

## ***Unit 3***

## ***Lesson 1***

### ***Vocabulary Link, Culture Corner***

#### ***Sayings***

1. Eating an apple each day can help you keep healthy.
2. Too many people doing the same thing at the same time will not be successful.
3. Don't feel upset about a mistake that cannot be undone.

## ***Unit 4***

## ***Lesson 1***

### ***Answers to the mystery person quiz***

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

## ***Unit 4***

## ***Lesson 3***

### ***Answers to the tsunami quiz***

1. fast
2. 10
3. After
4. small/huge
5. a. at some time between 1650 and 1600 BC after the eruption of the volcano in Santorini  
b. in 373 BC after an earthquake in the area of the Gulf of Corinth (Katsanopoulou, 2005 at <http://www.helike.org/>)
6. a. It destroyed the north coast of Crete and according to Professor Marinatos the Minoan civilisation.  
b. It destroyed Helike, the principal Greek city on the southwest shore of the Gulf of Corinth.

## ***Unit 6***

## ***Lesson 1***

### ***Answers to Andrew's quiz***

1. b 2. b 3. b 4. a

## ***Unit 6***

## ***Lesson 3***

### ***Answers to Penelope's quiz***

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

# Speaking Appendix

## UNIT 2

## Lesson 3



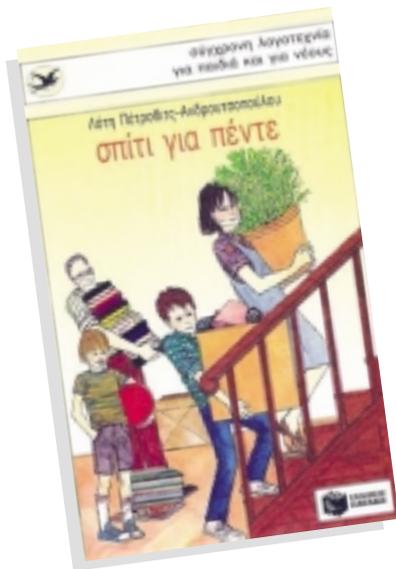
### Speaking

#### Student A

*Read the blurb of this book and tell your English-speaking friend about it.*

*The words in the box may help you.*

*Don't try to translate the text. Use your own words.*



get married to      move to  
record      moments  
new member

Λότη Πέτροβιτς - Ανδρουτσοπούλου

#### σπίτι για πέντε

Ο Φίλιππος 12 ετών, έχει καινούργια οικογένεια. Η μητέρα του παντρεύεται τον Ορέστη, πατέρα του εννιάχρονου και πολύ ζωηρού Άρη. Μετακομίζουν σε καινούργιο σπίτι. Ο Φίλιππος έχει ένα μικρό κασετοφωνάκι και καταγράφει την καθημερινή ζωή της οικογένειας. Το ίδιο κάνει και ο Άρης. Η μητέρα γράφει τα νέα στην αδερφή της στην Κρήτη και ο Ορέστης τηλεφωνεί συχνά στον καλύτερο του φίλο. Έχουν καλές στιγμές, κωμικές στιγμές αλλά και τραγικές στιγμές μέχρι που έρχεται ένα νέο μέλος στην οικογένεια και το σπίτι γίνεται σπίτι για πέντε.

Για παιδιά από 9 ετών και εφήβους

Εκδόσεις Πατάκη

Συλλογή Χελιδόνια

adapted from: **Σπίτι για πέντε** - Λότη Πέτροβιτς - Ανδρουτσοπούλου /  
Εκδόσεις Πατάκη (Συλλογή Χελιδόνια)

## UNIT 3

## Lesson 1



### Grammar Link

#### FIND THE DIFFERENCES

##### Student A

Tell your partner what there is in Petra's fridge.

Use *a lot, a little, a few, some* etc.

Your partner will tell you what there is in Jane's fridge.

Who has healthier eating habits, Petra or Jane? Why?



Petra's fridge

## UNIT 4

## Lesson 2



### Reading & Speaking



##### Student A

1

Read the story that won second prize in the story-writing competition.

- Is it funny or sad?
- Can you guess the missing information?
- Ask your partner (Student B) to give you the information missing.

#### 2<sup>nd</sup> PRIZE

My friends are going to the <sup>1</sup>..... tonight. But I am not! And you know why? Because of that stupid window! Everything happened so fast. You see, I was dancing to the rhythm of 'Lose my breath' in our living room. I was having so much fun!

Suddenly, I raised my left <sup>2</sup>..... and, by mistake, I kicked my <sup>3</sup>.....'s ball. The ball flew across the room and hit the window. You can imagine the rest. The window broke into two thousand pieces! <sup>4</sup>..... got angry and punished me of course. I'm grounded for two weeks! It's so unfair!

#### Tip!

- Don't show your story to your partner. You'll miss the fun!
- Use Wh - questions.
- Remember to use the question form after a Wh-word.

# Speaking Appendix

## UNIT 2

## Lesson 3



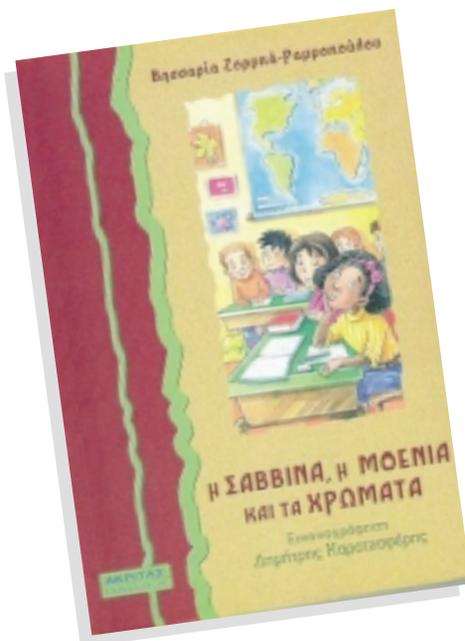
### Speaking

#### Student B

*Read the blurb of this book and tell your English-speaking friend about it.*

*The words in the box may help you.*

*Don't try to translate the text. Use your own words.*



help each other    team

get a tan    feel good

lie under the sun

Βησσαρία Ζορμπά - Ραμποπούλου

#### Η Σαββίνα, η Μοένια και τα χρώματα

Η Σαββίνα μένει στην Αθήνα και είναι μοναχοπαίδι. Μια μέρα φτιάχνει μια ομάδα αλληλοβοήθειας. Η ομάδα τρέχει να βοηθήσει κάθε παιδί της τάξης που αντιμετωπίζει κάποιο πρόβλημα. Όπως την Μοένια που είναι από την Αφρική και θέλει να γίνει... λευκή. Η Σαββίνα πείθει τα παιδιά της τάξης να μαυρίσουν για να αισθάνεται η Μοένια καλά. Και κάθονται στον ήλιο με τις ώρες! Μα η ιδέα της δεν είναι και τόσο καλή. Όλοι είναι θυμωμένοι. Οι γονείς, οι δάσκαλοι... και η Μοένια δεν είναι ευτυχισμένη.

Εκδόσεις ΑΚΡΙΤΑΣ.

adapted from: **Σπίτι για πέντε** - Λότη Πέτροβις - Ανδρουτσοπούλου / Εκδόσεις Πατάκη (Συλλογή Χελιδόνια)



Grammar Link

FIND THE DIFFERENCES

Student B

Tell your partner what there is in Petra's fridge.

Use *a lot, a little, a few, some* etc.

Your partner will tell you what there is in Jane's fridge.

Who has healthier eating habits, Petra or Jane? Why?



Jane's fridge



Reading & Speaking

1 Student B

- Read the story that won second prize in the story-writing competition.
- a. Is it funny or sad?
- b. Can you guess the missing information?
- c. Ask your partner (Student A) to give you the information missing.

2<sup>nd</sup> PRIZE

My <sup>1</sup>..... are going to the cinema tonight. But I am not! And you know why? Because of that stupid window! Everything happened so fast. You see, I was dancing to the rhythm of 'Lose my breath' in our <sup>2</sup>..... I was having so much fun!

Suddenly, I raised my left foot and, by mistake, I kicked my brother's ball. The ball flew across the room and hit the window. You can imagine the rest. The window broke into <sup>3</sup>..... pieces! Mum got angry and punished me of course. I'm grounded for <sup>4</sup>..... weeks! It's so unfair!



- Don't show your story to your partner. You'll miss the fun!
- Use Wh - questions.
- Remember to use the question form after a Wh-word.

# Speaking Appendix

## UNIT 5

## Lesson 1



### Speaking

Take it in turns to do the task.

#### STUDENT A

Use the text and your notes to tell your partner about Ancient Egypt.

- Make sure you give him / her all the information you have found.
- Use WORKSHEET A in Vocabulary Link (History 1) to explain some new words.
- Help your partner by repeating or explaining but don't show your notes.

Now change roles.

Listen to your partner and complete the notes about the Roman Empire.

### THE ROMAN EMPIRE

- Big parts of Europe, <sup>1</sup>..... and <sup>2</sup>..... belonged to the Roman Empire.
- Emperor <sup>3</sup>..... built a wall.
- it was <sup>4</sup>..... miles long.
- The wall protected the empire from the <sup>5</sup>.....
- Gladiators fought with <sup>6</sup>.....

### Language Bank

My text says that ...  
Can you repeat the (name), please?  
Say that again, please.  
What do you mean?  
How do you spell that?

### Tip!

Ask your partner to repeat or rephrase. Don't look at each other's notes because you'll miss the fun!

#### STUDENT B

1 Use the text and your notes to tell your partner about the Roman Empire.

- Make sure you give him / her all the information you have found.
- Use WORKSHEET in Vocabulary Link (History 1) to explain some new words.
- Help your partner by repeating or explaining but don't show your notes.

2 Listen to your partner and complete the notes about Ancient Egypt.

### ANCIENT EGYPT

- An important river: <sup>1</sup> the River .....
- People hunted for food but also for <sup>2</sup>.....
- People travelled by <sup>3</sup>.....
- Rameses II ruled for <sup>4</sup>..... years.
- The Egyptians were very good at <sup>5</sup>.....
- Today, we can look inside the <sup>6</sup>.....



Speaking

*Ask and answer*

- e.g. - Have you ever taken care of a stray dog?
- Yes, I have / No, I haven't

**Write:**

Maria has taken care of a stray dog. / No one in the class has taken care of a stray dog.

## Find Someone Who .....

1. Find someone who has taken care of a stray dog.

Name:

.....

2. Find someone who has cleaned up a beach.

Name:

.....

3. Find someone who has planted a tree.

Name:

.....

4. Find someone who has worked in an eco team.

Name:

.....

5. Find someone who has collected cans for recycling.

Name:

.....

6. Find someone who has helped put out a fire in a forest.

Name:

.....

7. Find someone who has recycled their mobile phone or their computer.

Name:

.....

8. Find someone who has dropped litter in the street.

Name:

.....

# Speaking Appendix

## UNIT 6

## Lesson 3



### Speaking

**Go around the class, ask and take notes.**

- e.g. - Have you ever cooked on your own?  
- Yes, I have. I've cooked on my own many times.  
- When did you last cook on your own?  
- Last week.  
- What did you cook?  
- I made meat balls.  
- Did your family like them?  
- To be honest, not much

## Find Someone Who ..... AGAIN!

1. has cooked on their own.

Name: .....

(Find out when it was, what they cooked and if their family liked it)

.....

2. has done an experiment in chemistry.

Name: .....

(Find out when it was, what it was about and if it went well)

.....

3. has played Trivial Pursuit

Name: .....

(Find out when he played, who with and if he won)

.....

4. has heard stories about the past from old people.

Name: .....

(Find out who told the stories, where they were and what the story was about)

.....

5. has visited a foreign country.

Name: .....

(Find out where they went, who they went with and what they did on the first day)

.....

6. has performed on stage.

Name: .....

(Find out when it was, where it was and what they did)

.....



Speaking

Student A



Emma's diary	
16 Monday Dance lesson - 6.30	20 Friday Take the dog to the vet - 6.15
17 Tuesday Go to the dentist - 3.30	21 Saturday Meet Carol outside school - 8.00
18 Wednesday Study for the Maths test	22 Sunday Visit Museum of Modern Art with mum and dad
19 Thursday Tidy my room	Have lunch at the park.

Paul's diary	
16 Monday Play basketball - 5.15	20 Friday Wash dad's car
17 Tuesday Revise Biology	21 Saturday Meet Jane outside school - 8.00
18 Wednesday Buy present for dad (after 3.00)	22 Sunday Visit grandma - morning
19 Thursday Watch football match - 8.00	Go to the cinema with Tom - 7.30



Language Bank

- Paul is playing basketball on Monday.
- What is Paul doing next Sunday?
- Is Emma studying for a Maths test on Wednesday 18th?  
Yes, she is / No, she isn't
- When / What time is Emma ....?
- According to my diary, Paul isn't ....

# Speaking Appendix

## UNIT 7

## Lesson 3

### Mediation

#### Student A

Your American friend is in Greece. You are looking at Greek magazines together and your friend wants to know what his/her horoscope says. Tell him/her.

#### Student A:

- Read the horoscope before you start.
- What do you want to say to your friend?
- Think about the language you need.  
Don't try to translate everything.

Use your own words.

....

Αυτό το μήνα, θα καταφέρεις επιτέλους να λύσεις ένα πρόβλημα που σε απασχολεί πολύ αυτό τον καιρό. Οι φίλοι σου θα σου δείξουν την αγάπη τους και θα σε βοηθήσουν.

Θα πάρεις πρόσκληση και θα πας σε ένα καταπληκτικό πάρτυ. Οι γονείς σου όμως θα σου πουν να γυρίσεις νωρίς και έτσι προμηνύεται σύγκρουση.

Στο τέλος του μήνα θα γράψετε διαγώνισμα στο μάθημα που σιχαίνεσαι. Προετοιμάσου! Τα θέματα δεν είναι και τόσο εύκολα.

Μην σπαταλήσεις όλο το χαρτζιλίκι σου διότι θα χρειαστείς χρήματα για κάτι σημαντικό. Μπορεί να είναι για μια συναυλία που θα θέλεις να πας ή για την αγορά ενός δώρου. Οι γονείς σου δεν θα σου δώσουν επιπλέον χρήματα.

#### Now, Student A

You are from Australia and you're spending your holidays in Greece at your Greek friend's house. You are looking at some Greek magazines together and you want to know what your horoscope says. Your friend will tell you. Is it good news?

#### Student A:

- Listen to your partner.
- Ask any questions you like.
- Say if you agree with what your horoscope says. Are you happy with it?



Speaking

Take it in turns to do the task.

STUDENT A

- 1 Use your notes to tell your partner about the Oscars.
  - Make sure you give him / her all the information you have found.
  - Help your partner by repeating or explaining but don't show your notes.
  - Use the Language Bank for help.

Language Bank

- David's article is about .... He says that there are ....
- According to Susan's article, the Oscars ....
- Now, I'm going to tell you about...
- How often do (The Brits) take place?
- What's the name of these awards?
- What do you know about (Walt Disney)?
- Who can vote?
- Tell me one of the categories.
- Is there anything else you want to know?

- 2 Now, listen to your partner and complete the table about the Music Awards.

B. MUSIC AWARDS - Table of Facts			
TOP OF THE POPS		6 ..... AWARDS	
First appeared:	November 1 .....	When:	November
Who votes:	2 .....	Who votes:	7 .....
One main category:	3 .....	How to vote:	phone or 8 .....
THE BRITS		THE AMERICAN MUSIC AWARDS	
How often:	4 .....	Types of music:	9 .....
Where:	the UK	Winning depends on:	record sales
Best British Single voted by:	5 .....	Who votes:	10 .....

# Speaking Appendix

## UNIT 7

## Lesson 1



### Speaking

#### Student B



#### Emma's diary

16 Monday Dance lesson - 6.30	20 Friday Take the dog to the vet - 7.15
17 Tuesday Go to the dentist - 3.30	21 Saturday Meet Jane outside school - 8.00
18 Wednesday Study for the English test	22 Sunday Visit Museum of Modern Art with mum and dad
19 Thursday Tidy my room	Have lunch at the park.

#### Paul's diary

16 Monday Play basketball - 4.30	20 Friday Wash dad's car
17 Tuesday Revise Biology	21 Saturday Tidy my room
18 Wednesday Buy present for dad (after 5.00)	22 Sunday Visit grandma - afternoon
19 Thursday Watch football match - 8.00	Go to the cinema with Tom - 7.30



### Language Bank

- Paul is playing basketball on Monday.
- What is Paul doing next Sunday?
- Is Emma studying for an English test on Wednesday 18th?  
Yes, she is / No, she isn't
- When / What time is Emma ....?
- According to my diary, Paul isn't ....

## Mediation

**Student B**

You are from the USA and you're spending your holidays in Greece at your Greek friend's house. You are looking at some Greek magazines together and you want to know what your horoscope says.. Your friend will tell you. Is it good news?

**Student B:**

- Listen to your partner.
- Ask any questions you like.
- Say if you are happy with what your horoscope says.

Now, **Student B**

Your Australian friend is in Greece. You are looking at Greek magazines together and your friend wants to know what his/her horoscope says. Tell him/her.

**Student B:**

- Read the horoscope before you start.
  - What do you want to say to your friend?
  - Think about the language you need.
- Don't try to translate everything.

Use your own words.

....

Αυτό τον καιρό η ζωή σου είναι λίγο μονότονη αλλά τα πράγματα θα αλλάξουν πολύ σύντομα. Θα ξεκινήσεις κάτι καινούργιο - ένα άθλημα ίσως- που θα σ' αρέσει πολύ και θα γνωρίσεις νέα άτομα. Κάποιος στην οικογένεια σου θα χρειαστεί την βοήθεια σου. Μην αρνηθείς γιατί θα στεναχωρηθεί.

Ίσως δεν βγεις με την παρέα σου πάρα πολύ αυτό το μήνα γιατί θα έχεις πολύ δουλειά για το σχολείο. Υπάρχει όμως περίπτωση να πας μια σχολική εκδρομή.

Στο τέλος του μήνα, θα έχεις ένα πρόβλημα στο σχολείο, ίσως με κάποιο συμμαθητή σου ή με κάποιο καθηγητή. Θα σε βοηθήσουν οι γονείς σου να το λύσεις.

# Speaking Appendix

## UNIT 8

## Lesson 1



### Speaking

Take it in turns to do the task.

#### STUDENT B

- 1 Listen to your partner and complete the table about the Oscars.

A. THE OSCARS - Table of Facts			
What they are:	Music Awards	Number of Members:	(1927) <sup>6</sup> .....
First Oscars (date):	<sup>1</sup> .....		(today) <sup>7</sup> .....
How often:	every year	Most important category:	<sup>8</sup> .....
Organisers:	<sup>2</sup> .....	Facts	
Who the members are:	<sup>3</sup> .....	➤ Walt Disney:	<sup>9</sup> ..... Oscars
		➤ Titanic:	<sup>10</sup> ..... Oscars

- 2 Now, use your notes to tell your partner about the Music Awards.

- Make sure you give him / her all the information you have found.
- Help your partner by repeating or explaining but don't show your notes.
- Use the Language Bank for help.

### Language Bank

- David's article is about .... He says that there are ....
- According to Susan's article, the Oscars ....
- Now, I'm going to tell you about...
- How often do (The Brits) take place?
- What's the name of these awards?
- What do you know about (Walt Disney)?
- Who can vote?
- Tell me one of the categories.
- Is there anything else you want to know?



## Speaking

*The student who will be the first to complete the questionnaire correctly is the winner.*

## Find Someone Who .....

1. was born in December.

*(find out the exact date)*

Name:

.....

2. was sent to a kindergarten.

*(find out at what age)*

Name:

.....

3. was made to go to bed early.

*(find out what time)*

Name:

.....

4. was allowed to watch TV every day.

*(find out what programmes they  
were allowed to watch)*

Name:

.....

5. was given a bike before the age of six.

*(find out at what age)*

Name:

.....

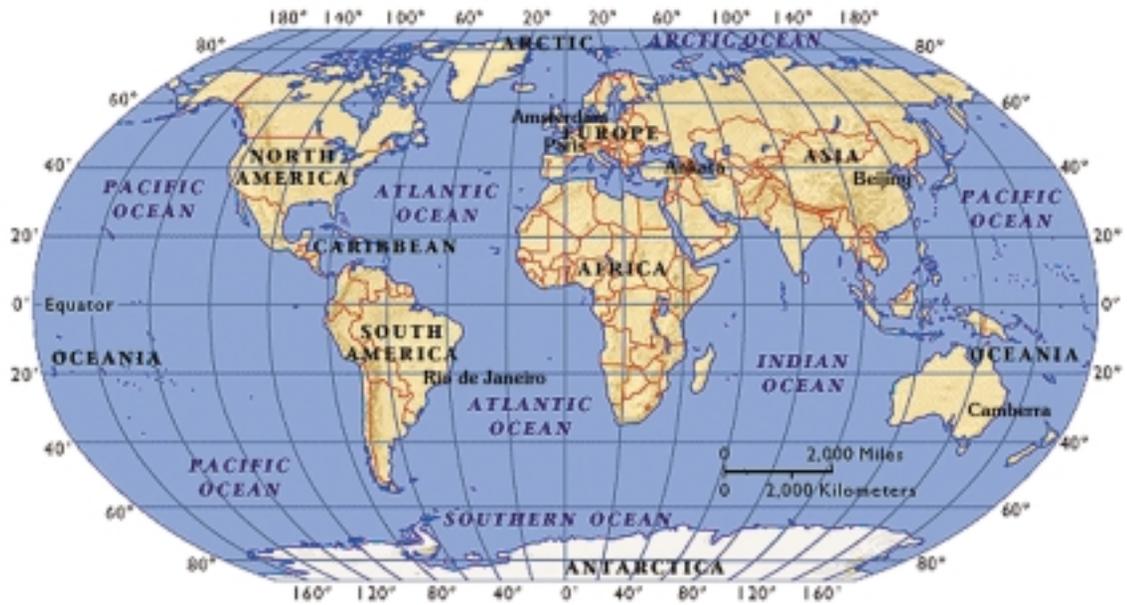
### Ask and answer.

- e.g. - Were you born in December, John?  
 - No, I wasn't. Sorry.  
 - Were you born in December, Litsa?  
 - Yes, I was.  
 - When exactly were you born?  
 - (I was born) on 5th January.

# Maps

## WORLD MAP

The World





Map retrieved from: [http://go.hrw.com/atlas/norm\\_hm/europe.htm](http://go.hrw.com/atlas/norm_hm/europe.htm)

# Maps

## MAP OF THE UK



# GRAMMAR APPENDIX



## Unit 1

### PRESENT SIMPLE OF 'BE'- FORM

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

### PRESENT SIMPLE OF 'BE'- USE

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

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

### THE VERB 'HAVE GOT' - FORM

Statements		Questions	Negatives	
Full form	Short form		Full form	Short form
I have got	I've got	Have I got?	I have not got	I haven't got
You have got	You've got	Have you got?	You have not got	You haven't got
He has got	He's got	Has he got?	He has not got	He hasn't got
She has got	She's got	Has she got?	She has not got	She hasn't got
It has got	It's got	Has it got?	It has not got	It has hasn't got
We have got	We've got	Have we got?	We have not got	We haven't got
You have got	You've got	Have you got?	You have not got	You haven't got
They have got	They've got	Have they got?	They have not got	They haven't got

### THE VERB 'HAVE GOT' - USE

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

e.g. I've got a collection of thimbles.  
 Has Magda got long hair?  
 Alexander's got a twin sister.

# GRAMMAR APPENDIX

## PLURAL NOUNS

### REGULAR NOUN PLURALS - SPELLING RULES

- we add **-s** to make the plural of a noun  
e.g. park - parks, bed - beds
- nouns ending in **consonant + -y** drop the -y and take **-ies**  
e.g. bakery - bakeries BUT toy - toys
- we add **-es** after **-s / -ss / -ch / -sh / -x / -o**  
e.g. bus - buses / glass - glasses / church - churches / box - boxes / tomato - tomatoes  
BUT  
photos / pianos / radios / zoos
- nouns ending in **-f** or **-fe** drop the -f or -fe and take **-ves**  
e.g. wolf - wolves knife - knives

### IRREGULAR NOUN PLURALS

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

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

### THERE IS / THERE ARE - FORM

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

### THERE IS / THERE ARE - USE

- We use **there is / there are** to
  - o say that something exists or doesn't exist at a specific place
  - o ask if something exists at a specific place

e.g. There is an internet café.  
There aren't any cinemas.  
Is there a TV in your room?



## Unit 2

### Lesson 1

#### PRESENT SIMPLE - FORM

Statements	Questions	Negatives		Short Answers
		Full form	Short form	
I walk	Do I walk?	I do not walk	I don't walk	Yes, I do.
You walk	Do you walk?	You do not walk	You don't walk	Yes, he does.
He walks	<b>Does</b> he walk?	He <b>does</b> not walk	He <b>doesn't</b> walk	Yes, we do.
She walks	<b>Does</b> she walk?	She <b>does</b> not walk	She <b>doesn't</b> walk	No, you don't .
It walks	<b>Does</b> it walk?	It <b>does</b> not walk	It <b>doesn't</b> walk	No, she doesn't.
We walk	Do we walk?	We do not walk	We don't walk	No, they don't.
You walk	Do you walk?	You do not walk	You don't walk	
They walk	Do they walk?	They do not walk	They don't walk	
Spelling Rules			Time expressions	
In the 3 <sup>rd</sup> person singular: • Verbs ending in <b>-o / -ss / -ch / -sh / -x</b> , take <b>-es</b> . <i>goes / misses / watches / washes / relaxes</i> • Verbs ending in <b>consonant + -y</b> , drop the <b>-y</b> and take <b>-ies</b> . <i>tries / flies</i> BUT <i>plays / says</i>			<i>every day / on Mondays /            at the weekends /            in winter / twice a month /            in the morning etc.</i>	

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

e.g. Mary **plays** the piano every day.  
**Does** John **play** the piano?  
 My brother **doesn't play** the piano.

#### PRESENT SIMPLE - USE

We use the Present Simple to talk about:

- habits and routines

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

- states

e.g. *We live in London.*  
*Mum doesn't speak English.*

# GRAMMAR APPENDIX

## ADVERBS OF FREQUENCY

- Adverbs of frequency tell us **how often** something happens.
- They go *between* the subject and the verb.
- They go *after* the verb 'be'.

ALWAYS <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	I <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <b>get</b> high marks
USUALLY <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	I <b>always</b> get high marks.
OFTEN <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	
SOMETIMES <input checked="" type="checkbox"/>	<b>We are</b> <input checked="" type="checkbox"/> late for school.
NEVER <input type="checkbox"/>	We are <b>sometimes</b> late for school.

## WH- QUESTIONS

<b>Who</b> do you meet every morning?	My friend, John.
<b>Who</b> helps you with your homework?	My dad.
<b>Which</b> is your favourite subject?	Maths.
<b>Where</b> do you live?	In London.
<b>What time</b> do you get up?	At 7.00.
<b>When</b> is your birthday?	On 4 January.
<b>What</b> is your telephone number?	210 3939202.
<b>How</b> do you go to school?	By bus.
<b>How many</b> breaks do you have every day?	Three.
<b>How much</b> time do you study every afternoon?	About two hours.
<b>How often</b> do you take tests?	Once a week.

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

- e.g. Who *do you meet* every morning? I meet my friend, John.  
 Who *helps* you with your homework? My dad usually helps me.

## Unit 2

### Lesson 2

## PRESENT CONTINUOUS - FORM

*am / is / are + verb-ing*

Statements		Negatives		Questions
Full form	Short form	Full form	Short form	
I am singing	I'm singing	I am not singing	I'm not singing	Am I singing?
You are singing	You're singing	You are not singing	You aren't singing	Are you singing?
He is singing	He's singing	He is not singing	He isn't singing	Is he singing?
She is singing	She's singing	She is not singing	She isn't singing	Is she singing?
It is singing	It's singing	It is not singing	It isn't singing	Is it singing?
We are singing	We're singing	We are not singing	We aren't singing	Are we singing?
You are singing	You're singing	You are not singing	You aren't singing	Are you singing?
They are singing	They're singing	They are not singing	They aren't singing	Are they singing?



Spelling Rules	Short Answers						
<ul style="list-style-type: none"><li>Verbs ending in <b>-e</b> drop <b>e</b> and add <b>-ing</b> e.g. write - writing</li><li>Verbs ending in one vowel and one consonant and stressed on the final syllable double the consonant e.g. swim - swimming</li><li>Verbs ending in <b>-y</b> add <b>-ing</b> e.g. play - playing / tidy - tidying</li></ul>	<table><tr><td>Yes, I am.</td><td>No, you aren't.</td></tr><tr><td>Yes, he is.</td><td>No, she isn't.</td></tr><tr><td>Yes, they are.</td><td>No, we aren't.</td></tr></table>	Yes, I am.	No, you aren't.	Yes, he is.	No, she isn't.	Yes, they are.	No, we aren't.
Yes, I am.	No, you aren't.						
Yes, he is.	No, she isn't.						
Yes, they are.	No, we aren't.						

## PRESENT CONTINUOUS - USE

We use the Present Continuous

- to talk about actions happening *at the moment*  
e.g. *Look! Kate is dancing over there!*
- to describe actions in a photo.  
e.g. *We aren't wearing our costumes in that photo.*
- to describe actions happening for some time, around the time of speaking.  
e.g. *This year, we're preparing the musical 'Annie'.*

Time Words: *now / at the moment / right now / this year / these days*

### Unit 2

### Lesson 3

## PRESENT SIMPLE VS PRESENT CONTINUOUS

We use the **Present Continuous** to:

- talk about actions that are happening at the moment.  
e.g. *I'm studying grammar right now.*
- to describe actions in a photo.  
e.g. *Look at Jim in this photo. He's climbing a wall.*
- to describe actions happening for some time, around the time of speaking.  
e.g. *This year, we're preparing the musical 'Annie'.*

We use the **Present Simple** to talk about:

- daily routines  
e.g. *We get up early every day.*
- habits  
e.g. *I go to the cinema every two weeks.*
- states  
e.g. *Mary lives in London.*
- events in the plot of a book / film / story  
e.g. *One day, Dizzy's mum takes her away from her dad.*

# GRAMMAR APPENDIX

## ACTION VS. STATE VERBS

- Verbs describe:
  - actions**  
e.g. go / play / dance / drive / cook / work / study etc.
  - states**  
e.g. love / like / know / prefer / understand / want etc.
- We can use **action** verbs in continuous tenses because actions can be in progress.
- We can't normally use **state** verbs in continuous tenses because states are not in progress.

Compare:

Mary is watching a film in English right now. She understands it very easily.

- She is watching a film. It's an action she's doing right now.
- She understands this film and generally English films because her English is good. It's a state.

## Unit 3

### Lesson 1

## NOUNS AND QUANTIFIERS

*A lot of / much / many / how much / how many / a few / a little / any*

- **Countable** nouns: nouns we can count e.g. oranges, glasses of beer
- **Uncountable** nouns: nouns we can't count e.g. rice, bread

We use:

How many <i>apples</i> are there?	How much <i>rice</i> is there?
 There are <b>a lot of</b> apples.	 There is <b>a lot of</b> rice.
 There are <b>a few</b> apples. There aren't <b>many</b> apples.	 There is <b>a little</b> rice. There isn't <b>much</b> rice.
 There aren't <b>any</b> apples	 There isn't <b>any</b> rice.



## MODALS OF OBLIGATION - MUST / MUSTN'T / DON'T HAVE TO

### USE

- We use **must** to talk about actions we feel are *necessary or really important to happen*.  
e.g. *We must drink a lot of water every day.*
- We use **mustn't** to talk about actions that are really important *not to happen*.  
e.g. *We mustn't skip meals.*
- We use **don't have to** to talk about actions that are not necessary to happen.  
e.g. *We don't have to eat fish every day.*

## MODALS OF CERTAINTY AND UNCERTAINTY: MUST / MAY / MIGHT

### USE

- We use **must** to talk about something *we are sure is happening*.  
e.g. *Paul had a fight with his dad. He must be really sad.*
- We use **may / might** to talk about something we are not really sure about.  
e.g. *Paul isn't here. He might be ill.*

## Unit 3

### Lesson 2

## GIVING ADVICE

To **give advice** we use:

- **should / shouldn't**  
e.g. *You should find new friends.*  
*You shouldn't stay at home.*
- **Why don't you ....., A good idea is to ....., You could ....**  
e.g. *Why don't you have a party?*  
*A good idea is to go on an excursion.*  
*You could join a club.*
- **Imperatives**  
e.g. *Just relax and listen to music.*

## Unit 3

### Lesson 3

## MAKING COMPARISONS

### Comparative adjectives

### USE

- We use **comparative adjectives** to compare **two** people/things or two groups of people/things.
- We use **than** with comparatives  
e.g. *Jeans are nicer than uniforms.*  
*Jeans are more practical than uniforms.*

# GRAMMAR APPENDIX

## FORM

- One syllable adjectives add **-er**  
e.g. cheap - cheaper
- One syllable adjectives ending in **-e** add **-r**  
e.g. large - larger
- One syllable adjectives ending in one consonant *double* the final consonant  
e.g. big - bigger
- Two syllable adjectives ending in **-y** change **-y** to *i* and add **-er**  
e.g. trendy - trendier
- Other two syllable adjectives and *longer* adjectives use **more**  
e.g. practical - more practical
- Some adjectives are **irregular**  
good - better                      bad - worse

## MAKING COMPARISONS

### *Superlative adjectives*

#### USE

- We use superlative adjectives to compare *more than two* people or things.
- We use the article *the* before the superlative adjective.
- We usually use expressions like *in the world, in class, of all* etc. after superlative adjectives.  
e.g. The River Nile is *the longest river in the world.*  
Angel Falls is *the most beautiful waterfall of all.*

## FORM

- One syllable adjectives add **-est**  
e.g. cheap - cheapest
- One syllable adjectives ending in **-e** add **-st**  
e.g. large - largest
- One syllable adjectives ending in one consonant *double* the final consonant  
e.g. big - biggest
- Two syllable adjectives ending in **-y** change **-y** to *i* and add **-est**  
e. g. trendy - trendiest
- Other two syllable adjectives and *longer* adjectives use **most**  
e.g. practical - most practical
- Some adjectives are **irregular**  
good - best                      bad - worst

## MAKING COMPARISONS

### *(not) as... as*

- We use **as ... as** to say that people or things are (not) equal in some way.  
e.g. My house is *as big as* this one.  
We aren't *as tall as* our cousins.
- We use the positive form of the adjective.



## Unit 4

### Lesson 1

#### THE VERB 'TO BE' - PAST SIMPLE

Statements	Questions	Negatives		Short Answers
		Full form	Short form	
I was	Was I?	I was not	I wasn't	Yes, I was. Yes, he was. Yes, they were.
You were	Were you?	You were not	You weren't	
He was	Was he?	He was not	He wasn't	
She was	Was she?	She was not	She wasn't	
It was	Was it?	It was not	It wasn't	No, you weren't. No, she wasn't. No, we weren't.
We were	Were we?	We were not	We weren't	
You were	Were you?	You were not	You weren't	
They were	Were they?	They were not	They weren't	

#### PAST SIMPLE - FORM

##### Regular verbs (verb + ed)

Statements	Questions	Negatives		Short Answers
		Full form	Short form	
I asked	Did I ask?	I did not ask	I didn't ask	Yes, I did. Yes, he did. Yes, we did.
You asked	Did you ask?	You did not ask	You didn't ask	
He asked	Did he ask?	He did not ask	He didn't ask	
She asked	Did she ask?	She did not ask	She didn't ask	No, you didn't. No, she didn't. No, they didn't.
It asked	Did it ask?	It did not ask	It didn't ask	
We asked	Did we ask?	We did not ask	We didn't ask	
You asked	Did you ask?	You did not ask	You didn't ask	
They asked	Did they ask?	They did not ask	They didn't ask	

##### Spelling Rules

- Verbs ending in **-e** add **-d**  
e.g. *live* - *lived* / *die* - *died*
- Verbs ending in vowel - consonant - vowel and are stressed on the final syllable double the consonant  
e.g. *star* - *starred* / *stop* - *stopped*
- Verbs ending in **consonant + y**, drop **-y** and take **-ied**  
e.g. *tidy* - *tidied* BUT *play* - *played*

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

- e.g. Nobel invented dynamite.  
Did he invent the telephone?  
He didn't invent the telephone.

# GRAMMAR APPENDIX

## PAST SIMPLE - FORM

### Irregular verbs

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

e.g. go - went

Statements	Questions	Negatives		Short Answers
		Full form	Short form	
I went	Did I go?	I did not go	I didn't go	Yes, I did.
You went	Did you go?	You did not go	You didn't go	Yes, he did.
He went	Did he go?	He did not go	She didn't go	Yes, we did.
She went	Did she go?	She did not go	He didn't go	
It went	Did it go?	It did not go	It didn't go	
We went	Did we go?	We did not go	We didn't go	No, you didn't.
You went	Did you go?	You did not go	You didn't go	No, she didn't.
They went	Did they go?	They did not go	They didn't go	No, they didn't.

### Irregular Verbs - INFINITIVE - PAST SIMPLE - PAST PARTICIPLE

be - was / were - been	fly - flew - flown	say - said - said
become - became - become	get - got - got	see - saw - seen
begin - began - begun	give - gave - given	send - sent - sent
buy - bought - bought	go - went - gone	sit - sat - sat
catch - caught - caught	have - had - had	speak - spoke - spoken
come - came - come	hit - hit - hit	swim - swam - swum
cut - cut - cut	know - knew - known	take - took - taken
do - did - done	leave - left - left	teach - taught - taught
drink - drank - drunk	make - made - made	tell - told - told
drive - drove - driven	meet - met - met	think - thought - thought
eat - ate - eaten	read - read - read	write - wrote - written
find - found - found	run - ran - run	

- **REMEMBER** to use the base form of the verb in questions and negatives!

e.g. Andersen wrote fairy tales.  
He didn't write articles.  
Did he write music?

## PAST SIMPLE - USE

We use the **Past Simple** to talk about:

- finished actions in the past. e.g. Sesame Street started in 1969.
- main events in a story. e.g. Mary got dressed and went to the police station.  
She asked to see ...

Time words: *in 2003 / last week / ten years ago / yesterday ...*



## Unit 4

### Lesson 2

#### PAST CONTINUOUS - FORM

*was / were + verb-ing*

Statements	Questions	Negatives	
		Full form	Short form
I was sleeping	Was I sleeping?	I was not sleeping	I wasn't sleeping
You were sleeping	Were you sleeping?	You were not sleeping	You weren't sleeping
He was sleeping	Was he sleeping?	He was not sleeping	He wasn't sleeping
She was sleeping	Was she sleeping?	She was not sleeping	She wasn't sleeping
It was sleeping	Was it sleeping?	It was not sleeping	It wasn't sleeping
We were sleeping	Were we sleeping?	We were not sleeping	We weren't sleeping
You were sleeping	Were you sleeping?	You were not sleeping	You weren't sleeping
They were sleeping	Were they sleeping?	They were not sleeping	They weren't sleeping
Short Answers	Spelling Rules		
Yes, I was. Yes, he was. Yes, they were.  No, you weren't. No, she wasn't. No, we weren't.	<ul style="list-style-type: none"> <li>Verbs ending in <b>-e</b> drop <b>e</b> and add <b>-ing</b> e.g. <i>make - making</i></li> <li>Verbs ending in one vowel and one consonant and are stressed on the final syllable double the consonant e.g. <i>swim - swimming</i></li> <li>Verbs ending in <b>-y</b> add <b>-ing</b> e.g. <i>play - playing / tidy - tidying</i></li> <li>Verbs ending in <b>-ie</b>, drop the <b>-ie</b> and add <b>-ying</b> e.g. <i>lie / lying</i></li> </ul>		

#### PAST CONTINUOUS / PROGRESSIVE - USE

We use the **Past Continuous**:

- to set the background in a story.  
e.g. That morning, a strong wind was blowing.
- to talk about an action that was going on (in progress) around a specific past time.  
e.g. Pam was listening to music at 5:00.  
When Mary arrived at the police station, John was talking on the phone.

## Unit 4

### Lesson 3

#### PAST CONTINUOUS VS PAST SIMPLE

- We use the **Past Continuous** and **Past Simple** together to contrast an action in progress with a sudden event in the past.  
e.g. When the tsunami *hit*, we *were sleeping*

# GRAMMAR APPENDIX

- The sudden event often interrupts the action in progress or happens in the middle.  
e.g. *While / When dad was talking on the phone with mum, the phone went dead.*
- We can use **when** with both Past Simple and continuous.
- We use **while** only with Past Continuous.

## Unit 5

### Lesson 1

#### RELATIVE CLAUSES - WHO / WHICH / WHERE

We often join sentences by using *relative pronouns* such as **who**, **which** and **where**.  
We use:

- **who** to talk about **people**  
Hadrian was the first Roman emperor who had a beard.
- **which** to talk about **things** and **animals**  
The Nile is the river which passes through Egypt.
- **where** to talk about **places** where something happens  
There were amphitheatres, where the Romans watched the gladiators.

## Unit 5

### Lesson 2

#### GERUNDS

##### FORM

We form gerunds by adding the ending **-ing** to the verb.  
e.g. dance - dancing

##### USE

- A gerund can be the **subject** of a sentence  
Walking is the most popular physical activity.
- A gerund can be the object of verbs like: **love / like / enjoy / hate / prefer**  
They like listening to the radio.
- A gerund comes after expressions like: **good at / bad at / crazy about / interested in**  
They are good at gardening and do-it-yourself activities.

## Unit 5

### Lesson 3

#### TALKING ABOUT PAST HABITS - PAST SIMPLE / USED TO

To talk about **past states** or **past habits**, we can use:

- the **Past Simple**  
When I was a student, I hated my uniform.  
When we needed information, we looked for it in encyclopaedias.



• **used to**

*We used to go to school on Saturdays.*

We form negatives, questions and short answers of **used to** using **did / didn't**.

*Boys didn't use to wear a school uniform.*

*Did you use to go out with your classmates? Yes, I did / No, I didn't.*

## Unit 6

### Lesson 1

## PRESENT PERFECT SIMPLE (1)

### FORM

Statements		Negatives	
Full form	Short form	Full form	Short form
I have helped	I've helped	I have not helped	I haven't helped
You have helped	You've helped	You have not helped	You haven't helped
He has helped	He's helped	He has not helped	He hasn't helped
She has helped	She's helped	She has not helped	She hasn't helped
It has helped	It's helped	It has not helped	It hasn't helped
We have helped	We've helped	We have not helped	We haven't helped
You have helped	You've helped	You have not helped	You haven't helped
They have helped	They've helped	They have not helped	They haven't helped
Questions	Short Answers	+ have / has + past participle  Regular past participles: <b>verb - ed</b> e.g. play - played  Irregular past participles e.g. go - gone, take - taken see list of irregular verbs on page 168	
Have I helped?	Yes, I have.		
Have you helped?	Yes, she has.		
Has he helped?	Yes, we have.		
Has she helped?			
Has it helped?			
Have we helped?	No, you haven't.		
Have you helped?	No, he hasn't.		
Have they helped?	No, they haven't.		

## PRESENT PERFECT SIMPLE - USE

We use the **Present Perfect Simple** to talk about finished actions that are important *in the present*.

We don't mention when they happened.

- They may be **fresh news** or **personal experiences**.
- They have results in the present.  
e.g. We've formed eco teams in our community.  
They've given us green flags to fly.
- We use **Have you ever ...** to ask about experiences.  
e.g. Have you ever heard of the 3R's?

# GRAMMAR APPENDIX

## Unit 6

### Lesson 2

#### PRESENT PERFECT SIMPLE (2)

We use the **Present Perfect Simple** with

- **just**  
e.g. I have just finished school (i.e. a very short time ago).
- **yet**  
e.g. I haven't studied yet (i.e. it is not finished).
- **already**  
e.g. The college has already accepted me (i.e. it is finished).
- **for**  
e.g. I have worked in the school library for three years (i.e. for a period of time up to now)
- **ever**  
e.g. Have you ever worked in a library?
- **never**  
e.g. Mary has never written a CV.

## Unit 6

### Lesson 3

#### PRESENT PERFECT SIMPLE VS PAST SIMPLE

We use the **Past Simple** to talk about:

- actions that happened in the past and we usually know when they happened. They have no connection with the present.  
e.g. *Yesterday, students of the 14<sup>th</sup> Junior High School of Athens visited the Philopappos Hill.*
- details (time, place etc.) of news  
e.g. *I've been on a school trip. We met at school and went to the Philopappos Hill.*

We use the **Present Perfect Simple** to talk about:

- finished actions with results in the present  
e.g. *The teachers have given us a questionnaire to complete. Here it is.*
- news  
e.g. *We've won the first prize!*
- personal experiences  
e.g. *I have never visited the Philopappos Hill.*
- repeated actions up to the present  
e.g. *Our school has organised this game four times so far.*



## Unit 7

### Lesson 1

#### PRESENT CONTINUOUS - TALKING ABOUT FUTURE ARRANGEMENTS

We use the **Present Continuous** to talk about **personal arrangements** and **fixed plans** for the future, like the ones we note down in our diaries. We often give the time, date and/or place.

e.g. We're **flying** to London on the 10th of July.  
When are you **coming** to Cambridge?

## Unit 7

### Lesson 2

#### BE GOING TO - TALKING ABOUT FUTURE PLANS AND INTENTIONS

##### FORM

 + am / is / are + going to + verb

Am / Is / Are +  + going to + verb?

 + am ('m) not / is not (isn't) / are not (aren't) + going to + verb

##### USE

We use **be going to** to talk about our **decisions**, **future plans** and **intentions**.

e.g. I'm **going to be** really nice to other kids.  
From now on, **Silou's going to think** PINK!  
I'm **going to invite** Tim, the boy who lives next door.

##### COMPARE:

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

**I'm having** a party on Saturday at 8.00.  
(I have already arranged everything. It is fixed)

# GRAMMAR APPENDIX

## Unit 7

### Lesson 3

#### FUTURE SIMPLE - PREDICTING

##### FORM

Statements		Questions	Negatives	
Full form	Short form		Full form	Short form
I will help	I'll help	Will I help?	I will not help	I won't help
You will help	You'll help	Will you help?	You will not help	You won't help
He will help	He'll help	Will he help?	He will not help	He won't help
She will help	She'll help	Will she help?	She will not help	She won't help
It will help	It'll help	Will it help?	It will not help	It won't help
We will help	We'll help	Will we help?	We will not help	We won't help
You will help	You'll help	Will you help?	You will not help	You won't help
They will help	They'll help	Will they help?	They will not help	They won't help
<b>Short Answers:</b>		Yes, I / she / we will.	No, you / he / they won't.	

##### USE

We use the **Future Simple** (will) to **predict** the future; to say what we think or we guess will happen in the future.

e.g. Huge domes **will protect** all cities on Earth.  
**Will** teenagers **have** more fun in the future?  
 There **won't be** any pollution.

We use the **Future Simple** with words/expressions like:  
**I (don't) think, I'm (not) sure, I hope, perhaps, soon.**

## Unit 8

### Lesson 1

#### SIMPLE PRESENT PASSIVE

##### FORM

 + am / is / are + past participle

 + am ('m) not / is not (isn't) / are not (aren't) + past participle

Am / Is / Are +  + past participle?

e.g. The MTV Awards **are voted** for by the public.  
 The Oscars **aren't voted** for by the public.  
**Are** the American Music Awards **voted** for by the public?  
**Yes, they are.**



## USE

We use:

- the **Passive** to stress the **action** and **not** the **person** who does it.
- the **Simple Present Passive** for actions that are **always true** or that happen **repeatedly**.
- **by** if we want to **mention the person** who does the action, that is **the agent**.

## Unit 8

### Lesson 2

## SIMPLE PAST PASSIVE

### FORM

 + was / were + past participle

 + was not (wasn't) / were not (weren't) + past participle

Was / Were +  + past participle?

e.g. Braille **was invented** by a 12 year-old boy.  
Braille **wasn't invented** by Charles Barbier.  
**Was** Louis Braille **born** in the summer?  
No, he **wasn't**.

### USE

We use the **Simple Past Passive**:

- for **complete, finished actions** in the past.
- to give someone's **date** or **place** of birth.

# Self-assessment key

## Units 1 & 2

### VOCABULARY LINK

#### Task 1

Any 6 school subjects  
e.g. art, music, maths, PE, geography, RE, home economics, modern Greek, ancient Greek, history, ICT/computer studies

#### Task 2

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

#### Task 3

1. *behind*
2. *on*
3. *charity*
4. *having*
5. *in*
6. *blurb*

### GRAMMAR LINK

#### Task 4

1. is watching
2. have
3. don't understand
4. are you drinking
5. wears
6. is Andrew crying
7. Do you like

#### Task 5

1. My parents are going to bed late tonight.
2. David is tidying his room now
3. We take a test once a week.
4. He plays the guitar every Monday
5. Does she read a novel every summer?

## Unit 3

### VOCABULARY LINK

#### Task 1

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

#### Task 2

1. grain
2. cooked
3. delicious
- 4-5. worried/ low
6. situation
7. fun

### GRAMMAR LINK

#### Task 3

1. many    2. any    3. a lot of    4. a few  
5. a little    6. many    7. a lot of

#### Task 4

1. should    2. don't have to  
3. may    4. should    5. may

#### Task 5

1. the happiest    2. strong  
3. the sweetest    4. the most beautiful  
5. thinner    6. worse  
7. the best

## Unit 4

### VOCABULARY LINK

#### Task 1

1. play    2. fairy tale    3. pavement  
4. shining    5. government

#### Task 2

1. invented    2. born    3. slightly  
4. love    5. shaking

### GRAMMAR LINK

#### Task 3

1. did    2. Were    3. did    4. were    5. Did

#### Task 4

6. was waiting/ met  
7. was studying/ were playing  
8. washed/ made  
9. went

#### Task 5

1. Was your sister sleeping at 11 o'clock last night?  
Yes, she was.  
2. Did you watch the concert on TV last night?  
No, I didn't.  
3. Did Jenny get back home early last Saturday?  
Yes, she did.  
4. Were you taking a test when the bell rang?  
No, I wasn't.

## Unit 5

### GRAMMAR LINK

#### Task 1

1. island    2. chat show    3. statue    4. temple

5. documentary    6. crops    7. commercials  
8. gladiator    9. gardening    10. beard

**Task 2**

1. ruled    2. communicate    3. official    4. surf  
5. download    6. soap    7. grew

**Task 3**

- 1,678 = one thousand, six hundred and seventy-eight  
64% = sixty-four per cent  
3.32 = three point three-two  
4,980,060 = four million, nine hundred and eighty thousand, and sixty  
206,612 = two hundred and six thousand, six hundred and twelve

**GRAMMAR LINK**

**Task 4**

1. who    2. where    3. who    4. which    5. which

**Task 5**

1. I love playing football.  
2. I hate watching horror films.  
3. My parents used to go to discos on Saturdays.  
4. Boys didn't use to wear uniforms at school.

**Unit 6**

**VOCABULARY LINK**

**Task 1**

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

**Task 2**

1. throw away    2. spare    3. application form    4. compass  
5. orator    6. guided tour

**GRAMMAR LINK**

**Task 3**

VERB	PAST SIMPLE	PAST PARTICIPLE
be	was/were	been
break	broke	broken
come	came	come
find	found	found
keep	kept	kept
lose	lost	lost
meet	met	met
write	wrote	written

**Task 4**

1. has/have just joined    2. collected  
3. Have you volunteered    4. has already done  
5. Did/get

**Task 5**

1. yet    2. have    3. not    4. already    5. have    6. been

**Unit 7**

**VOCABULARY LINK**

**Task 1**

1. double room    2. duty free shop    3. bite  
4. campus    5. destination    6. star

**Task 2**

1. placement    2. exhibits    3. fasten  
4. jealous    5. intentions    6. immediately  
7. recognise    8. destination

**GRAMMAR LINK**

**Task 3**

1. is flying    2. is going to watch    3. are going to listen  
4. will become

**Task 4**

1. What are your parents going to watch at 9.00?  
2. Where is she flying to tomorrow?  
3. Who will help me with my homework?  
4. When are Tina and Martin getting married?

**Unit 8**

**VOCABULARY LINK**

**Task 1**

1. film    2. golden    3. by    4. read    5. print

**Task 2**

1. prestigious    2. Thanks    3. after    4. package    5. strip

**GRAMMAR LINK**

**Task 3**

1. A    2. P    3. P    4. A    5. P

**Task 4**

1. b    2. b    3. b    4. a    5. a

**Task 5**

1. The cartoons for the paper are drawn by the cartoonist.  
2. Challenging questions were written for the quiz by our classmates.  
3. A digital camera is often used by Mary.  
4. The stories were arranged on the page.  
5. Lots of people were invited to the end-of-year party.

# It's up to you!

## Appendix

### Unit 2

### Lesson 1



#### Reading

- 1 This is Magda's school timetable. What is her favourite day of the week at school? What would be her e-friends' favourite day if they spent a year in Greece? Read their e-mails and take notes in the table. Then, explain why.

	Monday	Tuesday	Wednesday	Thursday	Friday
8.00 - 9.30	R. E.	History English	Maths Ancient Gr.	Ancient Gr. Geography	English R. E.
9.45 - 11.15	Maths Modern Gr.	Modern Gr. Modern Gr.	Biology Modern Gr.	Maths History	ICT Art
11.30 - 12.55	Biology	Library	Geography	Home Economics	P. E.
13.05 - 13.45	Ancient Gr.	Music	Library	English	P. E.

<b>MAGDA</b>	SUBJECTS 1 ..... 2 .....	SUBJECTS 3 .....
	SUBJECTS 1 ..... 2 .....	SUBJECTS x
<b>JOHN</b>	SUBJECTS 1 ..... 2 .....	SUBJECTS all the others



e-friends@thinkteen.gr

'Guys, do this quiz to find out your student type. Can you guess mine? I don't spend hours studying but I'm ace at English and History. I enjoy reading English girls' mags and learning about women's life in ancient Sparta. Mum doesn't agree at all. She says I don't try hard. The truth is I always study Geography during the break. Anyway, I like school but I mostly like hanging out with my friends.'

Magda, from Nafplio (Greece)

magda@thinkteen.gr

'Hi Magda! Great quiz! OK, I love Maths so much that I solve problems even at the weekends. Geography is one of my faves, too. I'm not saying that I find all subjects interesting but I study them all because I want to get high marks at the end of the term. I enjoy learning new things. My classmates say I study TOO much. Do you think so?'

Jean Paul, from Tours (France)



magda@thinkteen.gr

'Still crazy about magazine quizzes? Well, for me, the only good thing about the first day at school is that I meet my friends again. At home, I always fight with my parents because I don't study and I'm often late for school. But I can't help it. I never know exactly what we have for homework. Which subject do I enjoy? Working on computers is OK, I guess. I also love it when we play football. My PE teacher is super!'

John, from Manchester (UK)



### Vocabulary Link

#### Guessing words from context

- 2 Find words in the text that mean:
- |           |                                 |       |
|-----------|---------------------------------|-------|
| Magda     | a. very good at                 | ..... |
|           | b. going out with friends       | ..... |
| Jean Paul | c. find the answer to a problem | ..... |
|           | d. a 3-month period at school   | ..... |
| John      | e. shout at each other          | ..... |
|           | f. I can't do otherwise         | ..... |

# It's up to you!

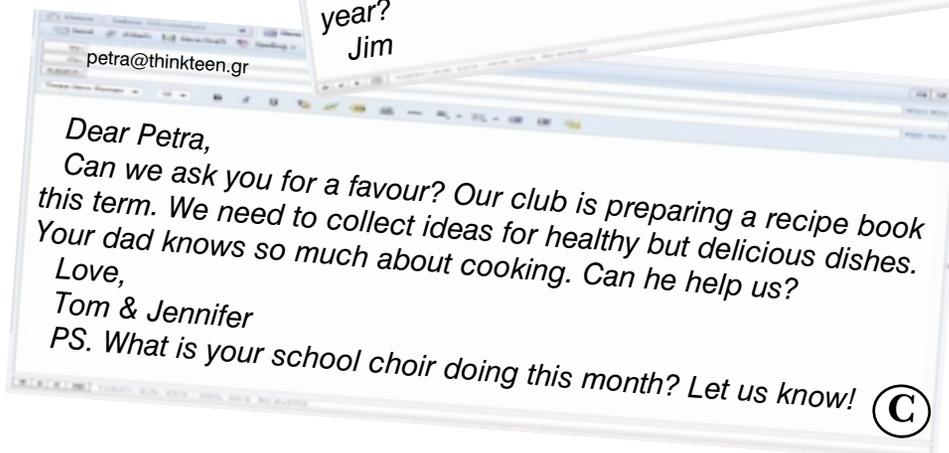
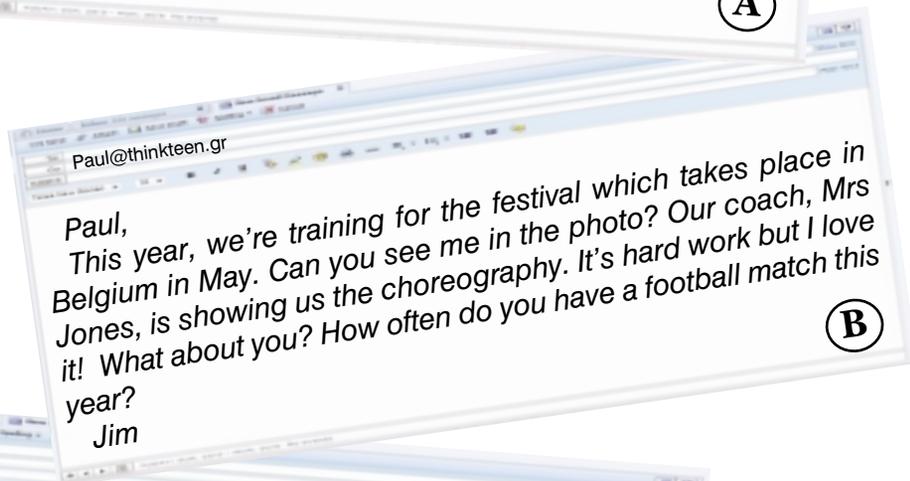
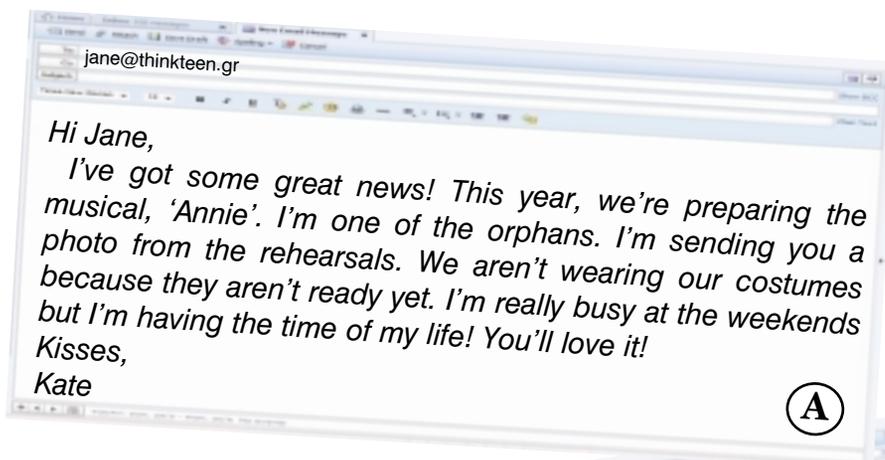
## Appendix

### Unit 2

### Lesson 2

3 Read the e-mails again and find the student(s). Write their names.

- a. Who's asking for help? .....
- b. Who's playing a team sport? .....
- c. Who's going to travel in spring? .....
- d. Who spends the weekends at school? .....
- e. Who knows a lot about cooking? .....
- f. Who isn't sending a photo with their e-mail? .....
- g. Who is good at singing? .....



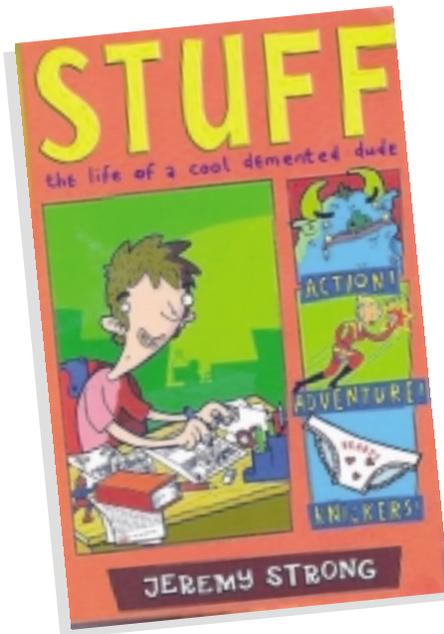


## Vocabulary Link

## Guessing words from context

- 4 Find the following words or expressions in the blurbs and use them to complete what Stuff is saying. Then, listen to him and check.

break up    secret    gorgeous    the hurry    taste    sense of humour    heating



- "Delphine's jokes aren't funny. She's got a bad ....."
- "Dad and I have the same ..... We listen to the same songs."
- "I don't love you anymore. I want to ....."
- "This girl is .....! I want to meet her!"
- "Why .....? Wait for me, please!"
- "It's very cold in here, Miss! Can we turn on the ....."?"
- "Sorry pal! I can't tell you where we're going. It's a ....."

# It's up to you!

## Appendix



### Speaking

#### 5 Student A

Read the blurb of this book and tell your English-speaking friend about this book. The words in the box may help you. Don't try to translate the text. Use your own words.

Λότι Πέτροβιτς - Ανδρουτσοπούλου

#### σπίτι για πέντε

Ο Φίλιππος 12 ετών, έχει καινούργια οικογένεια. Η μητέρα του παντρεύεται τον Ορέστη, πατέρα του εννιάχρονου και πολύ ζωηρού Άρη. Μετακομίζουν σε καινούργιο σπίτι. Ο Φίλιππος έχει ένα μικρό κασετοφωνάκι και καταγράφει την καθημερινή ζωή της οικογένειάς. Το ίδιο κάνει και ο Άρης. Η μητέρα γράφει τα νέα στην αδερφή της στην Κρήτη και ο Ορέστης τηλεφωνεί συχνά στον καλύτερο του φίλο. Έχουν καλές στιγμές, κωμικές στιγμές αλλά και τραγικές στιγμές μέχρι που έρχεται ένα νέο μέλος στην οικογένεια και το σπίτι γίνεται σπίτι για πέντε.

Για παιδιά από 9 ετών και εφήβους

Εκδόσεις Πατάκη

Συλλογή Χελιδόνια

get married to      move to      a cassette recorder  
record      daily life      same      news  
sad      moments      new member



Read the blurb and think about the following:

- Who is the main character of the book? What do we know about him/her?
- Are there any other characters in the story? What do we know about them?
- What is the main event in the story?
- Do you think the story is interesting to read?

5

**Student B**

*Read the blurb of this book and tell your English-speaking friend about this book. The words in the box may help you. Don't try to translate the text. Use your own words.*

Βησσαρία Ζορμπά - Ραμμοπούλου

### Η Σαββίνα, η Μοένια και τα χρώματα

Η Σαββίνα μένει στην Αθήνα και είναι μοναχοπαίδι. Μια μέρα φτιάχνει μια ομάδα αλληλοβοήθειας. Η ομάδα τρέχει να βοηθήσει κάθε παιδί της τάξης που αντιμετωπίζει κάποιο πρόβλημα. Όπως την Μοένια που είναι από την Αφρική και θέλει να γίνει... λευκή. Η Σαββίνα πείθει τα παιδιά της τάξης να μαυρίσουν για να αισθάνεται η Μοένια καλά. Και κάθονται στον ήλιο με τις ώρες! Μα η ιδέα της δεν είναι και τόσο καλή. Όλοι είναι θυμωμένοι. Οι γονείς, οι δάσκαλοι.... και η Μοένια δεν είναι ευτυχισμένη.

Εκδόσεις ΑΚΡΙΤΑΣ.

an only child      help each other      team  
 have a problem      become  
 get a tan      feel good  
 lie under the sun      angry



**Read the blurb and think about the following:**

- Who is the main character of the book? What do we know about him/her?
- Are there any other characters in the story? What do we know about them?
- What is the main event in the story?
- Do you think the story is interesting to read?

# It's up to you!

## Appendix

### Unit 3

### Lesson 1



#### Vocabulary Link

#### Healthy Food

6 Complete the food groups with food we usually eat.

GRAINS	VEGETABLES	DAIRY PRODUCTS	FRUIT	MEAT / POULTRY / FISH
rice	green beans	milk	bananas	tuna
.....	.....	.....	.....	.....
.....	.....	.....	.....	.....
.....	.....	.....	.....	.....



#### Grammar Link

#### Nouns and Quantifiers

7 FIND THE DIFFERENCES.

**Student A:** Look at page 143

**Student B:** Look at page 145

In Jane's fridge, there is a lot of water.

In Petra's fridge, there isn't any water.

### Unit 3

### Lesson 2



#### Listening

8 What can you say about the teenagers in the other photos? Talk about:

where they are    their family    their daily routine    their problems

Some questions to help you talk about the people in the photos:

- Who do you think is each person in each photo?
- How old are they? What year are they in? What type of students are they?
- Where are they at the moment?
- What season of the year is it? What time of the day?
- Are they sad / happy / worried / excited / lonely / angry?
- Do they have a problem at home / at school / with their friends?
- Can you tell if they like or hate something?
- Study the example on page 185.

e.g. The girl in photo 'd' must have her own room. I can see only one bed.  
Yes, you're right. And she must be sad because she's ready to cry.  
She might have a problem at school. What do you think?

Remember! If you are almost sure about something, use **must**  
If you are not really sure, use **may / might**



## Reading

9 What four pieces of advice does Laura Haley give? Find them and write them down.

TEEN **MAG**

## TEEN HELPLINE



Laura Haley answers our friends' letters. Read her advice.

Well, first you should start by smiling. It makes you look friendly and people want to be around you. A very good idea is to do something you enjoy. What about a sports activity? Or you could join an after-school club. This way, you can meet people who have similar interests to you and have something to chat about right away. Why don't you talk to your mum about your problem? She might come up with some wonderful ideas. You shouldn't feel nervous about making new mates. Just relax, be yourself and you'll be fine.

- a. Smile!
- b. ....
- c. ....
- d. ....

# It's up to you!

## Appendix

Unit 3

Lesson 3

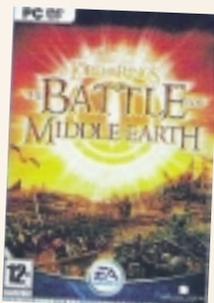


Reading

10 Read the reviews more carefully to complete Jennifer's notes about the games.

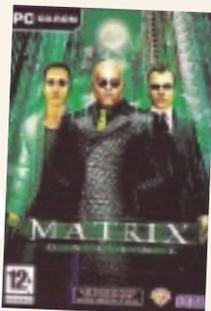
TEEN MAG

games



**A**  
**The Lord of the Rings:  
The Battle for Middle-Earth**  
(PC, £34.99)

A must for any fans of the films! Control the armies of Middle Earth - even the forces of evil - and lose yourself in the movie trilogy like never before. Quite clever so put your brainy hat on! ★★★★★



**C**  
**Matrix Online**  
(£29.99, Tega PC-ROM)

You've seen the films - now take part in the action. Every time you log-on to play Matrix Online, Tega updates the info for you to get further in the game, plus you play with people from around the world. Just join in the fun!

★★★★★



**B**  
**Mario Power Tennis**  
(£39.99, Sintendo GameCube)

With 14 characters and 8 different courts to choose from, your tennis matches

will never be the same again! All the characters have their own special moves to help them out of sticky situations. Very funny! ★★★★★



**D**  
**Charlie and the  
Chocolate Factory**  
(PS2, £39.99)

Wish you could win a golden ticket, too? Now you can. You'll get to explore the world of Will Wonka, help the Oompa-Loompas solve puzzles and save the chocolate factory. It's not the most thrilling game in the world, but it's loads of fun. ★★★

This / These game(s) ...

1. are about films. ... and ...
2. have the same price. ... and ...
3. gives you more information every time you play. ...

In this / these computer game(s) ...

5. there are a lot of characters. ...
6. people from other countries can play with you. ...
7. bad people are under your control. ...



## Vocabulary Link

### Guessing words from context

11 Find words in the reviews that mean:

a. a fight between armies (A)	_____
b. groups with power (A)	_____
c. very bad (A)	_____
d. difficult (B)	_____
e. connected to the Internet (C)	_____

12 Find verbs in the reviews to complete the sentences:

- Lots of countries \_\_\_\_\_ in the Eurovision contest every year. (C)
- If you want to use the computer, you need a password to \_\_\_\_\_ (C)
- We must \_\_\_\_\_ our computer software. It's very old. (C)
- This is my first time in Paris. I'm going out to \_\_\_\_\_ the city. (D)
- Only top students can \_\_\_\_\_ this maths problem. (D)



## Listening



13 Listen again and complete the sentences.

- It's a ..... present for Ian.
- Ian is ..... than 7 years old.
- Peter finds "Mario Power Tennis" more .....
- Peter ..... sports.
- "Matrix" ..... better than "The Lord of the Rings".
- Lyn ..... where the nearest computer shop is.

# It's up to you!

## Appendix

### Unit 4

### Lesson 1



#### Reading

- 14 **EXTRA HELP!** Read again and complete this information table. In the last column, add one interesting piece of information about each of them. Then, check in pairs.

	born in	died in	nationality	profession	famous for	interesting fact(s)
MYSTERY PERSON A	1833	-				
MYSTERY PERSON B			American			was Kermit's voice
MYSTERY PERSON C		-				
MYSTERY PERSON D				composer		
MYSTERY PERSON E		-			plays	



## Who's the Mystery Person!

**A**

**Clue 1:** He was a chemist. He was born in Sweden in 1833 and he really liked explosives.



**Clue 2:** In 1867, he invented dynamite. People found it very useful. They used it to build canals, tunnels and railways.

**Clue 3:** Before he died, he asked that his money goes to annual international awards. The prizes carry his name.

Who is he? .....

**B**

**Clue 1:** He was born in Mississippi on September 24, 1936. He became a puppeteer.



**Clue 2:** He created the *Muppets*. *Kermit the Frog* and his friends appeared on *Sesame Street*, a TV programme for kids that started in 1969. Later, they starred on *The Muppet Show*. They had lots of fans.

**Clue 3:** He was Kermit's voice until his death in 1990.

Who is he? .....

# TEEN MAG



**C**

**Clue 1:** He was born in Denmark on April 2, 1805.

**Clue 2:** He wrote more than 150 fairy tales, like *The Little Mermaid* and *The Emperor's New Clothes*.

**Clue 3:** His stories have been made into movies, ballets, television shows and musicals.

Who is he? .....

**D**

**Clue 1:** He was born in Salzburg, Austria, on January 27, 1756.

**Clue 2:** He composed his first music when he was 5 years old. He wrote more than 40 symphonies and many operas.

**Clue 3:** He died in 1791, at the age of 35. People say that he is one of the greatest classical music composers of all time.

Who is he? .....

**E**

**Clue 1:** He was a poet, an actor and a playwright born in Stratford-upon-Avon, England, in 1564.

**Clue 2:** He wrote 37 plays and 154 love sonnets. A sonnet is a 14-line poem. One of his best known plays is the tragic love story, *Romeo and Juliet*.

**Clue 3:** He built a theatre, *The Globe Theatre*. Rich and poor people bought tickets for his plays.

Who is he? .....



## Vocabulary Link

### Guessing words from context

15 Find words in the texts that mean:

- |  |       |                 |
|--|-------|-----------------|
| a. they make things explode (noun TEXT A): | _____ | (10 letters)    |
| b. that happens once a year (adj. TEXT A): | _____ | (6 letters)     |
| c. were the protagonists (verb TEXT B)     | _____ | (7 letters)     |
| d. wrote music (verb TEXT D)               | _____ | (8 letters)     |
| e. famous (adj. TEXT E)                    | _____ | (4 & 5 letters) |

It's up to you!

# It's up to you!

## Appendix



### Grammar Link

### Past Simple Tense

16 Use this table and do the following:

- Group the **REGULAR** past forms
- Make a list of all the **IRREGULAR** past forms in the 'Mystery Person' texts.

- ed	- d	-ied	irregular verbs

## Unit 4

## Lesson 2



### Reading

17 *Time for Teens* magazine wants to make a comic based on the story about the broken window. Read it again and put the drawings (1-6) in the right order.

### 1<sup>ST</sup> PRIZE

Written by Sarah Crawley

A  
b  
r  
o  
k  
e  
n  
w  
i  
n  
d  
o  
w

It was about 11.30, on a cold winter evening. A strong wind was blowing. Mary Larson was coming back home from the cinema. When she was outside her block of flats, she saw glass on the pavement. She looked up and saw her kitchen window broken! It was late and all her neighbours were sleeping. She panicked but she called the police on her mobile right away. Two policemen arrived within five minutes.

Together, they unlocked the door and got into the flat. It was in a terrible mess! Some furniture was upside down! Mary's clothes were lying on the floor and her money and jewellery was missing! The policemen searched the flat, asked Mary some questions and wrote a report. Mary spent that night at a friend's house and the next day she got someone to repair the window and fit a new lock.

Three days later, she went to the police station and found one of the policemen, John Edwards. Unfortunately, he didn't have any news about the burglars but he asked Mary out for a cup of coffee. Mary said yes because she liked John. You can guess the rest. Very soon, they fell in love with each other and decided to get married! Mary never got her jewellery back but she found a lovely husband. And all this thanks to that broken window!



a.....



b.....



c.....



d.....



e.....



f.....

18 *Let's discuss Mary's feelings. In which part of the story did Mary feel ...? Say why.*

excited

scared

happy

angry



19 *You are going to read the 2nd prize, Magda's story, with the title 'A Broken Window'.*

**Student A**

Read the story that won the second prize in the story-writing competition.

- a. Is it funny or sad?
- b. Can you guess the missing information?
- c. Ask your partner (Student B) to give you the information missing.

**2<sup>nd</sup> PRIZE**

My friends are going to the <sup>1</sup>..... tonight. But I am not! And you know why? Because of that stupid window! Everything happened so fast. You see, I was dancing to the rhythm of 'Lose my breath' in our living room. I was having so much fun!

Suddenly, I raised my left <sup>2</sup>..... and, by mistake, I kicked my <sup>3</sup>.....'s ball. The ball flew across the room and hit the window. You can imagine the rest. The window broke into two thousand pieces! <sup>4</sup>..... got angry and punished me of course. I'm grounded for two weeks! It's so unfair!

**It's up to you!**

# It's up to you!

## Appendix

### Tip!

- Don't show your story to your partner. You'll miss the fun!
- Use Wh - questions to ask:
  1. Where ....?
  2. What. ...?
  3. Whose ...?
  4. Who ...?
- Remember to use the question form after a Wh-word.  
e.g. *Where are your friends going tonight?*  
*What did ...*

### 19 Student B

Read the story that won the second prize in the story-writing competition.

- a. Is it funny or sad?
- b. Can you guess the missing information?
- c. Ask your partner (Student A) to give you the information missing.

#### 2<sup>nd</sup> PRIZE

My <sup>1</sup>..... are going to the cinema tonight. But I am not! And you know why? Because of that stupid window! Everything happened so fast. You see, I was dancing to the rhythm of 'Lose my breath' in our <sup>2</sup>..... I was having so much fun!

Suddenly, I raised my left foot and, by mistake, I kicked my brother's ball. The ball flew across the room and hit the window. You can imagine the rest. The window broke into <sup>3</sup>..... pieces! Mum got angry and punished me of course. I'm grounded for <sup>4</sup>..... weeks! It's so unfair!

## Tip!

- Don't show your story to your partner. You'll miss the fun!
- Use Wh - questions to ask:
  1. Where ...?
  2. What. ...?
  3. Whose ...?
  4. Who ...?
- Remember to use the question form after a Wh-word.

e.g. *Where are your friends going tonight?*  
*What did ...*

## Unit 4

## Lesson 3



### Vocabulary Link

### Natural Disasters / Accidents

- 20 *Read these short texts from newspaper articles. What are they about? Choose from Vocabulary Task 1 on page 55. Underline all the words which can be used to talk about each disaster or accident and make word groups.*

A. "The rivers go up as much as four inches a day, and the end of the rainy season is still weeks away. We're fighting against time!"

C. Many strong aftershocks, one measuring 6.3 in magnitude, rocked the area.

B. On the night of the deadly crash, photographers on motorbikes were chasing Diana's car through the streets of Paris.

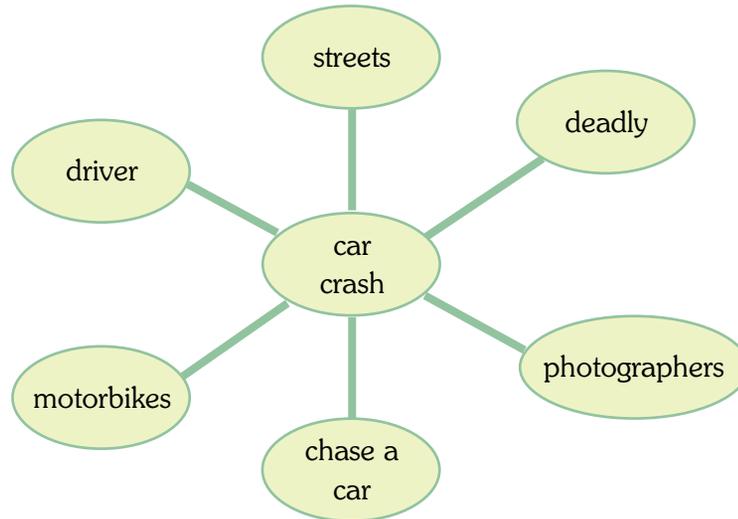
D. A SLEEPING GIANT AWAKES! Lava rocketed up to the top of Mount Saint Helens in Washington last week.

E. Back to school after Katrina. Thousands of students whose schools were destroyed by strong winds are being welcomed at new schools.

# It's up to you!

## Appendix

If you like, you can make spidergrams and add words. Here is an example:



- 21 Match the words with their meanings. Then, put them in the correct group on page 56.

1. rescue teams	....	a. people without home
2. homeless	....	b. they put out fires
3. hospital care	....	c. they make sick people well again
4. trapped	....	d. they offer to work for free
5. fire fighters	....	e. they cannot escape
6. food supplies	....	f. you need it when you are very ill
7. doctors / nurses	....	g. food that you need
8. volunteers	....	h. groups who save people in danger

### Unit 5

### Lesson 1



#### Listening

- 22 We are in David and Susan's school in Notting Hill. Their class is organising a school trip to the British museum. David called the museum for more information. Listen to the recorded message and complete his notes (1-10).

### School Trip to the British Museum

- **Opening hours:**  
Mondays, Tuesdays, Wednesdays, <sup>1</sup> ..... and  
Sundays from <sup>2</sup> ..... am to <sup>3</sup> ..... pm  
<sup>4</sup> ..... and Fridays from 10 am to <sup>5</sup> .....pm
- The <sup>6</sup> ..... desk is in the Great Court
- Get tickets for the guided tour at the <sup>7</sup> .....
- Buy books from the <sup>8</sup> .....
- Special activities for children, families and <sup>9</sup> .....
- For information about activities,  
call <sup>10</sup> .....



## Unit 5

## Lesson 2

- 23** Read the text and answer these questions. How quickly can you find the answers?

- |  |
|--|
| a. How many people live in the UK: ..... million   |
| b. A plane travels at 750 km per hour. How long does it take to fly from the south to the north of Great Britain: 1 hour and ..... minutes |
| c. How many people use public libraries in the UK? .....   |
| d. What is the Globe Theatre? .....  |
| e. At what age can British children leave school? .....  |
| f. How many children go to private schools? .....  |
| g. Which are the three most important school subjects? .....   |
| h. What is the Grand National? .....   |
| i. Name two more sporting events in the UK: .....  |

- 24** Find the following numbers in the article and say what they refer to.

100

5

5.5

# It's up to you!

## Appendix

Yahool - Microsoft Internet Explorer provided by DTEnet  
www.thinkteen.com

### The UK - Land and People

by Nadia Garcia

#### GEOGRAPHY

The United Kingdom includes Great Britain (England, Scotland and Wales) and Northern Ireland. It is 500km wide and 1,000 km long. It has a population of about 59 million. Great Britain is the largest island in Europe and the eighth largest in the world. English is the official language.



#### LEISURE TIME

The most common leisure activities among people in the UK are home-based, like entertaining or visiting relatives and friends. Watching television is by far the most popular leisure pastime. They also like listening to the radio or to music and reading books (6 out of 10 people are members of public libraries). Finally, they are good at gardening and do-it-yourself activities.

#### THE ARTS

London is one of the biggest cultural centres in the world. It has around 100 theatres which show musicals, modern dramas, classical plays and comedies. At the famous Globe Theatre, where William Shakespeare performed, visitors can enjoy one of his plays and feel the atmosphere of his time.



#### SPORT

About 29 million people over the age of 16 in the UK take part in sport or exercise. Walking is the most popular physical activity. The sport which the British love watching is football. The Football Association Cup Final, the Wimbledon tennis tournament, the Open Golf Tournament and the Grand National (a world-famous horserace over fences) are the most important sporting events in the UK.



#### EDUCATION

Children in Britain must attend school from the age of 5 until they are 16. Around 93% of children in the UK get free education. The rest attend private schools. The average weight of a British child's school bag is 5.5 kilos. There is a National Curriculum for all pupils. English, mathematics and science are 'core' subjects and students spend more time on them.



information taken from: The Foreign and Commonwealth Office Britain in Brief; London Crown

Start | Yahoo! - Microsoft Int... | 18:07



## Vocabulary Link

### Guessing words from context

25 Find words in the article on page 196 that mean:

- a. the number of people who live in a country: GEOGRAPHY \_\_\_\_\_
- b. give food and drink to visitors in your house: LEISURE TIME \_\_\_\_\_
- c. something you like doing when you aren't working: LEISURE TIME \_\_\_\_\_
- d. about art, music and theatre: ARTS \_\_\_\_\_
- e. go to: EDUCATION \_\_\_\_\_
- f. the group of subjects children study at school: EDUCATION \_\_\_\_\_

## Unit 5

## Lesson 3



## Listening

26 Listen again and complete Magda's notes.

**Interview with Mrs Ioannou - Notes**

- School on <sup>1</sup> .....
- Only <sup>2</sup> ..... wore a school uniform.
- Used encyclopaedias for school <sup>3</sup> .....
- Best part of the week: <sup>4</sup> .....
- TV was <sup>5</sup> ..... & <sup>6</sup> .....
- Radio stations: played the listeners' <sup>7</sup> .....
- Usually fought with <sup>8</sup> .....

# It's up to you!

## Appendix



Listening & Reading



**27** Listen again and read the song. Tick ✓ what the singer **DID NOT** use to do to learn English?

*He didn't use to ...*

- a. read English books / mags.
- b. travel abroad.
- c. listen to English songs.
- d. keep a diary in English.
- e. watch films with English subtitles.
- f. practise speaking English with his friends.
- g. use an English-English dictionary.
- h. play Scrabble® in English.
- i. have an English key pal.
- j. send text messages in English.

ΕΠΙΧΕΙΡΗΣΙΑΚΟ ΠΡΟΓΡΑΜΜΑ ΓΛΩΣΣΙΑΣ ΒΙΟΓΡΑΦΙΕΣ ΕΙΣΗΓΗΤΙΚΑ ΣΠΡΑΪΣ ΕΙΣΗΓΗΤΙΚΟΙ ΧΕΙΡΟΓΡΑΦΟΙ		ΕΠΙΧΕΙΡΗΣΙΑΚΟ ΠΡΟΓΡΑΜΜΑ ΓΛΩΣΣΙΑΣ ΒΙΟΓΡΑΦΙΕΣ ΕΙΣΗΓΗΤΙΚΑ ΣΠΡΑΪΣ ΕΙΣΗΓΗΤΙΚΟΙ ΧΕΙΡΟΓΡΑΦΟΙ
1	Παράθε: ... Απάντηση: ...	<p><b>ΣΠΡΑΪΣ</b> (απάντηση στην ερώτηση)</p> <p>Απάντηση: ...</p> <p>Απάντηση: ...</p> <p>Απάντηση: ...</p> <p>Απάντηση: ...</p> <p>Απάντηση: ...</p> <p>Απάντηση: ...</p>
2	Παράθε: ... Απάντηση: ...	
3	Παράθε: ... Απάντηση: ...	
4	Παράθε: ... Απάντηση: ...	
5	Παράθε: ... Απάντηση: ...	
6	Παράθε: ... Απάντηση: ...	



### Unit 6 Lesson 1

**28** Decide on a suitable name for each school scheme. Choose from a-d.

a. 'Zero Waste Day' ...	b. 'Draw to Help!' ...
c. 'Cash for Cans' ...	d. 'Recycle Paper' ...

**29** Read the texts again in more detail. Find the team that....

- a. needs something extra at their school. ...
- b. has unusual bins today. ...
- c. has bought something new. ...
- d. uses its members' artistic skills. ...
- e. does a different thing every day. ...
- f. tells you where to take your old computer. ...
- g. believes they need to work harder. ...

# Green Schools ↔ Green Communities



**1** Andrew, 15

“Recycling a can is 20 times cheaper than making a new one, so manufacturers are happy to buy used ones. I’ve joined an eco team which collects cans students usually throw away and takes them to the nearest recycling point. It’s really cool! We’ve bought three new basketballs with the money they’ve given us for the used cans so far. Have you ever volunteered for your community?”

**2** Sheila, 12

“We’ve started a Waste Reduction Week at our school. Today, we’ve removed the waste-paper bins from all classrooms and the headmaster has given each student a bag where we must put all the litter we produce during the day. At the end of the day, the student with the smallest bag will get a prize! So, let’s get down to work!”

**3** Tony, 13

We’ve teamed up with other schools in our area and we’ve formed eco teams. We’re trying to recycle as much paper as possible. We’ve asked the local council for extra recycling bins and they’ve given us green flags to fly! It’s a good start but we haven’t gone green yet. We must keep working.”

**4**

Bettina, 14

“My team has designed recycling posters which encourage people to sort the paper, glass and cans from their rubbish. We’ve also made a poster with the names and addresses of phone and computer stores which take old mobiles and computers and give them to people in poor countries or recycle them. Have you ever heard of that?”



# It's up to you!

## Appendix



### Vocabulary Link

#### Guessing words from context

- 30 Find the words (1-8) in the students' texts (Texts 1-4). In pairs, guess what they mean. Then, match (1-4) with (a-d) and (5-8) with (e-h).

1. manufacturer	...	a. the people who live in a place
2. volunteer	...	b. a person or company that makes sth
3. community	...	c. we throw less rubbish away during this week
4. waste reduction week	...	d. offer to work without getting any money
5. remove	...	e. put things in groups
6. get down to	...	f. start
7. sort	...	g. shops
8. stores	...	h. to take sth off or away



### Speaking

- 31 The student who will be the first to complete their questionnaire correctly is the winner.

## Find Someone Who .....

1. Find someone who has taken care of a stray dog.

Name:

.....

2. Find someone who has cleaned up a beach.

Name:

.....

3. Find someone who has planted a tree.

Name:

.....

4. Find someone who has helped put out a fire in a forest.

Name:

.....

5. Find someone who has recycled their mobile phone or their computer.

Name:

.....

#### Ask and answer:

- e.g. Have you ever taken care of a stray dog?  
Yes, I have / No, I haven't

#### Write:

- e.g. Maria has taken care of a stray dog. / No one in the class has taken care of a stray dog.



## Reading

32 Complete the gaps (1-6) with one of the following phrases (a-f).

- 8 Milton Road, SE1 London
- but classes start in September.
- I also like meeting new people
- I have also worked in the school library
- reading, dancing
- which I read on your website

15th June, 2006

Dear Sir/Madam,

I am writing to answer your advertisement which is about voluntary work in the Wild Zoo and <sup>1</sup>.....

I have just finished school but I have not started my studies yet. I have always loved animals so I want to become a vet. The college I want to go to has already accepted me <sup>2</sup>..... So, I think it is a wonderful idea to spend the summer months as a volunteer for the zoo.

I speak French very well. <sup>3</sup>..... for the last three years. I believe I am a friendly person and I learn fast. <sup>4</sup>..... and spending time with children.

I am sending you my application form and my CV. I look forward to your answer.

Yours faithfully,  
Lyn Elliot

## CURRICULUM VITAE

<b>Name</b>	Lyn Elliot
<b>Address</b>	<sup>5</sup> .....
<b>Telephone</b>	020-7798 098
<b>Nationality</b>	British
<b>Date of Birth</b>	11 May 1988
<b>Education</b>	
1999-2006	Oatridge Secondary School
<b>Languages</b>	French (Level C1)
<b>Skills</b>	Computer literate (Word, PowerPoint)
<b>Experience</b>	Assistant in school library
<b>Interests</b>	<sup>6</sup> .....

# It's up to you!

## Appendix



### Vocabulary Link

#### Work

33 Match the words (a-e) with their meanings (1-5) and the words (f-j) with (6-10). Lyn's letter and CV can help you.

a. skills	...	1. things you can do (type, drive etc.)
b. voluntary work	...	2. your character (if you are polite, friendly etc.)
c. personal qualities	...	3. work done for no pay
d. working hours	...	4. it gives information about you
e. CV	...	5. the hours when you work
f. interview	...	6. work of the same type you've done before
g. experience	...	7. certificates and exams you've passed
h. salary	...	8. a talk with a company about a job you want to get
i. qualifications	...	9. a special form you complete to get a job
j. application form	...	10. the money you get for your work every month

## Unit 6

## Lesson 3



### Listening

34 Listen to the whole news report and help Penelope put the pictures (a-d) in the correct order (1-4).



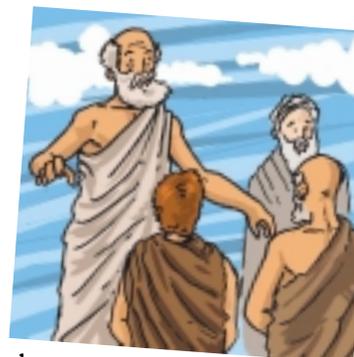
a. ...



b. ...



c. ...



d. ...

**35 Listen again and choose the correct information to help Penelope with the article.**

14th Junior High School of Athens

The Event: **School Trip to Philopappos Hill**

- Time spent: <sup>1</sup> **two hours / three hours**
- Name of game: treasure hunt
- Work in <sup>2</sup> **in pairs / in groups**
- A questionnaire about <sup>3</sup> **daily life / monuments** in ancient Athens.

- 1st task: Find where Greek orators stood to <sup>4</sup> **meet the public / speak to the public.**
- 2nd task: <sup>5</sup> **copy the numbers / copy the names** on the Philopappos monument
- Equipment: <sup>6</sup> ..... and compasses
- Main Organiser: Mr Ravasopoulos, the <sup>8</sup> **history / biology** teacher
- Total number of ss this year: <sup>9</sup> **120 / 110**



**Speaking**

**36 Go around the class, ask and take notes.**

## Find Someone Who ..... AGAIN!

- |  |                    |
|--|--------------------|
| <p>1. <i>has cooked on their own.</i><br/>(Find out when it was and what they cooked)</p> <p>.....</p>   | <p>Name: .....</p> |
| <p>2. <i>has done an experiment in chemistry.</i><br/>(Find out when it was and if it went well)</p> <p>.....</p>                                | <p>Name: .....</p> |
| <p>3. <i>has played Trivial Pursuit.</i><br/>(Find out when he played and if he won)</p> <p>.....</p>  | <p>Name: .....</p> |
| <p>4. <i>has heard stories about the past from old people.</i><br/>(Find out who told the stories and what the story was about)</p> <p>.....</p> | <p>Name: .....</p> |
| <p>5. <i>has visited a foreign country.</i><br/>(Find out where they went and who they went with)</p> <p>.....</p>                               | <p>Name: .....</p> |
| <p>6. <i>has performed on stage.</i><br/>(Find out when it was and what they did)</p> <p>.....</p>   | <p>Name: .....</p> |

- e.g.
- Have you ever cooked on your own?
  - Yes, I have. I've cooked on my own many times.
  - When did you last cook on your own?
  - Last week.
  - What did you cook?
  - I made meat balls.

# It's up to you!

## Appendix

### Unit 7

### Lesson 3



#### Reading

- 37 *Silou sent the article about life in the future to Andrew's site to share it with their e-friends. Andrew wants to add headings over each idea. Read the article again and, in pairs, make up one suitable heading for each technological development.*



#### Speaking

#### Mediation Task

- 38 **Student A:**  
*Your American friend is in Greece. You are looking at Greek magazines together and your friend wants to know what his/her horoscope says. Tell him/her.*

#### Student A:

- Read the horoscope before you start.
  - What do you want to say to your friend?
  - Think about the language you need.  
*Don't try to translate everything.*
- Use your own words and words from the Language Bank, if you like.*
- Think in English.

#### Language Bank

solve  
show  
invitation  
early  
fight

...

Αυτό το μήνα, θα καταφέρεις επιτέλους να λύσεις ένα πρόβλημα που σε απασχολεί πολύ αυτό τον καιρό. Οι φίλοι σου θα σου δείξουν την αγάπη τους και θα σε βοηθήσουν.

Θα πάρεις πρόσκληση και θα πας σε ένα καταπληκτικό πάρτυ. Οι γονείς σου όμως θα σου πουν να γυρίσεις νωρίς και έτσι προμηνύεται σύγκρουση.

Στο τέλος του μήνα θα γράψετε διαγώνισμα στο μάθημα που σιχαίνεσαι. Προετοιμάσου!

Now, **Student A:**

You are from Australia and you're spending your holidays in Greece at your Greek friend's house. You are looking at some Greek magazines together and you want to know what your horoscope says. Your friend will tell you. Is it good news?

**Student A:**

- Listen to your partner.
- Ask any questions you like.
- Say if you agree with what your horoscope says. Are you happy with it?

Adapted from the teenage magazine: Young No 8 Ιούλιος 2006 (Greek edition - pages 206-207)

**Student B:**

You are from the USA and you're spending your holidays in Greece at your Greek friend's house. You are looking at some Greek magazines together and you want to know what your horoscope says. Your friend will tell you. Is it good news?

**Student B:**

- Listen to your partner.
- Ask any questions you like.
- Say if you are happy with what your horoscope says.

Now, **Student B:**

Your Australian friend is in Greece. You are looking at Greek magazines together and your friend wants to know what his/her horoscope says. Tell him/her.

**Student B:**

- Read the horoscope before you start.
- What do you want to say to your friend?
- Think about the language you need. Don't try to translate everything.

Use your own words and words from the Language Bank, if you like.

- Think in English.

### Language Bank

change  
soon  
take up  
need  
feel sad

....

Αυτό τον καιρό η ζωή σου είναι λίγο μονότονη αλλά τα πράγματα θα αλλάξουν πολύ σύντομα. Θα ξεκινήσεις κάτι καινούργιο - ένα άθλημα ίσως- που θα σ' αρέσει πολύ και θα γνωρίσεις νέα άτομα. Κάποιος στην οικογένεια σου θα χρειαστεί την βοήθεια σου. Μην αρνηθείς γιατί θα στεναχωρηθεί.

Ίσως δεν βγεις με την παρέα σου πάρα πολύ αυτό το μήνα γιατί θα έχεις πολλή δουλειά για το σχολείο. Υπάρχει όμως περίπτωση να πας μια σχολική εκδρομή.

# It's up to you!

## Appendix

### Unit 8

### Lesson 1



#### Grammar Link

#### Passive structures - Simple Present Passive

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

school

hotel

restaurant

zoo

e.g.

At a hotel

e. Beds are made every day.

f. Breakfast is served between 7.00 and 9.00.

g. Credit cards are accepted.

h. ....

#### Language Bank

NOUNS: school trips / cages / customers / guests / visitors absent students / plants / bills / material / food / meals / animals / phone calls / damages / order / classrooms / offices / projects / photos / information etc.

VERBS: register / clean / serve / pay / make / water / organise / plan / do / prepare / buy / tidy / adopt / repair / answer / take / give / deliver / sell etc.

### Unit 8

### Lesson 2



#### Vocabulary Link

#### Guessing words from context

- 40 Read these extracts from the interview with Tom. In pairs, try to guess what the expressions in bold mean. Choose A or B. Then, tell the class.
- Braille became blind by **accident** when he was only three years old.  
A. he expected to become blind.      B. he didn't expect to become blind.
  - How did he **come up with the idea** of his code?  
A. get the idea      B. present the idea
  - Soldiers used this code to **share top-secret information** during a battle.  
A. hide important information      B. tell each other important information

- d. Each dot has a **numbered position** on the Braille cell.  
A. a place with a number      B. a series of numbers
- e. I can read a sign or a book **just by** touching these dots with my fingers.  
A. I only need to      B. I don't have to
- f. You can see Braille signs in most **public places**.  
A. places where blind people go      B. places where anyone can go
- g. The asteroid 9969 Braille **was named after him**.  
A. was given his name      B. has no name after the death of Braille
- h. **Thanks to** you, I'll write a great article for our newspaper.  
A. Thank you for the article      B. You helped me write my article.

## Unit 8

## Lesson 3



### Reading & Speaking



### Catchy headlines

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

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

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

b. **Are celebs too skinny?**

c. **Caught on Camera!**

d. **The 9 Laws of Friendship**

e. **Destination ...  
OXFORD**

f. **Bro or Sis driving you crazy?  
Here is how to fix it...**

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

i. **FROM THE EDITOR**  
*Dear readers,*

h. **Are you mad about  
Fashion? Find out...**

j. **Health Club Corner -  
Our tips for the summer**

k. **26th September - European  
Day of Languages**  
**It was great fun!**