafalgar Square, Tower Bridge, Madame Tussaud's* etc.).
- Assist with language or allow L1.

 **WB Tasks 1& 2, pp. 94-95**

 **LISTENING**
SB page 104

 **Aims and Objectives**

To involve students in listening

- to a telephone conversation
- for gist & detail

To present vocabulary and grammar in context

Vocabulary & phrases

punting, excursion
How is it going?
You can't miss it.
Have a nice flight.
Take care!

Task 1

- Play the CD twice if necessary.
- Students listen to find out what Sophia and Patrick are talking about.

 **Answer**

They're talking about Sophia's trip to the UK / when & where to meet when Sophia goes to Cambridge.

Task 2

- Go through Patrick'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 before they listen (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. Sunday 10 / 10th
2. Saturday 16 / 16th
3. afternoon
4. Waterstones
5. 2.30 p.m.
6. 7776387330

 **Tapescript**

Listen to Sophia talking to Patrick, her friend from Cambridge, on the phone.

What are they talking about?

Patrick: Hello!

Sophia: Hi Patrick! It's Sophia. How is it going?

Patrick: Oh, hi Sophia. I'm glad you called. Have you got any news?

Sophia: Well, yes. They've given us the programme of the whole excursion. We're flying to London on Sunday, the 10th and we're staying for a week.

Patrick: Good! When are you coming to Cambridge?

Sophia: Let me see... here it is. We're spending Saturday the 16th in Cambridge.

We're visiting King's College in the morning and then, we're going punting in the river Cam. In the afternoon, we are free to go shopping. This is when we can meet. What do you think?

Patrick: Absolutely. What time are you going back to London?

Sophia: At 5.30.

Patrick: Then, let's meet outside Waterstones at 2.30. It's one of the biggest English bookshops and it's in Main Street. You can't miss it.

Sophia S: What's its name again?

Patrick: Waterstones. W-A-T-E-R-S-T-O-N-E-S. If there is a problem, just call me.

Sophia: I'll have an English number too. Write it down, please. It's 777 6387330.

Patrick: I repeat. 777 6387330.

Sophia: Exactly. I'll call you if there's a change.

Patrick: Right. See you, Sophia. Have a nice flight.

Sophia: Thanks. Take care. Bye!

Now listen again and complete Patrick's notes.

Background information
(photo of punting on the river)

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.

Punts were developed in Medieval times to provide stable craft which could be used in areas of water too shallow for rowing conventional craft.

Punting along the River Cam is one of the traditional delights of visiting Cambridge, and something that should be tried - at least once - by everyone!

Sources:

<http://www.scudamores.com/cam/>

<http://www.britainexpress.com/>

 **VOCABULARY LINK**

SB page 104

Travelling

Task 1

- Assist with language or encourage students to use their Greek-English dictionaries.
- Pairs present their lists in class.
- You can collect all the different words students come up with on the board for students to copy in their vocabulary books.

↔ **Possible answers:**

On a summer course

lessons, placement test, college, campus, trips, visit, sights, sightseeing, museum, exhibits, (go) shopping, amusement park, rides, (farewell) party, souvenirs etc.

Task 2

- Explain that it is not necessary to know all the words at this point.

↔ **Possible answers**

1. at the museum
2. on the underground
3. at the hotel
4. at the airport

 **Tapescript**

Listen and check your answers.

At the museum: free admission, events, exhibition, opening hours, floor plan gallery

On the underground: station, exit sign, platform, line, train, tunnel

At the hotel: hotel reception, porter, receptionist, room key, single room, double room

At the airport: airline ticket, boarding pass, check-in desk, duty free shop, departure lounge, luggage reclaim

Task 3

- Divide students into groups of 4.
- Each group decides on a place.
- Students use English-English dictionaries to find the meaning of words they don't know.
- Then, each group works with another group who has chosen a different word group.
- Students from each group ask students from the other group words they don't know.
- If there is time, this can be repeated with another group who has chosen a different word group.

EXTRA! : Word groups

- Students can make word groups of any other kind of place similar to the ones in Voc. Task 2 that exists in their area (e.g. bus / railway station / tourist office/ travel agency etc.).

EXTRA! Vocabulary quiz

- Students from different groups can make vocabulary quizzes for other groups to take.

Introduction: Extra Vocabulary Activities

Task 4

- Divide students into groups of 4-5 students.
- 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 to class next time to make their posters.
- If there aren't any of these places in the area, students can visit and take photos of other places where there are signs (see **EXTRA!** : Word groups above).

Introduction: Vocabulary Link Section

 **WB Tasks 3-5, pp. 95-96**

 **GRAMMAR LINK**
SB page 105

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

- Refer students to the example.
- In pairs (or in groups of three), students try to arrange when to go shopping with their partner.

 **WB Tasks 6-8, pp. 96-97**

SPEAKING

SB page 105

Aims & Objectives

To involve students in

- exchanging information to find differences in teenagers' diaries / plans
- using the Present Continuous for future plans & arrangements

Vocabulary & structures

Present Continuous (positive, interrogative, negative, short answers)

On + dates

At + time

Task 1

- Divide students into As & Bs and explain the task.
- Refer students to the box & explain. Revise telling the time, ordinal numbers & on+ date if necessary.

Answers

1. In student A's diary on Wednesday 18th Emma's studying for the maths test but in student B's diary she's studying for the English test.
2. In student A's diary on Friday 20th Emma's taking the dog to the vet at 6.15 but in student B's diary she's taking the dog to the vet at 7.15.
3. In student A's diary on Saturday 21st Emma's meeting Carol but in student B's diary she's meeting Jane.
4. In student A's diary on Monday 16th Paul's playing basketball at 5.15 but in student B's diary he's playing basketball at 4.30.
5. In student A's diary on Wednesday 18th Paul's buying a present for his dad after 3.00 but in student B's diary he's buying a present for his dad after 5.00.

6. In student A's diary on Saturday 21st he's meeting Jane but in student B's diary he's tidying his room.

7. In student A's diary on Sunday 22nd he's visiting his grandma in the morning but in student B's diary he's visiting her in the afternoon.

Task 2

- Pairs of students report the differences they have found and check with the rest of the class.

 **WB Task 9, pp. 97-98**

PROJECT

SB page 105

Aims and Objectives

To involve learners in

- compiling & presenting a local professional's weekly diary with his / her plans & arrangements
- using the language of the unit in a new context

To encourage work across the curriculum (Careers Guidance)

To foster learner cooperation & autonomy

To integrate all four skills

- Go through the steps of the project & explain.
- Divide students into small groups.
- Students in each group think of a professional in their area they can talk to & allocate roles (e.g. interviewer, photographer, writer, presenter etc.).
- Give groups enough time to collect the information they need (e.g. a week).
- Each group makes a diary in note form & present it to the class.

- You can discuss with students whether the professionals they interviewed work hard / do interesting jobs / have a routine etc. & finally allow students to say which of these jobs they would like to do & why.

Introduction: Projects

LESSON 2 Good intentions!

SPEAKING SB page 106

Aim & Objectives To involve students in

- talking about their bad habits
- asking for advice
- giving advice

Vocabulary & structures

- Vocabulary related to description of bad habits (bite one's nails, eat junk food, watch too much TV, play violent computer / video games etc.)
- What should I do?
- A good idea is to ... / You should (n't) ... / Why don't you ... ? / You could ...

Task 1

- 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, in pairs, they ask each other for advice.
- If necessary, revise language used for giving advice (Unit 3, Lesson 2, Grammar Link).

Task 2

- Ask students at random: *'What advice has your partner given you? Are you going to follow it? Why? / Why not?'*
- Allow several students to answer.

LISTENING SB page 106

Aims & Objectives

To involve students in listening

- to a radio programme
- for gist & detail

To integrate listening with speaking

Vocabulary

good intentions, violent, helmet, (fasten one's) seat belt, friendly, shy, nervous, what it feels like, give out, personal information, permission, safe, wipe out, negative self talk, think pink, adult, decision, trust, experienced

Task 1

- Ask: *'What bad habits do teenagers usually have?'*
- Elicit answers. You can ask more questions to guide students (e.g. *'Do they watch too much TV? / violent programmes / wear a seat belt?'* etc.).
- Assist with language.
- Go through the box with the class & check for any difficulties.
- Play the CD.
- Students listen & write the names of the teenagers.
- Play the CD again if necessary.

Answers

- | | | |
|--------------|-------------|------------|
| a. Pedro | b. Silou | c. Maria |
| d. Hans | e. Christos | f. (extra) |
| g. Jean Paul | | |

🎧 Tapescript

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

Speaker 1: (from Greece)

“Hi Robert! This is Christos and I’m calling for the Good Intentions thing. Well, this month, I’m not going to choose violent TV programmes or video games and I’m going to spend only one hour per day - at the most - on these activities. Like it? Remember, it’s Christos. Bye!”

Speaker 2: (from Italy)

“Buon giorno! This is Pedro speaking. Here are two good intentions. 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: Pedro, fasten your seatbelt, now.”

Speaker 3: (from Germany)

“This is Hans from Germany. 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 4: (from France)

“Hello there. A message for Robert. I’m not going to give out personal information such as my name or home address on the Internet without my parents’ permission. Dad says it’s not really safe and I think he’s right. Oh, I forgot. This is Jean Paul.”

Speaker 5: (from Indonesia)


“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 6: (from Spain)

“Hola! 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 talk with an adult about my choices. 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, Robert. It’s Maria.”

Task 2

- Encourage a class discussion on the issue in L2.

 **WB Task 1-5, pp. 99-100**

🔗 GRAMMAR LINK

SB page 107


Be going to - Talking about future plans and intentions

Grammar Strategies, SB p. 116


Task 1

- In pairs, students study the example sentences and complete the rules.
- They can refer to the Grammar Appendix p. 173 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 arranged 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 write their ‘good intentions’ lists.
- They check each other in the next lesson.
- Refer students to the example.
Revise Past Simple Tense if necessary (Unit 4, Lesson 1, Grammar Link).

 **WB Tasks 6-9, pp. 101-102**

 **READING**
SB page 108

 **Aims and Objectives**

To involve students in

- reading an entry from a teenager’s diary
- skimming & scanning

Vocabulary

stare, gorgeous, fabby

Task 1

- Students read the text & answer the questions.
- Check answers with the class.
- Elicit / revise **gorgeous** (good-looking) & **fabby** (fabulous, great, fun).

 **Answers**

- a.** a diary
- b.** excited because she’s going to a party / she’s going to invite the boy she likes to the party / she’s going to wear her new dress to the party

Task 2

- Go through the instructions & check for any difficulties.
- In pairs, students answer the questions

 **Answers**


- a.** I’m staring out of my window.
- b.** I’m going to wear that fantastic dress ... / invite Tim ...
- c.** I bought yesterday
- d.** I see him every morning / he rides his bike to school
- e.** He might like me too.
- f.** Mum and dad are eating out on the day of the party.

Task 3

- Students can work in pairs or small groups.

 **Answers**

- a.** Present Continuous (action happening at the moment of speaking)
- b.** ‘going to’ future (intention / plan)
- c.** Past Simple (action completed in the past)
- d.** Present Simple (routine)
- e.** Modal “might”
- f.** Present Continuous (future plan / arrangement)

 **WRITING**
SB page 109

 **Aims and Objectives**

To involve students in

- writing a diary entry
- process writing & peer feedback

To integrate writing with reading

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
- might / mayfor uncertainty

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 the correct use of tenses.

 **SPEAKING**
SB pages 109-110

 **Aims & 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 camera | f. a hat |
| g. a notebook | h. a pillow |
| i. a newspaper | j. a bottle of water |

Task 2

- Divide the class into groups of four students.
- Each group decides who is going to be student A, B, C & D.
- Explain the task.

- Go through the example with the class.
- Ask a group of students to perform in front of the class if necessary.
- Students A, B & C give student D clues using 'going to' future & student D has to guess the object.
- Monitor & assist accordingly.
- Students change roles & repeat the task as many times as there is time for.

 **PROJECT**
SB page 110

 **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.
- Students allocate 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 place students are going to visit, they can try it.

LESSON 3
In the year 2525!

 **READING**
SB pages 111-112

 **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

living conditions, entertainment, education, fashion, interactive, destination, dome, all year round, float, air lift, command, recognise, robotic dog, virtual reality, safety, wallpaper, bother

Task 1

- Ask: 'How old will you be in 2013/2030? etc.'
- Allow some students to answer.
- Ask: 'What will your life be like then?' / 'Are you worried about the future?' / 'What will life be like in a hundred years' time?'
- Allow several students to answer.
- Assist with language or allow L1 depending on the level of your students.
- Divide students into groups of three or four students.
- Explain the task.
- Elicit/revise the meaning of **travelling, technology, living conditions, entertainment, education & fashion.**

- You can use the examples in the boxes & give more ones so that students understand the meaning of the topics.
- Groups of students collect ideas to describe life in the future for these categories.
- Encourage them to use dictionaries for words they ask for.
- Groups report their ideas to the class. Accept all ideas.

 **Possible answers**

Travelling: by helicopters, solar cars, space cars / buses etc.

Technology: talking robots, remote controls / voice instructions for all appliances, video conferencing, alternative sources of energy etc.

Living conditions: underwater flats, space cities etc.

Entertainment: virtual reality games / home cinemas etc.

Education: lessons through computers, electronic books / libraries etc.

Fashion: spacesuits, uniforms etc.

Task 2

- Students read the article about life in the future & check which of the six aspects are mentioned.
- Students say which of the ideas they collected in Task 1 are mentioned in the article.

 **Answers**

fashion (1), technology (1, 3, 4, 5, 6) travelling (2), living conditions (3, 4, 5, 6) entertainment (5)

Task 3

- Explain / elicit any words from the headings students ask for (e.g. **brain power:** the power of the mind; be able to control things with your mind).

UNIT 7 Tomorrow and... beyond!

- Students put the headings in the sections of the article.
- Explain that there are two extra headings that they do not need to use.
- Check answers with the class.
- Encourage students to justify their answers.

Answers

1. "Watch me"
2. No car? No problem
3. Future cities
4. Brain power
5. See them live!
6. Can you hear me?
Tiny cameras & Cheap Travelling are extra

Task 4

- Organise a class discussion on whether teenagers' life will be better in the future.
- Ask some questions to guide students (e.g. *Will teenagers go to school? Will they have parties / celebrations / exams? Do you think this will be better? etc.*)

SPEAKING SB page 113

Aim & Objectives

To involve students in playing a pantomime game

Vocabulary

noun, verb, article, adjective, adverb

- This is a game students will probably be familiar with.
- Explain the rules of the game.
- Decide with students on a simple code, e.g. how they're going to show if the word is a noun, verb, article etc.
- Divide the class into two groups.

- Each group makes a list with films / books which are about the future.
- The Word Bank can help them.
- Students play the game. They change roles & play it again.

Answers **Films / books about the future:**

Honey, I Shrank The Kids!
Star Trek: The Next Generation
Alien
2001: A Space Odyssey
Star Wars
The Empire Strikes Back
Blade Runner
A Clockwork Orange
The Matrix
12 Monkeys
Mad Max
Waterworld
Nineteen Eighty-Four
Brave New World
etc.

VOCABULARY LINK SB page 113

Guessing words from context

Task 1

- Divide students into groups of four.
- Explain the task.
- Encourage students, first, to use the context to understand the meaning of the words & then use dictionaries if they have to.

Answers

destination: the place you are going to

dome: round roof

air lift: a device that carries people / things up or down

command: order, instruction

crowded: full of people

wallpaper: paper that is used for covering and decorating the walls of rooms.

Task 2

- Encourage students to find the words in the texts & use the context to match them with their meaning.
- Explain / elicit words from the definitions students need (e.g. **direct communication**: talk with someone face-to-face; **annoy**: make someone fairly angry or impatient).

↔ **Answers**

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

📁 **WB Tasks 3-5, pp. 104-105**

Horoscope

Task 3

- Students find what star sign they are.

Task 4

- Play the CD.
- Students listen, repeat & mark the stress on the names of the star signs.

↔ **Answers**

- | | |
|----------------|--------------|
| a. Aries | b. Taurus |
| c. Gemini | d. Cancer |
| e. Leo | f. Virgo |
| g. Libra | h. Scorpio |
| i. Sagittarius | j. Capricorn |
| k. Aquarius | 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

🌀 Introduction: Vocabulary Link Section

📁 **WB Task 2, p. 104**

① **CULTURE CORNER**

SB page 113

- 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.

📁 **WB Task 1, p. 103**

👉 **GRAMMAR LINK**

SB page 114

Future Simple - Predicting

Task 1

- Students can work in pairs.
- They can refer to the Grammar Appendix, pp. 173-174 if they need help.

↔ **Answers:**

will + 😊 + verb?

😞 + won't / will not + verb ✗

📁 **WB Tasks 6 & 7 pp. 105-106**

Task 2

- Students work in pairs (⌚ 3 min or more).

- Students cooperate & write predictions about teenagers' life in the future.
- Explain that they should use the Future Simple in the positive and / or in the negative.
- When time is up, pairs share their ideas with the rest of the class.
- Students can decide on the ten / five etc. most popular ideas. You can collect these on the board.

Task 3

- You can have a class discussion about which predictions are positive or negative & why.
- Encourage students to give reasons for their opinion (e.g. *'Teenagers won't live with their parents': I think that this is negative because teenagers won't feel safe'* etc.)

 **WB Tasks 8 & 9, pp. 106-107**

 **SPEAKING**
SB page 114

Mediation Task

 **Aim & 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 p. 150 and Students B at p. 153 in the Speaking Appendix.

- Go through the 'Tip' box with the class & check for any difficulties.
- Explain that they shouldn't translate but use their own words.
- Give students some time to prepare. Go round the class and 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 114

 **Aims and Objectives**

To involve students in

- writing a horoscope for a famous person
- process writing & peer feedback

To integrate writing with speaking and listening

Vocabulary & structures


Personal life, career, family and friends, money
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 get 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 10, p. 108 homework**

SELF-ASSESSMENT pp. 115-116

 *Introduction: Self-assessment*

Unit 8

In the papers!

	Language Functions	Vocabulary Link	Grammar Link	Curriculum Link /Themes	Suggested Lesson Schedule
Lesson 1 “And the winner is...!”	- Exchanging information - Talking about activities that are done at different places	Awards	Passive Structures - Simple Present Passive	Links to: History Geography ICT Modern Greek	3 teaching periods 1. Cover page, Reading & Speaking 2. Vocabulary & Grammar Links 3. Project
Lesson 2 Crack the code!	- Talking about difficulties people with physical problems face - Asking & answering to find out about one’s past	The Braille code - Punctuation marks - Physical problems	- Passive Structures - Simple Past Passive	Themes: System Collaboration Interaction Communication	3 teaching periods 1. Listening 2. Vocabulary Link 3. Grammar Link & Speaking
Lesson 3 School reporting!	- Speculating on newspaper headlines	School newspapers			4 teaching periods 1. Reading 2. Reading & Speaking, Listening 3. Project: Phase One 4. Project: Phases Two & Three 5. Self-assessment

🏠 **COVER PAGE**
SB page 117

Vocabulary

reporting, publish, the same taste with, unusual sports, fencing, paintball, peers

🌀 *Introduction: Cover page*

➡ **Answers:**

Penelope: short stories

Pedro: sports news

Jennifer: the Agony Aunt column

🎧 **Tapescript**

Listen to Penelope, Pedro and Jennifer and write what they enjoy reading in their school newspaper under their photo. Who do you have the same taste with?

Penelope

“I love reading teenagers’ short stories. Some of them are really great.”

Pedro

“Sports news, of course. Some students in my school do unusual sports like fencing or paintball. There are photos as well.”

Jennifer

“I prefer reading the Agony Aunt column first. Teenagers have similar problems so I feel good when I realise that my peers also fight with their parents from time to time.”

LESSON 1

“And the winner is ...!”

📖 **READING & 🗣️ SPEAKING**
SB pages 118-120

👉 **Aims and Objectives**

To involve students in

- reading students’ articles for their school newspaper
- jigsaw reading
- scanning texts to locate information

To integrate reading with writing (note-taking) & listening & speaking (exchanging information)

To present vocabulary and grammar in context

Vocabulary

award, ceremony, show biz, film industry/biz, annual event, golden statue, be nominated, nomination, high-profile, be held, contemporary, alternative music, record sales

Task 1

- Discuss the photos with the class.
- You can ask some questions to guide students & elicit some vocabulary:
‘What kind of awards are they? / How are the winners chosen? / How often do these events take place? / Do you watch them? / Do you like them? / Why (not)?’
- Elicit / revise: **award, prize, film / music industry / biz, vote, nominate / nomination, annual.**

Task 2

- Ask: *‘What are the texts about?’*
- Elicit that the first text is about the Oscars and the second about Music Awards.

- Read through the instructions with the class & explain that students are going to do jigsaw reading (students are familiar with this type of task; Unit 5, Lesson1).
- Students A read Susan's article & complete the notes underneath & students B do the same with David's article.
- Ask students to check their answers with other students from the same group (As with As & Bs with Bs).

⇐ **Answers:**

Student A:

The Oscars - Table of Facts

1. film awards
2. 1929
3. every year / annual event / annually
4. the Academy of Motion Picture Arts and Sciences
5. professionals in the film biz/industry
6. 36
7. more than 6,000
8. the Best Picture prize
9. won 26 Oscars
10. won 11 Oscars

Student B:

Music Awards - Table of Facts

1. November 2001
2. viewers (of the BBC music show)
3. Best Pop Act / Best R&B / Best Rock Group.
4. every February
5. in the UK
6. the public
7. in November
8. fans from all over Europe
9. by telephone / on the web
10. hip-hop/R&B, rock, Latin, pop, country, and alternative
11. the artist's record sales
12. 20,000 music fans

Task 3

- Go through the instructions & the Language Bank in the Speaking Appendix pp. 151 & 155 and check for any difficulties.
- In pairs, students exchange information & complete their tables.
- Point out that it is important that they don't show each other their notes.
- Encourage them to ask questions / for repetition and/or clarification.
- When they finish, they can compare their notes & check their answers.
- You can ask the class some of the questions & get feedback about the students' performance.

Task 4

- Go through the extract and the questions & check for any difficulties.
- Elicit **box office hits**.
- You can have a class discussion on the topic or ask students to discuss in small groups.
- Assist with language as necessary.

 **WB Task 1, p. 110** 

 **VOCABULARY LINK**

SB page 121

Awards

Task 1

- Remind students that they can find these collocations in the articles.
- Play the CD.
- Students check their answers.

Answers:

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

Tapescript

Listen and check.


1. *film industry*
2. *music industry*
3. *high-profile awards*
4. *record sales*
5. *award nominations*
6. *golden statue*
7. *glamorous event*
8. *leading role*

Task 2

Answers

- | | |
|-------------------------|---------------------------|
| a. record sales | b. leading role |
| c. nominations | d. glamorous event |
| e. film industry | f. high-profile |

Introduction: Vocabulary Link Section

 **WB Tasks 2-4, p. 111**

 **GRAMMAR LINK**

SB pages 121-122

Passive Structures

Simple Present Passive

Task 1

- Go through the example sentences with the class & elicit the rule for the formation of the Simple Present Passive: be (am, is, are) + past participle of the main verb.
- Students complete the Grammar Table. They can refer to the Grammar Appendix, p. 174 if they need help. Elicit **repeatedly** (do something many times / again and again) & **agent** (the person who does the action).

Answers:

USE

1. action, person
2. true, repeatedly
3. by

FORM

a. **Negatives:** subject + am / is / are + not + past participle

Questions: am / is / are + subject + past participle?

Short answers: Yes, I am /you are / he-she-it is/ we-you-they are

No, I'm not / you aren't / he-she-it isn't/ we-you-they aren't

b. **Passive structures in the articles**

The Oscars: they are called, is / are given, are organised by the Academy of Motion Pictures Arts and Sciences, is made up of, are asked

Music Awards: are held, are seen, are voted for by the public, are chosen by fans, are based, is chosen by a group of 20,000 music fans

The **agent** is mentioned when it is important to know who does the action

Task 2

- Ask: 'What jobs / activities are usually done at a school etc.?'
- Elicit some answers.
- Make sure students use the passive correctly.
- Students work in groups of three.
- Each group chooses one of the places.
- Make sure that all places are discussed.
- Remind students that they have to mention the agent only when it is necessary.
- Groups present their ideas to the class.

⇨ **Possible answers:**

At a school

Books are read.
Sports are played.
Homework is given.
Photocopies are made etc.

At a hotel

Rooms are booked / cleaned.
Beds are made.
Customers are served.
Meals are cooked / served etc.

At a restaurant

Dishes are prepared.
Food is cooked / served / eaten.
Bills are paid etc.

At a theatre

Shows are done / put up.
Music is written.
Songs are sung.
Costumes are made / worn.
Programmes are made / sold etc.

At a park

Trees are watered.
Flowers / flowerbeds are planted.
Bicycles are ridden.
Sports are played etc.

At a zoo

Animals are fed / looked after / cleaned.
Souvenirs are sold etc.

Task 3

- Students work in pairs.
- Students report their decision to the class & explain why.

 **WB Tasks 5-7, pp 112-113**

 **PROJECT**
SB page 122

 **Aims and Objectives**

To involve students in

- preparing an article about an award
- using the language of the unit in a new context

To encourage work across the curriculum (culture, IT)

To foster learner cooperation & autonomy

To integrate all four skills

- Go through the steps of the project & explain.
- If there is access to the Internet students can find information about the award they want by typing in the name of the award in a search engine (e.g. Google at www.google.com)
- Otherwise, you can bring magazines & newspapers with relevant information to class.
- Alternatively, assign this as a homework task. Students collect the information they need at home & bring it to the class.
- Groups of students select the most interesting information & use it to write an article.
- Explain that each group writes their contribution to the article, i.e. one award & then all groups produce one article about all the awards they have worked on.

UNIT 8 In the papers!

- Students can publish their article on the school e-newspaper.

 **WB Task 8, p. 114**

LESSON 2 Crack the code!

LISTENING SB pages 123-124

Aims and Objectives

To involve students in listening
- to an interview with a blind boy
- for gist & detail
To integrate listening with writing
(in Braille code) & speaking

Vocabulary

communicate, 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.).
- Ask: 'What can you see in the pictures?' / 'How do the people in the pictures communicate?' / 'How do people who can't see / hear / speak communicate?'
- Accept all answers & assist with language.
- Students might mention Braille. Don't go into any detail at this point.

Answers:

1. Indians sending a smoke signal
2. A teenager talking on the phone
3. A teenager using sign language
4. A teenager making a gestures
5. A teenager sending / reading an e-mail
6. A blind girl touching an object

More ideas

Fax , radio, Morse signals, letters, postcards, voice / text messages etc.

Task 2

- Ask students if they have seen this code before & which word this could be.
- Accept all answers.

Task 3

- Revise / elicit **special needs & blind**.
- You may want to elicit **disabilities / disabled**.
- Play the CD again if necessary.

Answers

- a.** library **b.** Braille

Tapescript

Jennifer is interviewing Tom, a 12-year old boy, who is blind. Listen to the first part of the interview and do task 3.

PART A

- Tom, can you really read what this sign says?

- Of course I can. It says ... 'Li..bra..ry' It's written in Braille. I'll spell it for you. It's B-R-A-I-L-L-E. Braille. Blind people all over the world use this code to read. It was invented by a blind 12-year-old boy like me, Louis Braille.

Task 4

- Students work out how the Braille code works.
- The Braille cell is a six-dot cell. Different combinations of dots represent different letters of the alphabet / punctuation marks.

Task 5

- Go through the notes & check for any difficulties.

- You can ask students to guess what kind of information is missing in each gap (e.g. gaps 6 & 9 must be numbers etc.).
- Play the CD twice.
- Ask students to check their answers with their partners before you check with the class as a whole.

➔ **Answers:**

- | | | |
|---------------------------------------|--------------|----------|
| 1. (a small town near) Paris / France | | |
| 2. 1809 | 3. three (3) | 4. Paris |
| 5. 1821 | 6. six (6) | 7. 5 |
| 8. I | 9. 100-200 | |
| 10. the first Braille book | | |
| 11. maths and music | | 12. 9969 |

🎧 **Tapescript**

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

PART B

- What do you know about him?
- Lots of things. Louis was born on January 4, 1809 in a small town near Paris. Unfortunately, he became blind by accident when he was only 3.
- How terrible! And then?
- When he was 10, he was sent to the Royal Institution for Blind Youth in Paris. At this school teachers of course talked to the students about lots of interesting things but for Louis, listening wasn't enough. He wanted to read books.
- So, how did he come up with the idea of his code?
- In 1821, a soldier called Charles Barbier visited the school and showed Louis and the other students his invention: a code of 12 raised dots. Soldiers used it to share top-secret information during a battle without having to speak. Louis got really excited. Based on Barbier's idea, he made his own cell. You can see it in picture A.

- There are six dots.
- Yes, it's a 6-dot code. Each dot has a numbered position on the Braille cell. Each letter has its dots. Look at the Braille alphabet in picture B. The letter D is written with dots 1, 4 and 5. Look at another one.... How is letter I written?
- Let me see... with dots 2 and 4.
- That's right!
- I can't see but I can read a sign or a book just by touching these dots with my fingers. Braille readers can read 100-200 words in a minute!
- Amazing!
- The first Braille book was published in 1829. Later, in 1837, symbols for maths and music were added. Today, every country in the world uses Braille. You can see Braille signs in most public places. I've read lots of teenage bestsellers in Braille.
- I'm sure you have.
- And you know what? The asteroid 9969 Braille was named after him. I know everything about Braille. He's our hero!
- I'm really proud of you, Tom. Thanks to you, I'll write a great article for our newspaper.

Task 6

- Students use the Braille code to do the tasks.

Task 7

- Ask: 'Is daily life difficult for a blind / disabled person?' / 'What difficulties are there?'
- Organise a class discussion. Assist with language (e.g. Blind people can't cross the street / They can't see facial expressions etc.).

 **WB Task 1, p. 115**

 **VOCABULARY LINK**

SB page 125

Guessing words from context

Task 1

- Encourage students to try & explain the words / phrases in English with a synonym, a paraphrase or an example.
- With a less confident class, you can allow L1.

⇨ **Answers:**

- a. he had an accident
- b. think / find
- c. to give each other secret / important information
- d. a place with a number
- e. only; in this simple way
- f. in places such as libraries, banks etc.
- g. got its name from Braille
- h. with your help

Task 2

- Students exchange their sentences with other pairs & give each other feedback.

Punctuation Marks

Task 3

- 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*
2. *comma*
3. *question mark*
4. *apostrophe*
5. *bracket*
6. *capital letter*
7. *full stop*
8. *hyphen*

Task 4

- 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.

⇨ **Answers:**

Braille Reading Club (BRC)
Do you want to talk with other kids
about the new Braille best-sellers?
Visit the Reading Club e-message board.
You can learn about prices, bookshops
and authors.
Don't miss it!

Disabilities

Task 5

- Elicit / explain the vocabulary in the Language Bank.
- Explain that we can either say '**adjective + people**' or '**the + adjective**' to refer to a group of people (e.g. the rich, the poor, the young etc.)
- Students match the people with the physical problems & then make sentences with the things that can help them.
- Encourage students to add their own ideas too.
- Assist with language.

⇨ **Answers:**

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

A seeing dog, a cane or a Braille printer can help the blind.

Sign language or a hearing aid can help deaf people.

A wheelchair or a cane can help disabled people.

Task 6

- Students work in pairs.
- They can visit the websites to find famous people with disabilities.
- Alternatively, they can use encyclopedias or other books they might have.

⇨ **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 Hawking (disabled, British scientist)

📁 **WB Tasks2-4, p. 116**

📖 **GRAMMAR LINK**

SB page 126

Passive Structures
Simple Past Passive

Task 1

- Go through the example sentences with the class & elicit the formation of The Simple Past Passive: **'be'** in the past (was / were + past participle of the main verb).
- Students complete the Grammar Table.
- They can refer to the Grammar Appendix, p. 175 if they need help.

⇨ **Answers:**

USE

1. finished, past
2. date

FORM

was / were + past participle

Negatives: subject + was / were + not + past participle

Questions: was / were + subject + past participle?

Short answers: Yes, I was /you were / he-she-it was/ we-you-they were

No, I wasn't / you weren't / he-she-it wasn't/ we-you-they weren't

Task 2

- Go through the instructions & the extracts from the newspaper articles with the class & check for any difficulties.
- Refer to the examples & elicit some more ideas.
- Make sure students use the past passive correctly.

UNIT 8 In the papers!

- Students in small groups choose one of the events & think of positive / negative results this event had on people's life.
- They present their ideas to the class.

 **WB Tasks 5-7, pp 117-118**


SPEAKING SB page 126

Aim & Objectives

To involve students in asking & answering questions using the past passive

Vocabulary & structures

was / were born, kindergarten, was / were allowed
Past Passive in the interrogative & positive
Short answers

 *Unit 6, Lesson 1, Speaking Task 1 in TB, p. 88*

 **WB Task 8, p. 118**

LESSON 3 School reporting!

READING SB pages 127-130

Aims and Objectives

To involve students in

- reading an article about starting a school newspaper
- skimming & scanning

To integrate reading with speaking

Vocabulary

Media, review, cartoonist, comic strip, parade, dig up, researcher, designer, word processing package, run off

Task 1

- Students read the e-mail & answer the questions.
- Elicit **attached file / attachment** (*a file which is added to a message that you send to someone*).

Answers:

1. The attachment is the spring issue of Petra and Hans's school newspaper.
2. They suggest that their e-friends start their own school newspaper.

Task 2

- Students can work in pairs.
- Go through the headings with the class & check for any difficulties.
- Elicit **include** (have as one of its parts).
- Students read the article on pp. 129-130 and match the headings with the sections.

Answers:

a. 4 b. 6 c. 5 d. 1 e. 2 (3 is extra)

Task 3

- Go through part B of the article & elicit that the items mentioned are different types of texts that can be found in a newspaper.
- Elicit **recipe** (a list of ingredients and a set of instructions that tell you how to cook something) & **review** (a report in a newspaper / magazine in which someone gives their opinion on a new book / film CD etc.).
- Students read texts A-E and find what type of text they are.

Answers:

- A.** Club announcement
- B.** (Book) Review
- C.** Quiz
- D.** News article
- E.** Recipe

Task 4

- It is not necessary to pre-teach the names of jobs for this task.
- Students can use the context to find who does what.

⇨ **Answers:**

- a. photographer
- b. researcher
- c. reporter
- d. editor
- e. designer

Task 5

- This task prepares students for the project that follows.
- Revise **volunteers**. Elicit **sponsorships**.
- Students first discuss in pairs and then with the class as a whole.
- Assist with language.

📁 **WB Task 3, p. 120**

📖 **READING & 🗣️ SPEAKING**
SB page 130

👉 **Aims and Objectives**

To involve students in

- reading newspaper headlines & speculating on the content of the article

To integrate reading with speaking

Vocabulary

Have your attention, celebs, skinny, friendship, destination

- Students work in pairs.
- They read the headlines & answer the questions.

- Explain words students ask for (e.g. **celebs (celebrities)**: famous people, **skinny**: too thin etc.).
- The purpose of the task is for students to try & guess what the articles must be about. Accept all answers.

⇨ **Possible answers:**

- a. article addressing teenagers
- b. article about celebrities
- c. photos of celebrities
- d. article giving rules / laws /tips on how to maintain a friendship
- e. article about Oxford (sights etc.)
- f. book review
- g. editorial

📁 **WB Tasks 1&2, pp 119-120**

🎧 **LISTENING**
SB page 131

👉 **Aims and Objectives**

To involve students in listening

- to a conversation about jobs in a newspaper

- for gist & detail

To integrate listening with speaking

Vocabulary

review, portrait, that's cool, attend a football match, captain of the team, jokes

Task 1

- Play the CD twice.

⇨ **Answers:**

Petra: write a book review

Robert: draw / make portraits / drawings of teachers

Hans: take photos of the (football) match

Sylvia: take an interview

John: collect jokes

🎧 Tapescript

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

Petra: *I've read lots of interesting books this year so I'd like to write a book review. What about you?*

Robert: *Well, I find writing boring but I'm good at drawing. I can make portraits of some teachers. What do you think?*

Petra: *That's cool! So, Robert will draw portraits of the teachers (sound of Petra jotting down the idea) OK! Now, who can attend the football match next week and take some photos?*

Hans: *Me! And Sylvia can ask the captain of the team for an interview.*

Petra: *Great! So, photos from the match ... Hans... and interview... Sylvia (writing and talking). Anything else?*

Robert: *I know! Why don't we ask John to collect some school jokes? He's the best at.... (fading)*

📁 PROJECT
SB page 131

👉 Aims and Objectives

To involve students in starting their own school newspaper

To encourage work across the curriculum

To foster learner cooperation & autonomy

To integrate all four skills

- For this project you may need more than one teaching period.
- Go through the steps of Phase One of the project & check for any difficulties.
- It is important that students use their portfolios to find texts which could go in the newspaper.
- Allow students to decide on what to include.
- Monitor the voting stage.
- Then go through Phases Two & Three and assist as necessary.
- You can ask other teachers (e.g. the ICT teacher) to help & use the resources of your school as appropriate.
- A school newspaper is something students & teachers can take pride in.
- You can continue it in the next school year with all your classes.

📁 WB Tasks 4-10, pp. 121-124 are review tasks & can be done as classwork or homework

SELF-ASSESSMENT SB p. 132-134

👉 Introduction: Self-assessment

NEXT LESSON see Aids p. 125

Unit 9 (Review)

Happy summer holidays!

Language Functions	Vocabulary Link	Grammar Link	Curriculum Link /Themes	Suggested Lesson Schedule
Review	Review	Review	Links to: Physical Education Geography History ICT Culture Art Music Themes: Time Place System Difference-similarity	1. Cover page 2. Reading & Speaking, Reading 3. Listening & Writing 4. Project,

Aids

- CDs with songs about summer (**Cover Page**)

 **COVER PAGE**
SB page 135

- Draw students' attention to the title of the lesson & ask: 'What is the lesson about?'
- Elicit that it is about summertime / summer holidays.
- If you have brought a CD with 'summer songs' in class, you can play one & ask students if they know it and / or what it is about.
- Alternatively, you can ask students to bring CDs with songs about the summer.
- In groups, students write down titles of songs about the summer they know.
- You can photocopy the lyrics of some songs & ask students to follow while listening to the songs.

 **Possible answers:**

Holidays (Madonna)

Holidays (Scorpions)

Summertime (Janice Joplin)

Summer nights (John Travolta & Olivia Newton John from the film Grease)

Summer wine (Ville Vallo & Natalia Avelon or Nancy Sinatra)


Summer in the City (Loving Spoonful)

School's Out (Alice Cooper)

Itsy Bitsy Teenie Weenie Yellow Polka

Dot Bikini (Bryan Hyland)

Walking on Sunshine (Katrina and the Waves)
etc.

 **WB Task 1, pp. 126-127**

 **READING &  SPEAKING**
SB pages 136-138

 **Aims and Objectives**

To involve students in reading

- an e-mail & an online article about a summer camp
- for gist & detail

To integrate reading with speaking

Vocabulary

unusual / extreme sports, white water rafting, wall scaling, abseiling, canoeing, archery, trekking, eco-holidays, grape harvest

Task 1

- Students read Silou's e-mail & the information from the webpage & say what they are about (*Teen Camp, sports holidays for teenagers* etc.).
- Refer the class to the pictures of sports.
- Ask: '*Are these sports like football/ basketball /swimming etc.?*' Elicit that they are **unusual** sports.
- Ask students to describe the activities in the pictures (*white water rafting, fishing, archery, wall scaling*).

Task 2

- Elicit **abseiling** (*climbing down a wall, rock face etc. using a double rope*), **eco holidays** (*holidays to exotic or threatened ecosystems to observe wildlife or to help save the environment / travelling with attention to nature and leaving it as it was found*) & **grape harvest** (*picking/ gathering grapes*).
- In pairs, students collect words from the webpage under the two topics.
- Then they add more activities to the topics.

- Assist with language.

→ **Answers:**

Activities at the IT Camp

white water rafting, wall scaling, abseiling, canoeing, archery, fishing, trekking, cycling, helping with the grave harvest, cleaning the beaches

Unusual and Extreme Sports

white water rafting, wall scaling, abseiling, canoeing

Eco-holidays

helping with the grave harvest, cleaning the beaches

MORE ACTIVITIES

UNUSUAL & EXTREME SPORTS

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.

ECO HOLIDAYS

Hiking in National Parks, whale watching, turtle watching, volcano watching, recording local cultures, farm visits etc.

Task 3

- Organise a class discussion on the issue.
- Encourage students to give details of their experiences (e.g. when / where they did the activity, if they enjoyed it etc.).
- Assist with language.

 **READING**

SB pages 137-138

↪ **Aims and Objectives**

To involve students in

- reading students' e-mails
- scanning

Vocabulary

first aid kit / course, region, chilly, sunscreen, currency, renew a passport

Task 1


- Students scan the e-mails & answer the questions.
- Explain that they shouldn't worry about words they don't know at this point.

→ **Answers:**

- a. Jean Paul b. Nadia c. Magda
d. Pedro e. Jennifer f. Silou
g. Jean Pail h. Jennifer

Task 2

- You can explain words students ask for.
- Ask: *'What is Jean Paul concerned about?'* (safety / first aid / accidents).
- Ask: *'What else do the children mention?'*
- Elicit the different topics that are mentioned in the e-mails (e.g. entertainment, clothes, cuisine, currency etc.).
- Ask students to add their own ideas.

 **WB Tasks 2-3, pp. 127-128**

LISTENING

SB page 138

Aims and Objectives

To involve students in listening

- to a dialogue between a student & her teacher about the E.U.
- for gist & detail

To integrate listening with reading, writing & speaking

Vocabulary

council, rights, Eurozone, government, taxes, citizen, identity card

Task 1

- Ask students what they know about the European Union & elicit / provide useful vocabulary.
- You can write the words in the Vocabulary box above on the board & ask students to explain them in relation to the EU.
- Play the CD twice if necessary.
- Students listen and tick the topics discussed.

Answers:

What is the EU?
Your EU rights
The Eurozone

Task 2

- Ask students to read Silou's e-mail before they listen again & try to complete the gaps or guess what kind of information is missing.
- Play the CD twice.
- Students write the correct answers.
- Check answers with the class.

Answers:

1. 1981 2. 10 3. 27 4. taxes
5. live 6. euro 7. 12

Tapescript

Listen to Silou and her English teacher talking about the European Union (EU) and tick (✓) the topics they are discussing.

Teacher: *Class dismissed. Thank you..... (sound of teenagers leaving the classroom).. Oh Silou, do you have some time? I can tell you a few things about the European Union, if you like.*

Silou: *Yes, of course Miss. I'm all ears.*

Teacher: *Which country did you say you are visiting?*

M Silou : *Greece, Miss. I'm going to meet my e-friends at an international camp there.*

Teacher: *Great idea! So, you should know that Greece is the tenth country which joined the European Union, in 1981.*

Silou: *Is the European Union something like a club?*

Teacher: *(laughing) Exactly, Silou. The EU is a group of countries whose governments work together. To join this group you have to agree to follow its rules. In return, you get some bonuses. At the moment there are 27 countries in the EU.*

Silou: *Do they pay money to be members?*

Teacher: *Actually, they have to pay taxes. The EU uses this money to change the way people live and to do business in Europe. It brings European citizens closer together. They can buy and sell things to each other very easily, they can move around freely inside the EU ...*

Silou: *Oh, that's why my European friends don't need a passport to visit Greece. Just their identity card.*

Teacher: *Exactly. And they can live in any nation in the Union.*

Silou: *Sounds interesting. Do all members use the Euro?*

Teacher: *No, only 12 of them. This is the Eurozone. The Euro was introduced in 2002.*

Do you want me to get you some information about the Euro banknotes and coins tomorrow?

Silou: Yes, of course. Thanks a lot, Miss.

Teacher: You're welcome, Silou. Take care.

Silou: See you tomorrow, Miss.

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

Task 3

- Students can use their school books or the Internet to find the answers to Silou's questions.
- You can use the sites recommended below.
- The information provided in the answers below may need to be updated after some years.

Answers:

There are 27 countries in the EU today:

Austria, Belgium, Bulgaria, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Poland, Portugal, Romania, Slovakia, Slovenia, Spain, Sweden, United Kingdom.

Useful site: http://europa.eu/abc/european_countries/index_en.htm

[last accessed 13/07/08]

Rights in the EU

Among others, you may wish to discuss the following:

- All EU citizens are equal regardless of gender, race, religion or age.
- EU High School students can take part in Comenius, a programme which involves joint educational activities.

- Every citizen of the Union, regardless of nationality, has the right to vote and to stand as a candidate in local elections in his or her country of residence and in elections to the European Parliament.

Some useful sites:

http://europa.eu/abc/12lessons/lesson_9/index_en.htm

http://ec.europa.eu/youreurope/index_en.html

<http://www.youthinformation.com/Templates/Internal.asp?NodeID=90116>

[last accessed 13/07/08]

Eurozone

EU countries which meet the convergence criteria (also known as the Maastricht criteria) can enter the Eurozone and adopt the euro as their sole official monetary unit.

The countries which are in the Eurozone today are:

Austria, Belgium, Cyprus, Finland, France, Germany, Greece, Ireland, Italy, Luxembourg, Malta, Netherlands, Portugal, Slovenia, Spain.

Greece joined the Eurozone in 2001.

The next enlargement will be to Slovakia in 2009.

Useful sites:

<http://www.24carat.co.uk/eurozoneframe.html>

<http://en.wikipedia.org/wiki/Eurozone>

[last accessed 13/07/08]

Task 4

- Encourage students to think of more questions about the EU.
- The recommended sites can help students answer their questions.

 **WRITING**
SB page 139

 **Aims and Objectives**


To involve students in

- writing a letter to an English-speaking friend who lives in a non-European country to give him / her information about traveling in Europe
- process writing & peer feedback

To provide practice in the language students have learnt in the lesson

To integrate writing with listening & reading

- Explain that students can use ideas from the listening task, Silou's e-mail & the information they have collected about the EU.

 *Introduction: Writing*
(peer feedback & process writing)

 **WB Tasks 4- 5, pp. 128-129**

 **PROJECT**
SB page 139

My favourite painting

 **Aims and Objectives**

To involve students in presenting their favourite painting

To encourage work across the curriculum (history, art, culture)

To foster learner cooperation & autonomy

To integrate all four skills

Task 1

- Remind students that Nadia is an art lover.
- Ask: 'What did she ask for in her e-mail on page 137?' (Postcards with paintings, a postcard with a painting by Picasso in particular).

- Ask students to say what the paintings show & if they like them or not & why.
- Ask: 'Which is your favourite painting / painter? Why?'
- Encourage several students to answer.
- Assist with language.

Task 2

 **Answers:**

Child with a dove: Pablo Picasso

The Dance Class: Edgar Degas

Τα Κάλαντα: Νικηφόρος Λύτρας

The bedroom: Vincent Van Gogh

Tasks 3 & 4

- Students can find information in their school books or on the Internet.
- They can work individually first and then in small groups to select one of the paintings.
- Explain that they have to present a picture of the painting.
- They prepare their presentation and then present it to the class.

EXTRA! Project

The story behind a famous painting

- Go through the steps of the project with the class and check for any difficulties.
- Students work in groups.
- They decide on a painting they like.
- They write a short story based on the painting.
- They can download the picture of the painting, 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.

Appendices

tests

Think Teen

Units 1-3

Name: _____

Class: _____

Date: _____

READING

1 Read the text and write True or False next to the sentences. Correct the False sentences.

A TYPICAL MORNING IN JOHN'S LIFE



Rrrrrrrrring!!! The alarm clock goes off. Let me sleep, please!!!

"Get up, you're getting late for school!"

"Oh, mum, it's only... (I look at the clock) WHAT? Already? I get up, rush to the bathroom and have a quick shower.

"Hurry up or you'll miss the bus." I have breakfast quickly, I rush to the bus stop and I see the bus turning round the corner. Oh God, I'm dead meat!

I go back home and ask dad to give me a lift to school (I have to listen to a long speech on how important it is to get to school on time) "Yes, dad... no,

dad... I'm sorry, dad, it won't happen again... yes, dad...no dad" (I arrive at school and the students have just got in the classroom).

Just what I wanted. (I have to take three rounds of the football field without stopping because I was late)

Why do they make fields so HUGE??? (I get into the classroom 10 minutes later)

"Class, today we're going to start geometry."

Oh, no! Don't tell me I forgot my notebook at home. The teacher asks me to stand outside the class because I didn't bring the maths notebook. The bell rings the end of the period after a while. Finally! The rest of the day goes without any other accidents.

"Mum, I'm home". "Here honey, have your lunch." "Rice and vegetables again? How does anybody eat this stuff?" "Eat the food quickly or else..."

I finish food and go to my room. Ah, peace at last!

Example: John doesn't want to get up

True

1. His mum is driving him to school today.....
2. He has to take three rounds of the football field because he is late for class
.....
3. They're starting a new school subject today.....
4. His maths teacher sent him out of the classroom because he was noisy.....
5. John likes rice and vegetables.....

4 POINTS FOR EACH CORRECT ANSWER

TOTAL ___/20

TESTS

6 Look at the sentences and write the questions.

Example: My sister plays volleyball twice a week.
 How often *does your sister play volleyball?*

1. I usually drink orange juice with my meals.
 What.....
2. Andrew is crying because he can't find his toy car.
 Why.....
3. We go to school on foot every morning.
 How.....
4. Mary is taking a test right now.
 What.....

2 POINTS FOR EACH CORRECT ANSWER TOTAL ___/8

7 Choose the correct word.

e.g. James should ~~mustn't~~ work harder at school.

1. We must/shouldn't eat three normal-sized meals a day.
2. You may/don't have to go on a diet. You are in a good shape!
3. There is no answer on the phone. She mustn't/may be at work.
4. My mobile phone isn't as expensive/more expensive as my friend's.
5. My brother is the good/best basketball player in the school team.

1 POINT FOR EACH CORRECT ANSWER TOTAL ___/5

LISTENING

8 Listen to three speakers talking about teenage problems and match them with the problems (a-d). There is an extra problem.

<i>Speaker 1</i>	a. worries about a member of her family
<i>Speaker 2</i>	b. wants to spend some time alone
<i>Speaker 3</i>	c. wants to change something in her appearance
		d. wants to spend the weekend with her friends

4 POINTS FOR EACH CORRECT ANSWER TOTAL ___/12

WRITING

- 9 Your English friend Don has sent you the following e-mail. Write an e-mail (about 60 words) to give her some advice. You can use some of the ideas in the box if you like.

Hi there!

I need your help. Remember my friend Mai from Japan? Guess what! She's coming to England for a week. She's staying with me and she wants to meet a lot of English teenagers. What should I do?

Don

Ideas Bank

- organise a party
- visit your school
- take her to the youth centre
- go out with your friends

TOTAL ___/20

SPEAKING

- 10 Work in pairs. You want to buy a present for your English teacher. Here are some presents you like. Discuss with your partner and try to decide on the best present. You can use some of the words in the box if you like.



Word Bank

expensive	cheap
interesting	boring
beautiful	ordinary

TOTAL ___/15

READING: ___/20
 VOCABULARY LINK : ___/15
 GRAMMAR LINK: ___/18
 LISTENING: ___/ 12
 WRITING: ___/ 20
 SPEAKING: ___/15

TOTAL SCORE: ___/100

Think Teen

Units 4-6

Name: _____

Class: _____

Date: _____

READING

- 1 Read the article on how to help the environment. Complete the gaps with the right sentence from the box. There is an extra sentence you don't need to use.

What You Can Do to Help Wildlife and Plants

In your community

Join a local or national environmental organisation. Work with other community members to maintain local habitat. Organise litter cleanups and recycling campaigns. 1.

Follow the fishing and hunting laws of your countries.

At home

Don't put dangerous substances down the drain or in the rubbish. Things like paint thinner, furniture polish, and antifreeze can pollute our water and land. Take unwanted, reusable items to a charity organisation. Use cloth, not paper, napkins. Turn the lights and TV off when you leave a room. Recycle everything you can: newspapers, scrap papers, cans, glass, motor oil, plastics, etc. Don't leave water running. 2.

In your yard or neighbourhood park

Plant native trees and bushes with berries or nuts. 3.

When you're on holiday

Don't pick flowers or collect wild creatures for pets. 4.

Think twice about the things you buy.

Going abroad?

In your car

Don't throw cigarettes or litter out your window. 5.

roadsides attracts animals that can be killed by cars.

Food litter along

adapted from <http://www.fws.gov/endangered/pubs/What%20You%20Can%20Do.09.05.pdf>

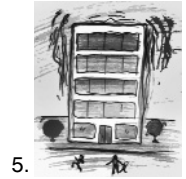
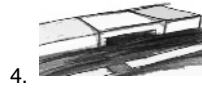
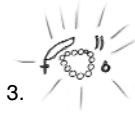
- A. Ask your teachers to help you organise activities like these.
 B. Birds and other creatures can find food to eat and a place to live
 C. Cigarettes cause thousands of forest fires every year.
 D. Leave animals and plants where you find them.
 E. Walk, ride your bike, carpool, or use public transportation when possible.
 F. Turn off the tap when brushing your teeth or washing your face.

4 POINTS FOR EACH CORRECT ANSWER

TOTAL __/20

VOCABULARY LINK

2 Match the words with the pictures.



a. police report ...	f. jewellery ...
b. compass ...	g. live performance ...
c. pavement ...	h. puppet ...
d. rubbish ...	i. treasure ...
e. earthquake ...	j. monument ...

¼ POINT FOR EACH CORRECT ANSWER TOTAL ___/5

3 Find the collocations.

1. grow	...	a. temples
2. raise	...	b. language
3. build	...	c. school
4. believe in	...	d. news
5. official	...	e. crops
6. a marble	...	f. the Internet
7. boarding	...	g. life after death
8. "core"	...	h. animals
9. surf	...	i. subjects
10. breaking	...	j. statue

1 POINT FOR EACH CORRECT ANSWER TOTAL ___/10

TESTS

7 Put the verbs in brackets in the Present Perfect Simple or the Past Simple.

1. Look at Christina! She (break) her arm.
2. My parents (leave) two days ago for Paris.
3. At school we (form) an eco team.
4. I (just / finish) this test. It (take) me thirty minutes to do it.

1 POINT FOR EACH CORRECT ANSWER TOTAL ___/5

LISTENING

8 Your school is visiting the Planetarium next week. Listen to the recorded message and complete the notes.

EUGENIDOU FOUNDATION-Virtual Presentations

Open for ¹.....: from 9.30 am to ²..... pm on weekdays

Open for the public: from 5.30 pm to ³.....pm on ⁴.....,

⁵....., ⁶.....

Tickets: ⁷..... for adults and ⁸..... for children

Tel. number: ⁹.....

e-mail: ¹⁰.....

1 POINT FOR EACH CORRECT ANSWER TOTAL ___/10

WRITING

9 Your English friend Sheila has sent you the following e-mail. Write an e-mail (about 60 words) to answer her questions.

TOTAL ___/20

..... That's why I was grounded for one week! It was terrible. My parents were really angry. They didn't let me go out and I missed my best friend's party! Can you imagine? Have you ever been grounded for so many days? Write to me about it.

Sheila

SPEAKING

Read the instructions on your card and do the speaking task with your partner.

TOTAL ___/15

Student A

Here's a text about Life in Ancient China. Some information is missing. Your partner has the missing information. Ask him/her questions to complete your text.

LIFE IN ANCIENT CHINA

The Chinese civilisation started around ¹ BC when a group called the Yangshao came to live near Huang He, the long river.

Ancient China was a country of very rich and very poor people. Hu the Tiger was a very rich emperor. There were women soldiers in his army who wore furs and gold ²

Archaeologists have found many ancient villages in northern China. ³ lived in large homes and palaces made of mud and wood. But most people were farmers who worked for the rich. Farmers lived in very simple homes with no furniture.

The ⁴ was very important for Chinese people. The oldest male was the head of the family and the young always obeyed their parents. Chinese people also believed in the gods of ⁵, the river god, the rain god, the earth god. The most powerful god was T'ien, the sky god.

Student B

Here's a text about Life in Ancient China. Some information is missing. Your partner has the missing information. Ask him/her questions to complete your text.

LIFE IN ANCIENT CHINA

The Chinese civilisation started around 10,000 BC when a group called the Yangshao came to live near Huang He, the long

¹

Ancient China was a country of very rich and very poor people.

Hu the Tiger was a very rich ² There were women soldiers in his army who wore furs and gold rings!

Archaeologists have found many ancient ³ in northern China. The rich lived in large homes and palaces made of mud and wood. But most people were farmers who worked for the rich. Farmers lived in very simple homes with no furniture.

The family was very important for Chinese people. The

⁴ was the head of the family and the young always obeyed their parents. Chinese people also believed in the gods of nature, the river god, the rain god, the earth god. The most powerful god was T'ien, the ⁵ god.

READING: ___/20

VOCABULARY LINK: ___/20

GRAMMAR LINK: ___/15

LISTENING: ___/10

WRITING: ___/20

SPEAKING: ___/15

TOTAL SCORE: ___/100

Think Teen

Units 7-9

Name: _____

Class: _____

Date: _____

READING

1 Read the text and choose the best title for it.

A. Graham Bell and his inventions

B. A modern invention!

C. Mobiles are not for everyone!

5 POINTS FOR THE CORRECT ANSWER TOTAL ___/5

The first telephone was invented by Alexander Graham Bell in 1876 but mobile phones were invented many years later. In the beginning, they were not used by many people but now almost everyone has got a mobile, even school children. Especially for teenagers all over the world it is a must-have item. Ringtones and fashion accessories like straps, antenna rings, photo stickers and fake gems are believed to make their mobiles special. These accessories reflect their owner's personality. As Tessa, a senior high-school student explains "It's a way to make your phone different from everyone else's."

Mobiles are used to communicate with friends through voice but this is a very small and quite unimportant part of its function nowadays. Mobiles are often used to send text messages, take or share photos and videos. New generation mobiles have lots of other functions, too, such as connection to the Internet, access to your e-mails, even computer games! People in Japan say that in three or four years, it is quite possible that banks will disappear because all banking services will be offered on your mobile.

Mobile phones are in fashion and they're a new way to communicate and have fun! Do you think you can resist?

Sources: www.wikipedia.org, http://www.ericsson.com/mobilityworld/sub/articles/other_articles/06may24

2 Read the text again and write True (T) or False (F) next to the sentences.

e.g.: This is an article about televisions. F

1. Mobile phones were invented by Alexander Bell.
2. Accessories can't show what kind of person you are.
3. The main function of mobile phones is communication through voice.
4. Mobile phones can be used as cameras.
5. There are no banks in Japan now.

2 POINTS FOR EACH CORRECT ANSWER TOTAL ___/10

VOCABULARY LINK

3 Complete the sentences with the right word from the box.

destination safety recognise popular whole accident
 questionnaire owner waste jealous

1. She discovered her real parents in America by
2. The Oscars are the most award in the film industry.
3. I always ask my children to wear their seatbelts because I'm worried about their
4. Our teacher asked us to complete a about our learning styles.
5. Don't the water when you have a shower! Always turn the tap off when you don't need it.
6. A small taxi will take you to your
7. I'm often of my little brother. He always has anything he wants.
8. Can you this tune?
9. It's a great dog. He always does what his tells him.
10. Let's spend the day sightseeing.

2 POINTS FOR EACH CORRECT ANSWER TOTAL ___/20

GRAMMAR LINK

4 Circle the correct form of the verb.

1. In this photo we will have / are having a picnic in the forest.
2. I've decided to go to the cinema. I will / 'm going to see a comedy.
3. Jean is flying / will fly to Rome tomorrow morning.
4. In 2525 kids are going to wear / will wear an interactive video watch.
5. This bag is heavy. I will help / 'm going to help you.

1 POINT FOR EACH CORRECT ANSWER TOTAL ___/5

5 Complete the sentences with the correct words/phrases from the box.

soon	yesterday	while
twice a week	yet	

1. Have you finished your homework.....?
2. We play football
3. Perhaps we'll buy a new computer
4. A huge tsunami destroyed nine villages
5. we were having dinner, my uncle called.

1 POINT FOR EACH CORRECT ANSWER TOTAL ___/5

6 Write questions for the following sentences. The underlined words are the answers.

1. Mrs Smith is going to meet the new president tomorrow.
2. He'll put his desk next to the window.
3. My best friend is visiting her granny at the weekend.
4. The maths teacher is going to see the students' parents on Wednesday.
5. Tourists will use air lifts to reach future cities.

1 POINT FOR EACH CORRECT ANSWER TOTAL ___/5

7 Write the verbs in the correct form of Simple Present Passive or Simple Past Passive.

1. The test (prepare) by the maths teacher yesterday.
2. All the housework (usually/do) by Dad.
3. The beaches of the island..... (clean) every summer.
4. Our dog (find) in an old house yesterday.
5. John and Mary (send) an electronic card for their birthday this morning.

1 POINTS FOR EACH CORRECT ANSWER TOTAL ___/5

LISTENING

8 «Listen to this dialogue between a couple, John and Mary, and decide if the statements are True or False. Write T, or F next to statements 1-10. Number 0 is an example.

0.	John forgot the tickets.	F
1.	Mary is happy about missing the play.	
2.	Mary suggests eating out.	
3.	They ate at a restaurant yesterday.	
4.	John wants to go to a concert.	
5.	Mary likes the atmosphere of a concert.	
6.	John called Mary's aunt last week.	
7.	Mary wants to see her aunt.	
8.	Mary isn't very keen on going to the sports centre.	
9.	Mary has made most of the suggestions.	
10.	They decide to go to the cinema in the end.	

1 POINT FOR EACH CORRECT ANSWER TOTAL ___/10

Units 1-3

READING

Task 1

- False (His dad is driving him to school)
- True
- True
- False (He didn't bring his maths notebook)
- False (He doesn't like rice and vegetables)

VOCABULARY LINK

Task 2

- PE
- blurb
- dairy products
- gift
- dishes

Task 3

- a
- b
- b
- c
- a

Task 4

- c
- e
- f
- b
- a

GRAMMAR LINK

Task 5

- is snowing
- doesn't like
- is writing
- Is Betty wearing
- tidies

Task 6

- What do you usually drink with your meals?
- Why is Andrew crying?
- How do you go to school every morning?
- What is Mary taking right now?

Task 7

- must
- don't have to
- may
- expensive
- best

LISTENING

Task 8

- Speaker 1: c
 Speaker 2: d
 Speaker 3: a (b is extra)

WRITING

Task 9

Accept all reasonable answers. Award 5 points for answering all the questions/content, 5 points for organisation, spelling, punctuation, 5 points for appropriate style (informal), 5 points for accurate use of language.

See page 166 for a sample rating scale.

SPEAKING

Task 10

Accept all reasonable answers. Award 5 points for fluency 5 points for accuracy and 5 points for interaction.

See page 165 for a sample rating scale.

Units 4-6

READING

Task 1

- A,
- F,
- B,
- D,
- C

VOCABULARY LINK

Task 2

- d
- a
- f
- c
- e
- i
- b
- g
- j
- h

Task 3

- e
- h
- a
- g
- b
- j
- c
- i
- f
- d

Task 4

- c
- a
- a
- b
- a

GRAMMAR LINK

Task 5

- saw / was wearing
- were lying
- found
- was missing

Task 6

- which
- where
- who
- which
- where

Task 7

- has / 's broken
- left
- have / 've formed
- have / 've just finished / took

LISTENING**Task 8**

1. schools
2. 3.30
3. 8.30
4. Wed(nesdays)
5. Thu(rsdays)
6. Fri(days)
7. 8
8. 4
9. 210 9469600
10. public@eugenfound.edu.gr

WRITING**Task 9**

Accept all reasonable answers. Award 5 points for answering all the questions/content, 5 points for organisation, spelling, punctuation, 5 points for appropriate style (informal), 5 points for accurate use of language.

See page 166 for a sample rating scale.

SPEAKING**Task 10**

Student A: 1. 10,000 2. rings 3. The rich
4. family 5. nature

Student B: 1. river 2. emperor 3. villages
4. oldest male 5. sky

Award 5 points for fluency 5 points for accuracy and 5 points for interaction.

See page 165 for a sample rating scale.

Units 7-9**READING****Task 1**

A modern invention

Task 2

1. F 2. F 3. F 4. T 5. F

VOCABULARY LINK**Task 3**

1. accident 2. popular 3. safety
4. questionnaire 5. waste 6. destination
7. jealous 8. recognise 9. owner 10. whole

GRAMMAR LINK**Task 4**

1. are having 2. 'm going to see
3. is flying 4. will wear 5. will help

Task 5

1. yet 2. twice a week
3. soon 4. yesterday 5. While

Task 6

1. Who is Mrs Smith going to meet tomorrow?
2. Where will he put his desk?
3. When is my best friend visiting her granny?
4. Who is going to see the students' parents on Wednesday?
5. What will tourists use to reach future cities?

Task 7

1. was prepared 2. is usually done
3. are cleaned 4. was found 5. were sent

LISTENING**Task 8**

1. F 2. F 3. F 4. T 5. F
6. F 7. T 8. T 9. F 10. F

WRITING**Task 9**

Accept all reasonable answers. Award 5 points for answering all the questions/content, 5 points for organisation, spelling, punctuation, 5 points for appropriate style (informal), 5 points for accurate use of language.

See page 166 for a sample rating scale.

SPEAKING**Task 10**

Accept all reasonable answers. Award 5 points for fluency 5 points for accuracy and 5 points for interaction.

See page 165 for a sample rating scale.

SAMPLE RATING SCALE FOR SPEAKING TASKS IN TESTS

Use the following rating scale to mark the speaking tasks in the 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
4	Covers all parts of task with minor mistakes (in question formation or wrong use of tenses)	Some hesitations while trying to find the right word; shows adequate use of communicative strategies	Minor errors in pronunciation
	Covers most parts of task with some mistakes		
3	Covers a few parts of the task 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; makes 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 the 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 etc.	Almost no grammar mistakes	Almost no spelling or punctuation mistakes
4	Covers all points in simple, short sentences, good range of vocabulary.	Minor grammar mistakes, such as omission of articles, -ed or wrong preposition	Minor spelling and punctuation mistakes
	Covers most parts of the message in nicely formulated sentences using conjunctions, good range of vocabulary.		
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 interfere with intended meaning
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, no prepositions)	Many spelling and punctuation mistakes make it hard to understand
0	Task unattempted		

LISTENING TEST TAPESCRIPTS

Units 1-3

Task 8

Listen to three speakers talking about teenage problems and match them with the problems (a-d). There is an extra problem.

Speaker 1: It's Susan and I'm 14. I want to have a tattoo but my dad hates them. We always fight over this. I am very angry with him. Why can't I choose what I want to do? I really want a tattoo. What should I do?

Speaker 2: Hi! This is Samantha. My problem is that I have to babysit for my little brother every Saturday night. I really don't like the idea but mum doesn't seem to understand me. I don't do any sports or have fun with my friends. I don't have a social life. I'm in Junior High School. Help! I'm going crazy!

Speaker 3: I've got a 14-year-old son. He is a very good boy and a good student. I love my son very much, and he knows it. Last week he told me a lie about a test at school. Should I worry?

Now listen again and check your answers.

Units 4-6

Task 8

Your school is visiting the Planetarium next week. Listen to the recorded message and complete the notes.

Thank you for calling Eugenidou Foundation.

The Planetarium is open for schools from 9.30 in the morning to 3.30 in the afternoon on weekdays. The public can visit the Planetarium from 5.30 to 8.30 on Wednesday, Thursday and Friday evenings and from 10.30 in the morning to 8.30 in the evening at weekends.

The tickets are 8 euros for adults and 4 euros for children under 12. There are also special prices for groups and schools.

There's a café and a shop selling science books and souvenirs.

For more information, you can call 210 9469600 or send an e-mail at public@eugenfound.edu.gr

Now listen again and check your answers.

Units 7-9

Task 8

Listen to this dialogue between a couple, John and Mary and decide if the statements are True or False. Write T, or F next to statements 1-10. Number 0 is an example.

John: Hi! I'm home.

Mary: Hi! Did you remember to get the tickets?

John: Well, I remembered, but they were sold out.

Mary: Oh no. I was really looking forward to it. It's the last night that play is on.

John: I know. Anyway, I'm sure there'll be another chance to see it. The thing is, what do we do now? Shall we go out for a meal?

Mary: No. We did that last weekend.

John: What about a concert?

Mary: I don't understand why people pay to go to a concert. I mean you can listen to music at home on your CD player or on the radio. It's a waste of money going to a concert.

John: No, it's not. I love seeing a live performance. There's always such a fantastic feeling in the audience, such an atmosphere.

Mary: We could go and see my aunt. I asked you to call her last week and you didn't have time.

John: I'm not going to spend my free evening with your aunt! How about going down to the sports centre? We could take some exercise and ...

Mary: I don't feel the least bit energetic. I've had a very hard day and the last thing I need is to run around.

John: All right. But so far you haven't suggested anything but a family visit. I think we should stay in and watch television if we can't agree what else to do. There might be a good film on.

Mary: OK. But another time, let's plan ahead and make sure we get tickets for things we want







Now listen again and check your answers.

KEY: IT'S UP TO YOU (Student's Book)

Unit 2 Lesson 1

Reading

Task 1

MAGDA	 SUBJECTS 1 English 2 History	 SUBJECTS 3 Geography
CHRISTOS	 SUBJECTS 1 Maths 2 Geography	 SUBJECTS x
JOHN	 SUBJECTS 1 Computer Studies 2 PE	 SUBJECTS all the others

Vocabulary Link

Task 2

- ace at
- hanging out with friends
- solve
- term
- fight with
- I can't help it

Unit 2 Lesson 2

Reading

Task 3

- Tom and Jennifer
- Paul
- Jim
- Kate
- Petra's dad
- Tom and Jennifer
- Kate

Unit 2 Lesson 3

Vocabulary Link

Task 4

- sense of humour
- taste
- break up

- gorgeous
- the hurry
- heating
- secret

Speaking

Task 5

Accept all possible answers.

Unit 3 Lesson 1

Vocabulary Link

Task 6

Sample answers

GRAINS: rice, cereal, pasta, bread

VEGETABLES: green beans, peas, lettuce, cucumber

DAIRY PRODUCTS: milk, yoghurt, cheese, butter

FRUIT: bananas, apples, peaches, pears

MEAT / POULTRY / FISH: tuna, steaks, burgers, chicken

Grammar Link

Task 7

Accept all possible answers.

Unit 3 Lesson 2

Listening

Task 8

Accept all possible answers.

Reading

Task 9

- Smile!
- Find an activity you like!
- Tell your mum!
- Don't be nervous!

Unit 3 Lesson 3

Reading

Task 10

- | | | |
|----------|----------|------|
| 1. A & C | 2. B & D | 3. D |
| 4. B | 5. C | 6. A |

Vocabulary Link**Task 11**

a. battle b. forces c. evil d. sticky f. online

Task 12

a. take part b. log on c. update d. explore
e. solve

Listening**Task 13**

a. birthday b. older c. interesting d. loves
e. isn't f. doesn't know

Unit 4 Lesson 1**Reading****Task 14**

Mystery person A: 1833, (-), Swedish, chemist, dynamite / awards

Mystery person B: 1936, 1990, American, puppeteer, Muppets

Mystery person C: 1805, (-), Danish, writer, fairy tales

Mystery person D: 1756, 1791, Austrian, composer, music

Mystery person E: 1564, (-), British, poet / actor / playwright, plays

Interesting facts:

Accept all facts that students find interesting.

Example answers:

Mystery Person A: The prizes carry his name.

Mystery Person B: He was Kermit's voice.

Mystery Person C: He wrote more than 150 fairy tales.

Mystery Person D: He composed his first music when he was 5

Mystery Person E: He built the Globe Theatre.

Vocabulary Link**Task 15**

a. explosives b. annual c. starred
d. composed e. best known

Grammar Link**Task 16**

-ed: invented, asked, appeared, started, starred

-d: liked, used, died, created, composed

-ied: -

Irregular verbs: was, found, became, had, wrote, built, bought

Unit 4 Lesson 2**Reading****Task 17**

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

Task 18**Possible answers:**

5. Mary was / felt angry / scared when she saw her kitchen window broken / her jewellery was missing.

6. She was / felt angry when the police didn't have any news about the burglars.

7. Mary was / felt happy / excited when she saw John again / John asked her out.

Reading and Speaking**Task 19**

A: 1. cinema 2. foot 3. brother 4. mum

B: 1. friends 2. living room 3. two thousand
4. two

Unit 4 Lesson 3**Vocabulary Link****Task 20**

A. flood B. car crash C. earthquake

D. volcanic eruption E. hurricane

Word Groups:

CAR CRASH: streets / deadly / photographers / chase a car / driver / motorbikes

FLOOD: rivers / go up / inches / rainy season / fight

EARTHQUAKE: aftershocks / measuring / magnitude / rock

VOLCANIC ERUPTION: awake / sleeping / lava / rocket up / top / mount

HURRICANE: destroy / strong winds

Task 21

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

Unit 5 Lesson 1

Listening

Task 22

6. Saturdays
7. 10
8. 5.30
9. Thursdays
10. 8.30
11. information
12. Box Office
13. Children's shop
14. school groups
15. 020 7323 8511

Unit 5 Lesson 2

Reading

Task 23

- a. 59
- b. 1 hour and twenty minutes
- c. 6 out of 10
- d. Shakespeare's theatre / the theatre where Shakespeare performed
- e. 16
- f. About 8%
- g. English, mathematics & science
- h. a horserace
- i. football, tennis

Task 24

- 100: theatres in London
 5: the age children start school
 5.5: the average weight of a British child's school bag.

Vocabulary Link

Task 25

- | | |
|---------------|---------------|
| a. population | b. entertain |
| c. pastime | d. cultural |
| e. attend | f. Curriculum |

Unit 5 Lesson 3

Listening

Task 26

- | | | |
|---------------------|------------|-------------|
| 1. Saturdays | 2. girls | 3. projects |
| 4. Saturday evening | 5. black | 6. white |
| 7. favourite songs | 8. parents | |

Listening and Reading

Task 27

- b, d, e, f, h, i, j

Unit 6 Lesson 1

Reading

Task 28

1. c 2. a 3. d 4. b

Task 29

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

Vocabulary Link

Task 30

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

Speaking

Task 31

Accept all possible answers.

Unit 6 Lesson 2

Reading

Task 32

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

Vocabulary Link

Task 33

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

Unit 6 Lesson 3

Listening

Task 34

The correct order is c, b, d, a

Task 35

1. three hours
2. in groups
3. daily life
4. speak to the public
5. copy the names
6. maps
7. biology
8. 120

Speaking**Task 36**

Accept all possible answers.

Unit 7 Lesson 3**Reading****Task 37**

Accept all possible answers.

Ask students to justify their choices.

Speaking**Task 38**

Accept all possible answers.

Unit 8 Lesson 1**Grammar Link****Task 39**

Sample Answers

SCHOOL

1. Absent students are registered every morning.
2. School trips are planned every term.
3. Classroom material is bought when it's necessary.
4. Offices and classrooms are cleaned every day.
5. Broken desks are repaired.

HOTEL

1. Beds are made every day.
2. Breakfast is served between 7.00 and 9.00.
3. Credit cards are accepted.
4. Bills are paid every day.
5. Information about the area is given to the guests.

RESTAURANT

1. Meals are prepared and served every day.
2. Bills are paid.
3. Food is bought every morning.
4. Changes in the menu are planned.
5. Orders are delivered.

ZOO

1. Cages are cleaned every day.
2. Animals are adopted.
3. Games for young visitors are organised.
4. Photos are taken by the visitors.
5. Zoo guides are sold to visitors.

Unit 8 Lesson 2**Vocabulary Link****Task 40**

- a. B
- b. A
- c. B
- d. A
- e. A
- f. B
- g. A
- h. B

Unit 8 Lesson 3**Reading & Speaking****Task 41**

Accept all possible answers.

WORKBOOK KEY

Unit 1

Reading

Task 1

- Sarah / Jason
- Thomas (Tom) / Luigi
- Amanda / Miranda
- Nadia / Mandy
- Yiannis
- Miranda / Amanda
- Yiannis
- Jason

Task 2

1. b 2. e 3. a 4. c

1*

1. b 2. c 3. a

Vocabulary Link

Task 3

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

Task 4

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

Task 5

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

Grammar Link

Task 6

(See Grammar Appendix in student's book).

Task 7

- My best friend is/isn't 12 years old.
- Mum is/isn't at home now.
- Football is/isn't my favourite sport.
- My best friend and I are/ aren't in the same class.
- I am/ 'm not crazy about fashion.
- There are/ aren't two cinemas near my school.

***ANSWERS TO TASKS IN THE 'IT'S UP TO YOU!' APPENDIX OF THE WORKBOOK ARE GIVEN IN HIGHLIGHTED GREY BOXES.**

Task 8

(See Grammar Appendix in student's book).

Task 9

- Have you got a pet?
Yes, I have./ No, I haven't.
- Has your friend got a new bike?
Yes, s/he has. / No, s/he hasn't.
- Have your parents got a blue car?
Yes, they have. / No, they haven't.
- Has your favourite animal got four legs?
Yes, it has. / No, it hasn't.
- Has your best friend got a new PC game?
Yes, s/he has. / No, s/he hasn't.

Task 10

- How are you?
- Where are you from?
- How old are you?
- What are your favourite subjects?
- What grade are you in?
- What's your favourite sport/ hobby?

3

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

Task 11

(For guidelines on process writing see Introduction in Teacher's book).

4

Students are asked to complete the gaps with personal information. In some cases they have to choose from the alternatives offered.

Unit 2

Lesson 1

Reading

Task 1

1. S 2. S 3. A 4. A 5. S
6. S 7. A

5

TEXT A

1. T 2. T 3. T 4. F

TEXT B

1. T 2. T 3. F

Vocabulary Link

Task 2

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

1. music
2. ancient Greek
3. history
4. geography
5. biology
6. home economics
7. English
8. computer studies
9. art
10. mathematics

Task 3

(Answers may vary).

Task 4

(Answers may vary).

Task 5

1. listening
2. ace
3. fall
4. hours
5. harder
6. hanging
7. borrow
8. by

Grammar Link

Task 6

Affirmative

I /You read books.
 He/ She/ It reads books.
 We/ They read books.

Negative

Full Form

I /you do not read comics.
 He / She/ It does not read comics.
 We /They do not read comics.

Short Form

I / you don't read comics.
 He/ She/ It doesn't read comics.
 We/ They don't read comics.

Interrogative

Short Answers

Do I/ you read newspapers?
 Yes, you/ I do. / No, you/ I don't.
 Does he/she/it read newspapers?
 Yes, he/she it does. No, he/she/ it doesn't.
 Do we/you/they read newspapers?
 Yes, we/you/they do. No, we/you/ they don't.

Task 7

1. He reads a book.
2. She watches TV.
3. He studies maths.
4. Do you visit your grandparents at weekends?
 Does your dad work late?
5. She doesn't play football.
 We don't go to the cinema on weekdays.

Task 8

	-s	-es	-ies
looks	makes	goes	tidies
wants	reads	washes	cries
rains	comes	watches	studies
plays	speaks	does	carries

Task 9

1. go 2. plays 3. don't study 4. visit
5. Does ... work 6. does 7. doesn't tidy
8. wash 9. plays 10. Do ... set

Task 10

1. always/usually/often/sometimes/never
2. always/usually/often/sometimes/never
3. once/twice/three times a week/ at the weekend/ in the summer/on Mondays
4. once/twice/three times a week/ at the weekend/ in the summer/on Mondays
5-6. Answers may vary

Writing

Task 11

(For guidelines on process writing see Introduction in Teacher's book).

Unit 2

Lesson 2

Reading

Task 1

1. Movies Club
2. Photography Club
3. Health Club
4. Eco Club

9

- | | |
|------------|------------|
| a. Helena | b. Mark |
| c. Mark | d. Mike |
| e. Dorothy | f. Dorothy |
| g. Mike | h. Helena |

Vocabulary Link

Task 2

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

Task 3

1. poor 2. recipe 3. shot
4. choir 5. charity 6. delicious

Task 4

1. Don't waste your time and do your homework.
2. I'm having the time of my life!
3. Get back in time for dinner!

Grammar Link

Task 5

Affirmative

Full Form

I am reading a novel.
You are reading a novel.
He/ She/ It is reading a novel.
We/ They are reading a novel.

Short Form

I'm reading a novel.
You're reading a novel.
He/ She/ It's reading a novel.
We/ They're reading a novel.

Negative

Full Form

I am not reading a fairy tale.
You are not reading a fairy tale.
He/ She/ It is not reading a fairy tale.
We/ They are not reading a fairy tale.

Short Form

I'm not reading a fairy tale.
You aren't reading a fairy tale.
He/ She/ It isn't reading a fairy tale.
We/ They aren't reading a fairy tale.

Interrogative

Am I reading a comic?
Are you reading a comic?
Is he/ she/ it reading a comic?
Are we/you/they reading a comic?

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/you/they are. / No, we/you/they aren't.

Task 6

1. drive-driving
2. tidy-tidying
3. sit-sitting
4. die-dying

more verbs from student's book, page 16

prepare- (we're) preparing
send- (I'm) sending
wear- (we aren't) wearing

have- (I'm) having
 train- (we're) training
 show- (Our coach, Mrs Jones, is) showing
 prepare- (our club is) preparing
 do- (What is your school choir) doing ...

Task 7

- | | |
|------------|--------------|
| 1. making | 2. cooking |
| 3. going | 4. tidying |
| 5. sitting | 6. lying |
| 7. running | 8. visiting |
| 9. coming | 10. carrying |

Task 8

- 's sleeping
- 're studying
- Are you going
- 's lying
- 'm not making
- Is he sitting
- are putting

Writing

Task 9

(suggested answers)

- My brother's washing the dishes
- I'm listening to my new CD in photo number 2.
- My brother's swimming in photo number 3.
- I'm having dinner with my parents in photo number 4.
- My brother's doing his homework in photo number 5.
- I'm riding my bike in the forest in photo number 6.

Unit 2

Lesson 3

Reading

Task 1

Sophie is writing to her friend about a romantic film.

- False. Sophie isn't writing about the film 'Home Alone'. She's writing about the film 'A Cinderella Story'.

- False. Sophie's favourite films aren't comedies. Her favourite films are romantic films.
- True.
- True.
- False. Sophie doesn't tell Thelma the whole plot. She tells her the beginning of the film. (She doesn't tell her the ending.)

Vocabulary Link

Task 2

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

11

- | | | | |
|------------|-----------|-------------|-------|
| 1. sense | 2. blurb | 3. ordinary | 4. on |
| 5. secrets | 6. author | 7. review | |

Task 3

- | | | | |
|------|------|------|------|
| 1. a | 2. b | 3. c | 4. b |
| 5. c | 6. a | 7. b | 8. a |

12

- | | | |
|-------------|--------------|--------------|
| 1. talented | 2. taste | 3. paperback |
| 4. run away | 5. Why | 6. author |
| 7. cover | 8. character | |

Grammar Link

Task 4

- Do you do the washing up after dinner?
- My brother does not tidy his room at the weekend.
- My grandma is doing the ironing at the moment.
- Are you watching a film on TV now?

Task 5

- We are visiting our grandparents this weekend. *Action*
- My dad drives to work every morning. *Action*
- My sister likes bedtime stories. *State*
- I don't believe in ghost stories. *State*
- Do you know her address? *State*
- Sharon is riding her bike at the moment. *Action*
- John is studying for a test. *Action*

Task 6

- a. ...every day.
- b. ...at the moment.
- c. ...at the moment.
- d. ...every day.
- e. ...every day.

Task 7

- 1. is writing
- 2. does your dad come
- 3. go
- 4. aren't playing
- 5. 'm studying
- 6. Do you cook

Task 8

- 1. Where is the boy sitting?
- 2. Who is tidying her bedroom?
- 3. Why is he sleeping?
- 4. What does Tom read during his holidays?
- 5. When does Emma eat cornflakes?

Writing

Task 9

(For guidelines on process writing see Introduction in Teacher's book).

**Unit 3
Lesson 1**

Reading

Task 1

(Answers may vary).

Task 2

Bob has got 6 ticks. (1, 2, 4, 5, 9, 10)

Vocabulary Link

Task 3

- 1. pasta
- 2. dairy products
- 3. steak
- 4. cereal
- 5. vegetables
- 6. fruit
- 7. cake
- 8. hamburgers

Task 4

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

Task 5

- 1. low-fat / non-fat milk
- 2. brown / whole-grain bread
- 3. bad / poor eating habits
- 4. home-made meal
- 5. low amounts of additives

Task 6

- 1. healthy
- 2. lucky
- 3. fizzy
- 4. salty
- 5. tasty
- 6. baked

Task 7

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

15

- 1. cut
- 2. calories
- 3. heart
- 4. burgers
- 5. whole grain
- 6. fizzy

Grammar Link

Task 8

	<i>a lot of</i>	<i>some/any</i>	<i>much</i>	<i>many</i>	<i>a few</i>	<i>a little</i>
<i>oranges</i>	✓	✓		✓	✓	
<i>water</i>	✓	✓	✓			✓
<i>eggs</i>	✓	4		✓	✓	
<i>yoghurt</i>	✓	✓	✓			4
<i>steaks</i>	✓	✓		✓	✓	
<i>bread</i>	✓	✓	✓			✓

Task 9

- 1. don't have to
- 2. mustn't
- 3. must
- 4. mustn't
- 5. don't have to
- 6. must

Writing

Task 10

(For guidelines on process writing see Introduction in Teacher's book).

**Unit 3
Lesson 2**

Reading

Task 1

- a. 4 b. 2 c. 3

16

- a. 3 b. 1 c. 2

Task 2

1. b 2. a 3. b

Vocabulary Link

Task 3

1. excited 2. nervous
3. bored 4. worried 5. tired

Task 4

1. worried 2. bored
3. excited 4. nervous 5. tired

Grammar Link

Task 5

1. c 2. a 3. d 4. b

Task 6

1. may/might
2. must
3. may/might
4. must

Task 7

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

- a. We should help with the housework.
b. You shouldn't call your friends on your mobile.
c. You should buy it.
d. You shouldn't drink it.
e. You shouldn't wear it.
f. You should take your umbrella.
g. You shouldn't cross the road.

Writing

Task 8

(For guidelines on process writing see Introduction in Teacher's book).

**Unit 3
Lesson 3**

Vocabulary Link

Task 1

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

Task 2

1. b 2. a 3. c 4. a 5. b
6. a 7. c 8. a

19

1. army 2. win 3. solve 4. part
5. funny 6. toys 7. fun 8. fan

Task 3

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

20

1. good 2. new
3. interesting 4. difficult
5. cheap 6. ugly
7. poor 8. little
9. cold 10. near

Grammar Link

Task 4

- c. fatter-fattest, a. heavier-heaviest
b. nicer-nicest

Task 5

SHORT ADJECTIVES		
old	older	the oldest
easy	easier	the easiest
rich	richer	the richest
poor	poorer	the poorest
new	newer	the newest
ugly	uglier	the ugliest
cheap	cheaper	the cheapest
hot	hotter	the hottest
near	nearer	the nearest

LONGER ADJECTIVES		
boring	more boring	the most boring
expensive	more expensive	the most expensive
beautiful	more beautiful	the most beautiful
difficult	more difficult	the most difficult

WORKBOOK KEY

IRREGULAR ADJECTIVES		
much	more	the most
little	less	the least
good	better	the best
far	further/ farther	the furthest/ the farthest

Task 6a

1. wider
2. the most popular
3. expensive
4. bigger
5. the best
6. exciting
7. funnier
8. healthier
9. the most delicious
10. trendy

21

For items 8 and 9, *healthy and delicious* are interchangeable.

Task 6b

- a. two
- b. -er (-r, -ier)
- c. (more)/the most
- d. the best
- e. don't use

Reading

Task 7

- hse = house
 - beds = bedrooms
 - kit = kitchen
 - bath = bathroom
 - mins = minutes
 - gdn = garden
1. A 2. B 3. C
 4. B 5. B 6. C

Writing

Task 8

(Suggested answers)

I think car A is the right car for the Marsilettis because

- it is cheaper than Car C
- it isn't as old as Car B
- it is longer than Car B
- it is faster than Car B
- it is more beautiful than Car B

- it isn't as slow as Car B
- it isn't as expensive as Car C

Unit 4

Lesson 1

Reading

Task 1

Student's circle
Scandinavia, Britain, Ireland, France, Atlantic Ocean, Iceland, Greenland, North America

Task 2

- The Vikings were *sailors* and *farmers*.
- In winter
 - men *made swords*
 - women *cooked, made clothes and jewellery*.
- Their favourite god was *Odin*.
- *Jorvik* was the capital of their kingdom.
- The name of the museum in York is *the Jorvik Viking Centre*.

22A

- *The Vikings were good at sailing and farming.*
- *In winter*
 - *men made swords*
 - *women cooked, made clothes and jewellery.*
- *Their favourite god was Odin.*
- *The capital of their kingdom was Jorvik.*
- *The Jorvik Viking Centre in York.*

22B

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

Vocabulary Link

Task 3

- Mozart-composer-
classical music/symphony/opera
- Shakespeare-poet-poem/sonnet/line
-playwright-plays-*Romeo and Juliet/Macbeth*
- Henson-puppeteer-puppet
The Muppet Show/ Sesame Street/voice/ TV programme

Task 4

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

23

1. *build* 2. *discovered* 3. *invented*
4. *music* 5. *creator* 6. *fairy tale*

Grammar Link

Task 5

(See Grammar Appendix in student's book).

Task 6

1. wasn't/was
2. was
3. were/was
4. Were/weren't
5. wasn't

Task 7

Past Simple of regular verbs

Affirmative

I/You/He/She/It/We/They invented a speaking watch.

Negative

Full Form

I/You/He/She/It/We/They did not invent a speaking watch.

Short Form

I/You/He/She/It/We/They didn't invent a speaking watch.

Interrogative

Did I/you/he/she/it/we/they invent a solar car?

Short Answers

Yes, I/you/he/she/it/we/they did.
No, I/you/he/she/it/we/they didn't.

Past Simple of irregular verbs

Affirmative

I/You/He/She/It/We/They wrote an e-mail.

Negative

Full Form

I/You/He/She/It/We/They did not write a letter.

Short Form

I/You/He/She/It/We/They didn't write a letter.

Interrogative

Did I/you/he/she/it/we/they write an e-mail?

Short Answers

Yes, I/you/he/she/it/we/they did.
No, I/you/he/she/it/we/they didn't.

Task 8

1. I *walked in the forest.*
2. They *liked chocolate.*
3. I *stopped at 5 o'clock.*
4. We *tried hard.*
5. *Did you visit your grandparents last weekend?*
6. *Were you at school an hour ago? No, I wasn't.*

Task 9

consonant + -ed
<i>cook</i> ⇨ <i>cooked</i>
discover ⇨ discovered
listen ⇨ listened
look ⇨ looked
invent ⇨ invented

-e + -d ⇨ -ed	double consonant-ed
compose ⇨ composed	<i>stop</i> ⇨ <i>stopped</i>
like ⇨ liked	prefer ⇨ preferred
love ⇨ loved	plan ⇨ planned

Irregular verbs
<i>write</i> ⇨ <i>wrote</i>
say ⇨ said
find ⇨ found
go ⇨ went

consonant + y ⇨ -ied
study ⇨ studied
try ⇨ tried
tidy ⇨ tidied
vowel + y ⇨ -ed
stay ⇨ stayed
play ⇨ played

Task 10

1. Did your friend go to the cinema last night?
Yes, he did.
2. Did Brian win the gold medal this morning?
No, he didn't.

- Did you visit the Acropolis last year?
No, I didn't.
- Did Jill write an e-mail two hours ago?
Yes, she did.
- Was granddad at the museum on Sunday?
No, he wasn't.

Task 11

- did you do
- finished
- revised
- studied
- were
- did you finish
- started
- finished
- did you study
- finished
- was

Task 12

- We *didn't have cornflakes for breakfast* this morning.
- Yesterday morning Jack *played basketball with his friends*.
- I *didn't visit my grandparents last Monday*.
- It *took me one hour* to drive home from work yesterday.
- There *were (some) kids in the park two hours ago*.

Writing

Task 13

(Answers may vary). (For guidelines on process writing see Introduction in Teacher's book).

Unit 4

Lesson 2

Reading

Task 1

- Picture a: joke 3
Picture b: joke 1
Picture c: joke 2

Task 2

- Joke 1 : d
Joke 2 : a
Joke 3 : c

25

1. c, 2. a, 3. b

Vocabulary Link

Task 3

- | | |
|-------------------------|--------------------|
| 1. police report | 2. pavement |
| 3. jewellery | 4. a burglar |
| 5. a broken window | 6. lock |
| 7. the wind was blowing | 8. lie on the sofa |

Task 4

- | | | |
|-----------------------|--------------|----------|
| 1. prize | 2. neighbour | 3. mess |
| 4. pavement | 5. police | 6. spend |
| 7. burglars/jewellery | 8. repair | |

Task 5

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

Grammar Link

Task 6

Affirmative

Full Form

*I was watching TV at 7.00 in the evening.
You were watching TV at 7.00 in the evening.
He/ She/ It was watching TV at 7.00 in the evening.
We/ They were watching TV at 7.00 in the evening.*

Negative

Full Form

*I was not watching the news.
You were not watching the news.
He/ She/ It was not watching the news.
We/ They were not watching the news*

Short Form

*I wasn't watching the news.
You weren't watching the news.
He/ She/ It wasn't watching the news.
We/ They weren't watching the news.*

Interrogative

*Was I watching a film?
Were you watching a film?
Was he/ she/ it watching a film?
Were we/ they watching a film?*

Short Answers

Yes, you were. / No, you weren't.
 Yes, I was. / No, I wasn't.
 Yes, he/ she/ it was. / No, he/ she/ it wasn't.
 Yes, we/ they were. / No, we/ they weren't.

Task 7

- were listening
- was writing
- was drawing
- was sleeping
- was talking

Task 8

(Answers may vary).

Writing

Task 9

(For guidelines on process writing see Introduction in Teacher's book).

**Unit 4
Lesson 3**

Reading

Task 1

Tick b, c, e.

28
 1. a 2. c 3. b

Task 2

TYPE OF DISASTER	fires	bad weather	oil disaster
PLACE	Texas, N.Mexico, Oklahoma / USA	Europe	Spain
DATE	13/1/2006	29/1/2006	21/11/2002
DEAD PEOPLE	5	66	-
DAMAGES	-small towns -500,000 acres of land	car accidents/ or damaged roof	beaches and wildlife in danger

Vocabulary Link

Task 3

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

Task 4

- b
- a
- c
- a
- c
- a
- c
- a

29

- rescue
- homeless
- on
- shock
- went
- crash
- rocked
- destroyed

Grammar Link

Task 5

- c
- d
- a
- b
- e

- I was ironing my T-shirt when I burnt my finger.
- Dad was sleeping and mum was reading the newspaper.
- Sophie took a photo of us while we were fighting.
- She was waiting for the bus when she saw her best friend.
- Mr. Dudney helped the fire fighters and saved the trapped kids.

Task 6

- When
- While
- when
- While
- when
- when
- While

Task 7

1. were listening/called
2. was working/crashed
3. was surfing/went
4. was cutting/came
5. arrived/was crying
6. broke/was skiing.
7. were taking/entered

Task 8

1. were watching
2. saw
3. panicked
4. screamed
5. weren't
6. had
7. closed
8. trapped
9. was looking
10. waited
11. saw
12. was
13. didn't know
14. got
15. threw
16. trapped
17. was
18. didn't want
19. decided
20. disappeared

Writing

Task 9

(For guidelines on process writing see Introduction in Teacher's book).

**Unit 5
Lesson 1**

Reading

Task 1

1. B 2. C 3. F 4. A 5. D

31

1. B 2. C 3. E 4. A 5. D

Task 2

The Indus Civilisation	from 3000 BC to 1500 BC
two ancient cities	Harappa, Mohenjo-Daro
characteristics of the houses	<i>Accept any of the following:</i> One/two storeys, made of brick, flat roofs, all the same, no windows on the outside walls, private bathroom
jobs	<i>Accept any of the following or paraphrases:</i> Farmers, fishermen, sailors
men and women's clothes	Colourful robes
women's accessories	Jewellery of gold and precious stones

Vocabulary Link

Task 3

1. amphitheatre 2. temple 3. statue 4. mummy
5. crop 6. helmet 7. beard 8. hunting

32

1. amphitheatre (g) 2. temple (c) 3. statue (b)
4. mummy (a) 5. crops (e) 6. helmet (d)
7. beard (h) 8. hunting (f)

Task 4

1. b 2. a 3. b 4. c 5. a
6. a 7. c 8. b

33

1. crops 2. temple
3. statue 4. ruled
5. helmets 6. communicate
7. beard 8. official

Grammar Link

Task 5

1. c 2. a 3. b

Task 6

1. where 2. who 3. which
4. where 5. who 6. which

Task 7

1. which 2. who 3. where
4. where 5. who 6. which

Writing

Task 8

1. Park 2. day 3. 9.00 4. 11
5. adults 6. 9 7. groups 8. schools
9. free 10. shop 11. souvenirs 12. cafe
13. 210 6634724 14. zoo@atticapark.gr

Unit 5

Lesson 2

Reading

Task 1

6 countries

Task 2

1. Japan 2. China
3. Brazil/Turkey 4. Korea
5. Japan/Thailand 6. Turkey

Task 3

1. good 2. unlucky
3. lentils 4. bad 5. lucky
6. six 7. will 8. food

Vocabulary Link

Task 4



Task 5

GEOGRAPHY	LEISURE ACTIVITIES	THE ARTS
population	home-based activities	cultural centre
island	visiting relatives	musicals
500km wide	gardening	theatre
official language	do-it-yourself activities	comedies

EDUCATION	SPORTS
attend school	football
private schools	tennis tournament
National Curriculum core subjects	Open Golf Tournament
	Grand National

Task 6

- a : 2,008
b : 63% of the students
c : 2,007,016 people
d : 600 km
e : 16.7 cm
f : 16,789 m

Task 7

- a. nine point eight metres
b. three million, five hundred and sixty-eight thousand, nine hundred people
c. fifty per cent discount
d. eight hundred and nine students
e. eighteen thousand and sixty-five e-mails
f. nineteen million, thirty-four thousand, six hundred and fifty-two viewers

Grammar Link

Task 8

1. playing 2. listening
3. Visiting 4. Going
5. repairing 6. downloading / tidying
7. swimming 8. opening

Task 9

(Answers may vary).

Writing

Task 10

(Answers may vary).

**Unit 5
Lesson 3**

Reading

Task 1

(Answers may vary).

Task 2

	TV programme	channel	names
5.00	Sports	BBC1	Mr Brown & Jack
	Soap	ITV1	Mrs Brown & Mary
6.30	Documentary	BBC2	Mary & Jack
	News & Weather	ITV1	Mr & Mrs Brown
7.45	Game Show	BBC2	All the family

Vocabulary Link

Task 3

- | | |
|---------------------|-----------------|
| 1. the news | 2. police drama |
| 3. cartoon | 4. chat show |
| 5. commercials | 6. soap |
| 7. music programme | 8. documentary |
| 9. sports programme | |

Task 4

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

Grammar Link

Task 5

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

Task 6

- When I was younger, I used to watch cartoons on TV.
- My brother didn't use to play computer games some years ago.
- We used to go to Santorini every summer.
- My parents used to study French at school.
- Pat didn't use to wear trousers when she was young.
- Mike used to eat pizza on Saturdays.

Task 7

1. on 2. - 3. - 4. to 5. from

Writing

Task 8

(For guidelines on process writing see Introduction in Teacher's book).

**Unit 6
Lesson 1**

Reading

Task 1

(Answers may vary). You can encourage learners to report to class what they do.

Task 2

- (any three of the following) (refillable) pens, scrap paper, notebooks, (old) binders, backpacks
- (any two of the following) batteries with less mercury, vegetable-based inks, water-based paints
- (any two of the following) (reusable) plastic bag, cloth bag, lunch box, thermos
- (any three of the following) carpooling, taking the bus, walking, biking, skating

Vocabulary Link

Task 3

- | | |
|---------------|-----------------|
| 1. community | 2. store |
| 3. rubbish | 4. motto |
| 5. throw away | 6. remove |
| 7. volunteer | 8. manufacturer |

Task 4

1. throw
2. clean
3. Pick up
4. waste
5. Take care of
6. cut down
7. use

42

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

Task 5

1. Don't drop rubbish in your school playground!
2. Save the water when you have a shower!
Always turn the tap off when you don't need it.
3. Don't kill wild animals!
4. Plant trees!
5. Park your car when you go to the city centre!

Grammar Link

Task 6

Tick sentences 1, 3, 5

Task 7

VERB	PAST SIMPLE	PAST PARTICIPLE
hear	<i>heard</i>	heard
<i>think</i>	thought	<i>thought</i>
make	<i>made</i>	<i>made</i>
<i>throw</i>	<i>threw</i>	thrown
buy	<i>bought</i>	<i>bought</i>
give	<i>gave</i>	<i>given</i>
go	<i>went</i>	gone
put	<i>put</i>	<i>put</i>

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(See Grammar Appendix, page 168 in student's book).

Task 8

Affirmative

Full Form

I / You have formed an eco team.
He / She / it has formed an eco team.
We / They have formed an eco team.

Short Form

I / You've formed an eco team.
He / She / it's formed an eco team.
We / They've formed an eco team.

Negative

Full Form

I / You have not thrown away our old books.
He / She / it has not thrown away our old books.
We / They have not thrown away our old books.

Short Form

I / You haven't thrown away the old books.
He / She / it hasn't thrown away the old books.
We / They haven't thrown away the old books.

Interrogative

Have I / you cleaned up the beach?
Has he / she / it cleaned up the beach?
Have we / they cleaned up the beach?

Short Answers

Yes, I / you have. / No, I / you haven't.
Yes, he / she / it has. / No, he / she / it hasn't.
Yes, we / they have. / No, we / they haven't.

Task 9

1. have recycled
2. has decided
3. have not joined
4. Has ...volunteered
5. has adopted
6. have cleaned

Task 10

1. Ron and Harry have collected cans for recycling but they haven't worked in an eco team.
2. Peter hasn't collected any cans for recycling but he has worked in an eco team.
3. Jessica has collected cans for recycling and she has not dropped any litter in the street.
4. (Answers may vary).

Writing

Task 11

(Answers may vary).

Unit 6
Lesson 2

Reading

Task 1

b

Task 2

1. D 2. E 3. A 4. B 5. C

Vocabulary Link

Task 3

- | | |
|---------------------|----------------|
| 1. Name | 2. Address |
| 3. Telephone Number | 4. Nationality |
| 5. Date of Birth | 6. Education |
| 7. Languages | 8. Skills |
| 9. Experience | 10. Interests |

Task 4

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

46

- | | | |
|---------------|-----------|----------------|
| 1. interested | 2. spare | 3. application |
| 4. experience | 5. salary | |

Grammar Link

Task 5

1. just 2. for a month 3. already
4. yet

Task 6

- Tessa has just cleaned the windows.
- She has already tidied her desk.
- She hasn't collected the CDs from the floor yet.
- She has already made her bed.
- She has already put her clothes in the wardrobe.
- She hasn't cleaned the carpet yet.
- She has just picked up the tennis racket from the floor.

Task 7

- She's happy because she's won a medal.
- He's worried because his dad has had an accident.

- He's surprised because his friends have given him a party.
 - They're tired because they've taken part in an eco team.
- She's excited because she's bought a new MP3 player.

Writing

Task 8

(Answers may vary). (For guidelines on process writing see Introduction in Teacher's book).

Unit 6
Lesson 3

Reading

Task 1

- | | | |
|-----------|----------|--------------|
| 1. fame | 2. hand | 3. self |
| 4. inside | 5. heart | 6. volunteer |

According to the poem, people volunteer not for the money but for the love of other people. They want to help others and to feel useful.

Task 2

Suggested answer: A volunteer is kind-hearted/kind, generous, helpful etc (However, accept all reasonable answers even if they are in the mother tongue).

Vocabulary Link

Task 3

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

50

TABLE A: 1. b 2. c 3. d 4. a 5. e

TABLE B: 1. c 2. e 3. d 4. a 5. b

Task 4

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

Task 5

- traditional dances
- live performance
- school trip
- a questionnaire
- a foreign country

Grammar Link

Task 6

1. PP 2. PP 3. PS 4. PS 5. PP

Task 7

- Have you finished your homework?
Yes, I have. / No, I haven't.
- Did you sleep late last night?
Yes, I did. / No, I didn't.
- Have you collected any aluminum cans this week?
Yes, I have. / No, I haven't.
- Did your friends give you a present on your last birthday?
Yes, they did. / No, they didn't.
- Have you ever taken part in an eco-team?
Yes, I have. / No, I haven't.

Task 8

- have known/ met
- came/hasn't done
- have just arrived/haven't decided
- has had/gave
- haven't been/went/saw

Writing

Task 9

(Answers may vary). (Let students enjoy poetry writing and don't pay attention to mistakes).

Unit 7

Lesson 1

Reading

Task 1

1. C 2. B

Task 2

1. holiday 1 2. holiday 2 3. holiday 1
4. holiday 2 5. holiday 2

Vocabulary Link

Task 3

At the airport

1. check-in desk 2. duty free shop
3. passenger 4. boarding pass

At the station

5. ticket office 6. platform
7. passenger 8. departure board

Task 4

On a summer course: college, campus, lessons, placement test

Going sightseeing: statues, exhibits, museums, temples

Task 5

1. course 2. placement 3. park
4. exhibits 5. whole 6. news
7. spending 8. campus

Grammar Link

Task 6

Tick sentences 1, 3, 5

Task 7

1. c, d, f
3. a
5. b, e

Task 8

- Which school are you attending?
- When are you meeting your classmates?
- Are you studying English?
- Are you taking any exams?

Writing

Task 9

(Answers may vary).

(For guidelines on process writing see Introduction in Teacher's book).

Unit 7

Lesson 2

Reading

Task 1

b

Task 2

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

Vocabulary Link

Task 3

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

55

1. d 2. h 3. a 4. j 5. b 6. i 7. e 8. g
9. *without (asking my parents' permission)* c
10. *make (a decision)* f

Task 4

- think positive
- staring out of the window
- biting your nails
- wears his helmet
- watch less TV
- fasten your seatbelt
- behave well
- good intentions

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- think positive*
- staring out of the window*
- biting your nails*
- wears his helmet*
- watch less*
- fasten your seatbelt*
- behave well*
- good intentions*

Task 5

(Answers may vary).

More collocations in student's book, page 108.

e.g. wear a dress, invite someone, ride a bike, eat out.

Grammar Link

Task 6

1. b 2. a

Task 7

- am going to think
- isn't going to use
- are going to listen
- are going to take
- am going to eat

Task 8

- What are you going to buy?
- Who are you going to meet?
- What film are you going to see?
- Where are you going to put it?
- When are you going to give them to us?

Task 9

- I'm going to **meet**...
- We're **flying** ...
- My cousin's going to...
- Are you **going** to watch...
- I'm **not** going to eat...
- correct

Unit 7

Lesson 3

Reading

Task 1

- Virgos 2. Cancers and Leos
- Leos 4. Scorpios
- Aquariuses and Libras

Vocabulary Link

Task 2

Aries k, Taurus l, Gemini g, Cancer d, Leo a, Virgo c, Libra h, Scorpio j, Sagittarius f, Capricorn e, Aquarius b, Pisces i

Task 3

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

Task 4

- recognise 2. floating
- interactive 4. safety
- reach 6. immediately

Task 5

(Answers may vary).

Grammar Link

Task 6

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 need a car.

Short Form

I/You/He/She/It/We/They won't need a car.

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 7

Tick sentences 1,2,4.

Task 8

(Suggested answers).

- Someone you know will have a car accident.
- You'll be a clothes designer.
- You'll give your dad a surprise birthday party.
- You'll make new friends.

60

1. d 2. c 3. a 4. b

Task 9

(Answers may vary).

Writing

Task 10

(Answers may vary).

(For guidelines on process writing see Introduction in Teacher's book).

Unit 8

Lesson 1

Reading

Task 1

1. D 2. B 3. A

61

1. C 2. B 3. A

Vocabulary Link

Task 2

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

62

1. industry 2. event
3. statue 4. role
5. award 6. sales
7. music/art/film 8. by phone/ on the web

Task 3

1. vote 2. prize 3. annual
4. statue 5. record 6. big

Task 4

1. prestigious/glamorous 2. industry
3. annual 4. statue
5. winners 6. prize
7. year 8. nominated
9. viewers 10. record

Grammar Link

Task 5

1. a 2. b 3. b 4. b

Task 6

1. A 2. P 3. P 4. A 5. P
6. A 7. A 8. P

Task 7

- The beds are made by maids.
- The floors are cleaned every day.
- Breakfast is served at 8.00 am.
- Photos for the school newspaper are taken by Tom.
- Animals are fed by the zoo keeper.

Writing

Task 8

(Answers may vary).

Check correct formation of questions in passive.

Unit 8

Lesson 2

Reading

Task 1

1. F 2.T 3.F 4.T 5.F

64

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 feel. ("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 in the beginning. (It's a bit difficult in 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. f 2. c 3. a 4. b 5. e 6. d

Task 3

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

Task 4

1. touch
2. invented a code for the blind.
3. blind in her right eye
4. invent a secret code
5. read the sign
6. by accident
7. Thanks to
8. named her son after

Grammar Link

Task 5

- | | |
|------------|-----------|
| 1. Active | 2. Past |
| 3. Active | 4. Past |
| 5. Present | 6. Active |
| 7. Present | 8. Active |

Task 6

- | | |
|-----------------|------------------|
| 1. is given | 2. are sent |
| 3. was...stolen | 4. were sold |
| 5. am given | 6. was destroyed |

Task 7

- | | |
|---------------------|----------------------|
| 1. are used | 2. is easily carried |
| 3. are saved | 4. was designed |
| 5. was manufactured | |

Writing

Task 8

(Answers may vary).

(For guidelines on process writing see Introduction in Teacher's book).

Unit 8

Lesson 3

Reading

Task 1

1. E 2. B 3. D 4. A

66

1. D 2. B 3. C 4. A

Task 2

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

Vocabulary Link

Task 3

P	H	O	T	O	G	R	A	P	H	E	R
A	B	I	R	Y	S	I	C	A	N	D	E
D	O	J	K	E	T	E	E	N	T	I	P
O	C	A	R	T	O	O	N	I	S	T	O
M	B	K	E	N	E	T	R	A	C	O	R
G	F	E	D	E	S	I	G	N	E	R	T
E	R	M	A	N	A	R	W	H	Y	T	E
D	C	R	E	S	E	A	R	C	H	E	R

1. reporter
2. photographer
3. cartoonist
4. editor
5. designer
6. researcher

Task 4

1. a great way of learning
2. attached file
3. the spring issue of our newspaper
4. read our article
5. get started
6. take part in a workshop
7. I'm short of ideas
8. ask a challenging question
9. have artistic skills
10. draw a comic strip
11. dig up information
12. use the Internet
13. ask for sponsorship
14. set realistic targets
15. catchy headlines

Task 5

1. article
2. file
3. included
4. interview
5. review
6. lyrics
7. recipe
8. word processing
9. issue

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1. article
2. file
3. included
4. interview
5. review
6. lyrics
7. recipe
8. word processing
9. issue

Task 6

1. Maria's just bought a new CD.
(Present Perfect Simple)
2. My parents are cooking dinner at the moment. (Present Continuous)
3. Did you go to the cinema yesterday?
(Past Simple)
4. I always try hard at school. (Present Simple)
5. The school computers were stolen last night. (Past Simple Passive)
6. Tenia is going to take part in the Basketball Finals. ("Going to" Future)
7. Will it rain tomorrow? (Future Simple)
8. The teacher was correcting our homework while we were taking a test. (Past Continuous)
9. Good wine is also produced in Spain.
(Present Simple Passive)

Task 7

- A. Past Simple
- B. Present Simple
- C. Present Continuous
- D. Present Perfect Simple
- E. Future Simple
- F. Past Continuous

Task 8

1. There weren't two parks near my house a few years ago.
2. Have you ever visited Australia?
3. Are you going to be more honest?
4. Coffee is not served at the school canteen.
5. Do you often do your homework at the last minute?
6. Mary didn't make a cake yesterday.

Task 9

1. b
2. a
3. b
4. b
5. b
6. a
7. a
8. a
9. b
10. a

Task 10

(Answers may vary). Accept all correct answers no matter how short they are.

Unit 9**Reading****Task 1**

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

Vocabulary Link**Task 2**

(Answers may vary).

Task 3

1. c 2. b 3. a 4. b 5. c
6. c 7. a 8. c

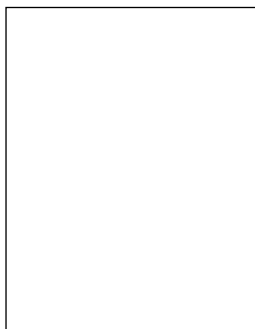
Grammar Link**Task 4**

1. visit
2. is lying
3. at the moment
4. mustn't
5. bigger
6. was working
7. used to grow
8. have lost
9. I'll be
10. going to buy

Writing**Task 5**

- a. Unit 3, Lesson 2
- b. Unit 4, Lesson 3
- c. Unit 5, Lesson 2
- d. Unit 7, Lesson 1
- e. Unit 2, Lesson 2
- f. Unit 3, Lesson 1
- g. Unit 3, Lesson 3
- h. Unit 8, Lesson 1
- i. Unit 2, Lesson 3
- j. Unit 4, Lesson 1

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