

Think Teen!

**1st Grade of Junior High  
School**

**STUDENT'S BOOK**

**Προχωρημένοι**

**Τόμος 2ος**

**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»**

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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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ΘΡΗΣΚΕΥΜΑΤΩΝ ΚΑΙ ΑΘΛΗΤΙΣΜΟΥ  
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Αικατερίνη Νικολάκη**

**ΑΝΑΔΟΧΟΣ ΣΥΓΓΡΑΦΗΣ:  
Ελληνικά Γράμματα**

**1st Grade of Junior High  
School**

**STUDENT'S BOOK**

**Προχωρημένοι**

**Τόμος 2ος**



## Unit 3

## TEEN Matters!

**LESSON 1: Food for thought!**

**LESSON 2: Your problem sorted!**

**LESSON 3: We're on a shopping spree!**

**Match each photo (1-3) to the e-mails (A-C).**

**Teen MAG Your problem sorted**

**Problems at school? At home?**

**With your Mends?**

**Do you need some useful advice?**

**Our Agony Aunt is here to help you out!**

**You can call us or write to us!**

**Teen Helpline**

**51 Oatridge St, SW3, London**

**Tel. 0207575 5757**

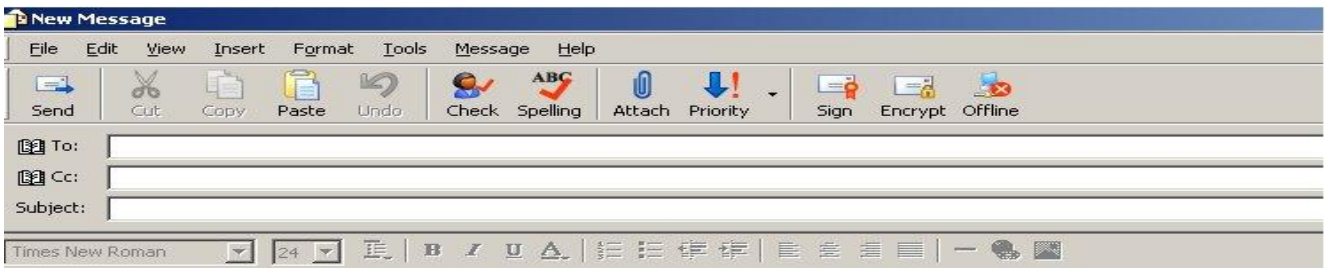
1



2



3



**What can I buy for my little brother (he's 9) on his birthday? He loves computer games but I know nothing about this stuff. Any ideas?**

**Jill**

**A**

**We want to buy some really cool clothes for parties. Can you give us the address of the best shops in the centre?**

**M+J** B

**I need your help! My children go out with their friends and eat lots of junk food. What can I do?**

**A worried mum.** C

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

## **READ**

- a magazine article about eating habits

- food labels
- an Agony Aunt's answer to a magazine reader
- computer game reviews

## **LISTEN TO**

- a song about a teenager's feelings
- teenagers calling Teen Helpline
- a dialogue between friends about buying a present

## **TALK ABOUT**

- differences in drawings
- teenagers in photos
- ideas for presents

## **WRITE**

- tips for healthy eating habits
- the lyrics for a song
- a letter of advice to a teenager

## **LINK TO**

- Home Economics • Culture • Music
- Maths • ICT • Art

## Lesson 1: Food for thought

**Pedro, from Italy, is the healthy guy. He hates junk food and tries to change his friends' bad eating habits. He's sending this article from an English magazine to his new friends from the camp. Read it.**



**Reading**



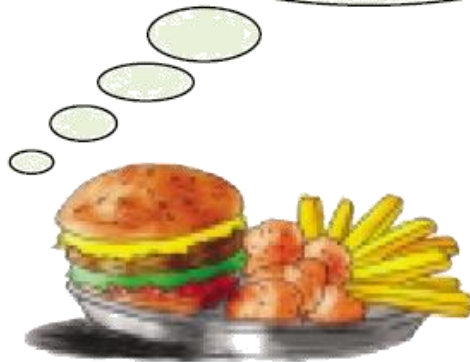
**1 Are these statements myths or facts? Discuss in pairs. Then read the article and find out.**

## Myths and Facts

Check what you know...

1

A fast-food cheeseburger is a healthy meal because it has meat, cheese, bread and vegetables.



2

I'm not fat so I don't have to pay attention to what I eat.



**3**

**If I skip a meal, I can eat whatever I want at my next meal.**



**2 Read the article again and answer Pedro's questions.**

- a. What is bad for our heart?
- b. Which kind of pizza can we eat?
- c. What are fizzy drinks bad for?
- d. What can we add in our water?
- e. Which foods have a lot of calories?
- f. What kinds of meals are good for us?

## What are we really eating?

We all love chips and pizza but what are our favourite foods doing to our bodies?



### Burger and chips or pizza

#### What's in 'em?

Huge amounts of fat, salt and additives!

#### What's the damage?

All this fat and salt is really bad for your heart.

#### A good alternative:

Tofu burgers, roasted potatoes and homemade pizza!

### Fizzy drinks

#### What's in 'em?

Sugar, colouring, additives and carbonated water to give it the fizz!



## What's the damage?

It can damage your teeth - and that also means bad breath!

## A good alternative:

Plain water! Add a little fresh orange juice if you like.

## Chocolate cake

### What's in it?

High amounts of sugar, fat and additives!

### What's the damage?

Like most fatty, sugary foods, cakes are very high in calories.

### A good alternative:

Fresh fruit with yoghurt is a delicious dessert!



**Eat More Healthily –  
Dr. Jackson says...**

1. You must cut down on a lot of your fave foods. It may be difficult

**at the start, but soon you'll have tons more energy.**

**2. Don't skip meals. You must eat three healthy, normal-sized meals a day.**

**3. You have no problem with your weight? You're lucky but it's important to choose healthy food every day.**

**4. And remember, you don't have to stop eating burgers and pizza completely. But you should make sure you eat more home cooked meals.**

**Log on to**

**<http://pbskids.org> for more info**

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**adapted from Mizz No. 519 /  
April 6th - 9th 2005 / p. 24-25**

# Lesson 1: Food for thought!



## Vocabulary Link

### Healthy Food

**1** Where can you see these labels?

What do they mean?

**1**

Less fat

**2**

no sugar added

**3**

with salt

**4**

no additives

**5**

no colouring

**2** Pedro's class is making a poster about healthy eating habits. Here is the message on it. Use the article and your dictionary to complete their text with words from the boxes.



These are nouns.  
Look for the  
adjectives  
in the article.

Which goes with 'milk'?  
Choose from box B.

**A**

fat  
salt  
sugar  
health

**B**

boiled  
grilled  
low-fat  
whole grain

Don't eat a lot of <sup>1</sup> .....,  
<sup>2</sup> ....., or <sup>3</sup> ..... food.  
It might be tasty but it isn't  
<sup>4</sup> ..... Go for .....bread,  
<sup>6</sup> .....vegetables, <sup>7</sup> .....milk  
and <sup>8</sup> .....meat.

## Culture Corner

### Sayings

1. An apple a day keeps the doctor away.

2 Too many cooks spoil the broth.

3. Don't cry over spilt milk.

**What do these sayings mean?**

**Are there any similar ones in your language?**

**key on page 135**

**3 Put what we usually eat in food groups. Can you add one more in each group?**

**Task 6 - p.166**

lettuce yoghurt apples cheese  
cereal chicken pasta steaks peas  
peaches

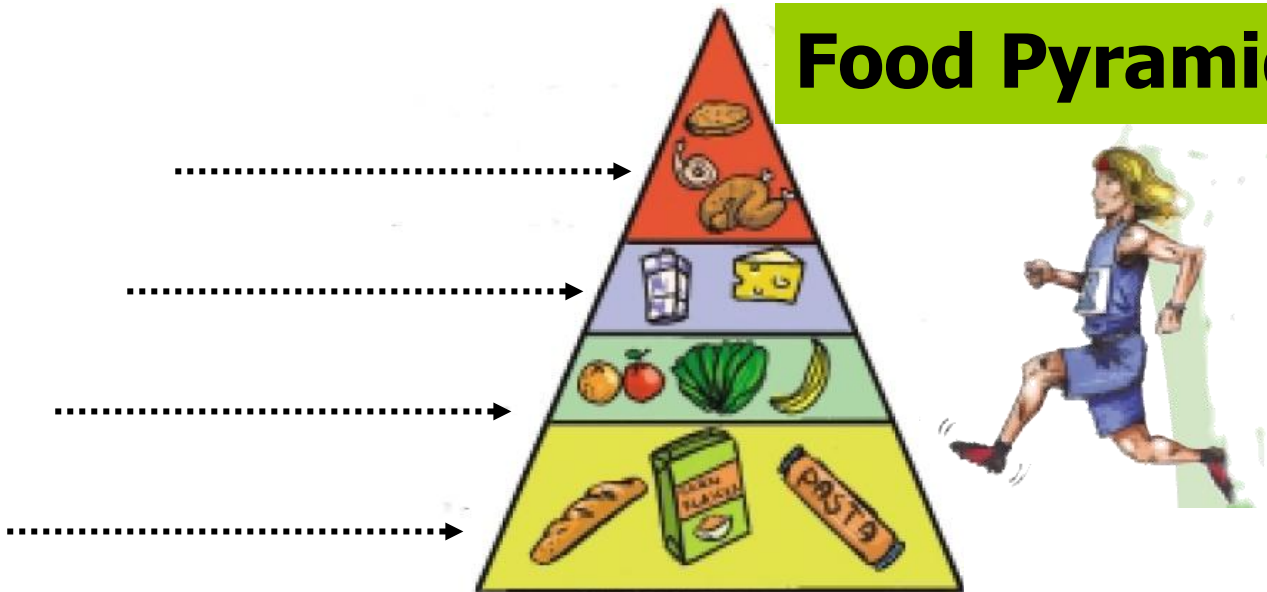
| <b>GRAINS</b> | <b>VEGETABLES</b> | <b>DIARY PRODUCTS</b> |
|---------------|-------------------|-----------------------|
| rice          | green beans       | milk                  |
| .....         | .....             | .....                 |
| .....         | .....             | .....                 |
| .....         | .....             | .....                 |

| <b>FRUIT</b> | <b>MEAT/<br/>POULTRY/FISH</b> |
|--------------|-------------------------------|
| bananas      | tuna                          |
| .....        | .....                         |
| .....        | .....                         |
| .....        | .....                         |

**4** Label the Food Guide Pyramid. Use the headings in Task 3. What does it say about healthy eating habits?

**The New Food Pyramid emphasises healthy food choices and physical activity!**

## Food Pyramid



**5** Which eating habits are healthy for:

**a. a student of your age? b. an athlete of your age? c. a student who wants to lose weight?**

**Your home economics teacher can help you prepare a healthy diet for each**









**Link to [www.e-yliko.gr](http://www.e-yliko.gr) for the first grade of Junior School: Our Restaurant: Menus**



## Grammar Link

### Nouns and Quantifiers

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

|  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• How many apples are there?</li> </ul>   | <ul style="list-style-type: none"> <li>• How much rice is there?</li> </ul>  |
| <ul style="list-style-type: none"> <li>• There are a lot of apples. </li> </ul> | <ul style="list-style-type: none"> <li>• There's a lot of rice. </li> </ul> |
| <ul style="list-style-type: none"> <li>• There are a few apples. </li> </ul>    | <ul style="list-style-type: none"> <li>• There's a little rice. </li> </ul> |
| <ul style="list-style-type: none"> <li>• There aren't many apples. </li> </ul>  | <ul style="list-style-type: none"> <li>• There isn't much rice. </li> </ul> |
| <ul style="list-style-type: none"> <li>• There aren't any apples. </li> </ul>   | <ul style="list-style-type: none"> <li>• There isn't any rice. </li> </ul>  |
| <ul style="list-style-type: none"> <li>• Which of the two (apples or rice) can we count? .....</li> <li>• Put a tick (✓) in the right box:</li> </ul>              |  |

|                    |                 |              |                 |                   |
|--------------------|-----------------|--------------|-----------------|-------------------|
| <b>NOUNS</b>       | <b>a lot of</b> | <b>a few</b> | <b>a little</b> | <b>(How) many</b> |
| <b>COUNTABLE</b>   |                 |              |                 |                   |
| <b>UNCOUNTABLE</b> |                 |              |                 |                   |

|                    |                   |            |
|--------------------|-------------------|------------|
| <b>NOUNS</b>       | <b>(How) much</b> | <b>any</b> |
| <b>COUNTABLE</b>   |                   |            |
| <b>UNCOUNTABLE</b> |                   |            |

see Grammar Appendix, page 143-4

**2** Look at the nouns in Vocabulary Link - Task 3. Which ones are countable and which are uncountable?

**3** FIND THE DIFFERENCES.

**Student A:** Look at page 137.

**Student B:** Look at page 140.

**Task 7- p167**

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

**4** Study the example sentences (1-3) and match with (a-c).

|  |     |
|--|-----|
| <b>1. You must eat three normal-sized meals a day</b>    | ... |
| <b>2. You mustn't skip a meal.</b>                       | ... |
| <b>3. You don't have to stop eating pizza completely</b> | ... |

- a. not necessary**
- b. really important to happen**
- c. really important not to happen**

see Grammar Appendix, page 144-5

**5** In pairs, write some **RULES FOR EXCELLENT HEALTH**. Use **must / mustn't / don't have to**.

## **Golden Rules for Excellent Health**

by Helen and John

- You must choose whole grain bread, cereal, crackers, rice or pasta.
- You ...

Link to [www.e-yliko.gr](http://www.e-yliko.gr)  
for the first grade of  
Junior High School:  
Projects: (Vietnam -  
Ethnic Food)



**Project**

**PROJECT  
STRATEGIES  
see page 60-4**

### **Eating Habits**

**1** Choose one of the following dishes or one of your choice.

**Fish soup**

**Greek Salad**

**Pita -Souvlaki**

**Spring rolls**

**Look at the food pyramid on page 20 and find out what there is from each food group. Decide if it's healthy or not and why. Present it to the class.**

**OR**

**2 Choose one of the following topics, find information (on the Internet, in your school books, from your teachers) and present it to the class.**

**Food and Religion**

**Food and Celebrations**

**Food and Climate**



**Thanksgiving  
dinner**



**Ramadan**



**Snack tray for  
Chinese New  
Year**



**Greek Easter**

## **Lesson 2: Your problem sorted!**



### **Song Time**



**1 Listen to Paul singing one of his songs. Does he do well at school? What does he want to do?**

**I always feel nervous  
Before a test  
Do you think it is  
'cause I never do my best?  
My mum gets worried  
When my marks are low  
But what can I do about it?  
I really don't know!**



**When I do my homework  
I feel dead tired  
And when I'm in class**

**I'm not that excited  
Come on, teachers!  
Let me play!  
I feel so unhappy  
If I work all day!**



**But when I meet my friends  
I am really glad  
And when they're away  
I'm so sad**



**We watch TV  
We play on my PC  
We never feel bored  
When we are together!**



**2 Find a title for the song and sing it in groups or with the whole class.**

**3 How does Paul feel? Find adjectives in the song and put them in the right box.**



**4 Can you add any others?**

**5 Tell each other on what occasion(s) you feel this way.**

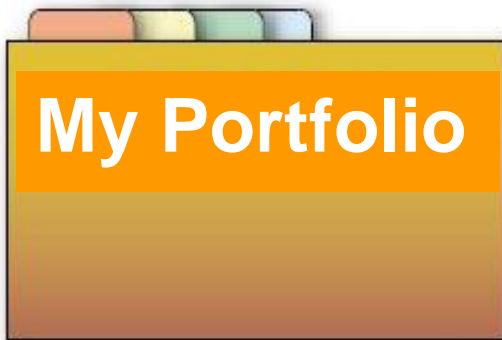
-I always feel nervous before I go to the dentist. What about you?

- I feel bored when I go out with my parents.

**6 Try, in groups, to write a song about 'feelings'.**

**If you know how to play a musical instrument, you can write**

**the music as well. You can ask your music teacher to help you.**



## Listening and Speaking

**1 Paul and his sister, Jane, are looking at a photo album. Listen to them and choose the right photo (a - d). Then say:**

**a.**



**b.**



**c.**



**d.**



- a. who they are talking about
- b. what his / her problem is
- c. what they decide to do.

**2** Listen again. What do Paul and Jane use when...  
Choose from the Language Bank and give examples.

- a. they're sure something is happening ?
- b. they aren't really sure about something?

**Task 8-**  
**p.167-8**

**Language Bank**

**Making Guesses**

- **must**
- **may/might**

**3** What can you say about the teenagers in the other photos?

**Talk about:**

**where they are**      **their family**

**their daily routine**      **their problems**

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. I think she's crying.

- She might have a problem at school.

What do you think?

**4** The teenagers in the pictures are calling Teen Helpline to talk about their problem and ask for advice. 🎧 Listen, match the speakers with the photos and take some notes.

|  |  |  |
|--|--|--|
| (1) Name:<br>.....<br>Problem:<br>.....<br>.....<br>.....<br>..... | (2) Name:<br>.....<br>Problem:<br>.....<br>.....<br>.....<br>..... | (3) Name:<br>.....<br>Problem:<br>.....<br>.....<br>.....<br>..... |
|--|--|--|

**5** Do you or your friends have similar problems? Who do you talk to about them?



Write down key words to help you remember the problem. Don't write full sentences.



**Reading**

**1** One of the teenagers wrote a letter to Teen Helpline to get some advice about his / her

**problem. Read Agony Aunt's answer. Which teenager is she writing to?**

**Agony Aunt:**  
a Person who  
writes in a magazine  
giving advice to  
reader's problems

**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.**

**2** What pieces of advice does she give? Tick ✓

**Task 9 - p.169**

- a. Smile!**
- b. Go to a new school!**
- c. Find an activity you like!**
- d. Tell your mum!**
- e. Buy new clothes!**
- f. Don't be nervous.**

**3** How can each piece of advice help? Read the letter again to find out. Do you have any other ideas to help?

**4** Think of people you know who:

- a. look really friendly.
- b. have similar interests to you.
- c. always come up with great ideas.
- d. make you feel nervous.

and tell each other.



## Grammar Link

### Giving advice

**1** Underline the language Agony Aunt uses to give advice and use it to complete the Language Box.



**a. You.....  
find new friends**



**b. You.....  
stay at home**



**c. A.....  
to have a party**



**d. Or.....  
go on an  
excursion**



**e. Why.....  
on an excursion**



**f. Just relax  
and listen to  
music**

**see Grammar Appendix, page 146**

**2** Choose one of the teenagers in the pictures on page 30-31. In pairs, decide what advice to give him / her. Make some notes. You can listen to their problems again if you want to.



**Writing**

### **A letter of advice**

**1** Now, write a letter of advice to this teenager. Make sure that you:

- use a variety of 'Giving Advice' language.
- explain how each piece of advice can help.

**2 Give your first draft to your partner and take his / hers. Check and make comments.**

- Are there at least two pieces of advice?
- Is it clear why the writer is giving each piece of advice?
- Is there a variety of 'Giving Advice' language?
- Is the letter easy to read and understand?

**3 Take your draft back, listen to your partner's comments and make any necessary changes before you hand it in.**

# Lesson 3: We're on a shopping spree!



## Reading

**1** Jennifer is writing to her friend Silou, from Jakarta, Indonesia. What is she asking for? Read the e-mail and say.



**Hi Silou,  
I need your advice. Remember my little brother Ian? What can I buy him on his birthday? He's 9 and he loves computer games but I know nothing about this stuff.  
Jennifer**

**2** Silou sent Jennifer this page from a teen magazine. Read the reviews very quickly to find:

- a. an army      b. a sport      c. Will's surname  
d. the cheapest game of all

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! \*\*\*\***

**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!**

**\*\*\*\***

## **C Matrix Online**



**(£29.99, Tega PC4?OM)**

**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 the fun! \*\*\*\***

**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. \*\*\***

**3 Read the reviews more carefully and complete Jennifer's notes to help her choose a game for her brother.**

**Task 10- p.171-3**



**Which one do you prefer?**

## **This / These game(s) ...**

- 1. are about films. ... and ...**
- 2. have the same price. ... and ...**
- 3. gives you more information every time you play ....**
- 4. is not as exciting as the others. ...**

## **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. ...**
- 8. you need to use your brain a lot. ...**



**Vocabulary Link**

**Guessing words from context**

**Task 11- p.174**

**1** 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) |  |

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Link to [www.e-yliko.gr](http://www.e-yliko.gr) for the first grade of Junior High School: **Computer Games**

**2** Find verbs in the reviews to complete the sentences:

**Task 12- p.175**

- a. Lots of countries.....in the Eurovision contest every year. (C)
- b. If you want to use the computer, you need a password to.....(C)

- c. We must.....our computer software. It's very old. (C)
- d. This is my first time in Paris. I'm going out to.....the city. (D)
- e. Only top students can..... this maths problem. (D)

**3** How quickly can you do these vocabulary puzzles? The reviews can help you.

**A. Match**

|   |   |
|---|---|
| <p><b>1. It's fun!</b></p> <p><b>2. It's funny!</b></p> | <p><b>a. It makes me laugh!</b></p> <p><b>b. I'm having a great time!</b></p> |
|---|---|

What can be fun? What can be funny?

**B. Find 3 COMPUTER words**

- .....
- .....
- .....

## C. Find a **Greek** word

- .....

## D. Which **hat** can make you smarter?



**My**.....**hat!**



## Listening

**1** Listen to Lyn and Peter and answer these questions.

a. What are they looking for?

b. Ian is their **big brother / son / best friend.**

**2** Listen again and circle the correct answer.

a. It's a **birthday / Christmas** present for Ian.

b. Ian is **older / younger** than 7 years old.

- c. Peter finds “Mario Power Tennis” more **interesting / difficult**.
- d. Peter **hates / loves** sports.
- e. “Matrix” **is / isn’t** better than “The Lord of the Rings”
- f. Lyn **knows / doesn’t** know where the nearest computer shop is.



**Task 13- p.175**



## **Grammar Link**

### **Comparing**

**1** Listen Study the example sentences and complete the Grammar table.

- a. Matrix Online is cheaper than The Lord of the Rings.
- b. “Mario Power Tennis” looks more interesting than “Matrix”

- c. Peter is (n't) as young as Ian.
- d. You must start with the easiest games.
- e. This is one of the most popular books.
- f. Which computer game is the best for Ian?

In which sentences do we compare:

1. two people or things?

.....

2. more than two people or things?

.....

| POSITIVE | COMPARATIVE           |
|----------|-----------------------|
| cheap    | cheaper than          |
| easy     |                       |
|          | more interesting than |
|          |                       |
| good     | better than           |
| bad      | worse than            |

Choose the correct form: Ian isn't as fat / fatter / fattest as Peter.

## SUPERLATIVE

the easiest

the most popular

the worst

see Grammar Appendix, pages 146-150

**2** Compare yourself with members of your family.

e.g.: - I'm not **as sporty as** my brother but I'm **smarter than** him.

- In fact, I'm **the smartest** in the family.



**Artistic**



**beautiful**



**STRONG**



funny



rich



## Speaking

**1** Do you buy birthday presents for your friends? What do you usually choose?

**2** Here are some ideas for presents. Talk with your partner and choose one for a friend.



**Think!**

**What your Mend likes wearing.  
How much money you can spend.  
Don't worry about mistakes.  
Practice makes perfect!**

## **Adjective Bank**

|                  |                    |
|------------------|--------------------|
| <b>modern</b>    | <b>cheap</b>       |
| <b>expensive</b> | <b>casual</b>      |
| <b>warm</b>      | <b>trendy</b>      |
| <b>beautiful</b> | <b>fashionable</b> |

## **Language Bank**

**What about ... ?  
We can buy him / her a...  
What do you think?  
That's a good idea. I don't think so.  
I think the T-shirt is more ...  
It's very ...  
He /She doesn't like...**

**He / She can wear it at ...  
How much does it cost?**



## **Project**

### **Shopping around**

- **Find information about 3 different products. Choose only one category. You can use the Internet or catalogues from companies and stores.**

**Computers**

**bikes**

**MP3s**

- **Find similarities and differences. What characteristics should a smart buyer look for?**
- **Decide how you can present your data in class. Your ICT teacher can help.**
- **Prepare your presentation. A cassette recorder can help you.**

# Self-Assessment

## VOCABULARY LINK

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

- |                     |              |
|---------------------|--------------|
| 1. very big         | a. excited   |
| 2. very tasty       | b. dairy     |
| 3. very bad         | c. products  |
| 4. steak, burgers,  | d. damage    |
| 5. chicken          | e. evil      |
| 6. very happy       | f. review    |
| 7. a report about a | g. huge      |
| 8. book             | h. delicious |
| do harm             | meat &       |
| milk, cheese,       | poultry      |
| yoghurt             |              |

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

**2 Complete the sentences with the correct word.**

1. We always buy whole g..... bread.

2. Try to eat home c..... meals.

3. Would you like a piece of cake?  
Its d.....

4-5. My mum gets w.....when my marks are l.....

6. Can you help Mario out of this sticky s.....?

7. Playing football with your friends is great f.....

**1 POINT FOR EACH CORRECT ANSWER TOTAL \_\_\_/7**

## **GRAMMAR LINK**

**3 Circle the correct answer:**

1. How many / much brothers have you got?

2. Is there some / any milk in the fridge for me?
3. We've got a lot of / much eggs. Let's make a cake
4. There are a few / a little posters on the walls.
5. There's just a few / a little orange juice in your glass. Drink it up!
6. There aren't many / much apples in the basket.
7. I've got a lot of / many homework. Can you help me?

1 POINT FOR EACH CORRECT ANSWER TOTAL\_\_/7|

**4** Circle the correct answer:

1. James **should / may** work harder at school.
2. You **mustn't / don't have to** go to bed early. It's Saturday.

3. Mary isn't at home. She **mustn't /may** be at school.

4. You **might /should** drink lots of water if you want to be fit.

5. There are clouds in the sky. It **must /may** rain.

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

**5** Write the adjectives in the correct form.

e.g. My dad is **the tallest** (tall?) person in our family.

1. My son's birth was..... (happy) moment in my life.

2. Mike is as.....(strong) as Dan.

3. My granny is..... (sweet) person in our family.

4. Mary is..... (beautiful) girl in our class.

5. Are you..... (thin)  
than your sister?

6. The weather today is.....  
(bad) than yesterday.

7. Who's..... (good)  
student in your class?




1 POINT FOR EACH CORRECT  
ANSWER TOTAL\_\_/7



**CHECK YOUR ANSWERS WITH  
YOUR PARTNER. THEN LOOK AT  
THE ANSWER KEY ON PAGE 163**

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>   |  |  |  |
|---|--|---|---|
| <p><b>a. I can scan a magazine article about food to find the information I need.</b></p> <p><b>b. I can use the information on the food pyramid to prepare a healthy diet.</b></p> <p><b>c. I can understand what problems teenagers who are calling Teen Helpline are talking about.</b></p> <p><b>d. I can read an agony aunt's answer to find the advice she gives.</b></p> |  |   |   |

| <b>Can-do-Checklist</b>  |  |  |  |
|--|--|--|---|
| <p><b>e. I can write a short letter of advice to a teenager who has a problem.</b></p> <p><b>f. I can read computer game reviews to find information about computer games.</b></p> <p><b>g. I can compare myself with other members in my family.</b></p> <p><b>h. I can talk about ideas for a present with my partner.</b></p> |  |  |   |



## **Project Work Strategies**

**Great help!**

**I'll try**

- 1. Decide what each of you wants to do.**
- 2. Make a list of your steps.**
- 3. Try to help each other in your team.**
- 4. Look for information in books, newspapers, magazines or the Internet.**
- 5. Use the language you have learnt in your presentation.**
- 6. Talk about**

**different ways  
to present  
your work and  
choose the  
best ones.**

**7. Use photos,  
drawings,  
short texts  
and/or  
recorded  
material.**

**8. Use  
technology  
(e.g. power  
point, an  
overhead  
projector, a  
camera, a  
video camera  
etc.)**



## Unit 4 Looking back on the past!

LESSON 1: On a mystery tour!

LESSON 2: Tell me a story!

LESSON 3: We survived the  
tsunami!

**Match the topics (1-3) with the  
bubbles (A-C)**



**Discover the World with us!**

**Time for Teens**

**1** **“We survived the tsunami!”**

**Two kids are describing their  
horrible experience in Indonesia.**

## **2 Homework Helper /**

**This week: “Who is who?”**

**Who created Mickey Mouse? Who invented dynamite? Go on our mystery tour and top your teacher!**

## **3 ‘A broken window’ -**

**Short Story Competition**

**Do you like short stories? Are you good at writing? Here’s your chance to become a writer. First prizes will be published on this site!**

**Links:**

- 1. Entertainment News**
- 2. Teachers & Parents: Subscribe**
- 3. Games and Trivia**
- 4. Teen Reporters**



.....  
**Great site!  
I'll enter the  
competition**



**What a tragedy! I  
can write about  
it in the school  
newspaper.**



**Homework  
Helper! Mmm...**

**In Unit 4 you will**

## **READ**

- a magazine quiz about important personalities
- students' short stories
- a quiz about tsunamis

- newspaper articles about natural disasters and accidents

## **LISTEN TO**

- an extract from a radio play
- short dialogues

## **TALK ABOUT**

- your activities at a specific time in the past
- specific information in a short story
- a day you did something wrong

## **WRITE**

- a 'Mystery Person' quiz
- opening paragraphs in stories
- an article about a disaster
- information cards about a disaster

## **LINK TO**

- Science • History • Art • Music • Geography • ICT

# Lesson 1: On a mystery tour!



## Reading

**John has a new school project. He wants to find information about three important people from the past so he's visiting the Homework Helper in TIME FOR TEENS.**

**1** What can you read about on this webpage? Match the words in the box with the drawings.

 Then listen and check.



a.....

b.....

c.....



d.....



e.....



f.....



g.....

play  
railway  
award  
dynamite  
music score  
fairy tale  
puppet

**2** Can you think of Greek composers, plays, awards, fairy tales or puppets?

**3 WHO'S WHO? Read quickly to find which entry (A-E) is about a person who...**

- 1. worked with puppets. ....
- 2. wrote classical music. ....
- 3. wrote Romeo and Juliet. ....
- 4. found something important. ....
- 5. was born in April. ....

**4 EXTRA HELP! Read again and complete this information table.**

**Task 14- p176-8**

|                  | born in | died in | nationality |
|------------------|---------|---------|-------------|
| MYSTERY PERSON A | 1833    | -       |             |
| MYSTERY PERSON B |         |         | America     |
| MYSTERY PERSON C |         | -       |             |

|                             |  |   |  |
|-----------------------------|--|---|--|
| <b>MYSTERY<br/>PERSON D</b> |  |   |  |
| <b>MYSTERY<br/>PERSON E</b> |  | - |  |

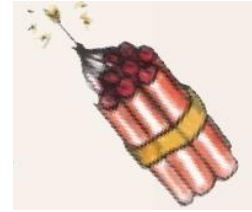
|                             | <b>profession</b> | <b>famous for</b> |
|-----------------------------|-------------------|-------------------|
| <b>MYSTERY<br/>PERSON A</b> |                   |                   |
| <b>MYSTERY<br/>PERSON B</b> |                   |                   |
| <b>MYSTERY<br/>PERSON C</b> |                   |                   |
| <b>MYSTERY<br/>PERSON D</b> | <b>composer</b>   |                   |
| <b>MYSTERY<br/>PERSON E</b> |                   | <b>plays</b>      |

**5** Do you know who each Mystery Person is? If not sure yet, look at page 135.

## 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? .....

**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, 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? .....

---

adapted from:

- Text A: Time for Kids / October 21 / 2005 / Vol. 11 / No 7 .

- Text B: Time for Kids / September 30 / 2005 / Vol. 11 / No 5

- Text C: Time for Kids / April 8/ 2005/ Vol. 10/ No 23

Text D: Time for Kids / January 28 / 2005 / Vol. 10 / No 15

- Text E: Time for Kids / February 13 / 2004 / Vol. 9 /No 1



## Vocabulary Link

### Guessing words from context

Task 15- p.182

**1** Find words in the texts that mean:

a. they make things explode (noun TEXT A): .....

b. that happens once a year (adj. TEXT A): .....

c. were the protagonists (verb TEXT B) .....

d. wrote music (verb TEXT D)

.....

e. famous (adj. TEXT E)

.....

### Collocations

**2** Find words in the texts to complete these groups. Some words can be in more than one group.

**We write...**

A fairy tale  
music

.....

.....

.....

**We build...**

a bridge  
a block of flats

.....

.....

.....

**We .....**

an opera  
a symphony  
a ballet  
music

**3 Complete the gaps with the correct verb.**

**discovered    created    invented**

- a. Graham Bell.....the telephone.
- b. Columbus..... America.
- c. Walt Disney..... Mickey Mouse.

**4 Use your dictionary to complete this table**

| <b>VERB</b> | <b>NOUN 1</b> | <b>NOUN 2</b> |
|-------------|---------------|---------------|
| create      | creator       | .....         |
| Invent      | .....         | .....         |
| .....       | discoverer    | .....         |
| .....       | .....         | composition   |
| -           | .....         | poetry / poem |

**5 Look at this box.**

Mozart was born in 1756.  
seventeen / fifty six

**6 What happened in Greece in...?**

1821      1940      2004

**7** Tell each other when you and members of your family were born.

## Language Bank

I was born...

- in May
- in 1994
- on 2nd May, 1990
- on June 16, 1981

**VOCABULARY STRATEGIES**  
see page 133-4



## Grammar Link

### Past Simple

**1** What do you remember about each Mystery Person? Do this quiz to find out.

## **MYSTERY PERSON - Quiz Time**

- a. Nobel was Swedish. **T/F**
- b. Were the Muppets English? **yes / no**
- c. Sesame Street started in 1969. **T/F**
- d. Andersen wrote classical music. **T/F**
- e. Shakespeare didn't write 'The Little Mermaid'. **T/F**
- f. Did Mozart die at an old age? **yes / no**

**2** Study the sentences in the quiz and complete the Grammar table.

**Task 16- p.183**

|       |   |  |
|-------|---|--|
| be    | <input checked="" type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/> | Nobel was Swedish.<br>Andersen <sup>1</sup> .....Swedish.<br><sup>2</sup> .....Mozart Swedish?   |
| start | <input checked="" type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/> | Sesame Street <sup>3</sup> .....in<br>1969.<br>It <sup>4</sup> .....start in 1968.<br><sup>5</sup> ..... The Muppet Show<br>start in 1969?   |
| write | <input checked="" type="checkbox"/><br><input type="checkbox"/><br><input type="checkbox"/> | Andersen <sup>6</sup> .....fairy<br>tales.<br>Henson <sup>7</sup> ..... write<br>fairy tales.<br>Did Nobel <sup>8</sup> .....fairy<br>tales? |

➤ Was Nobel clever?

Yes, he was.

➤ Were The Muppets boring?

No, they <sup>9</sup> .....

➤ Did Shakespeare write poems?

Yes, he did. ....

➤ Did Henson die in 1999?

No, he <sup>10</sup> .....

**States and completed actions in  
the past**



**PAST SIMPLE**

- Group the **REGULAR** past forms in the texts.
- Make a list of the **IRREGULAR** past forms in the texts.

see Grammar Appendix, pages 151-168

**3** Study **MYSTERY PERSON - Who was I?** Take it in turns to play the game.

**Student A:** Choose one 'Mystery Person' you want to be. Answer your partner's questions. You can only say 'yes' or 'no'.

**Student B: Ask questions to find who your partner is.**

e.g. Did you write poems?

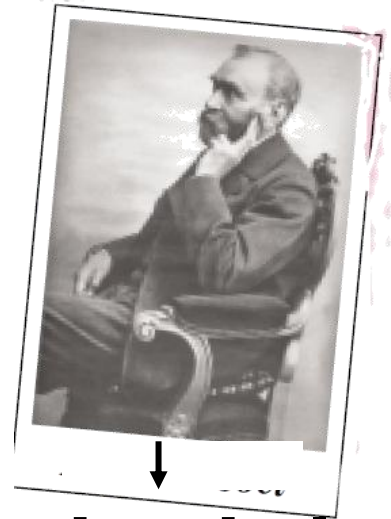
No, I didn't.

Did you like explosives?

Yes, I did.

Were you Nobel?

Yes, I was.



**Alfred Nobel**

**4** In pairs, write quizzes like the one in Task 1 for your English school newspaper.

- Choose information from the texts and check your past simple forms.
- When your quiz is ready, write the answer key.
- Exchange quizzes with one or more groups. How quickly can you find the answers?



## Project

## My Portfolio

### Who is Who

It was fun!  
Your turn now!

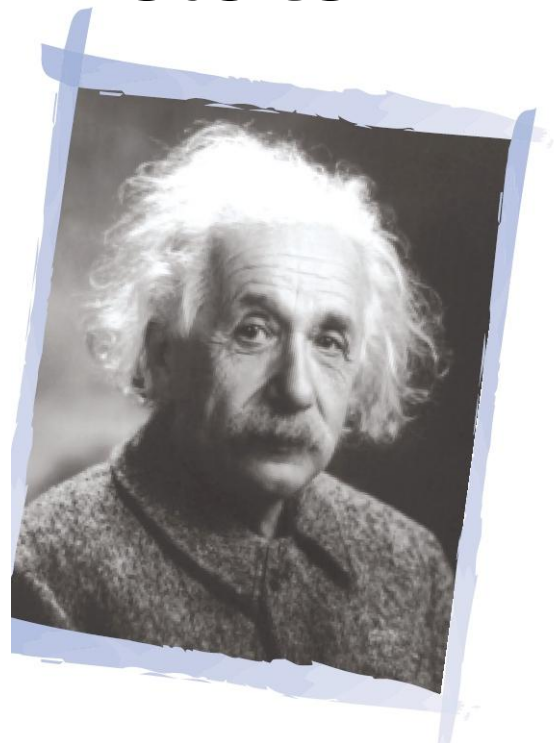


- **Work in small groups.**
- **Find information about 3 important people from the past. They can be:**

**scientists artists historical figures**

- **You can use your school books or the Internet.**
- **Write 3 clues for each person. They must be helpful but not very easy to find. Do not write the person's name.**

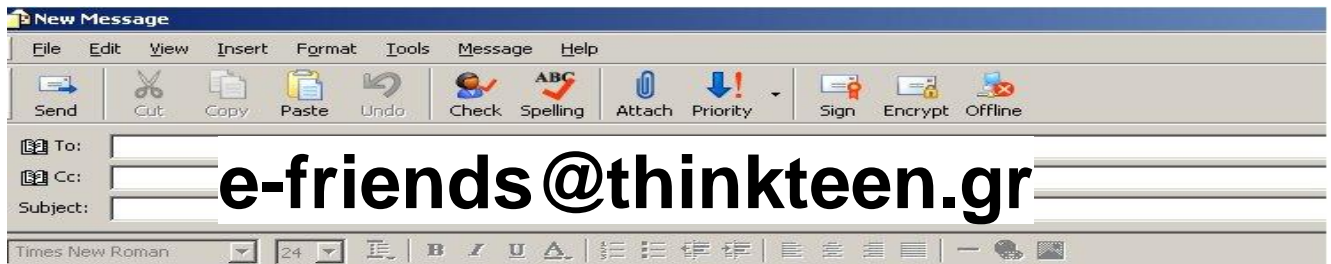
- Make a **'WHO'S THE MYSTERY PERSON'** card for each person. You can write your cards on the computer.
- Join another group. Read your clues to them and see if the other students can find your mystery person.
- Vote for the best entries and either prepare a set of cards for a **MYSTERY PERSON QUIZ** for other groups in your school or publish them on the school website.



# Lesson 2: Tell me a story!



## Reading



**My dear friends,  
Guess what! You know how much I love reading and writing short stories, right? Well, I won 2nd prize in that short story competition on the web! It's already on the site! Don't forget to read the 1st prize too!**

**Magda**

**1 Here is the story that won first prize in the web story-writing competition. The title is**

**` A BROKEN WINDOW. Before you read it, discuss the following in pairs.**

- a. Who is the main character in the story? Give a short description.**
- b. Where is the broken window?**
- c. What other characters are there in the story?**
- d. Is the ending happy or sad?**

**2** Read and / or  listen to the story and check your guesses. What did you guess right?

## **A broken window**

### **1<sup>st</sup> Prize**

written by Sarah Crawley

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 were 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!**

---

**adapted from a student's story for the English school newspaper 'LEON teen'.**

**3** Time for Teens wants to make a comic strip based on the story about the broken window. Read it again and put the drawings in the right order. There are two extra drawings.

**Task 17- p.183-5**

a.....



b.....



c.....



d.....



e.....



f.....





g.....



h.....

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

**Task 18 - p.186**

**disappointed**

**excited**

**lucky**

**scared**

**happy**

**angry**

**5** Did you like the story? Why / Why not? Think about the plot, the characters and the language used by the writer and tell the class your opinion.



## Vocabulary Link

### A burglary

**1** Find words in the story to match these pictures.



a.....



b.....



c.....



d.....



e.....



f.....

**2** Find words in the story to match these pictures.

|                       |      |                                      |
|-----------------------|------|--------------------------------------|
| 1. wind               | .... | a. it's not here and I can't find it |
| 2. it's in a mess     | .... | b. look carefully to find sth        |
| 3. it's missing       | .... | c. it's very untidy                  |
| 4. search             | .... | d. because of sth / sb               |
| 5. repair             | .... | e. make sth broken good again        |
| 6. thanks to sb / sth | .... | f. air that moves                    |

**3** Look up the verb 'lie' in your dictionary.

How many meanings has it got?

What meaning has it got in our story?



## Weather Collocations

**4** 🎧 In stories we usually need to describe the weather. Put these words in the boxes (A-E). Then, listen and check.

non-stop    sunny    hard  
going down    light

**A.**  
It's raining  
Hard/heavily/  
Slightly

.....



**B.**  
It's snowing  
heavily/  
...../  
lightly



**C.**  
**The sun was**



**Coming up/  
...../  
Shining**

**D.**  
**A strong/cold/  
.....wind  
was blowing**



**E.**  
**It was a  
Beautiful  
/...../  
Warm  
Spring  
morning**

**5** Use the words/phrases in the tasks above to make a story.



## Listening

**Time for Teens made a radio play based on the 1st prize story. Here is part of it. The police found the kitchen clock in Mary's flat broken. It said 10.45 so the burglary probably happened between 10 and 11 o'clock last night. John and his colleague visited all Mary's neighbours and asked them if they knew anything about the broken window.**

**Listen to John reporting to the police chief and find out what each person was doing between 10.00 and 11.00 last night. Match the neighbours' names (1-6) with the pictures (a-h). Do you think any of these people are guilty?**



a.



b.



c.



d.



e.



f.



g.



h.

1. ...Mr Smith
2. ...Mrs Smith
3. ...Peter Brad
4. ...Mr Robinson
5. ...Mrs Robinson
6. ...Pam



## Grammar Link

### Past Simple - Past Continuous

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

- a. A strong wind was blowing.
- b. She saw glass on the pavement.
- c. She called the police.
- d. Pam was listening to music between 10.00 and 11.00 pm.

To set the background in a story

↓  
**PAST CONTINUOUS**

Actions in progress at a specific time in the past

↓  
**PAST CONTINUOUS**

---

Main events in a story

↓  
**PAST SIMPLE**

**see Grammar Appendix, page 159**

**a. Which sentence(s) describe(s) ...**

**1. main events in the story .... / ....**

**2. the background in the story ....**

**3. an action in progress at a specific time in the past ....**

**b. How do we form the Past Continuous?**

**...../ were + verb-.....**

**c. How do we form questions and negative sentences in the past continuous?**

**2 In pairs, tell each other what you were doing ....**

**a. when your English teacher came in.**

**b. between 4 and 6 o'clock yesterday afternoon.**

c. when the school bell rang this morning.

d. when your parents came home after work.

e. at 11 o'clock last night.

---

e.g. What were you doing at eleven o'clock last night?

I was watching TV. What about you?

I was ....



**3** These pictures are going to accompany students' stories with the title 'long day'. Write the first three sentences to set the background of each story.



a.



b.



c.



d.

e.g. It was a warm Monday morning. The sun was shining over the city. Mary was preparing her suitcase. She wanted to leave as soon as possible.



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

**Task 19 - p.189-20**

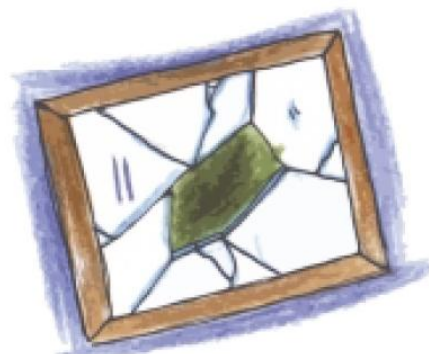
**Student A: Look at page 137.**

**Student B: Look at page 140.**

**2** Tell each other about one day you did something wrong and you were grounded.

**Think about:**

- when it was
- where you were
- what you were doing
- what happened
- how long you were grounded for



# Lesson 3: We survived the tsunami !



## Reading

**1** Do you know what a tsunami is? Do this quiz to find out.

How much do you know about tsunamis?



## Quiz: Tsunamis

**What is a tsunami?**

1 A tsunami is a giant wall of water that travels very **fast / slowly**.

2. The tsunami in Indonesia was around **5 m / 10 m** high.

**What causes a tsunami?**

3. **After/ Before** an earthquake under the sea the water starts to move and travel.

4. At first, the tsunami is **small/huge** but as it comes closer to land, it gets **smaller/huge**.

### **Tsunamis in Greece**

5. A tsunami hit Greece in...../.....

6. It destroyed the area of...../.....

key on page 135

**2** Jean Paul wants to write an article about this event in the school newspaper. Read and complete his notes.

## **The tsunami tragedy**

**TEENnewspaper**

**What happened?**

**On December 26th 2004, at 7.58 am local time, there was a big earthquake in the Indian Ocean, near Indonesia. The tsunami that followed killed more than 150.000 people and left 5 million homeless. Pete and Cathy from England were spending their Christmas holidays in Phuket with their dad. Pete is talking about that horrible day.**

**“When the tsunami hit, we were sleeping. My sister and I woke up because we heard police sirens and helicopters. We left dad asleep and went down to find what was going on. Outside, people were standing in shock. Suddenly a man yelled, ‘Another wave ... There’s another**

**one coming!’ We ran as quickly as possible to our room. While Dad was talking on the phone with mum, the phone went dead. We left the hotel immediately. On our way to the airport, we saw the beach... It was full of broken beach umbrellas and boats. Tourists were looking for their families. It was awful! We were alive because we hadn’t gone to the beach earlier that morning! Lots of other people weren’t that lucky. We just wanted to go home but the airport was shut! We’ll never forget what we saw over those days.”**

**adapted from Mizz No. 514 Jan 26th  
- Feb 8th 2005 p. 28 - 29**

# **Project – Disasters**

## **Notes on tsunami**

**Date:.....**

**Time:.....**

**Location:.....**

**Number of victims:**

**.....people were killed**

**.....lost their homes.**

**Witnesses: Pete and Cathy**

**Nationality:.....**

**Were staying in a hotel**

**Their description:**

- **Police sirens, helicopters**

**and shocked .....**

- **The phone was.....**

- **Beach: Full of.....**

- **People couldn't find their**

- **.....closed**

**3** Do you know anything else about this event? How does it make you feel? How did Greece help the tsunami victims in Indonesia?

**4** What other natural disasters can happen in the world? What might cause them? Find some information and tell the class.

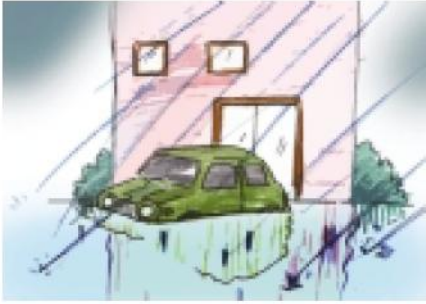


### Vocabulary Link

## Natural Disasters - Accidents:

**1** Match the words with the pictures. Then listen, check and repeat.

a. hurricane      b. volcanic eruption  
c. earthquake    d. flood      f. tsunami  
g. avalanche      h. car crash    i. fire



1.....



2.....



3.....



4.....



5.....



6.....



7.....



8.....

**2** Read these short texts from newspaper articles. What are they about? Choose from Task 1 above.

Task 20- p.191-3

**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!”

**B.**

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

**C.**

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

**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.

**3 Put the words in the correct WORD group. Then, read the article and find more words to add in the groups.**

# Word Bank

# Task 21- p.194

- homeless
- hospital care
- fire fighters
- food supplies
- doctors / nurses
- volunteers

**Victims**  
**injured**  
.....  
**cut off**  
.....  
.....

**What they need**  
.....  
**shelter**  
.....  
**Money**  
.....  
.....

**Who can help**  
**The government**  
.....  
.....  
.....  
.....  
.....  
**People around**  
**the world**

## **NATIONAL NEWS**

**September 5, 2005**

### **Rescues Continue in New Orleans Emergency crews search for survivors as President Bush visits Louisiana and Mississippi**



**One week after Hurricane Katrina hit, helicopters circled New Orleans looking for survivors. By Monday, most people had left the destroyed Louisiana city. Police ordered anyone still there to leave. There is no electricity, clean drinking water or food. Hundreds of thousands of**

**people have already been evacuated. Many have been taken to neighboring states, including Texas and Tennessee. Texas is already housing 230,000 hurricane victims. Many of those survivors are expected to move to other nearby states that have offered help.**

**Rescue teams searched homes and rooftops for trapped victims. New Orleans Mayor C. Ray Nagin warned that the number of people killed by the hurricane could be as high as 10,000. It will take a long time for officials to determine exactly how many people died.**

**By Dina El Nabli**

**From Time For Kids, September 5, 2005**



## Grammar Link

### Past Simple vs Past Continuous

**1** Match the pictures with the example sentences and then complete the Grammar table.



1.



2.

a. When the tsunami hit, we were sleeping

b. While / When dad was talking on the phone with mum, the phone went dead.

**Circle the tense we use for:**

**An action in progress:**

**Past Simple / Past Continuous**

**A sudden event:**

**Past Simple / Past Continuous**

**The sudden event often interrupts the action in progress.**

**While + past.....**

**When + past simple or past continuous**

**see Grammar Appendix, page 162-170**

**2 Get in two groups, A and B.**

**Students A: Write down half a sentence, describing an action in progress. Don't show it to your partner.**

**Students B: Write down half a sentence, describing a sudden event. Don't show it to your partner.**

**While I was going to school this morning...**



**...I met Superman.**

**Students A: Give your pieces of paper to the teacher.**

**Students B: Listen to your teacher reading each action in progress. If your sentence matches, read it to the class.**

**Now, change roles.**

**Tip!**

**The funnier,  
the better!**



## Listening

**1** Accidents are not always disasters. Listen to people in three different situations (1 - 3) and match with a picture (a - d). There is one extra picture.



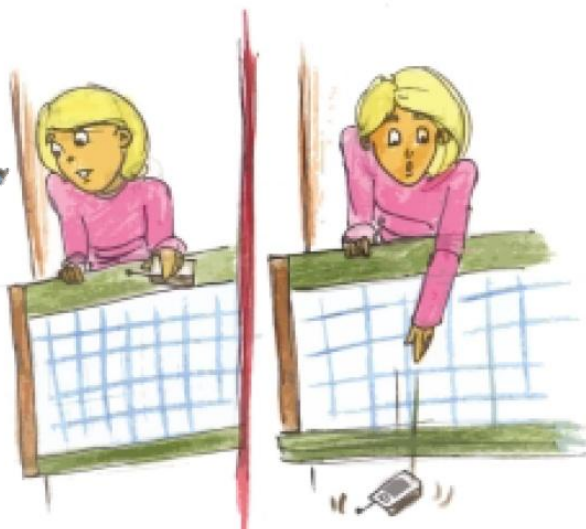
(a)



(b)



(c)



(d)

**2** Can you describe each accident? What do you think happened in the extra picture?



**Writing**

## **A newspaper article**

**1** Look at the following notes.  
What are they about?



## **Project - Disasters**

### **Notes on earthquake**

**Date:** 7/9/1999 **Time:** 14.57

**Location:** Athens - Greece

**Magnitude:** 5.9

**Number of victims:**

- 143 people were killed
- 700 people were injured

**Witnesses:** Heleni Denou, 13 Lives  
in Nea Smyrni - Athens

**Was at home**

**Her description:**

- Kids / set the table
- Mum / serve lunch
- Dad / talk on the phone
- House / start shaking
- Plates / books / fall off
- Under the kitchen table
- She: terrified / Sister: crying
- Telephones / go dead

- After the earthquake / go downstairs / lots of people in shock
- Next day: watch the news / see the victims / cry.



My Portfolio

- 2** You are going to write an article about a disaster in Greece with your partner. In pairs, look at the notes and do the following:
  - a. Plan your writing. You can have 3 paragraphs.

### Paragraph 1: THE FACTS

- what / when / where
- victims

### Paragraph 2:

### INFORMATION ABOUT YOUR WITNESS

### **Paragraph 3: DESCRIPTION OF**

- the disaster
- people's feelings

#### **b. Decide on**

- the events in progress before the earthquake.
- the main events.
- the tenses you need.
- the vocabulary you need.

**c. Write your first draft. Look at the article about the tsunami for help.**

**Tip!**

**Work in pairs.  
Read each other's first  
drafts.  
Make comments.**



## Project

### **Natural Disasters around the world**

**In groups, search sites of Greek and English newspapers on the Internet to prepare a photographic display on the theme 'Natural Disasters around the World'. Write information cards for each event.**

**Earthquake - China, 2008**

**Date: 12/05/2008**

**Time: 14.28**

**Location: China (Sichuan province)**

**Magnitude: 7.8**

**Number of victims:**

- 69,000 people were killed (10,000 in Sichuan province alone)**
- about 250,00 people were injured**

**Help from: the army, paramilitary  
People's Armed Police, the Red  
Cross, Mercy Corps etc.**



**Earthquake,  
China, 2008**



**Wildfire, Peloponnese,  
Greece 2007**



Flood, Florida, USA 2005

**Flood, Florida,  
USA 2005**

**My Portfolio**

# Self-Assessment

## VOCABULARY LINK

### 1 Delete the odd word out.

1. chemist      puppeteer      Play
2. bridge      fairy tale      block of flats
3. pavement      disappointed      excited
4. heavily      shining      slightly
5. injured      homeless      government

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

**2** Complete the sentences with the correct word.

1. Graham Bell i.....the telephone.

2. I was b..... on January 10th.

3. It was raining s.....

4. Ron and Jean fell in l.....at first sight.

5. The house started s.....during the earthquake.

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

## **GRAMMAR LINK**

**3** Complete the sentences with **did/was/were**

1. How much.....you pay for your dress?

2.....you at school at 9 o'clock?

3. I.....n't see him yesterday.
4. What.....you doing when I called you?
- 5.....you find your book?

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

**4 Put the verbs in brackets in Past Simple or Past Continuous.**

1. While I.....(wait) for the bus, I.....(meet) Maria.
2. Jim.....(study) maths while we.....(play) golf.
3. Mum.....(wash) the dishes and then..... (make) a cake.
4. She ..... (go) swimming last Sunday.

**1 POINT FOR EACH CORRECT ANSWER TOTAL\_/7**

**5 Write questions and give short answers. Use Past Simple or Past Continuous.**

**you/go/to school/yesterday?**

**Did you go to school yesterday? Yes, I did.**

**1. your sister/sleep/ at 11 o'clock / last night /? ✓**

.....  
.....

**2. you/watch the concert on TV/ last night / ? ✗**

.....  
.....

**3. Jenny/ get back home early / last Saturday / ? ✓**

.....  
.....

**4. you/ take a test/ when the bell rang / ? ✗**




.....

.....

**CHECK YOUR ANSWERS WITH YOUR PARTNER. THEN LOOK AT THE ANSWER KEY ON PAGE 164**

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 'Mystery Person' entries to complete an information table. |   |   |   |
| b. I can write a 'Mystery Person' quiz for my classmates.                |   |   |   |

|  |  |  |  |
|--|--|--|--|
| <b>c. I can guess the content of a short story from its title.</b>                               |  |  |  |
| <b>d. I can understand a policeman's report.</b>   |  |  |  |
| <b>e. I can talk about a day when I was grounded.</b>  |  |  |  |
| <b>f. I can read extracts from articles to find out what disaster they are about.</b>            |  |  |  |
| <b>g. I can listen to people talking in everyday situations and understand what is going on.</b> |  |  |  |
| <b>h. I can write a short article about a natural disaster based on notes.</b>                   |  |  |  |



| <b>Vocabulary Learning Strategies</b>  | <b>Great help!</b> | <b>I'll try..</b> |
|--|--------------------|-------------------|
| <b>1. Try to guess the meaning of a word from the context.</b>                                       |                    |                   |
| <b>2. Draw pictures for new words.</b>   |                    |                   |
| <b>3. Form WORD GROUPS.</b>  |                    |                   |
| <b>4. Make a list of word collocations.</b>  |                    |                   |
| <b>5. Make word associations, i.e. say what a word brings to your mind or how it makes you feel.</b> |                    |                   |
| <b>6. Highlight words in texts</b>   |                    |                   |

|  |  |  |
|--|--|--|
| <b>7. Make simple sentences about you with each new word.</b>      |  |  |
| <b>8. Record new words with synonyms or an English definition.</b> |  |  |
| <b>9. Play vocabulary games.</b>                                   |  |  |
| <b>10. Look a word up in your dictionary.</b>                      |  |  |
| <b>11. Try to use the new words when you write or speak.</b>       |  |  |
| <b>12. Ignore new words that you don't need to understand.</b>     |  |  |

# Quiz Key

---

## 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

**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.**

# Speaking Appendix

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## 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

**Reading & Speaking****Student A**

**1** 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 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!

A teal cloud-shaped icon with a white outline, containing the word "Tip!" in white text.

- 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 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?



### Jane's fridge



## Reading &amp; Speaking

**Student A**

**1** 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 B) 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 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  
3  
..... pieces! Mum got angry  
and punished me of course. I'm  
grounded for 4 .....! 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.**

# GRAMMAR APPENDIX

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## 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 apples are there?   | • How much rice is there?   |
|--|---|
|  <p><b>There are a lot of apples.</b></p>   |  <p><b>There's a lot of rice.</b></p>                                       |
|  <p><b>There are a few apples.</b></p>  |  <p><b>There's a little rice.</b></p>                                       |
|  <p><b>There aren't many apples.</b></p> <p><b>There aren't any apples.</b></p> |  <p><b>There isn't much rice.</b></p> <p><b>There isn't any rice.</b></p> |

## **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.

#### **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 adjectives.**

- 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  | Short Answers  |
|--|--|--|
| I was<br>You were<br>He was<br>She was<br>It was<br>We were<br>You were<br>They were | Was I?<br>Were you?<br>Was he?<br>Was she?<br>Was it?<br>Were we?<br>Were you?<br>Were they? | Yes, I was<br>Yes he<br>was<br>Yes, they<br>Were<br>No, you<br>weren't<br>No, she<br>wasn't<br>No, we<br>weren't |

## Negatives

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

# PAST SIMPLE – FORM

## Regular verbs (verb+ ed)

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

## 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.

## 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   | Short Answers  |
|---|---|--|
| <p>I went<br/>           You went<br/>           He went<br/>           She went<br/>           It went<br/>           We went<br/>           You went<br/>           They went</p> | <p>Did I go?<br/>           Did you go?<br/>           Did he go?<br/>           Did she go?<br/>           Did it go?<br/>           Did we go?<br/>           Did you go?<br/>           Did they go?</p> | <p>Yes, I did<br/>           Yes he did<br/>           Yes, they did<br/>           No, you did<br/>           No, she didn't<br/>           No, we didn't</p> |

| <b>Infinitive</b> | <b>Past Simple</b> | <b>Past Participle</b> |
|-------------------|--------------------|------------------------|
| <b>Be</b>         | <b>Was- were</b>   | <b>Been</b>            |
| <b>Become</b>     | <b>Became</b>      | <b>Become</b>          |
| <b>Begin</b>      | <b>Began</b>       | <b>begun</b>           |
| <b>buy</b>        | <b>Bought</b>      | <b>Bought</b>          |
| <b>catch</b>      | <b>Caught</b>      | <b>Caught</b>          |
| <b>come</b>       | <b>came</b>        | <b>come</b>            |
| <b>cut</b>        | <b>cut</b>         | <b>cut</b>             |
| <b>do</b>         | <b>did</b>         | <b>done</b>            |
| <b>drink</b>      | <b>drank</b>       | <b>drunk</b>           |
| <b>drive</b>      | <b>drove</b>       | <b>driven</b>          |
| <b>eat</b>        | <b>ate</b>         | <b>eaten</b>           |
| <b>find</b>       | <b>found</b>       | <b>found</b>           |
| <b>Fly</b>        | <b>Flew</b>        | <b>flown</b>           |
| <b>get</b>        | <b>Got</b>         | <b>Got</b>             |
| <b>give</b>       | <b>Gave</b>        | <b>given</b>           |
| <b>go</b>         | <b>Went</b>        | <b>gone</b>            |
| <b>have</b>       | <b>Had</b>         | <b>had</b>             |
| <b>hit</b>        | <b>hit</b>         | <b>hit</b>             |
| <b>know</b>       | <b>knew</b>        | <b>known</b>           |

|       |         |         |
|-------|---------|---------|
| leave | left    | left    |
| make  | made    | made    |
| meet  | met     | met     |
| read  | read    | read    |
| run   | ran     | run     |
| Say   | Said    | said    |
| see   | Saw     | seen    |
| send  | Sent    | sent    |
| sit   | Sat     | sat     |
| speak | spoke   | spoken  |
| swim  | swam    | swum    |
| take  | took    | taken   |
| teach | taught  | taught  |
| tell  | told    | told    |
| think | thought | thought |
| write | wrote   | written |

• **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.**

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

**Past Continuous - Form**  
**Was/were+ verb-ing**

| <b>Statements</b>                 | <b>Questions</b>                   |
|-----------------------------------|------------------------------------|
| <b>I was<br/>    sleeping</b>     | <b>Was I<br/>    sleeping?</b>     |
| <b>You were<br/>    sleeping</b>  | <b>Were you<br/>    sleeping?</b>  |
| <b>He was<br/>    sleeping</b>    | <b>Was he<br/>    sleeping?</b>    |
| <b>She was<br/>    sleeping</b>   | <b>Was she<br/>    sleeping?</b>   |
| <b>It was<br/>    sleeping</b>    | <b>Was it<br/>    sleeping?</b>    |
| <b>We were<br/>    sleeping</b>   | <b>Were we<br/>    sleeping?</b>   |
| <b>You were<br/>    sleeping</b>  | <b>Were you<br/>    sleeping?</b>  |
| <b>They were<br/>    sleeping</b> | <b>Were they<br/>    sleeping?</b> |

## Negatives

| Full form              | Short form   |
|------------------------|--------------|
| I was not sleeping     | I wasn't     |
| You were not sleeping  | sleeping     |
| He was not sleeping    | You weren't  |
| She was not sleeping   | sleeping     |
| It was not sleeping    | He wasn't    |
| We are not sleeping    | sleeping     |
| You were not sleeping  | She wasn't   |
| They were not sleeping | sleeping     |
|                        | It wasn't    |
|                        | sleeping     |
|                        | We weren't   |
|                        | sleeping     |
|                        | You weren't  |
|                        | sleeping     |
|                        | They weren't |
|                        | sleeping     |

## Spelling Rules

- Verbs ending in **-e** drop **e** and add **-ing** e.g. **make- making**
- Verbs ending in one vowel and one consonant and stressed on the final syllable double the consonant e.g. **swim - swimming**
- Verbs ending in **-y** add **-ing** e.g. **play - playing / tidy - tidying**
- Verbs ending in **-ie**, drop the **-ie** and add **-ying** e.g. **lie-lying**

## Short Answers

Yes, I was

Yes he was

Yes, they were

No, you weren't

No, she wasn't

No, we weren't

# **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

# Self-assessment Key

---

## 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 7. the best  
6. worse**

## **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.

# 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                             | DIARY PRODUCTS                  |
|------------------------------------|--|---------------------------------|
| rice<br>.....<br>.....<br>.....    | green beans<br>.....<br>.....<br>..... | milk<br>.....<br>.....<br>..... |
| Fruit                              | Meat/ Poultry/Fish                     |                                 |
| Bananas<br>.....<br>.....<br>..... | tuna<br>.....<br>.....<br>.....        |                                 |



## Grammar Link

### Nouns and Quantifiers

#### 7 FIND THE DIFFERENCES.

**Student A:** Look at page 137

**Student B:** Look at page 140

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 169.**

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 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.....

## Unit 3

## Lesson 3



### Reading



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

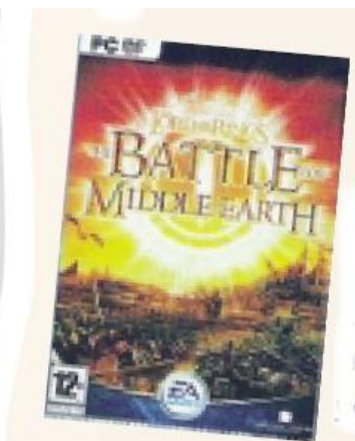
**A**

**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! \*\*\*\*

**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!

\*\*\*\*

**C**

## **Matrix Online**

(£29.99, Tega PC4?OM)

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 the fun! \*\*\*\*

**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:

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

**12** Find verbs in the reviews to complete the sentences:

a. Lots of countries \_\_\_\_\_ in the Eurovision contest every year. (C)

b. If you want to use the computer, you need a password to \_\_\_\_\_ (C)

c. We must \_\_\_\_\_ our computer software. It's very old. (C)

d. This is my first time in Paris. I'm going out to \_\_\_\_\_ the city. (D)

e. Only top students can \_\_\_\_\_ this maths problem. (D)



**Listening**



**13** Listen again and complete the sentences.

a. It's a..... present for Ian.

- b. Ian is.....than 7 years old.
- c. Peter finds “Mario Power Tennis” more.....
- d. Peter..... sports.
- e. “Matrix” ..... better than “The Lord of the Rings”.
- f. Lyn.....where the nearest computer shop is.

**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    |
|-------------------------|-------------|---------|----------------|
| <b>MYSTERY PERSON A</b> | <b>1833</b> | -       |                |
| <b>MYSTERY PERSON B</b> |             |         | <b>America</b> |
| <b>MYSTERY PERSON C</b> |             | -       |                |
| <b>MYSTERY PERSON D</b> |             |         |                |
| <b>MYSTERY PERSON E</b> |             | -       |                |

|                         | profession | famous for |
|-------------------------|------------|------------|
| <b>MYSTERY PERSON A</b> |            |            |
| <b>MYSTERY PERSON B</b> |            |            |
| <b>MYSTERY PERSON C</b> |            |            |

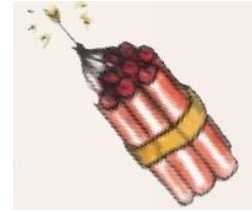
|                         | profession      | famous for   |
|-------------------------|-----------------|--------------|
|                         |                 |              |
| <b>MYSTERY PERSON D</b> | <b>composer</b> |              |
| <b>MYSTERY PERSON E</b> |                 | <b>plays</b> |

|  | Interesting facts         |
|--|---------------------------|
| <b>MYSTERY PERSON A</b>                            |                           |
| <b>MYSTERY PERSON B</b>                            | <b>Was Kermit's voice</b> |
| <b>MYSTERY PERSON C</b><br><b>MYSTERY PERSON D</b> |                           |
| <b>MYSTERY PERSON E</b>                            |                           |

## 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? .....

**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, 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

**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).



## Grammar Link

### **16** Past Simple Tense

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

**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.**

## **A broken window**

### **1st Prize**

**written by Sarah Crawley**

**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 were 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!



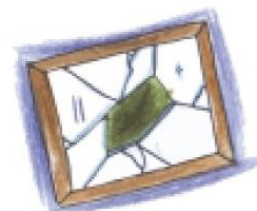
**Let's discuss Mary's feelings. In which part of the story did Mary feel...? Say why.**

**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.

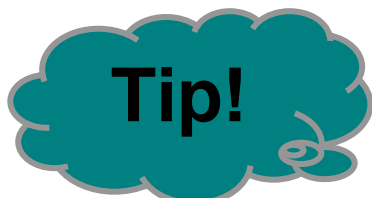
- a. Is it funny or sad?
- b. Can you guess the missing information?
- c. Ask your partner (Student B) to give you the information missing.

### **2nd 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!**



- 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 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> .....! 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!"**

**B.**

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

**C.**

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

**D.**

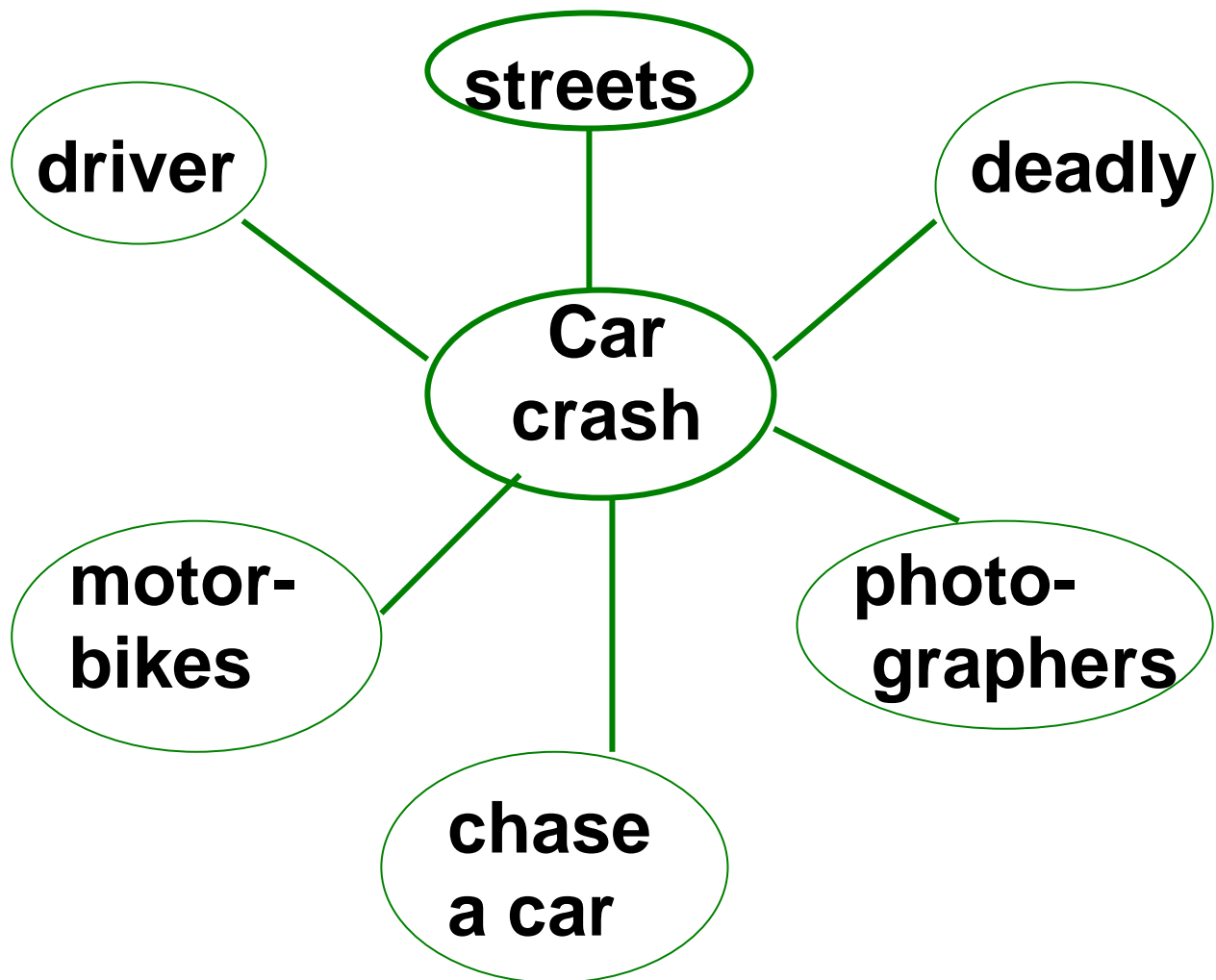
**A SLEEPING GIANT AWAKES! Lava rocketed up to the top of Mount Saint Helens in Washington last week.**

**E.**

**Back to school after Katrina. Thousands of students whose schools were destroyed by strong**

**.winds are being welcomed at new schools.**

**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 113.

|                     |      |                                      |
|---------------------|------|--------------------------------------|
| 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  |

**\*ΠΗΓΕΣ ΚΕΙΜΕΝΩΝ & ΕΙΚΟΝΩΝ  
ΠΟΥ ΧΡΗΣΙΜΟΠΟΙΗΘΗΚΑΝ ΓΙΑ:  
Αγγλικά Α Γυμνασίου - Επίπεδο  
Προχωρημένων - Βιβλίο Μαθητή**

**ΚΕΙΜΕΝΑ**

**Unit 3**

**Lesson 1 - Food for thought,  
Reading (What are we really  
eating?),** σελίδα 29, προσαρμο-  
σμένο κείμενο από: Mizz No. 519 /  
April 6th - 19th 2005 / p. 24-25

**Lesson 3 – We're on a shopping  
spree Reading (games),** σελίδα 37,  
προσαρμοσμένα κείμενα από Mizz  
Reviews

➤ **Charlie and the Chocolate  
Factory - Mizz No 527 / July 27th -  
Aug 9th 2005 p. 69**

➤ **Mario Power Tennis - Mizz No 516  
/ Feb 23rd - March 18th 2006 p. 69**

- Matrix Online - Mizz No 522 / May 18th - 31st 2005 p. 69
- The Lord of the Rings - Mizz No 513 / Jan 12th - 25th 2005 p. 69

## Unit 4

### • Lesson 1

On a mystery tour, **Reading (Who's the Mystery Person?)**, σελίδα 45, προσαρμοσμένα κείμενα από:

- Κείμενο A: Time for Kids / October 21 / 2005 / Vol. 11 / No 7
- Κείμενο B: Time for Kids / September 30 / 2005 / Vol. 11 / No 5
- Κείμενο C: Time for Kids / April 8 / 2005 / Vol. 10 / No 23
- Κείμενο D: Time for Kids / January 28 / 2005 / Vol. 10 / No 15
- Κείμενο E: Time for Kids / February 13 / 2004 / Vol. 9 / No 1

### • Lesson 2

Reading -A broken window, σελίδα

49 προσαρμοσμένο από την  
σχολική εφημερίδα 'LEONteen'

• **Lesson 3**

We survived the tsunami, **Reading  
(The tsunami tragedy)**, σελίδα 54,  
προσαρμοσμένο κείμενο από: Mizz  
No. 514 Jan 26th - Feb 8th 2005p. 28  
- 29

- Rescues Continue in New Orleans,  
σελίδα 56, προσαρμοσμένο κείμενο  
από: Time For Kids, September 5,  
2005

## ΦΩΤΟΓΡΑΦΙΕΣ

### Unit 3

• **Lesson 1** - σελίδα 32:

Thanksgiving dinner από  
[inventorspot.com/articles/  
thanksgiving\\_patent...](http://inventorspot.com/articles/thanksgiving_patent...)

Ramadan από [www.clipfile.org/  
marcia/archives/foodfamily](http://www.clipfile.org/marcia/archives/foodfamily)

Snack tray for Chinese New Year  
από [pro.corbis.com/search/  
Enlargement.aspx?CID=is...](http://pro.corbis.com/search/Enlargement.aspx?CID=is...)

- **Lesson 3 – We're on a shopping spree** **Reading (games)**, σελίδα 37, φωτογραφίες από Mizz Reviews
  - **Charlie and the Chocolate Factory - Mizz No 527 / July 27h - Aug 9th 2005 p. 69**
  - **Mario Power Tennis - Mizz No 516 / Feb 23rd - March 18th 2006 p. 69**
  - **Matrix Online - Mizz No 522 / May 18th - 31st 2005 p. 69**
  - **The Lord of the Rings - Mizz No 513 / Jan 12th - 25th 2005 p. 69**

## Unit 4

Φωτογραφία Alfred Nobel σελίδα 47 από <http://en.wikipedia.org>

• Φωτογραφίες σελίδα 48, 56, 59 από <http://en.wikipedia.org>

• Φωτογραφία σελίδα 60 από <http://www.nytimes.com/>

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| <b>3. We survived the tsunami!</b>       | <b>104-125</b> |
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