

Think Teen!

**1st Grade of Junior High  
School**

**STUDENT'S BOOK**

**Αρχάριοι**

**Τόμος 1ος**

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

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

**ΠΑΙΔΑΓΩΓΙΚΟ ΙΝΣΤΙΤΟΥΤΟ**

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βιβλίων και παραγωγή υποστηρικτικού  
εκπαιδευτικού υλικού με βάση το  
ΔΕΠΠΣ και τα ΑΠΣ για το Γυμνάσιο»**

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***Μόνιμος Πάρεδρος του Παιδαγ. Ινστιτ.***

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

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*Εκπαιδευτικός*

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ΘΡΗΣΚΕΥΜΑΤΩΝ ΚΑΙ ΑΘΛΗΤΙΣΜΟΥ  
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**ΑΝΑΔΟΧΟΣ ΣΥΓΓΡΑΦΗΣ:  
Ελληνικά Γράμματα**

**1st Grade of Junior High  
School**

**STUDENT'S BOOK**

**Αρχάριοι**

**Τόμος 1ος**



# UNIT 1 Welcome!

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

2



Olà!

3



Ça va bien?

6



Apa Kabar!

1



Ciao!  
Come va?

5



Hi, there!

4



Καλημέρα!

## **In Unit 1 you will...**

### **READ**

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

### **LISTEN TO**

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

### **TALK ABOUT**

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

### **WRITE**

- you and your partner (name, surname, country)
- classroom language cards

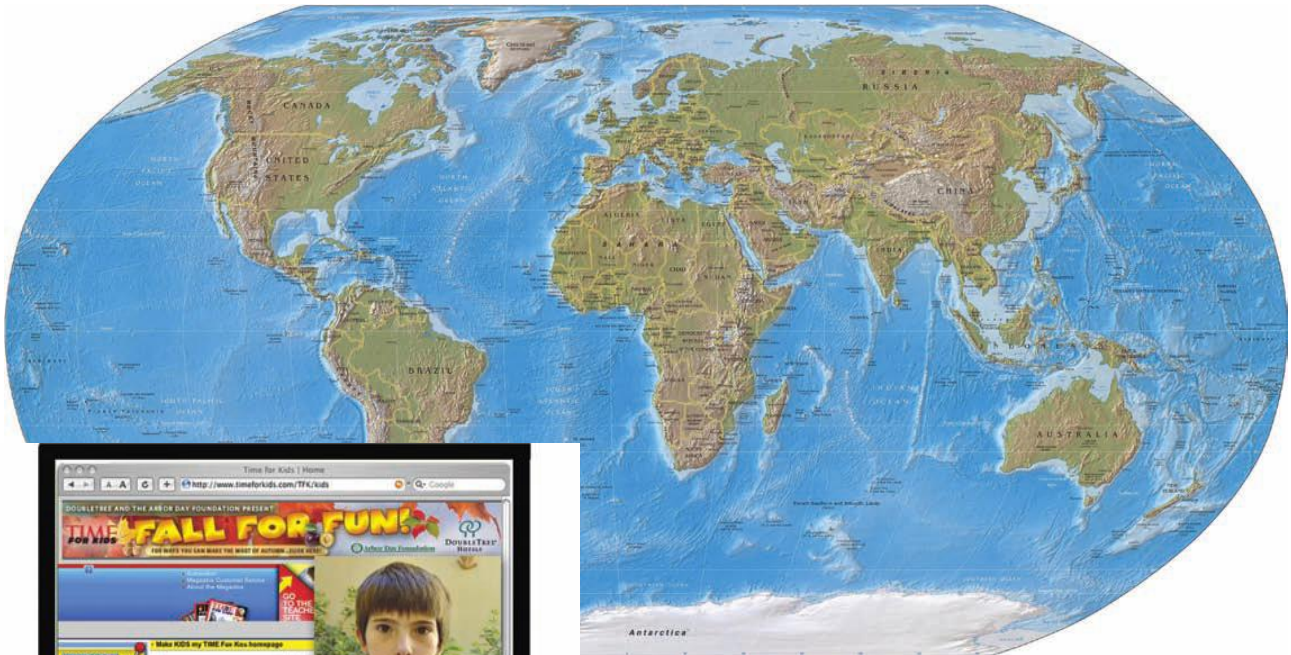
- **the results of a class survey on favourites**

## **LINK TO**

- **Geography** • **Modern Greek** • **Art**
- **Music**



# Reading & Listening



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

and find their names!



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



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



## Speaking & Writing



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

**ME**

Name: .....

Surname: .....

Country: .....



# MY PARTNER

Name: .....

Surname: .....

Country: .....

Hi! What's your name / surname?



How do you spell it?

Where are you from?



John Stergiou

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

I'm from Greece.

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

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



### Reading

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

1 ΜΠΛΟΥΖΕΣ T-SHIRT



2 PARKING 90 ΘΕΣΕΩΝ



3 ΚΑΡΤΟΤΗΛΕΦΩΝΟ  
CARDPHONE



4 STOCK ΕΠΩΝΥΜΑ  
ΓΥΝΑΙΚΕΙΑ ΥΠΟΓΕΙΟ



# 5 ΚΛΕΙΣΤΟ CLOSED



## Examples

.....

.....

.....

.....



### Listening

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

a. ...., ....., .....

b. ...., ....., .....

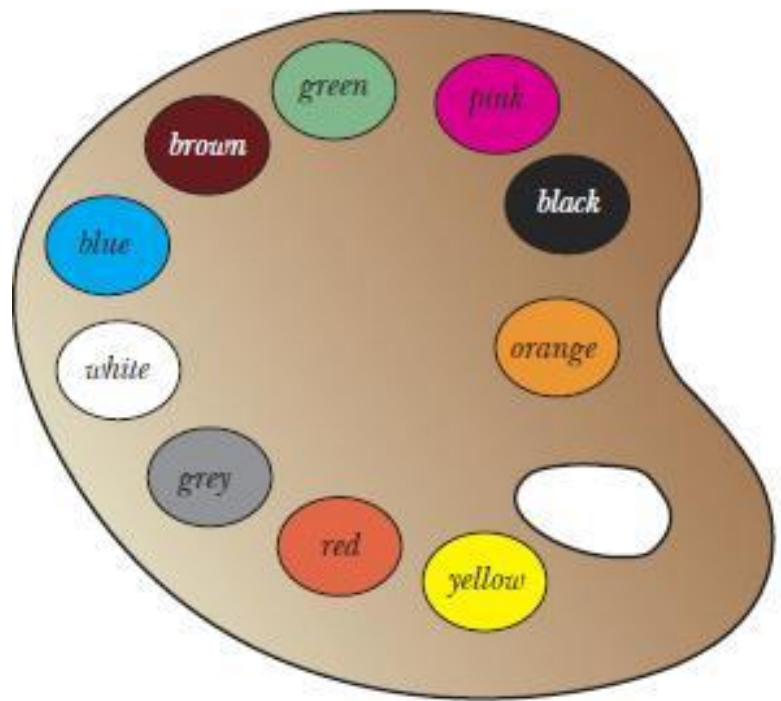
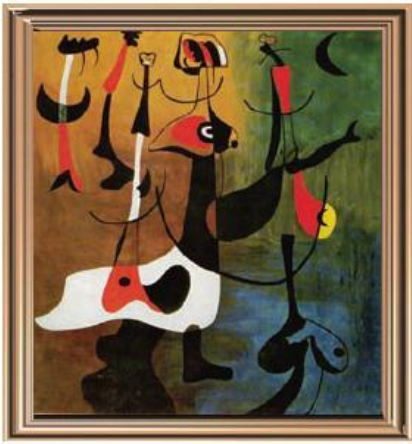
c. ...., ....., .....



### Vocabulary Link

## Colours

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



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



## Culture Corner



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

I'm a bit **blue**. My marks this term are terrible!

I'm **green** with envy. My brother's going to Disneyland and I'm not going with him.

**Can you find similar phrases in Greek?**

**Κοκκίνισε** από ντροπή

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

### **Classroom Language**

**3** Use the words in the Language Bank Language Corner in your classroom.

- What's the meaning of <sup>1</sup> .....

- **Λεξικό**

- Can you <sup>2</sup> .....me, please?

- What's the English word for **γυμνάσιο**?

<sup>3</sup>  
- .....

- Say that <sup>4</sup> ..... please!

-  I don't <sup>5</sup> .....

- Can I go <sup>6</sup> ..... ?

## Language Bank

again out dictionary understand  
help Junior High school

## Numbers & Classroom Objects

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



**I can see...**

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

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



**Reading, Speaking & Writing**



**1 What's your favourite....? Read and circle. Then, ask your classmates.**

**What's your favourite hobby?**

**Listening to music. What's your favourite hobby?**

## **A CLASS SURVEY**

**My Answers**

**How many people agree with you? Write their names.**

**1. My favourite number is:**  
**one two three four**  
**five six seven**  
**eight nine ten**

**2. My favourite animal is:**  
**dog cat dolphin**  
**horse tiger rabbit**

**3. My favourite hobby is:**  
**watching TV**  
**listening to music**

playing computer  
games shopping

4. My favourite type  
of music is:

pop rock hip hop  
folk classical

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



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



**Project**

## **Group A**

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

for your class.

## Group B

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



Πάμε για sandwich;  
Πεινάω.



## Culture Corner



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

μπιφτέκι - English (beef + steak)

μπλούζα - French (blouse)

μπουρνούζι - Arabic (burnuz)

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

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

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

## UNIT 2 All about us!

### LESSON 1: Hello, there!

### LESSON 2: A collection of thimbles!

### LESSON 3: Fell at home!



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

Finder Αρχείο Ενεργειακό [www.thinkteen.gr](http://www.thinkteen.gr) U.S. 12:56 MM

A 

B 

C 

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

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

## **READ**

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

## **LISTEN TO**

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

## **TALK ABOUT**

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

## **WRITE**

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

## **LINK TO**

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

# Lesson 1: My day!



## Reading

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

### Task 1-p.152-7

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



**2** **Student A:** Read about Magda or Pablo on page 28 and complete a Profile Card for him or her. Then, tell your partner about your new friend.

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

**Student B:** Read about Jennifer or Antonio on page 29 and complete a Profile Card for him or her. Then, tell your partner about your new friend.

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

## Tip !

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

## Language Bank

**My new friend is ...**

**He/She's from ...**

**He/She's got ...**

**His/Her favourite ...**

**He/She likes ...**

**3 Find the kids' countries and hometowns on the map, in the Appendix, page 183. Which of these kids do you want to meet? Why?**



www.thinkteen.gr

**FRIENDS FROM AROUND  
THE WORLD**

**Hello! I'm Magda from Nafplio,  
Greece. I'm 12 years old and I'm in**



**the first grade of Junior High school. I'm an only child, but it's OK. I've got lots of friends. I like**

**dancing and I love musicals! My favourite one is 'Cats'. It's English. What are your hobbies?**

**Hi! I'm Pablo and I'm 13. I'm Portuguese and I live in Lisbon. I've got a brother,**



**Marco. He's 10. We play football in the school football team. Our coach says we're very good. What's your favourite sport? At school, I love biology but I'm not very good at maths. I don't like it.**

**Are you good at maths?**



**Hi, there! My name's Jennifer but my friends call me Jenny. That's my nickname. I'm from**

**Cambridge, a city in the east of England. I study Spanish at school. It isn't difficult. I love it! My sister, Mary, hates it. What's your favourite language?**



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



**Vocabulary Link**

## **Sports & Activities**

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



I'm quite sporty.  
Are you?

## SHAPE SPORTS CENTRE

148 Park Rd NW8



1. ....

2. ....



3. ....

4. ....



For more information,  
call 020 8757 5500

## Fitness Centre

47 Elizabeth St SW1 (020 7259 9003)



5. ....

6. ....





7. ....

8. ....



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

## Word Bank

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

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

**Well then Fitness Centre is good for you.**

**I like basketball and weightlifting.**

## Geography

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



Can you speak Chinese?

### Card A

Which language is spoken by most in the world? Put them in order (1 - 6)

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

Tip! Check in a geography book!



## Card B

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



Are you from **Paris**?

No, I'm not.

Are you from **Beijing**?

Yes, I am.

So, you're Chinese and you speak Chinese.

Tip! Look at the map in the Appendix, page 181

Paris Beijing Canberra  
Amsterdam Ankara Rio de Janeiro



Grammar Link

**The verb 'to be'**

**1** Study the sentences and answer the questions in the

## grammar tables.

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

**What are the 3 forms of 'to be!  
... / is / ...**

**Look at the examples and write:  
a question.....  
a negative sentence.....**

**What do you notice?**

**What are the short answers?**

**see Grammar Appendix, page 137**

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

e.g. Name ✓: Vicky      Age ✓: 13

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

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

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

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

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



**Writing**

**This is me!**

**1. You want to take part in the  
'THINK TEEN AROUND THE**

**WORLD' programme. Write a short paragraph about you for the e-notice board. Use your notes from Task 2.**

**2. Write your 1st draft about you. The reading texts in this lesson can help you.**

**3. Exchange drafts with your partner. Make comments.**

**4. Write your 2nd draft.**

**This is me!**

.....

.....

.....

.....

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.....



## Lesson 2: A collection of thimbles!

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



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



### Listening

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

a. ....



b. ....





c. ....



d. ....



e. ....



f. ....

## Word Bank

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

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

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

Task 2-p.157

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

**John**  
**Mike**  
**Jennifer**  
**Miss Baker**



**Vocabulary Link**

## Adjectives

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

**Task 3-p.158**

**Age Size ~~Opinion~~ Material Colour**

<b>1</b> <b>Opinion</b>	<b>2</b> .....	<b>3</b> .....
lovely ugly fantastic horrible ..... .....	small long short huge ..... .....	old new ancient modern ..... .....

<b>4</b> .....	<b>5</b> .....
pink green black white ..... .....	plastic cotton gold wooden ..... .....

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

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

figure!'

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



Listening & Speaking



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

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



**Language Bank**

**Let's start!**

**My turn now!**

**It's your turn!**

**I can't remember!**

**Let's start over!**

**SPEAKING STRATEGIES**

see page 71



## Grammar Link

### The verb 'have got'

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

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

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


**Form:**

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

He / she / it has / .... got  
Have .... / you / .... / .... got?  
.....he / she / it got?

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

see Grammar Appendix, page 138

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

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

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

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

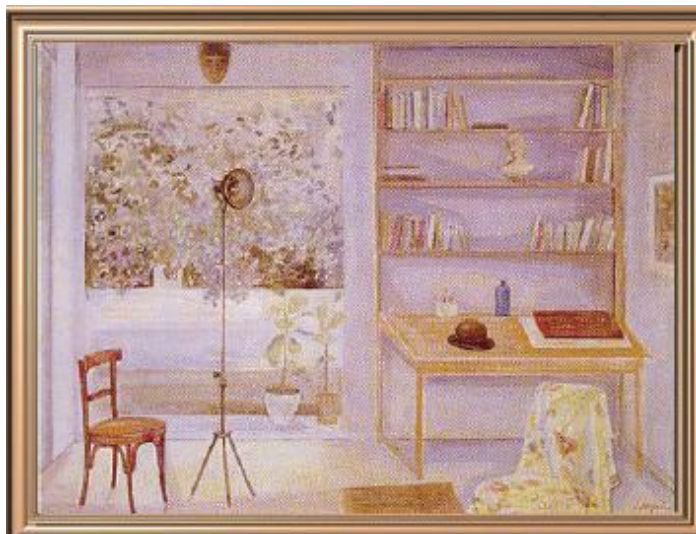
No, I haven't but I've got some **fantastic model planes**.

## Word Bank

cushions posters mirror  
bookcase box alarm clock  
photographs

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

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



## Pronunciation Link

/s/ - /ʃ/

**1**  Listen and repeat.

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

**2** Tongue twister.  Listen and repeat.

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



## Reading

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

Task 4-p.159

[www.thinkteen.gr](http://www.thinkteen.gr)

My favourite possessions

**Hercules is quite small. He's got short light brown fur, small ears and a short tail. His teeth are very sharp. He's also got a thin collar.**

**I adore him!**

**Magda, 12**

**Nafplio, Greece**



**I've got at least three pairs. They're different colours and some of them have got stripes. I've got so many because I play a lot of footie and I need them. They're all made of leather.**

**Fernando, 13**

**Buenos Aires – Argentina**

**It's black and it's got the name of my favourite group on it. I love it and I wear it very often because the weather is hot in my country.**

**All my friends have got one like**

this. We all love the same music band, you see.

Anna , 12 Nassau - Bahamas



## Writing

### My favourite possessions

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

Task 5-p.161

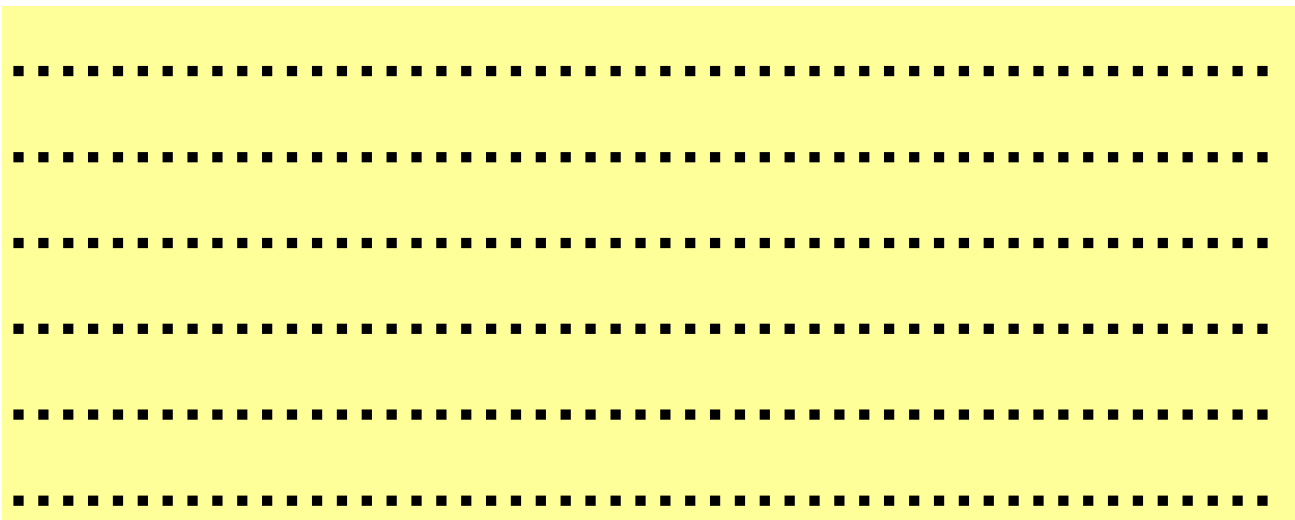
.....

.....

.....

.....

.....



## Lesson 3: Feel at home!



### Reading

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



The screenshot shows an email client window with the following details:

- Windows: Home, Inbox: 926 messages, New Email Message
- Buttons: Send, Attach, Save Draft, Spelling, Cancel
- To: helen@thinkteen.com
- Subject: (empty)
- Text: Helen, hi!  
I'm coming to Greece next month on a student exchange programme. I have some questions 4U. Where do you live? Tell me about your neighbourhood. Where is it? Do you like it? Send me a photo or a map.
- Signature: xxx Pablo
- Footer: TODAY: SUN, 25/5 - MON, 30/5 No events

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



**Hi there!**

**I've just got your e-mail and here is my answer. I live in**



**Plaka, a very old neighbourhood in one of the most beautiful cities, Athens. It's under the Acropolis! I can see it from my window. It's beautiful, especially at night. I'm sure you'll love it.**

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

**There is a tourist information centre because lots of tourists visit Plaka every day. They go to the centre**

and get information about places to visit. There's also an Art Museum for children where I often spend time at the weekends. There's always something interesting to do with other children, such as pottery or drawing.

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

Love, Helen

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

**3** Look at the map of the centre of Athens in the Appendix on page **144**. Help Pablo find Helen's neighbourhood.

**Task 6-p.162**

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

interesting to visit?



Vocabulary Link

## Places and Buildings

Task 7-p.165

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

1 **Keep silent**

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

3 **DON'T TOUCH THE PAINTINGS**

4 **STAMPS**

5 **BREAKFAST: 7.00 - 9.30**

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

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

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

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



**Task 8-p.166**

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



## Grammar Link

### Plural nouns

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

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

see Grammar Appendix, page 140

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

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

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

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

Match:

There's/There isn't/Is there .....	a. + plural nouns
There are/There aren't/Are there .....	b. + singular nouns


## How do we form questions and negatives?

**Choose:**

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

see Grammar Appendix, page 141

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

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

- Is there a cinema in your ideal neighbourhood?

- Yes, there are five.
- Are there any blocks of flats? ....

<input type="checkbox"/>	blocks of flats
<input type="checkbox"/>	cinemas
<input type="checkbox"/>	Metro station
<input type="checkbox"/>	banks
<input type="checkbox"/>	fast food
<input type="checkbox"/>	restaurant
<input type="checkbox"/>	Internet café
<input type="checkbox"/>	sports centre
<input type="checkbox"/>	shopping centre
<input type="checkbox"/>	park
<input type="checkbox"/>	library
<input type="checkbox"/>	church
<input type="checkbox"/>	theatres

## Prepositions of place

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

wants.



in front of



behind



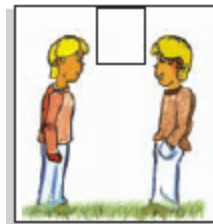
next to



near



between



opposite



## Speaking

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

**Where is the ...?**

bank   block of flats   Internet café

bench

bookshop

bakery



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

**Task 9-p.166**

**Student A:** Look at picture A, Speaking Appendix, page 129.

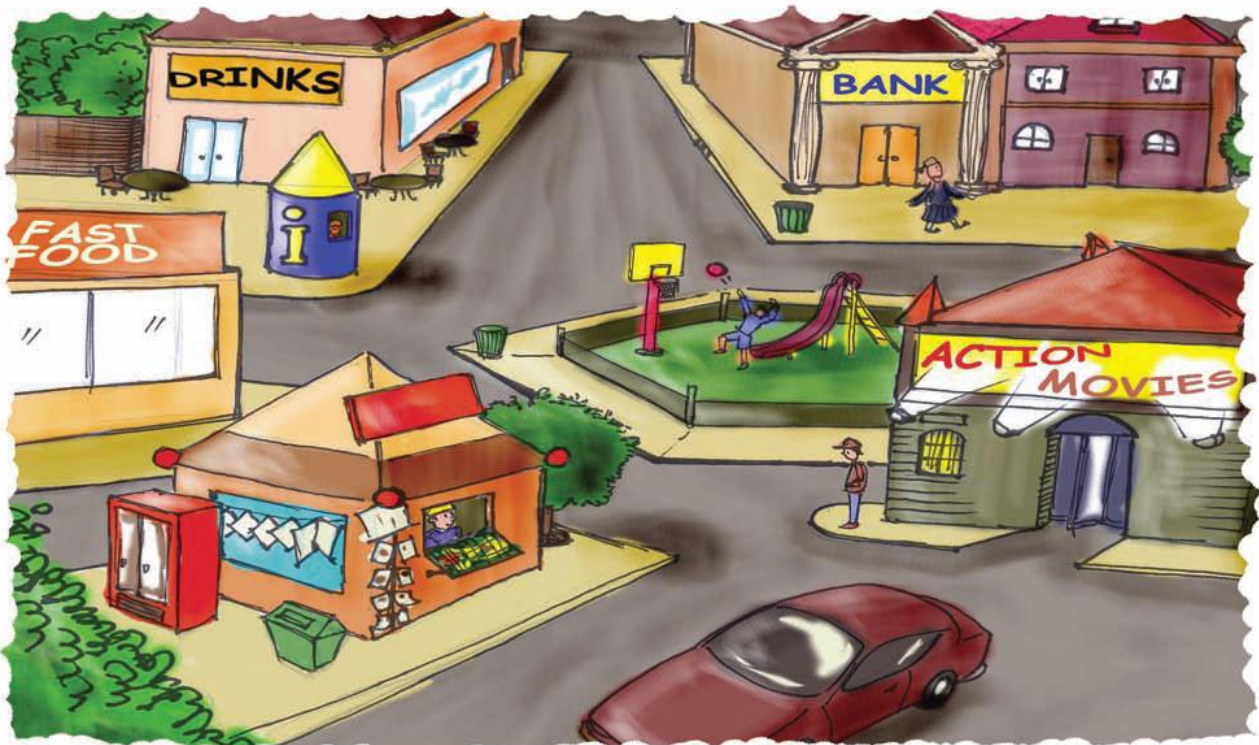
**Student B:** Look at picture B, Speaking Appendix, page 131



## Project

Choose to do one of these projects.

### My neighbourhood



It's your turn to present your neighbourhood. Work in groups.

You can:

- ⇒ Draw a map of it or
- ⇒ Take photos of it or
- ⇒ Draw a picture of it.



And then:

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

## Our favourite possessions



Make a poster of your group's favourite possessions.

- ⇒ Take pictures of them
- ⇒ Add your texts from the Writing Task page 49
- ⇒ Tell the class about them
- ⇒ Put your poster on display

My Portfolio

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



## **Tip !**

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

# Self-Assessment

## VOCABULARY LINK

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

library	c
1. tiny	
2. collection	
3. wide	
4. neighbourhood	
5. traditional	

a. not modern

b. not narrow

~~c. a place where you can read books~~

d. very small

e. the area around your house

f. a group of favourite things

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

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



library

1.....

2.....



3.....

4.....

5.....

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

### GRAMMAR LINK

**3** Circle the correct answer.

There is/are a library near the bank.

1. There is/are a hotel in my neighbourhood.

2. There is/are narrow streets in Plaka.

3. Are there some/any cafes in Cambridge?

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

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

## COMMUNICATION

**4** Match the questions with the answers.

### 0. Where's Crete?

1. Is there a church near your house?
2. Are you from Patras?

3. Have you got a collection?
4. Are there any bookshops in your town?
5. Where's the post office?
  - a. No, I'm from Nafplio.
  - b. No, there aren't any.
  - c. It's next to the bank.
  - d. Yes, there is.
  - e. Yes, I have. I collect thimbles.
  - f. It's in Greece.

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




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

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

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

26 - 30 :   

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

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



## Which strategies do you want to try in the future?

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

**6. Try to paraphrase if you can't find the right word.**

**7. Don't worry about mistakes. Practice makes perfect.**



# UNIT 3 Day in day out!

## LESSON 1: My day!

## LESSON 2: Greetings from Australia!

## LESSON 3: This is my job!



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

Yahoo! - Microsoft Internet Explorer provided by OTTnet

[www.thinkteen.gr](http://www.thinkteen.gr)

**Think Teen**  
**Day in Day out !**

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

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

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

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

### **READ**

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

### **LISTEN TO**

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

### **TALK ABOUT**

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

### **INTERVIEW**

- a teacher / a shop owner

## **WRITE**

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

## **LINK TO**

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

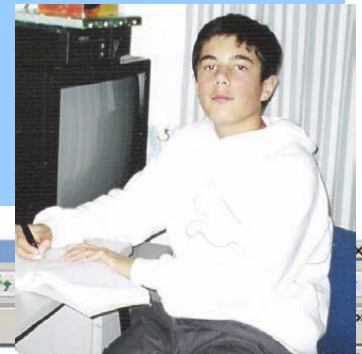
# Lesson 1: My day!



## Reading

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

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



[www.thinkteen.gr](http://www.thinkteen.gr)

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

Write about your **typical weekday**. The best presentations of teenagers around the world will be published on our site.

Check

for more

details.

76 / 26

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

- meal times

- .....

- .....

- .....

**READING STRATEGIES**

see page 126

**3** Jean Paul wrote about his school day. Read his presentation on page 13 quickly.

a. Does he mention any of the topics on your list?

b. Can you find some of his hobbies?

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

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

I wake up at 7:30.

**Task 10-p.168**

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

I go to school on foot...

**Jean Paul**

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

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

'I study ancient Greek / Latin.'

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

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

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

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



## A DAY IN JEAN PAUL'S LIFE

Hi there!

I'm Jean Paul. I'm 12 and I live in Tours, in France. My city is about 250km from the capital, Paris. I live with my mum, my stepdad and my stepbrother, Thierry.



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

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



**Greek alphabet is so weird!**

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



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

**After school, I always play the guitar for half an hour. I relax this way. Then, I do my homework. On Wednesdays, I play tennis at the tennis club. In France, we love playing tennis and cycling.**



# Do you know anything about the Tour de France?

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



## Vocabulary Link

### Daily routines

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

A		B
1. get	..a..	a. up / dressed / to school
2. go to	.....	b. breakfast / lunch /
3. have	.....	dinner / a break
4. listen	.....	c. my bike

5. do	.....	d. bed
6. talk	.....	e. by bus / on foot
7. go to school	.....	f. to music
8. ride	.....	g. (my) homework
		h. on the phone

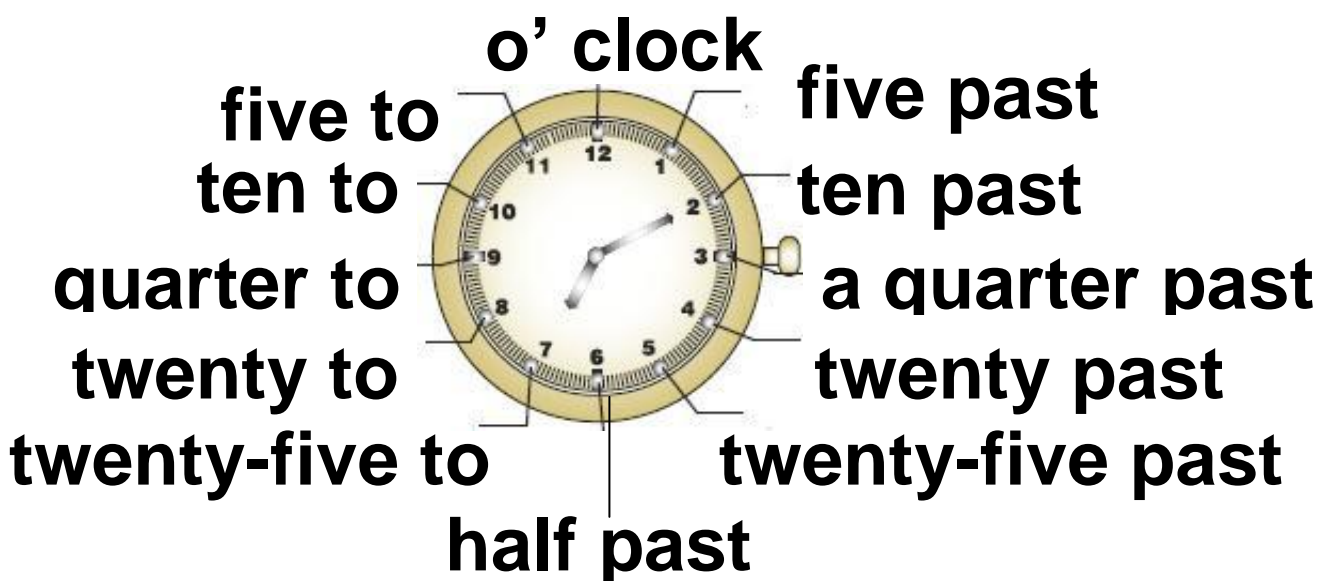
## Telling the time

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

What time do you get up?

I get up at ten past seven. And you?

At quarter past seven.




## Language Bank

have breakfast/lunch/dinner  
go to school  
do your homework  
go to bed

## Leisure Activities

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

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

a. read a book	....
b. go out with friends	....
c. play board games	....

- |                   |       |
|-------------------|-------|
| d. draw           | ..S.. |
| e. dance          | ..... |
| f. sing           | ..... |
| g. play the piano | ..... |
| h. take exercise  | ..... |
| i. go shopping    | ..... |
| j. make models    | ..... |

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

Do you read books?

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

## Sports

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



- a. scuba diving                   ....
- b. football                         ....
- c. gymnastics                     ....
- d. athletics                       ....
- e. skateboarding               ....
- f. badminton                     ....

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



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

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

**8** Do you do any of these sports? How often? Tell each other.  
I do judo twice a week

I go swimming at the weekend.

## Language Bank

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



### Grammar Link

## Present Simple (1)

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

• We watch TV every day.

• We don't go to school by bus.

• Do they play tennis?  
Yes, they do.

• I go shopping on Saturday.

• I don't go swimming on Mondays.

• Do you get up at 7.00?  
No, I don't.

**Use:**

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

.....

**Form:**

**I / you /...../ they go.**

.....I / you / .... / .... go?

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

see Grammar Appendix, page 143

## Adverbs of frequency

<b>ALWAYS</b> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<b>I <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> make my bed</b>
<b>USUALLY</b> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<b>I always make my bed.</b>
<b>OFTEN</b> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<b>Do they often visit museums?</b>
<b>SOMETIMES</b> <input checked="" type="checkbox"/>	<b>We never go to school by bus.</b>
<b>NEVER</b> <input type="checkbox"/>	<b>I'm never late.</b>

**We put adverbs of frequency:**

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

- **before / after other verbs**

see Grammar Appendix, page 146.

**2 Do you help out at home?**

**Write true sentences about you.**

**Use the ideas in the box.**

e.g. I usually do the washing up.

**3 Look at your partner's**

**sentences. Does he / she help out at home?**

### **Language Bank**

make my bed

make breakfast/lunch/dinner

tidy my room

do the shopping

set the table

do the ironing



**Writing**

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

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

<b>in the morning</b>	<b>at school</b>	<b>in the afternoon</b>
get up at 7.30	.....	.....
.....	.....	do my hw
.....	.....	.....
.....	.....	.....

<b>in the evening</b>	<b>on some days</b>
.....	.....
.....	.....
.....	.....
.....	.....

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

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

## Task 11-p.171

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

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

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

## Lesson 2: Greetings from Australia!



### Reading

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



www.thinkteen.gr

**Quiz Time**

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

**Answer these questions to find out.**

- Australia is in the Pacific / Atlantic Ocean.
- The capital city of Australia is Canberra / Sydney

- It takes about 10 / 24 hours to fly to Australia from Greece.
- It is cold / hot in Australia at Christmas.
- Céline Dion/ Kylie Minogue is Australian.

What else do you know about Australia?

Check your answers on page 128

## Culture Corner

Do you know?

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



Check your answers on page 128

**2** This is Jennifer's article for the school newspaper. She's writing about Nicole, a teenager from

**Australia. Read her article and find out:**

**Task 12-p.172**

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

**by Jennifer Taylor**

## **TEEN**newspaper

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



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

**They're miles away from cities and towns so there are only 'schools of the air' at the outback.**

**Three times a week she has an 'on**



**air lesson' for 30 minutes only. Her teacher, Mr Kennard, doesn't live in the area. 'I see him on my computer screen and he sends me work to do by e-mail. I do it and I send it back' says Nicole. Every day she studies for five to six hours. She learns things off by heart and she does exercises. She also watches interesting videos and of course she takes tests. 'My mum helps me a lot. If I have a serious problem, I send an e-mail to my teacher'.**



**In the afternoons, she goes horse riding and she also learns how to cook. She enjoys cooking. 'There aren't many children in the area but I've got two very good friends. What do you do**

every day? I'm sure your life is really different!

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

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

**Task 13-p.175**

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

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

**Task 14-p.175**

# SCHOOL OF THE AIR

<b>Where?</b>	
<b>Kind of lessons?</b> <b>How long?</b>	
<b>Necessary equipment?</b>	
<b>Homework activities?</b>	

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



**Vocabulary Link**

## **School Subjects**

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



**Then listen and check.**



1.....



2.....



3.....



4.....



5.....



6.....



7.....



8.....



9.....



10.....



11.....



12.....



13.....

a. ancient Greek

b. art

c. biology

d. computer studies

e. English

f. geography

g. history

h. home economics

i. mathematics

j. modern Greek

k. music

l. Physical Education – PE

m. Religious Education - RE

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

I like maths but I don't like biology much.

I love biology. I hate geography!

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

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

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

e.g. We all do geography.  
We do Modern Greek but Pete does English.



**Grammar Link**

**Present Simple (2)**

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

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

**Form:**

**he / ..... / it lives**

**.....he / she / it live?**

**he / she / it doesn't .....**

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

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

see Grammar Appendix, page 145.

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

**Student A:** Look at Table A (Speaking appendix, page 130) and ask your partner about Steve.

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

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

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









## Speaking & Writing



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

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

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

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

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

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

We like **going to the cinema**.

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



## Language Bank

I love playing tennis.

I enjoy going to the cinema.

I don't like dancing.

I hate drawing.

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

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



### ME AND MY FRIEND

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

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

## Lesson 3: This is my job!



### Reading & Listening



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

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

**Task 15-p.176**

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

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

## **TEENnewspaper**

### **DINNER IS READY!**

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

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

**Yes, sure. What do you want to know?**

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

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

**What time do you start work?**

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

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

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

**What do you usually cook?**

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

about my apple pie.

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

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

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

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

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

**Jerry Young**

**Occupation: .....**

**Place of work: .....**



Working hours:..... to .....

Number of dishes per meal: .....

Meeting day: .....

A popular dish / dessert: .....

Feels .....about his job

**Tip!**

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

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

**Task 16-p.179**

1. dishes (line 13)		a. it is in your neighbourhood
2. vegetarian (line 14)		b. spaghetti or lasagne are types of this
3. order (line 20)	<b>g</b>	c. sweet you eat after lunch or dinner
4. local (line 21)		d. somebody who doesn't eat meat or

		fish
5. pasta (line 24)		e. when you ask for more food
6. dessert (line 26)		f. kinds of food
7. a second helping (line 32)		<del>g. ask a shop to bring you at home</del>



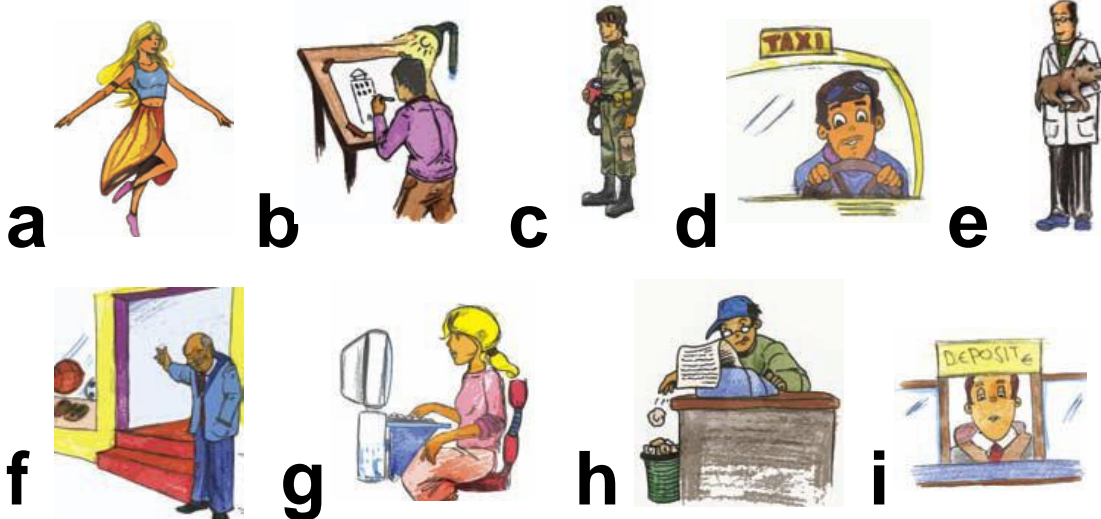
## Vocabulary Link

### Jobs

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

1. a vet ...e...
2. a driver ....
3. a secretary ....
4. an architect ....
5. a pilot ....

- 6. a dancer ...
- 7. a clerk ...
- 8. a shop owner ..
- 9. an author ...



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



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

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

er    ist    man    ian    or

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

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

**Idioms with 'work'**

**4** Work with a partner and match the idioms with their meaning. Who would say the following statements? Look at the

**example. Are there similar idioms in Greek?**

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



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



**5** In groups, write mini-dialogues using some of these

**idioms. Then act them out in class.**

## Pronunciation Link

### Word stress

**1**  **Listen and mark the stress (•).**



**1. interesting**      2. ingredients

**3. supermarket**      4. dessert

**5. vegetarian**      6. local

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



## Grammar Link

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

- **What do you usually cook?**  
Stuff like pasta, burgers etc.

• **When do you meet the kitchen staff?**

**On Saturdays.**

• **What time do you finish every day?**

**At about 7 p.m.**

• **How many meals do you prepare?**

**Two. Lunch and dinner.**

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

**see Grammar Appendix, page 146.**

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

<b>What</b>	<b>When</b>	<b>Where</b>
<b>How many</b>	<b>Who</b>	<b>Which</b>
<b>What time</b>	<b>How often</b>	<b>Who</b>

### **3 In your roles!**

**Student A: Look at Appendix, page 133.**

**Student B: Look at Appendix, page 134.**



**Project**

**My Portfolio**

## **Professions**

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

**class and explain why you need to know these professions in English.**

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

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

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

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

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

# Self-Assessment

## VOCABULARY LINK

**1** Write the words in the correct column.

	<b>JOB</b>	<b>SCHOOL SUBJECTS</b>
<b>architect</b>		
<b>biology</b>		
<b>art vet</b>		
<b>author</b>		
<b>PE music</b>		
<b>secretary</b>		

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

**2** What time is it?

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

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

## GRAMMAR LINK

**3** Circle the correct answer.

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

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

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

Tom **studies** (study) hard.

1.....your dad ..... (take) any exercise?

2. My mum often ..... (go) shopping with her friends.

3. They ..... (play) basketball at the weekends.

4. Nicky ..... (not/enjoy) listening to jazz.

5. They..... (want) to buy her a present.

6. The baby often ..... (cry) at night.

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

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

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

1. My brother tidies his bedroom. (never)

2. We see our friends. (at weekends)

3. Do you play football? (often)

4. They don't go to the theatre. (usually)




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

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

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

26 - 30 :   

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

<b>Can-do Checklist</b>	<b>My opinion</b>		
			
<b>a. I can read about a teenager's daily routine and compare it with mine.</b>			
<b>b. I can understand teenagers talking about their leisure activities.</b>			
<b>c. I can talk about my favourite school subjects, leisure activities and sports.</b>			
<b>d. I can write a presentation of my school day.</b>			
<b>e. I can talk about likes and dislikes with my partner.</b>			



## Which strategies do you want to try in the future?

Reading Strategies	Great help!	I'll try...
1. Read the task carefully to understand what you have to do.		
2. Look at the title / pictures of the text and guess what it is about.		
3. Think of words / ideas you might find in the text before you read it.		
4. Read the text quickly to check your guesses and get its main idea.		

<b>5. Read the text more carefully to find the information you need.</b>		
<b>6. Remember that you don't need to know all the words in a text.</b>		
<b>7. Try to guess what a key word means. The text can help you.</b>		



## **UNIT 3 / Lesson 2**

**Answers to the quiz about Australia  
on page 92**

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

### **Culture Corner**

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

# Speaking Appendix

UNIT 2 / Lesson 3

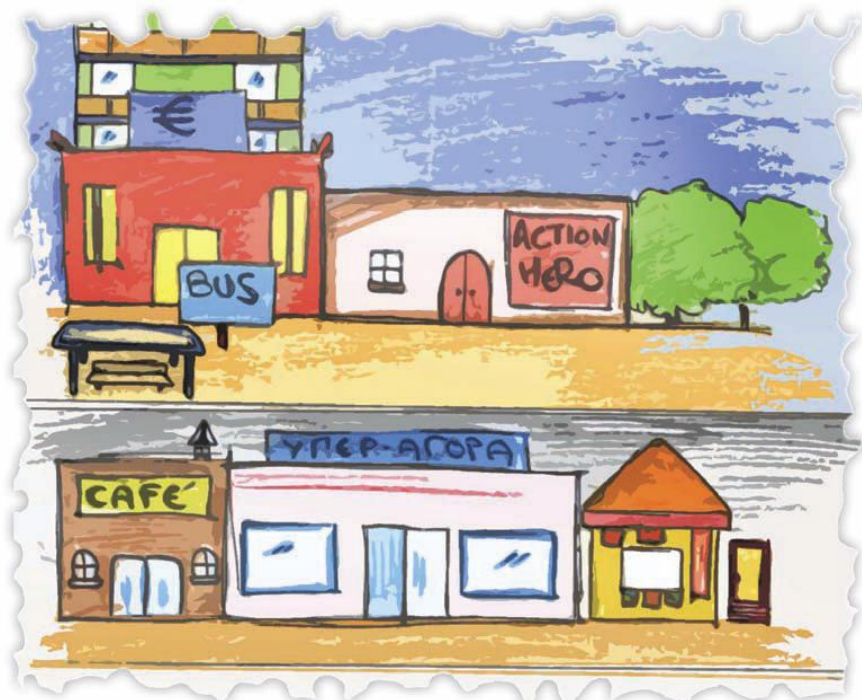
Speaking / Task 2 / page 61

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

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

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

Picture A



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

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

Table A		
	Marianna	Steve
art	😞	
computer studies	😊	
English	😊	
ancient Greek	😞	

**Does Steve like art?**

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

## UNIT 2 / Lesson 3

### Speaking / Task 2 / page 61

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

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

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

**Picture  
B**







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

**Student B: Look at Table B. Ask your partner about Marianna. Put**



**Look at the example first.**

Table B		
	Steve	Marianna
art		
computer studies		
English		
ancient Greek		

**Does Marianna like computer studies?**

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

## UNIT 3 / Lesson 3

page 117 / In your roles!

### Student A

#### A. You are a reporter

You work for the magazine 'Lifestyle'. You're going to interview your partner, who is a teacher. Look at the card and prepare your questions. Ask your partner and complete the card. Look at Task 1 on page 115 for help.



#### **A** A teacher's profile

(Name).....

Occupation: **Teacher**

Place of work: .....

Working hours: .....

Number of classes: .....

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

**Now change roles.**

## B. You are a teacher

A reporter from the magazine 'Lifestyle' is going to ask you questions about your job. Take some notes to be ready for the interview. Look at Task 1 on page 115 for help.



### **B** My profile

(Name).....

Occupation: **Teacher**

Place of work: .....

Working hours: .....

Number of classes: .....

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

**UNIT 3 / Lesson 3**

**page 117 / In your roles!**

## **Student B**

### A. You are a shop owner

A reporter from the magazine

**134 / 134-135**

**‘Lifestyle’ is going to ask you questions about your job. Take some notes to be ready for the interview. Look at Task 1 on page 115 for help.**



**A My profile**

**(Name).....**

**Occupation: Shop Owner**

**Place of work: .....**

**Working hours: .....**

**Number of classes: .....**

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

**Now change roles.**

**B. You are a reporter**

**You work for the magazine ‘In the kitchen’. You’re going to interview your partner, who is a famous chef. Look at the card and prepare your questions. Ask your partner and complete the card. Look at Task 1**

on page 115 for help.

**B**      **A shop owner's profile**

**(Name).....**

**Occupation: Shop owner**

**Kind of shop.....**

**Working hours: .....**

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



# GRAMMAR APPENDIX



## Unit 2

### Lesson 1

## PRESENT SIMPLE OF 'BE' - FORM

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

Negatives		Short Answers
Full form	Short form	
I am not	I'm not	Yes, I am
You are not	You aren't	Yes, he is
He is not	He isn't	Yes, they are
She is not	She isn't	

It is not	It isn't	No, you
We are not	We aren't	aren't
You are not	You aren't	No, she isn't
They are	They	No, we
not	aren't	aren't

## PRESENT SIMPLE OF 'BE'- USE

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

e.g. I'm not tall.

What colour are your eyes?

We're hungry.

## THE VERB 'HAVE GOT' - FORM

### Lesson 2

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

**It has got  
We have got  
You have got  
They have got**

**It's got  
We've got  
You've got  
They've got**

## **Questions**

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

## **Negatives**

### **Full form**

**I have not got  
You have not got  
He has not got  
She has not got  
It has not got  
We have not got**

### **Short form**

**I haven't got  
You haven't got  
He hasn't got  
She hasn't got  
It has hasn't got  
We haven't got**

You have not got  
They have not got

You haven't 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.

## Lesson 2

### PLURAL NOUNS

### REGULAR NOUN PLURALS - SPELLING RULES

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

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

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

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

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

## IRREGULAR NOUN PLURALS

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

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

## THERE IS / THERE ARE – FORM

Statements	Questions
There is a(n) ...	Is there a(n) ...?
There are (some / two)....?	Are there (any / two) ....?

Negatives	Short Answers
There isn't a(n) ...	Yes, there is
There aren't (any / two) ....	No, there isn't

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

## THERE IS / THERE ARE – USE

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

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

## Unit 3

### Lesson 1&2

## PRESENT SIMPLE – FORM

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

Negatives		Short Answers
Full form	Short form	
I do not walk	I don't walk	Yes, I do
You do not walk	You don't walk	Yes, he does
		Yes, we do

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

## Spelling Rules

In the 3rd person singular:

- Verbs ending in **-o / -ss / -ch / -sh / -x**, take **-es**.

**goes / misses / watches / washes / relaxes**

- Verbs ending in **consonant + -y**, take **-ies**.

**tries / flies BUT plays / says**

## **Time expressions**

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

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

e.g. Mary plays the piano every day.

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

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

## **PRESENT SIMPLE - USE**

- We use the Present Simple to talk about:

- habits and routines

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

- general facts  
e.g. We live in London.  
Mum doesn't speak English.

## ADVERBS OF FREQUENCY

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

<p><b>ALWAYS</b> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <p><b>USUALLY</b> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <p><b>OFTEN</b> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/></p> <p><b>SOMETIMES</b> <input checked="" type="checkbox"/></p> <p><b>NEVER</b> <input type="checkbox"/></p>	<p>I <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <b>make</b> my bed</p> <p>I <b>always</b> make my bed.</p> <p>We are <input checked="" type="checkbox"/> late for school.</p> <p>We are <b>sometimes</b> late for school.</p>
---	--

## Lesson 3

### WH- QUESTIONS

**Who do you meet every morning?**

**My friend, John.**

**Who cooks at home?**

**My grandma.**

**Which is your favourite colour?**

**Green.**

**Where do you live?**

**In London.**

**What time do you get up?**

**At 7:00.**

**When is your birthday?**

**On 4th January.**

**What is your telephone number?**

**210-3939202.**

**How do you go to school?**

**By bus.**

**How many thimbles have you got?**

**About 100.**

**How often do you play football?**

**Twice a week.**

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

e.g. **Who do you meet every morning? I meet my friend, John.**  
**Who cooks at home? My grandma cooks every day.**

# **Self-assessment key**

## **Unit 1 & 2**

### **VOCABULARY LINK**

#### **Task 1**

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

#### **Task 2**

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

### **GRAMMAR LINK**

#### **Task 3**

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

### **COMMUNICATION**

#### **Task 4**

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

## Unit 3

### VOCABULARY LINK

#### Task 1

<b>JOBS</b>	<b>SCHOOL SUBJECTS</b>
architect	art
author	music
secretary	biology
vet	PE

#### Task 2

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

### GRAMMAR LINK

#### Task 4

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

## Task 5

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

## Task 6

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

# It's up to you!

---

## Appendix

### Unit 2

### Lesson 1



#### Reading

**1 STUDENT A: Read about Magda or Pablo on page 153 and choose the correct information to complete her/his Profile Card.**

#### Magda

Hometown. : Athens, Greece / Nafplio, Greece

Age: 12 / 13

Brothers or sisters: Yes / No


Likes  : dancing and football / dancing and musicals

#### Pablo

Hometown. : Lisbon / Madrid

Age: 13 / 10

Brothers or sisters: a sister / a brother

Likes  : **football and biology / basketball and maths**

Now tell your partner about your new friend.

e.g. Magda is from **Greece**. She's .....years old. She's got.....She likes ..... Pablo's from..... He's.....years old. He's got..... He likes.....

### **Tip!**

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



## **FRIENDS FROM AROUND THE WORLD**

Hello! I'm Magda from Nafplio, Greece. I'm 12 years old and I'm in the first grade of Junior High

**School. I'm an only child, but it's OK. I've got lots of friends. I like dancing and I love musicals! My favourite one is 'Cats'. It's English. What are your hobbies?**



**Hi! I'm Pablo and I'm 13. I'm Portuguese and I live in Lisbon. I've got a brother, Marco. He's 10. We play football in the school football team.**



**Our coach says we're very good. What's your favourite sport? At school, I love biology but I'm not very good at maths. I don't like it. Are you good at maths?**

Google  
1234567890 Entren

Search

**STUDENT B: Read about Jennifer or Antonio on page 156 and choose the correct information to complete her/his Profile Card.**

## **Jennifer**

From : **England / Portugal**

Lives in:  **Oxford / Cambridge**

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

Languages: **German / Spanish**

## **Antonio**

From : **Portugal / Italy**

Lives in:  **Florence / Nafplio**

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

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

**Now tell your partner about your new friend.**

e.g. Jennifer is from **England**. She

lives in.....She's got.....She speaks..... Antonio is from..... He lives in.....He's got.....He speaks .....

## Tip!

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



## FRIENDS FROM AROUND THE WORLD

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



## Teen Links around the world

Hello everyone! I'm Antonio and I come from Italy. I live in Florence, with my parents and my twin sister. Her name is Rita.



I speak Italian and English. I love English because it's easy. Have you got a large family?

Google

### Unit 2

### Lesson 2



### Listening

**2** Do you remember who is who? Listen again and choose the right person.

1. Who's got key pals? **John/Mike.**
2. Who's an only child? **John/Mike.**
3. Who's got souvenirs from

different places? **Jennifer/Miss Baker.**

4. Who's got a special case for a collection? **Jennifer/Miss Baker.**



## Vocabulary Link

### Adjectives

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

**Age Size Opinion Material Colour**

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

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

others?

small brown ~~leather~~ fantastic  
young



## Reading

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

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



### **My favourite possessions**

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

Magda, 12, Nafplio, Greece

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

Fernando, 13

Buenos Aires – Argentina

It's black and it's got the name of my favourite group on it. I love it and I wear it very often because the weather is hot in my country.

All my friends have got one like this. We all love the same music band, you see.

Anna, 12 Nassau - Bahamas



Writing

**My favourite possessions**

160 / 165

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

**If you write about a pet:**

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

**If you write about a thing:**

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

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Reading

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

a. ...you want to have lunch or dinner? **restaurant/night club**

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

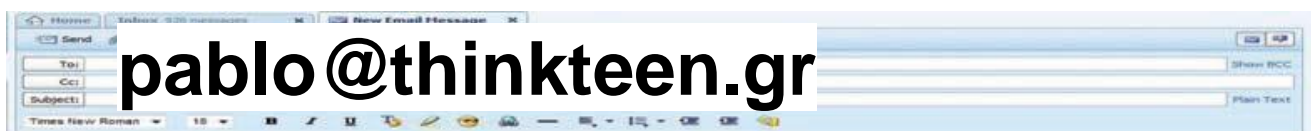
**church/art-and-craft shop**

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

**tourist information centre/hotel**

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

**Art Museum/restaurant**



**Hi there!**

**I've just got your e-mail and here is my answer. I live in**



**Plaka, a very old neighbourhood in one of the most beautiful cities, Athens. It's under the Acropolis! I can see it from my window. It's beautiful, especially at night. My neighbourhood is near the city centre. There aren't any wide**

**streets. All of them are small with traditional houses, churches and art-and-craft shops. There are a lot of Greek restaurants and some night clubs.**


**There is a tourist information centre because lots of tourists visit Plaka every day. They go to the centre and get information about places to visit. There's also an Art Museum for children where I often spend time at the weekends. There's always something interesting to do with other children, such as pottery or drawing. You can see Plaka in lots of old Greek films. I'm sending you a photo. I love it! What about your neighbourhood?**

**Love, Helen**



## Vocabulary Link

### Places and Buildings

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

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

**2** **BREAKFAST: 7.00 - 9.30**

**3** **DON'T TOUCH THE PAINTINGS**

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

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



## Vocabulary Link

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

**cinema**

.....

.....

.....

.....

.....

.....

.....

### TIP!

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



## Speaking

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

**pairs, read the example and find two more differences.**

**Student A: Look at the picture, Speaking Appendix, page 129.**

**Student B: Look at the drawing, Speaking Appendix, page 131.**

**In my picture, there's a bus stop in front of the bank.**

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



**Reading**

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

**Me**

'I wake / don't wake up at.....

'I usually go to school ..... I don't go .....

'I study.....

' do /I don't do my homework.....

'I do a sport .....

'I tidy / don't tidy .....





## A DAY IN JEAN PAUL'S LIFE

Hi there!

I'm Jean Paul. I'm 12 and I live in Tours, in France. My city is about 250km from the capital, Paris. I live with my mum, my stepdad and my stepbrother, Thierry.



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

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



**Greek alphabet is so weird!**

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



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

**After school, I always play the guitar for half an hour. I relax this way. Then, I do my homework. On Wednesdays, I play tennis at the tennis club. In France, we love playing tennis and cycling.**



## Do you know anything about the Tour de France?

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



### Writing

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

#### PARAGRAPH 1:

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

#### PARAGRAPH 2:

- Is your day busy? What time do

**you get up? How do you usually go to school?**

- **What time do lessons start / finish? Write about your favourite subject / teacher/ school activity.**
- **When do you do your homework?**

### **PARAGRAPH 3:**

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

## **Unit 3**

## **Lesson 2**



### **Reading**

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

**and choose the correct information:**

a. What is the name of Nicole's school: **the outback / the school of the air**

b. how much time does Nicole study every day: **30 minutes / 5 to 6 hours**

**by Jennifer Taylor**

## **TEEN**newspaper

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



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

**They're miles away from cities and**

**towns so there are only ‘schools of the air’ at the outback.**

**Three times a week she has an ‘on air lesson’ for 30**



**minutes only. Her teacher, Mr Kennard,**

**doesn’t live in the area. ‘I see him on my computer screen and he sends me work to do by e-mail. I do it and I send it back’ says Nicole.**

**Every day she studies for five to six hours. She learns things off by heart and she does exercises. She also watches interesting videos and of course she takes tests. ‘My mum helps me a lot. If I have a serious problem, I send an e-mail to my teacher’.**

**In the afternoons, she goes horse riding and**



**she also learns how to cook. She enjoys cooking. ‘There aren’t many**

children in the area but I've got two very good friends. What do you do every day? I'm sure your life is really different!

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

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

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

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

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



## Reading &amp; Listening



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

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

## TEENnewspaper

### DINNER IS READY!

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

5 **Good morning, Mr Young. We're writing an article about different**

**jobs. Do you want to help?**

**Yes, sure. What do you want to know?**

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

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

**What time do you start work?**

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

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

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

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

**What do you usually cook?**

25 You know. Stuff you like. Pasta, burgers, fish and chips, rice...

But we also make mixed salads and desserts. Cakes, pies, fruit salads... Everyone is crazy about my apple pie.

**Yummy! OK, one last question.**

**What do you like about your job?**

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

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

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

**based on an authentic interview with a College chef**

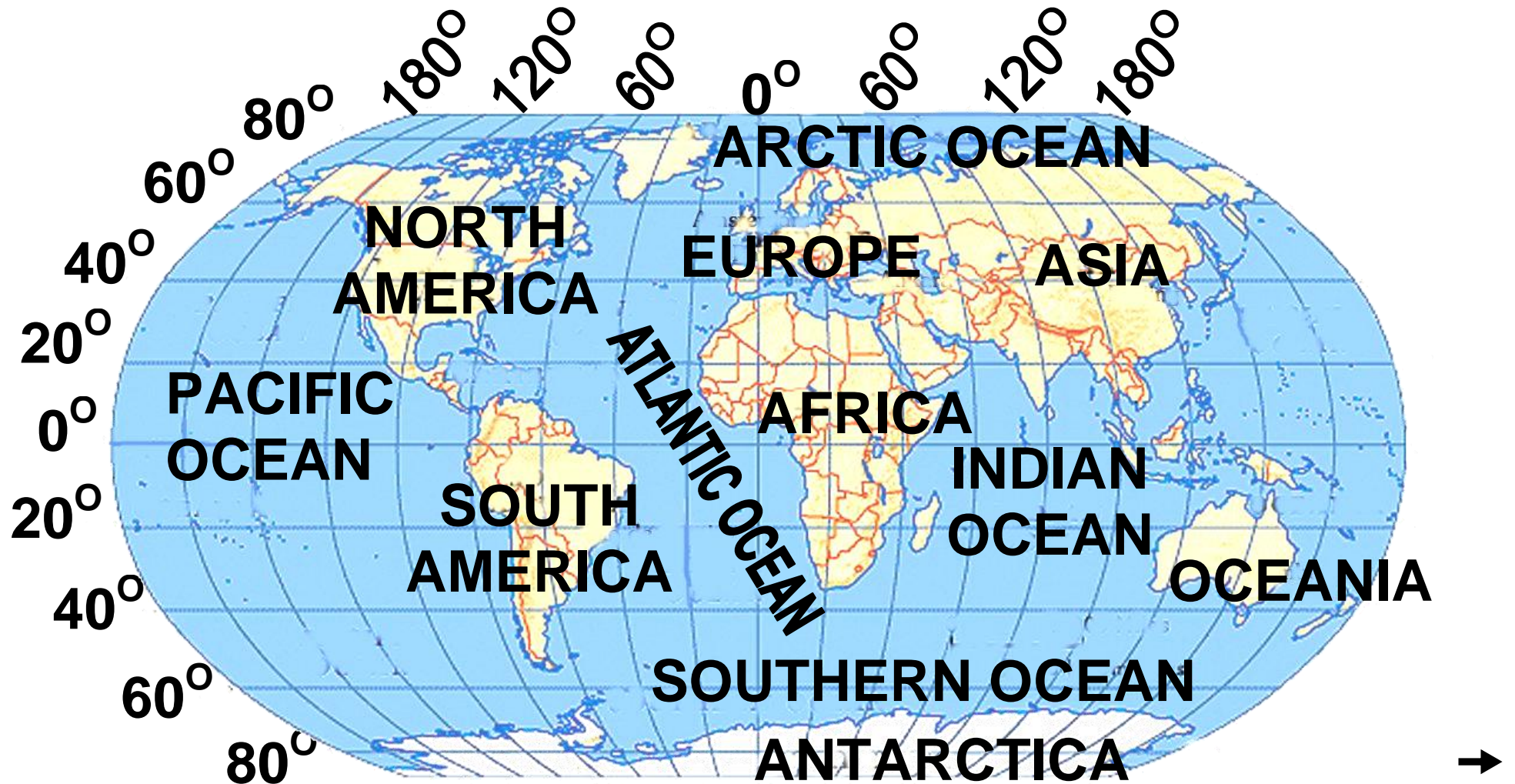
**16 Match the words from the interview with the correct definitions.**

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

# Maps

The World

WORLD MAP





## EUROPE

---

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





United Kingdom



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

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

**Αγγλικά Α' Γυμνασίου - Επίπεδο  
Αρχαρίων - Βιβλίο Μαθητή**

## **ΚΕΙΜΕΝΑ**

### **UNIT 2**

- **Lesson 2 - A collection of thimbles!, Vocabulary Link-Task 2 σελίδα 42, το κείμενο βασίστηκε στο Lemony Snicket's A Series of Unfortunate Events - The Bad Beginning (2005 Harper Collins Publishers)**

### **UNIT 3**

- **Lesson 1 - My Day - Reading-A Day in Jean Paul's Life σελίδα 79, το κείμενο είναι βασισμένο σε αληθινή συνέντευξη με τον Jean Paul, ένα δωδεκάχρονο αγόρι από τη Γαλλία.**

- **Lesson 2 - Greetings from Australia - Reading-A Day in the Life of an Australian Teenager** σελίδα 91, το κείμενο είναι βασισμένο σε πληροφορίες από: [www.assoa.nt.edu.au/](http://www.assoa.nt.edu.au/)
- **Lesson 3 - This is my job- Reading-DINNER IS READY** σελίδα 107, το κείμενο είναι βασισμένο σε αληθινή συνέντευξη με σεφ κολλεγίου στην Αγγλία

## ΦΩΤΟΓΡΑΦΙΕΣ

### UNIT 1

- Φωτογραφία 5, σελίδα 11 & Φωτογραφία 1, σελίδα 11 από [www.assoa.nt.edu.au/](http://www.assoa.nt.edu.au/)

### UNIT 3

- Φωτογραφία A, σελίδα 73 από [www.assoa.nt.edu.au/](http://www.assoa.nt.edu.au/)

- Φωτογραφίες, σελίδα 93 από [www.assoa.nt.edu.au/](http://www.assoa.nt.edu.au/)
- Φωτογραφίες, σελίδα 112 από <http://en.wikipedia.org> και [www.megatv.com](http://www.megatv.com)

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