ΑΓΓΛΙΚΑ ΣΤ΄ ΔΗΜΟΤΙΚΟΥ

Βιβλίο μαθητή

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Πάρεδρος ε.θ. του Παιδαγωγικού Ινστιτούτου

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Στην επεξεργασία του υλικού συνεργάστηκε ο κ. Θανάσης Πυργαρούσης

Γ΄ Κ.Π.Σ. / ΕΠΕΑΕΚ ΙΙ / Ενέργεια 2.2.1 / Κατηγορία Πράξεων 2.2.1.α:
«Αναμόρφωση των προγραμμάτων σπουδών και συγγραφή νέων εκπαιδευτικών πακέτων»

ΠΑΙΔΑΓΩΓΙΚΟ ΙΝΣΤΙΤΟΥΤΟ
Δημήτριος Γ. Βλάχος
Ομότιμος Καθηγητής του Α.Π.Θ
Πρόεδρος του Παιδαγωγικού Ινστιτούτου

Πράξη με τίτλο: «Συγγραφή νέων βιβλίων και παραγωγή υποστηρικτικού εκπαιδευτικού υλικού με βάση το ΔΕΠΠΣ και τα ΑΠΣ για το Δημοτικό και το Νηπιαγωγείο»

Επιστημονικός Υπεύθυνος Έργου
Γεώργιος Τύπας
Σύμβουλος Παιδαγωγικού Ινστιτούτου

Αναπληρωτής Επιστημονικός Υπεύθυνος Έργου
Γεώργιος Οικονόμου
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Έργο συγχρηματοδοτούμενο 75% από το Ευρωπαϊκό Κοινωνικό Ταμείο και 25% από εθνικούς πόρους.

ΣΤΟΙΧΕΙΑ ΕΠΑΝΕΚΔΟΣΗΣ

Η επανέκδοση του παρόντος βιβλίου πραγματοποιήθηκε από το Ινστιτούτο Τεχνολογίας Υπολογιστών & Εκδόσεων «Διόφαντος» μέσω ψηφιακής μακέτας, η οποία δημιουργήθηκε με χρηματοδότηση από το ΕΣΠΑ / ΕΠ «Εκπαίδευση & Διά Βίου Μάθηση» / Πράξη «ΣΤΗΡΙΖΩ».

Ευρωπαϊκή Ένωση
Ευρωπαϊκό Κοινωνικό Ταμείο
ΕΠΙΧΕΙΡΗΣΙΑΚΟ ΠΡΟΓΡΑΜΜΑ ΕΚΠΑΙΔΕΥΣΗ ΚΑΙ ΔΙΑ ΒΙΟΥ ΜΑΘΗΣΗ
ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ & ΘΡΗΣΚΕΥΜΑΤΩΝ, ΠΟΛΙΤΙΣΜΟΥ & ΑΘΛΗΤΙΣΜΟΥ
ΕΙΔΙΚΗ ΥΠΗΡΕΣΙΑ ΔΙΑΧΕΙΡΙΣΗΣ
Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης
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Οι διορθώσεις πραγματοποιήθηκαν κατόπιν έγκρισης του Δ.Σ. του Ινστιτούτου Εκπαιδευτικής Πολιτικής

ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ
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ΑΝΑΔΟΧΟΣ ΣΥΓΓΡΑΦΗΣ: Μιχαήλ Λεβής Α.Ε.

Η συγγραφή και η επιστημονική επιμέλεια του βιβλίου πραγματοποιήθηκε
υπό την αιγίδα του Παιδαγωγικού Ινστιτούτου

ΑΓΓΛΙΚΑ ΣΤ΄ ΔΗΜΟΤΙΚΟΥ

Βιβλίο μαθητή

ΙΝΣΤΙΤΟΥΤΟ ΤΕΧΝΟΛΟΓΙΑΣ ΥΠΟΛΟΓΙΣΤΩΝ ΚΑΙ ΕΚΔΟΣΕΩΝ «ΔΙΟΦΑΝΤΟΣ»

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UNIT 1: Our Multicultural Class				
Crosscurricular notions		Communication, Culture, Interaction, Information, Multiculturalism, Tradition, Similarities and Differences		
Related subjects		Science, Computer Science, Mathematics, Geography, History		
Project		A report about a European project		
Self-assessment (Can-do statements)		Can read maps and reports about countries; can talk about countries and school subjects; can listen to pupils talking about school projects; can write reports about countries and people's everyday activities; can express habits, routines and present situations		
LESSON		SKILLS / STRATEGIES	LANGUAGE (Functions)	LANGUAGE (Structures/Lexis)
1	**Meeting the Newcomers**	**Reading:** Ss' reports about their country Reading for gist; Reading for specific information **Speaking:** asking and answering about nationalities and habits **Writing:** Filling-in a diagram about what pupils do in schools in Greece and in Great Britain	Describing habits and routines; Giving personal information	Present Simple Adverbs of frequency Words related to nationalities, countries, landforms/ geography
2	**At the school lab**	**Listening** to a conversation at the school lab; Listening for gist and specific information **Speaking:** A Game: Charades **Writing:** Mr Badluck's day	Describing present situations; Exchanging ideas	Present Continuous Words related to school subjects, activities, facilities
3	**A Geography Project**	**Reading:** a report **Writing** a report and editing a text	Talking /writing about a report; Paragraphing	Simple Present Tense Vocabulary about countries, nationalities, geography

UNIT 2: Going shopping	
Crosscurricular notions	Organization, Categories, Decision Making, Reasoning, Information
Related subjects	Mathematics, Computer Science, Internet, Poetry, Health Education, Consumer Education, Citizenship
Project	An on-line order
Self-assessment (Can-do statements)	Can read a supermarket flyer, a canteen menu, an internet site, a receipt; can listen to people talking in supermarkets and department stores; can talk and write about shopping goods, prices and online orders

LESSON		SKILLS / STRATEGIES	LANGUAGE (Functions)	LANGUAGE (Structures/Lexis)
1	**At the supermarket**	**Reading:** a supermarket flyer, a school canteen menu, an internet site Reading to locate specific information; Reading for gist **Listening:** A dialogue at the supermarket **Speaking:** Role play of shopkeepers/ assistants and customers **Writing:** What to buy at the school canteen	Expressing quantity	Countable, uncountable nouns, a/an, some, any, how much, how many Words related to containers, units of weight, size, shape, shopping goods etc.
2	**At the mall**	**Listening:** a dialogue in a department store; Listening for specific information **Reading:** a Receipt **Speaking:** Class-work: The fashion show; The school bazaar **Writing:** a poem describing a favourite thing using the senses	Describing senses Expressing quantity	Verbs of senses: it looks, it feels, it tastes etc. a little/little, a few/few Order of adjectives Words related to colours, material, size etc.
3	**E-shopping**	**Reading:** an internet site **Writing:** a toy order	Ordering and buying goods Filling an online order	Words related to toys, goods etc.

UNIT 3: Imaginary creatures

Crosscurricular notions	Similarities and Differences, Self-Awareness, Information, Communication, Culture
Related subjects	Mythology, Literature, Theatre Education
Project	Act out a scene from Midsummer Night's Dream
Self-assessment (Can-do statements)	Can read an acrostic poem, a literature extract, reports about creatures and monsters; can talk and write about people's appearance and personality; can listen to a ghost story; can use adjectives and adverbs

LESSON		SKILLS / STRATEGIES	LANGUAGE (Functions)	LANGUAGE (Structures/Lexis)
1	**Old and Modern Creatures**	**Reading:** An acrostic poem, a literature extract. Reading about monsters and creatures Reading for gist, understanding text cohesion and completing gaps **Speaking:** Talking about fairy-tale heroes *What am I like? Talking about people's appearance and personality* **Writing:** Filling-in ID cards Writing about the appearance of monsters / creatures and comparing them	Describing and comparing people and things Describing people's personality	Comparisons of adjectives (comparative, superlative), irregular adjectives, opposites, opposites with suffixes Words related to fairy tales, heroes, monsters Adjectives describing characteristics, personality and skills

2	**Do you believe in ghosts?**	**Listening:** a ghost story in play form Listening for gist **Reading:** The Monster Quiz **Speaking:** A Game: Do it our Way	Describing and comparing people and things	Comparisons of adjectives (as/as, not so as) Comparison of adverbs Words describing a place and a house.
3	**Classroom theatre**	**Reading:** a literature extract Shakespeare's play: Midsummer Night's Dream **Project:** Perform a Scene from "Midsummer Night's Dream"	Adapting, preparing and acting out a scene from a play	Words related to theatre performance

UNIT 4: The history of the aeroplane

Crosscurricular notions	Time and Place, Information, Interaction, Communication, Culture, Progress, Change
Related subjects	Science, Mythology, History, Environmental Education, Career Guidance, Poetry, Arts and Craft
Project	Poems, paintings, pictures and information about the fall of Icarus
Self-assessment (Can-do statements)	Can read emails and attached files, a poem & biographies of inventors; can talk and write about paintings, biographies and poems; can talk about events in the past; can use linking words

LESSON		SKILLS / STRATEGIES	LANGUAGE (Functions)	LANGUAGE (Structures/Lexis)
1	**A Day at the Museum**	**Listening:** the myth of Daedalus and Icarus **Reading:** e-mail messages and attached files, museum worksheets Reading for specific information / for gist **Speaking:** Role-play: Talking about Icarus and the Wright Brothers **Mediation:** Από τη Γη στη Σελήνη	Talking about events in the past	Past simple, Regular and Irregular verbs (affirmative, interrogative, negative) Words related to planes and flights
2	**An air-pocket**	**Listening:** a dialogue about an air-pocket Listening for gist, for specific information **Reading:** Information about types of planes Information about Igor Sikorsky **Speaking:** Talking about the missing luggage **Writing:** a biography	Narrating past events.	Past Continuous (talking about interrupted past states, narrating past events) Linking words: when, as, after that, while, then, later, first, second, finally Words related to planes and forces of flight
3	**The Fall of Icarus**	**Reading:** a poem about the fall of Icarus **Speaking:** about a painting **Writing:** a poem	Describing paintings and pictures	Revision of tenses taught

UNIT 5: Travelling through time

Crosscurricular notions	Communication, Culture, Information, Multiculturalism, Internet, Tradition, Similarities and Differences
Related subjects	Music, History, Local History, Road Safety
Project	A Museum Leaflet

Self-assessment (Can-do statements)		Can read a diary, a museum leaflet, lyrics of songs; can talk about the past/habits in the past/ memories; can ask for/give information or directions; can talk about transportation; can listen to a song, a museum guide; can write an informal letter		
LESSON		SKILLS / STRATEGIES	LANGUAGE (Functions)	LANGUAGE (Structures/Lexis)
1	**Diaries**	**Reading:** a questionnaire, diaries, lyrics of songs, a museum leaflet, street maps, transportation rules and signs Reading for specific information **Speaking:** Talking about present and past habits **Listening** to the song: "Yesterday" **Writing:** use a photo to write about the past	Expressing Present and Past habits	Used to Words related to clothes and hair styles
2	**Trans-portation**	**Listening:** a museum-recorded message and a museum guide Listening for specific information Listening for gist **Speaking:** Visiting the museum: giving information and street directions **Reading:** Recognizing signs and rules on trains & buses **Writing:** a list of rules and signs for trains and buses Writing an informal letter	Asking for directions and information; Giving directions and information; Familiarization with the layout of informal letters; Paragraphing	Expressions and words related to asking for and giving information and directions Words related to means of transport Set phrases and expressions for letter writing
3	**The Museum Leaflet**	**Reading:** a museum leaflet **Project:** A Museum Leaflet	Talking / writing about the Transport Museum Leaflet	Words related to museum visits

UNIT 6: Me, myself and my future job

Crosscurricular notions		Self-Awareness, Personal Development, Information, Communication, Interaction, Change, Progress, Reasoning		
Related subjects		Career Guidance, Citizenship		
Project		A job profile		
Self-assessment (Can-do statements)		Can read job profiles, job advertisements, safety rules at work, a job interview questionnaire, can talk about skills/abilities, interests, personal traits, future careers and a job interview; can express ability, possibility, permission, advice, predictions, promises, warnings, requests, offers; can listen to professionals at work, can write new year resolutions, safety rules and job profiles		
LESSON		SKILLS / STRATEGIES	LANGUAGE (Functions)	LANGUAGE (Structures/Lexis)
1	**Talking about jobs & careers**	**Reading** a self esteem quiz, job advertisements, job profiles; Reading for specific information **Speaking:** A telephone dialogue: Asking for and giving job information; Talking about pupils' interests, skills/ abilities, future jobs	Expressing ability, permission, possibility	Modal verbs: can, may, should Words related to personal traits, skills/abilities, school subjects

2	**What do they do?**	**Listening:** A dialogue: What do they do? Guessing people's jobs; Listening for specific information **Speaking:** Talking about pupils' interests, skills/abilities, goals Talking about safety rules **Reading:** Safety rules at work	Giving advice, expressing prediction, warning, promise, offer, decision on the spot, intention	Future tense: will, going to Words related to skills/ abilities, school subjects, safety rules
3	**What the future holds for you**	**Reading:** a job questionnaire **Speaking:** Talking about future jobs **Project:** A job profile	Expressing prediction	Words related to jobs, skills, abilities etc.

UNIT 7: Share your experiences			
Crosscurricular notions	Sports, Olympic Spirit, Information, Communication, Progress, Team Spirit, Differences & Similarities		
Related subjects	Physical Education, Citizenship, Environmental Education, Theatre Education		
Project	A poster about your personal record		
Self-assessment (Can-do statements)	Can read a questionnaire, newspaper extracts and a poster; can talk about swimming styles, theatre shows, world and Olympic record and past experience connected to the present; can listen to a radio programme; can write a report about a Paralympics Champion, a page of the class book of records and about personal records		
LESSON	SKILLS / STRATEGIES	LANGUAGE (Functions)	LANGUAGE (Structures/Lexis)
1 **Famous Record Holders**	**Reading:** A questionnaire: Share your experiences Newspaper reports: "Famous record holders" Reading for specific information **Speaking:** Talking about swimming styles; The hot air balloon competition: Talk about what you have done in your life so far; Let's play: Have you ever…?	Describing past experiences; Comparing general experiences and events that happened at a specific time	Present Perfect Simple Present Perfect vs. Past Simple Words related to sport events Words related to performances and theatre
2 **Top Stories on the Radio**	**Listening:** A radio programme: "Top stories" Listening for gist / Listening for details **Speaking:** Interview with a famous Paralympics champion Act out a dialogue: What have you been doing? **Writing** a page for the class book of records; Writing a report about a champion to appear in the local newspaper **Mediation:** a newspaper extract about K. Fykas	Expressing duration	Present Perfect Continuous The use of for and since Words related to world records
3 **Going for the Gold**	**Reading:** a poster: a great opportunity for students **Speaking:** Talking about accomplishments and personal bests **Project:** A poster about your personal record	Expressing experience and achievement	Words related to personal bests and achievements

UNIT 8: Blow your own trumpet				
Crosscurricular notions		Information, Communication, Culture, Personal Safety, Stereotypes, Conflict		
Related subjects		Music, Consumer Education , Mathematics, Citizenship		
Project		An advice letter		
Self-assessment (Can-do statements)		Can read a music festival leaflet, a magazine article about pocket money; can talk about musical instruments, festivals, money, personal safety, how to express something likely to happen now or in the future, how to express something impossible or unlikely to happen now or in future, how to give advice; can listen to different musical instruments, a song about money, people talking about what they would spend their money on; can write an e-mail about a museum of musical instruments and a letter to a magazine advice page		
LESSON		**SKILLS / STRATEGIES**	**LANGUAGE** (Functions)	**LANGUAGE** (Structures/Lexis)
1	**Harmony, Melody and Rhythm**	**Reading** a leaflet about Music Education Series; Reading a leaflet about festival activities; Reading for gist / for specific information **Speaking:** Talking about the story of the Little Red Riding Hood; Persuading a friend to choose a festival **Writing:** an email: the museum of folk instruments	Talking about events that depend on a condition; Expressing possibility/ probability	Type1 Conditional sentences Words related to music, concerts, festivals, events
2	**Feel the Rhythm**	**Listening:** A song: A rich man's world Listening to a dialogue on how you would spend your money; Listening for specific information **Reading:** A magazine article about pocket money and pester power **Speaking:** Talking about what you would spend your money on **Writing:** A class survey: how Ss spend their pocket money	Expressing imaginary situations	Type 2 conditional sentences Words related to money
3	**The Problem Page**	**Reading:** a letter from a problem page magazine **Speaking:** talking about children's problems **Project:** An advice letter	Asking for and giving advice Paragraphing	Words and set phrases related to letter writing: greeting, opening and closing paragraphs, singing off

UNIT 9: Earth Day everyday	
Crosscurricular notions	Information, Communication, Culture, Time and Place
Related subjects	Environmental Education, Science, Literature, Art, Geography, Biology
Project	Acting: The Awful 5
Self-assessment (Can-do statements)	Can read a questionnaire, an earth day story and a play about pollutants; can talk about pollution, endangered species and protection of the environment; can understand activities that happened before another action in the past; can listen to a presentation about endangered species; can write e-mails about environmental problems and a poster; can express the result of an action or a situation

LESSON		SKILLS / STRATEGIES	LANGUAGE (Functions)	LANGUAGE (Structures/Lexis)
1	**An Earth Day Story**	**Reading:** A story: An Earth Day Story Reading for gist/ reading for specific information; making inferences **Speaking:** Asking about events; Giving advice about the protection of the environment **Writing:** write an e-mail about a day trip to the beach	Sequencing past actions	Past Perfect Simple Words related to environment
2	**Save the Endangered Species**	**Listening:** a presentation at an environmental centre Listening for gist / for Specific Information. **Speaking:** Information gap: Talking about endangered animals **Writing:** e-mails about an Environmental centre and about endangered animals Making a poster about the environment	Expressing result and deduction; Expressing reason	Clauses of Reason Clauses of Result Words related to animals
3	**The Awful 5**	**Reading:** A part of a play: "The Awful Five" **Project:** Acting: The Awful Five	Improvising	Words related to pollution Words related to setting up part of a play

UNIT 10: Time for fun

Crosscurricular notions	Culture, Communication, Self-Awareness, Information, Organisation
Related subjects	Art and Literature
Project	A Film Review
Self-assessment (Can-do statements)	Can read a questionnaire, an article about James Bond, signs and notices, film reviews; can talk about films and books; can listen to dialogues about films and books; can write an e-mail about a book, a poster, signs and notices and a film review; can express suggestions and can emphasize the action rather than the doer

LESSON		SKILLS / STRATEGIES	LANGUAGE (Functions)	LANGUAGE (Structures/Lexis)
1	**The Different Faces of a Super Spy**	**Reading:** A questionnaire; An article about James Bond; Reading signs and notices; Reading for gist; Reading for specific information **Speaking** about films and books **Writing** an e-mail about a book Making a poster Writing signs and notices	Emphasizing actions	Simple Present Passive Words related to films and books

2	**The Film Festival**	**Listening:** Listening to a dialogue about going to the cinema Listening for specific information **Speaking:** Making /responding to suggestions about going to the cinema **Mediation:** an e-mail: information about a book	Describing films / books; Talking about one's feelings; Expressing suggestions; responding to suggestions	Expressions of preference ..ing/ed Adjectives adjectives to describe films and books adjectives to describe feelings
3	**A Film Review**	**Reading:** an outline of a film review **Project:** A Film Review	Describing a film	Words related to writing a film review

Appendix I	It's your choice!
Appendix II	Resource materials
Appendix III	Grammar
Appendix IV	Irregular verbs
Appendix V	Vocabulary list
Appendix VI	Maps

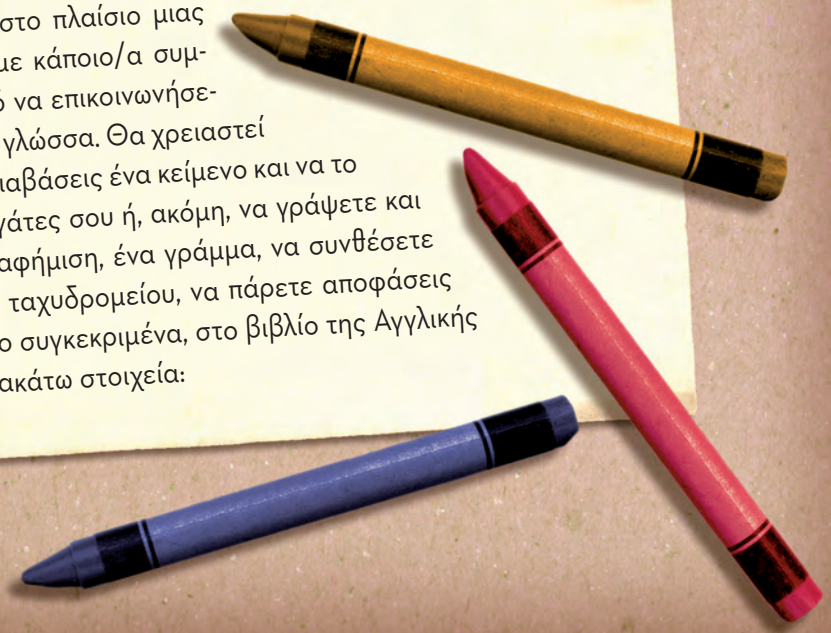
Α. Εισαγωγή για τον μαθητή

Αγαπητέ μαθητή, αγαπητή μαθήτρια,

Η Αγγλική είναι η γλώσσα που μπορείς να χρησιμοποιείς για επικοινωνία σε περιβάλλοντα όπου δεν ομιλείται η μητρική σου γλώσσα. Είναι δηλαδή μια σύγχρονη γλώσσα την οποία υιοθετούν πολίτες από όλες τις γωνιές του πλανήτη για να ανταλλάξουν απόψεις, ιδέες, εμπειρίες και γνώσεις, γραπτά ή προφορικά. Είναι με άλλα λόγια γλώσσα - 'εργαλείο' που χρησιμοποιείται στην πραγματική ζωή αλλά και στην εικονική πραγματικότητα, δηλαδή στο διαδίκτυο. Από εκεί μπορείς να αντλείς πληροφορίες αλλά και να ανταλλάσσεις γραπτά μηνύματα, καθώς και να συμμετέχεις σε κουβεντούλες σε πραγματικό χρόνο με συμμαθητές και συμμαθήτριες σου από όλον τον κόσμο. Η εκμάθησή της Αγγλικής γλώσσας λοιπόν είναι αναγκαία και απαραίτητη στην εποχή μας.

Το βιβλίο που έχεις στα χέρια σου έχει στόχο να σε βοηθήσει να βελτιώσεις τις γνώσεις που έχεις ήδη αποκτήσει αλλά και να οικοδομήσεις νέες γνώσεις όχι μόνο για τη γλώσσα αλλά και για τον κόσμο γύρω σου. Γι' αυτό η συγγραφή του βιβλίου στηρίχτηκε όχι μόνο στους γραμματικούς κανόνες και τις λεξιλογικές ασκήσεις αλλά και σε γνώσεις που έχεις ή που αποκτάς μέσα από όλα τα μαθήματα του σχολικού προγράμματος. Άλλωστε, όπως έχεις κιόλας συνειδητοποιήσει, δεν μαθαίνουμε απλά απομνημονεύοντας και επαναλαμβάνοντας μηχανικά, αλλά κατανοώντας και αναλύοντας τις πληροφορίες που παίρνουμε με κάποιον τρόπο από το περιβάλλον μας μέσω της Αγγλικής γλώσσας. Επιπλέον, επειδή δεν μαθαίνουμε μόνο όταν βρισκόμαστε στο σπίτι, στο σχολείο ή σε κάποια βιβλιοθήκη μόνοι μας, αλλά και όταν συνεργαζόμαστε σε ομάδες, με άλλα άτομα με τα οποία μοιραζόμαστε κοινά ενδιαφέροντα, κοινούς μαθησιακούς στόχους, το βιβλίο περιέχει πολλές ομαδικές δραστηριότητες.

Ο σχεδιασμός του βιβλίου της Αγγλικής γλώσσας βασίστηκε σε βιώματα που έχουν παιδιά της ηλικίας σου και προτείνει τη συνεχή συνεργασία με τους συμμαθητές σου. Έτσι, στις ενότητες του βιβλίου θα βρεις δραστηριότητες που πρέπει να πραγματοποιηθούν στο πλαίσιο μιας ομάδας ή σε συνεργασία με κάποιο/α συμμαθητή/τριά σου, με σκοπό να επικοινωνήσετε με εργαλείο την Αγγλική γλώσσα. Θα χρειαστεί λοιπόν κάποιες φορές να διαβάσεις ένα κείμενο και να το σχολιάσεις με τους συνεργάτες σου ή, ακόμη, να γράψετε και να βελτιώσετε μαζί μια διαφήμιση, ένα γράμμα, να συνθέσετε ένα μήνυμα ηλεκτρονικού ταχυδρομείου, να πάρετε αποφάσεις για κάποιο ζήτημα κλπ. Πιο συγκεκριμένα, στο βιβλίο της Αγγλικής γλώσσας θα βρεις τα παρακάτω στοιχεία:



- Τις έννοιες που διατρέχουν την κάθε ενότητα στην πρώτη σελίδα της, καθώς και τους μαθησιακούς στόχους που πρέπει να κατακτήσεις στη διάρκεια της διδασκαλίας
- Τις στρατηγικές μάθησης και συνεργασίας που θα αναπτύξεις στη διάρκεια της κάθε ενότητας
- Σχέδια εργασίας (projects) που θα αναλάβεις να πραγματοποιήσεις στο πλαίσιο ομαδικής εργασίας με τους/τις συμμαθητές/τριές σου
- Δραστηριότητες διαφορετικού βαθμού δυσκολίας στο τελευταίο τμήμα του βιβλίου σου που μπορείς να χρησιμοποιήσεις όταν βρίσκεις πολύ εύκολη ή πολύ δύσκολη κάποια δραστηριότητα μιας ενότητας
- Δραστηριότητες διαμεσολάβησης, δηλαδή μεταφοράς του νοήματος ενός κειμένου από την Ελληνική στην Αγγλική γλώσσα ή/και το αντίθετο
- Δραστηριότητες αυτο-αξιολόγησης, δηλαδή αξιολόγησης της μαθησιακής πορείας σου από εσένα τον/την ίδιο/α.

Τελειώνοντας, μέσω των δραστηριοτήτων που προσφέρονται σ' αυτό, ελπίζουμε το βιβλίο σου να σε βοηθήσει να γνωρίσεις καλύτερα τον τρόπο που μαθαίνεις. Έτσι, σταδιακά θα μπορείς να διαμορφώνεις ο/η ίδιος/α το μαθησιακό σου πρόγραμμα με βάση τις δικές σου ανάγκες και να εδραιώνεις την ανεξαρτησία σου σ' έναν κόσμο που συνεχώς μεταβάλλεται και απαιτεί διαρκή ενημέρωση και προσαρμογή στις νέες συνθήκες.

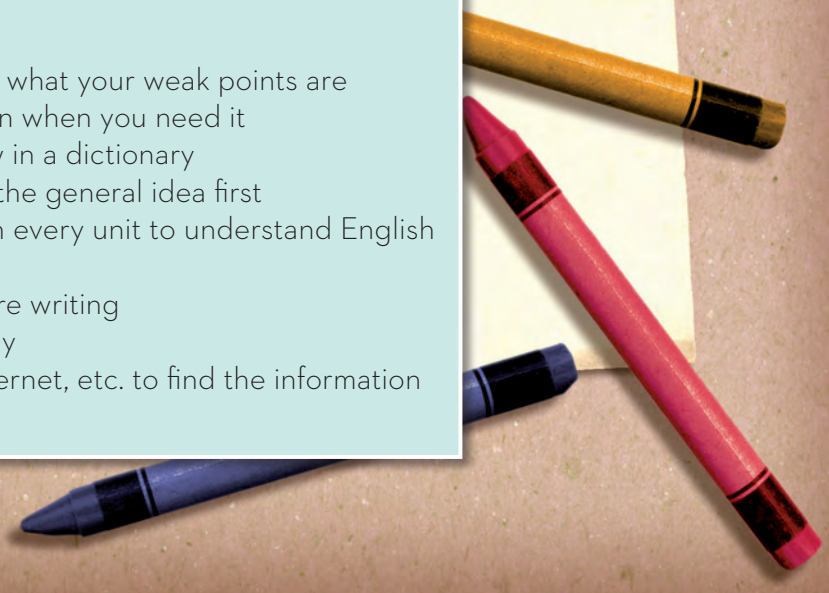
Σου ευχόμαστε να απολαύσεις την πορεία προς τη μάθηση!

Η συγγραφική ομάδα

Β. Ο 10-λογος για την αυτονόμηση του μαθητή

Do you want to be an Independent Learner? Then you should...

- ...know why you're learning English
- ...develop a learning plan (this plan changes according to your current needs)
- ...take part in group-work
- ...do self-evaluation tests to see what your weak points are
- ...ask the teacher for information when you need it
- ...look up words you don't know in a dictionary
- ...read or listen to a text to get the general idea first
- ...use the **learning strategies** in every unit to understand English and communicate better
- ...always have in mind who you're writing a letter or an e-mail to and why
- ...use books, magazines, the Internet, etc. to find the information you need



Unit 1 Our multicultural class

You are here to READ
maps and do a geography quiz, reports about countries, landforms and nationalities

and TALK about
countries and their culture, school subjects and every day activities

and LISTEN TO
pupils talking about school projects

and WRITE
reports about countries and people's everyday activities

and LEARN
how to use the Present Simple and the Present Continuous tense



A Geography quiz

Are these **TRUE** or **FALSE**? Tick ☑ the correct box.	TRUE	FALSE
1. Ukraine is the second largest country in Europe.	✓	
2. Ukraine borders the Aegean Sea.		
3. The accident in Chernobyl, in 1986, is still causing serious environmental problems.		
4. Earthquakes or tsunamis sometimes happen along the South coast of Albania.		
5. Albania is in the Balkan Peninsula.		
6. The Carpathians are large plains.		
7. Mother Teresa is of Albanian origin.		

KEY: 1 True, 2 False, 3 True, 4 True, 5 True, 6 False, 7 True

Lesson 1 Meeting the newcomers

1. Reading

This year the 6th Class of our International School welcomes some new pupils from different countries. All the other pupils want to know them better. They are reading the newcomers' reports about their countries in the school newsletter. Read the reports below to find answers in the Geography quiz:



OUR NEWCOMERS TO SCHOOL

I come from Ukraine, the second largest country in Europe. It is between Poland and Moldavia in the west and Russia in the east. I don't come from the capital, Kiev. My hometown is Odessa, on the coast of the Black Sea. Ukraine has got large plains but also high mountains, such as the Carpathians. The River Dnipo flows across the country splitting it in two parts. In winter the weather gets very cold. Summers are warm across the greater part of the country and cool along the Black Sea, so we spend much more time outdoors.
A nuclear power plant accident in Chernobyl, in 1986, is still causing serious environmental problems which worry Ukrainian people. Today we don't have enough drinking water supplies because of that accident.
Despite these problems, I believe Ukraine is a beautiful country with outgoing and brave people. I love it very much.

Sasha

Albania, the ancient Illyria, is where I come from.
My hometown is Tirana, the capital of Albania. Albania shares borders with Serbia, Montenegro and Greece.
On the west, it is bordering the Adriatic Sea and the Ionian Sea. The beaches are beautiful and during the hot, dry summers we swim in the clear sea, but in winter the temperature usually drops and it often rains heavily, so there are a lot of forests. We often have problems with natural disasters, such as earthquakes or tsunamis that happen along the South coast.
Mother Teresa, the popular nun and humanitarian Nobel Prize winner, is of Albanian origin.
My country is not very rich and our parents sometimes go to other countries, such as Italy, France or Greece, and work there. However, we miss our homeland.

Christina

Do you remember the ancient Colchis and the myth of Jason and the Golden Fleece? That is where I come from, Georgia! It is in the West Asia, bordering the Black Sea, which the Greeks called Pontus Euxinos, Turkey and Russia. The temperature is mild and it is usually sunny and warm.
The country is mountainous, but along the coast we grow vines, tea and citrus fruit. In this area the temperature rarely drops below zero. Many people work in copper and coal mines, or in oil wells. Others sometimes leave their hometown to find work. My uncle works in T'blisi, the capital of Georgia.

Georgi



LEARNING STRATEGIES

When I learn new words...

I listen carefully and try to imitate.
I repeat new words many times and try to remember them.
I write them down.
I may write them down with the translation in Greek.
I group the words by topic.
I write them down in an example sentence.



A. Read the text and write the capital city next to each country. Then write in the relevant nationality.

Country	Capital	Nationality
Georgia	T'blisi	Georgian
Albania		
Ukraine		

B. Work in pairs. Use the information in the reports to fill in the table below:

Country	Terrain	Weather	Problems
Albania			
Georgia			
Ukraine			

2. Grammar

A. LOOK AT THE EXAMPLES:



a. It often **rains** heavily in winter.

b. My uncle **works** in a coal mine.



Which example a or b refers to:

something that happens regularly? [__]

something true in general? [__]



B. STUDY THESE TABLES

Grammar Box

Do you remember?



Present Simple Tense

Affirmative		Interrogative			Negative		
I you we they	swim go watch worry wash	Do	I you we they	swim ? go ? watch ? worry ? wash ?	I you we they	don't	swim go watch worry wash
he she it	swim**s** go**es** watch**es** worr**ies** wash**es**	Do**es**	he she it		he she it	do**es**n't	



C. Look at the words sometimes, often, usually, always (ADVERBS OF FREQUENCY) in the following examples.

People **sometimes** leave their hometown to find work.
The temperature **usually** drops in winter.
It **often** rains heavily in winter.
My brother is **always** early for school.

Now complete the rule:

We use an adverb of frequency to say how ___ something happens. It comes ___ the verb in the Present Simple. When we have the verb **to be** we put the adverb ___ the verb.

Now write true sentences about your habits:

I **sometimes** _____

I **usually** _____

I _____

I _____

3. Practice

A. Alice, your pen-friend from Great Britain has sent you some pictures with her daily activities. Look at the pictures below and write what she does every day:











Now fill in the diagram about what pupils do in Greece and in Great Britain:

In Greece	Both	In Gr. Britain
They do their homework at home		



B. ROLE-PLAY: AN INTERVIEW

Pupil A
You are a reporter. You are interviewing a pupil from another country. Look at the back of your book (p.135) for more information.

Pupil B
You are a pupil from another country. Look at the back of your book (p.138) for information and answer the reporter's questions.

It's your choice: You can find a different version on page **121**

Lesson 2 At the school lab



1. Speaking



A. Work in pairs. Look at the pictures below and tell your partner what your favourite school subjects are and why?

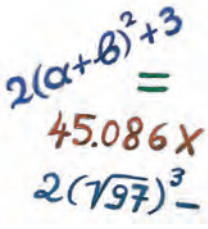
Example:

– I like History because I like learning about past events.







B. Do you agree with your partner's opinion? Give your reasons.

2. Listening



Today the pupils are at the school lab, working on different projects on their computers. The teacher is checking their work.



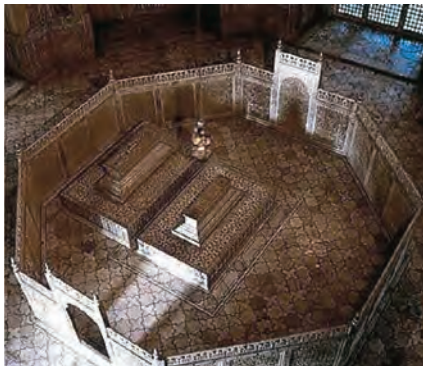
A. Look at the picture and listen to the pupils talking. What subjects are they working on? Tick ☑ the right picture in Activity 1A above.

B. Who's working on what? Do you remember? Fill in the table:

Pupil	Subject
Maria	
Markos	
Anne, Sophie	





Explore the **Taj Mahal** online at
http://www.taj-mahal.net

C. Now listen again and tick ☑ the activities the pupils are doing in the computer lab:

1. Maria is searching for some information on musical instruments. ☑
2. Markos is printing some photos of New Delhi. ☐
3. Markos is copying a photo of Taj Mahal. ☐
4. Sophia is printing a text for the science project. ☐
5. Anne is pasting a photo of molecular structure. ☐

3. Grammar

A. LOOK AT THE EXAMPLES:



a. Look! They're working on a Geography project.

b. My uncle works in a coal mine.



Which example a or b refers to:

something that happens regularly? [__]

something that is happening right now? [__]

B. STUDY THESE TABLES

Grammar Box



Do you remember



Present Continuous Tense

Affirmative			Interrogative			Negative		
I	**am**	working swimming	**Am**	I	working? swimming?	I**'m**	**not**	working swimming
he she it	**is**		**Is**	he she it		he she it	**isn't**	
we you they	**are**		**Are**	we you they		we you they	**aren't**	



Now complete the rule:

We use the _____ Tense to talk about something that happens regularly.

We use the _____ Tense to talk about something that is happening now.



4. Practice



A. A GAME: Charades
Work in groups to play the game. Your teacher will give you cards with the activities you need to mime.

GROUP A	GROUP B
Your teacher will give you a card with the activity you have to mime. Choose a player from your group and tell him/her to act out the activity. Answer Group B's questions only using "Yes" or "No".	Ask the pupil from Group A 7 questions to find out what he/she is miming. His/her answer can only be "Yes" or "No". The first pupil to guess correctly wins a point for the team and acts out the next activity.

The first pupil to guess the activity correctly wins a point for his/her team and acts out the next activity. If a group cannot guess the activity after asking 7 questions, they lose a point and choose their player to continue the game.

Example:

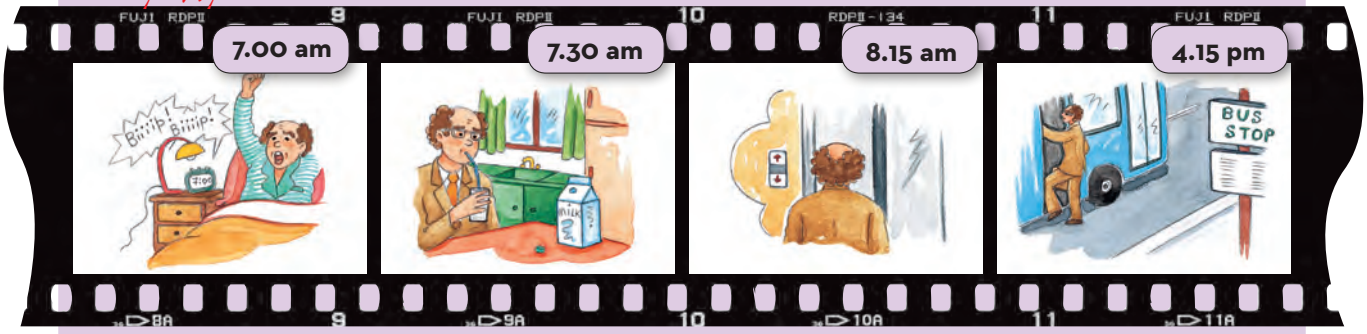
Are you selling flowers in the street? No, I'm not.

Are you holding an umbrella? Yes, I am.

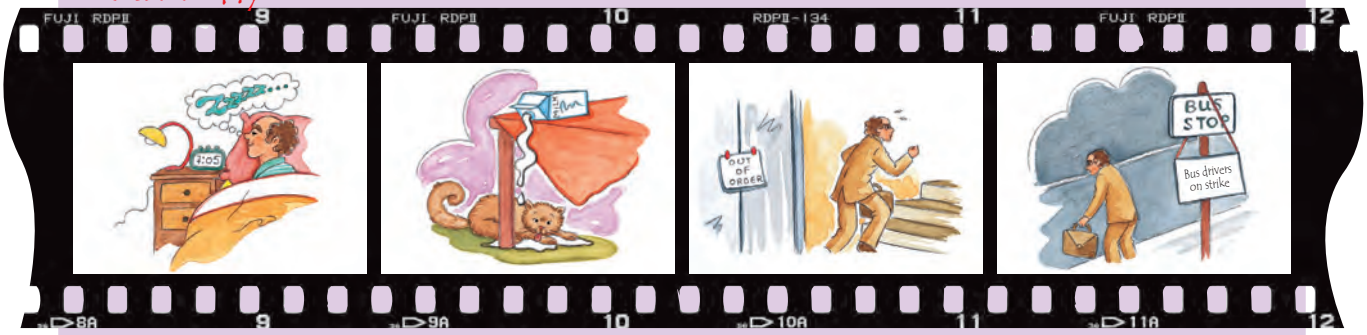


B. Mr. Badluck's day
Look at the comic strip below and write a story about Mr. Badluck's day; write what he does every day and how different it is today.

Every day…



…but today…



You can start like this:

Mr. Badluck gets up at 7:00 every day but today…

Lesson 3 A Geography project

1. Some information



A. Pupils from different European countries are taking part in a project. The pupils are presenting themselves and their own country. This is Gwen's report. Read her report and match the topics with the paragraphs:

1. My name is Gwen **and I** am ten years old. It is a Welsh name, because my father comes from Wales, but now I live in Oxford, England. The official name of my country is *The United Kingdom of Great Britain and Northern Ireland* **and** it includes Great Britain (England, Wales and Scotland) and Northern Ireland. Great Britain is actually an island. An underwater channel, the Channel Tunnel, connects Great Britain to France in the South. The North Sea in the East separates it from the rest of Europe.

2. The country is mostly mountainous in Scotland and Wales but with green plains and hills in the South. Rivers flow across this part of the country. The famous river Thames runs through London, the capital of England.

3. The weather is cold in winter and warm in summer time, but it is also wet. It rains most of the time.

4. The people of Britain are multicultural, coming from different countries and races, so here you can meet British people from Asia, Africa or the Caribbean. They speak English and the language of their fathers as well.

5. I think it's exciting to live in Great Britain because it opens its doors to everyone!

Landscape ..... Paragraph [__]
Name of country, borders ..... Paragraph [__]
The writer's opinion ..... Paragraph [__]
People ..... Paragraph [__]
Weather ..... Paragraph [__]

B. Notice how **and** is used in the report. Underline 3 examples in the report.

C. Your class is taking part in a similar project: work in groups and write a report about Greece for the pupils of a European school who are visiting your country.

Put this report in your **portfolio**. Follow the steps below:

Step a **Write a plan**
Paragraph 1: Introduction, name of country, borders
Paragraph 2: landscape
Paragraph 3: the weather
Paragraph 4: the people
Paragraph 5: your opinion

Step b **Decide what other things (photos, drawings, maps) you can attach to your report**

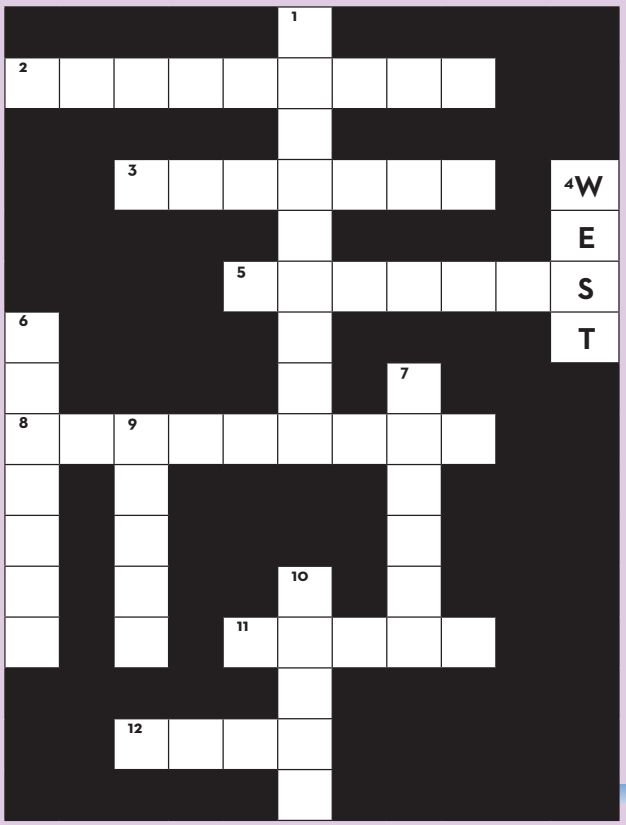
Step c **Write your report. Use *and* to join your sentences.**

Step d **Work in pairs. Check each other's report for** correct spelling, correct tense (Present Simple), capital letters and full stops, use of **and**

Step e **In groups read out your reports. Finally, put your work up on the class announcement board.**

Check yourself

A. *The Geography Crossword Puzzle*



Across:

2. *The Carpathians* are high _____
3. Greece _____ Albania.
5. It often rains heavily, so there are a lot of _____
8. Albania is in the Balkan _____
11. *Odessa* is on the _____ of the Black Sea.
12. The opposite of West.

Down:

1. On a map we can spot _____ like rivers, lakes, mountains.
4. The opposite of East
6. The _____ city of Greece is Athens.
7. People in Georgia grow tea in the large _____
9. Thessaloniki is in the _____ of Greece.
10. The opposite of North

__ / 6 points

B. Match

1. share	a.	in the coal mine
2. drop	b.	citrus fruit
3. swim	c .	in the river
4. work	d.	below zero
5. grow	e.	in two parts
6. split	f.	borders



__ / 3 points

C. Tick ☑ the suitable verb:

1. I'm on holiday now. I __ a great time.
☐ have ☐ am having

2. She's Italian. She __ from Rome.
☐ comes ☐ is coming

3. –'__ your meal?' –'Yes, it's very good.'
☐ Are you enjoying ☐ Do you enjoy

4. This term, I __ German for the first time.
☐ study ☐ am studying

5. Water __ at a hundred degrees.
☐ boils ☐ is boiling

__ / 2 ½ points

D. Tick ☑ the correct sentence:

1. **A pupil is in the library.**
   a. He is reading a book.
   b. He reads a book.

2. **About my hobby?**
   a. I am collecting stamps.
   b. I collect stamps.

3. **Some children are at the fast food restaurant.**
   a. They are eating a burger.
   b. They eat a burger.

4. **Usually at the concert hall...**
   a. we listen to music.
   b. we are listening to music.

5. **Alice comes from Great Britain.**
   a. It is raining heavily there.
   b. It rains heavily there.

__ / 2 ½ points

E. Look at John's weekly routine. Write what he always, sometimes, usually, often, rarely or never does.

John always _____

_____

_____

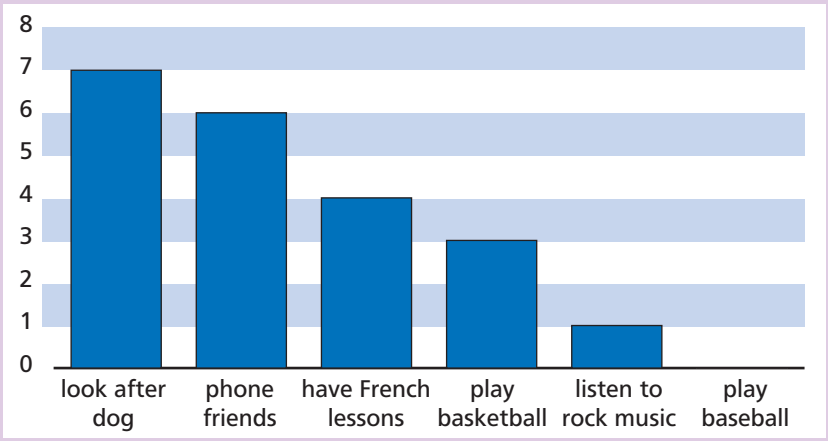
_____

He often _____

_____

_____

_____



He _____

_____

_____

_____

__ / 6 points
My total score is __ / 20 points

See **p. 46** Workbook

NOW TICK WHAT YOU CAN DO

REMEMBER when you learn new words in English:
• Group them by topic and repeat them as many times as you can.

I can talk about
- Countries and their culture ☐
- School subjects ☐

I can read
- Maps and do geography quizzes ☐
- Reports about countries/ landforms/ nationalities ☐

I can listen to
- Pupils talking about school projects ☐

I can write
- Reports about countries/ daily activities ☐

Unit 2 Going Shopping

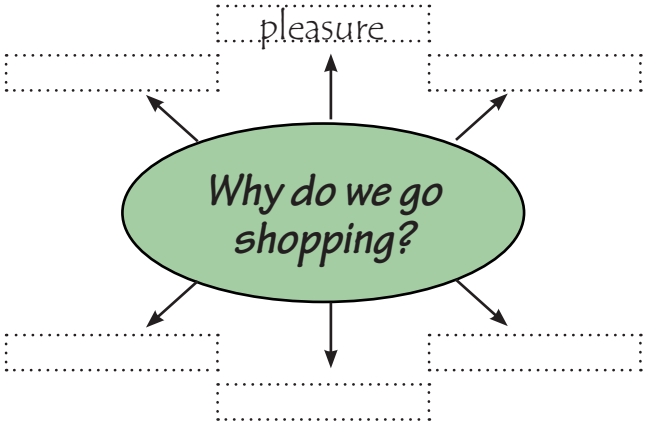
You are here to READ
a supermarket flyer, a shopping list, a school canteen menu, a receipt, an internet site

and TALK about
shopping goods and their prices

and LISTEN TO
people talking in supermarkets and department stores

and WRITE
shopping lists and on-line orders

and LEARN about
countable and uncountable nouns and how to use a/an, some/any, a few/few, a little/little, how much, how many



Look at these pictures. Listen to the people and decide where they are.







Lesson 1 At the supermarket

1. Reading

A. Look at the picture of the supermarket on the flyer below. Talk about the various departments you usually visit. What items can you buy there?



A. At FFM"s *(Fresh Food Market)*, you can find a great selection of delicious and tempting cakes and desserts. Choose from fresh cream cakes and fruit flans to tasty pastries and delicious muffins – many prepared in-store. The boxes of doughnuts include a range of tempting flavours. For any special occasion there's a great range of celebration cakes too!

B. Every FFM has well trained butchers in-store, able to prepare over a hundred cuts of meat like beef and lamb ribs, pork chops and steaks. So whether it's some mince for a cottage pie or a turkey for a special occasion, our butcher can prepare the cut that's right for you.

C. At FFM's we carefully select and pack most of the fresh fruit and vegetables. You always find a superb selection of ready prepared salads and pre-washed vegetables. FFM offers a variety of organic products such as eggs, cheese, potatoes, mushrooms, tea bags and muesli that don't cost the earth. We are always on hand to help you with your selection.

B. Read the flyer of the **Fresh Food Market** and choose the correct heading for each paragraph. There is an extra heading that you don't need:

1. The dairy corner | **2. The bakery** | **3. Meat and poultry** | **4. The greengrocer's**

Read the flyer again and answer the questions below choosing from the paragraphs A-C:

Which paragraph(s) tell(s) you...

that you can buy healthy food	1. ___
that you can buy a variety of sweets	2. ___
that everything is in a good price	3. ___
what you can buy for a barbecue party	4. ___
what to buy for a rich breakfast	5. ___



£1 = 100p
(one **pound** *= one hundred* **pence***)*

C. LISTEN AND ANSWER.
Mary and her mother are at the supermarket.
What do they need the strawberries for?
How much money do they cost?



Price: __p a box!

D. Mary is preparing the shopping list for her birthday party. Look at her list and help her to organize it:

Mary's shopping list

- 20 cans of cider
- 2 pounds of pork chops
- a carton of milk
- a dozen of eggs
- 2 packets of muffins
- 1 jar of jam
- 2 bars of chocolate
- 3 boxes of strawberries
- 2 packets of butter
- 1/2 pound of mince
- 3 bottles of orange juice
- 1 packet of flour
- 1 packet of sugar
- 2 pounds of bananas



2. Grammar

Do you remember?



There is **a banana** in the basket.

There are **some bananas** in the basket.

There is **some milk** in the fridge.

A. COUNTABLE/UNCOUNTABLE NOUNS

Grammar Box



Countable Nouns		Uncountable Nouns (Singular Only)
Singular	**Plural**	
a banana **an** apple	**some** bananas	**some** milk



Look at the Grammar Box and write your own sentences.

Now complete the rule:

We use _____ /_____ before **countable nouns in singular**.

We use _____ before **countable nouns in plural** and before **uncountable nouns**.

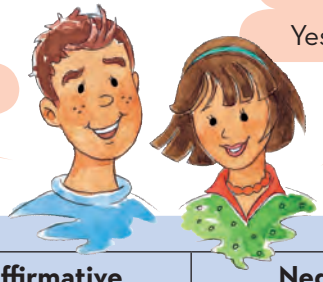
B. SOME, ANY, HOW MUCH, HOW MANY

Have you got **any** milk?

How much milk have you got?

Have you got **any** bananas?

How many apples have you got?



Yes, I've got **some**.

I've got **a little**. I have**n't** got **much**.

Yes, I've got **some**. They are**n't many**.

I've got **a lot**.



Grammar Box

	Affirmative	Negative	Question
Countable Nouns In Plural	**some** **a lot of**	**any** not **many**	How **many**? ... **any**...?
Uncountable Nouns	**some** **a lot of**	**any** not **much**	How **much**? ... **any**...?



Look at the Grammar Box and write your own sentences.

Now complete the rule:

We use _____/_____ in **affirmative** sentences.
We use _____/_____/_____ in **negative** sentences.
When we ask questions, we use _____/_____before **countable nouns in plural** and _____/_____ before **uncountable nouns**.



Look at this!

We say	But we also say
some milk	**a bottle of** milk
some chocolate	**a bar of** chocolate
some sugar	**a packet of** sugar

3. Practice



A. PAIR WORK: WHAT'S IN YOUR SHOPPING BAG?
You are at the supermarket with your friend. Put 5 things in your shopping bag but don't let your friend see what's in it.
Ask each other questions to find out what's in your friend's bag and write them down.

My shopping bag



My friend's shopping bag



Example:
- Have you got any apples in your shopping bag?
- No, I haven't.
- Have you got any bananas?
- Yes, I have.
- How many have you got?
- Five.



B. ROLE-PLAY: A SHOP IN THE CLASSROOM
Form two groups, **shopkeepers** and **customers**, and act out this activity.

LEARNING STRATEGIES
When I speak English in class...
I do not hesitate to speak
I start the conversation with my classmates
I am not afraid to make mistakes
I try to remember dialogues I have learnt by heart
I ask for correction.

Shopkeepers
Organize your shop. Prepare pictures of goods and price tags for them. Display them on your desks. Get ready to welcome your customers.

Customers
Prepare your shopping lists and go shopping.



C. AT THE SCHOOL CANTEEN
Read the menu of the school canteen on p.135.

You have €2.50. Choose your treats but stay within your budget.

What to buy	How many	How much
	Total:	€

Lesson 2 At the mall

1. Speaking

Look at the picture. Where is the girl? What is she looking at?



2. Listening

A. Before you listen, look at the receipts. What kind of shops are they from?

1. a clothes shop
2. a supermarket
3. a bookshop
4. a bakery

a

THE BOOKWORMS

1256 Broadway, NY NY 10019, 212-7579860
546897 Reg 1 ID 37 6:25pm *07J02105*

E PERIODICALS	1@ 5.00	5.00
SUBTOTAL		5.00
NO SALES TAX		
TOTAL		**$ 5.00**
CASH PAYMENT		20.00
CHANGE		15.00

b

THANK YOU FOR SHOPPING AT
HELENA'S, HERALD SQUARE

CUSTOMER COPY PURCHASE
S003 ASSC 266234 10/12/04

POLO SHIRT	QTY 1	10.30
SWEATER	1	45.00
JACKET	1	59.90
TRACK SUIT	1	48.70
	19% TAX	31,14

TOTAL AMOUNT **195.04**

KEEP THIS RECEIPT
FOR RETURN/EXCHANGE

Want an Employee Discount?
And How About A New Career?
Visit HelenaJobs.com and Apply Today

c

K-TOWN MARKET

67-90 Broadway, Astoria, 11106, 728-4211

ZYTHOS BEER	7.96
Bottle deposit	0.20
TOTAL LT YOGHURT	1.89
RAFT KETCHUP	1.99
CASHEWS	4.19
PORK CHOPS	2.71
DRUMSTICKS CHICKEN	4.50
$0.99/1b x 1.201bs	
APPLE JUICE	1.19
7 items	
Sub Total	24.63
Taxes	0.69
Total: $	**25.32**
Charge:	25.32
Cash change	0.00

Tommy| 09:17pm 09/29/2004 Wednesday 4245
FREE DAILY NEWS Mon– Fri 0.50 on Sunday

K-TOWN IS NOW OPEN UNTIL MIDNIGHT ON SUNDAYS. THANK YOU FOR SHOPPING AT K-TOWN

B. Now listen to the dialogue in the department store and choose the right answer:

1. **The girl wants a gift for...**
   a. her father's birthday b. Father's Day c. her brother's birthday
2. **She's looking at...**
   a. ties and shirts b. shorts and T-shirts c. shirts and T-shirts
3. **The black shirt costs...**
   a. $20.95 b. $30.95 c. $40.95
4. **The girl doesn't want the black shirt because...**
   a. it's too big b. it's too small c. it's too expensive
5. **She finally buys...**
   a. a black T-shirt b. a black shirt c. a green T-shirt



C. FATHER'S DAY

It's Father's Day soon and you want to buy something for your father. What do you want to buy for him? Why?



D. LISTEN AND ANSWER

Mary prepares breakfast for her parents. Listen to the recording and tick ☑ the things she has on her tray.

Now turn to p.136 and read the text to see if you have ticked the correct things.

3. Grammar

A. VERBS OF SENSES + ADJECTIVES



Grammar Box

Verbs of senses

				
look	sound	feel	smell	taste



Look at the examples:
What does your mother's new car **look** like? It **looks fantastic**.
What does peanut butter **taste** like? It **tastes delicious**.
What does your new cotton T-shirt **feel** like? It **feels soft**.
What does the chocolate cake **smell** like? It **smells good**.

B. FEW/A FEW, LITTLE/A LITTLE

Look at the examples:

BUT There are **a few** muffins on the plate. Let's eat them! (**a few= some**)
There are **few** pastries. Let's buy some. (**few= almost no, not enough**)

BUT There is **a little** coffee in the pot. Let's drink it. (**a little= some**)
There is **little** milk. It's not enough for our coffee. (**little= almost no, not enough**)

Complete the rule:

a. We use _____/_____ before countable nouns
and _____/_____ before uncountable nouns.
b. _____ and _____ mean that something is enough.
c. _____ and _____ mean that something is not enough.





Now, look at these pictures and write your own sentences, as in the examples above.

chocolates 

biscuits 

lemon juice 

water 

4. Practice



A. THE FASHION SHOW: Be a model!
Take turns and walk like fashion models on the catwalk.
The other students use the words below to describe what the "model" is wearing.
Make comments on his/her clothes.



adjectives	colour	material	item
lovely beautiful cute smart elegant short/long/ tight/loose/ baggy	pale green pink dark/navy blue pastel purple black and white	cotton woollen leather denim linen silk nylon/ polyester	sweater skirt track suit jeans/pants/ trousers T-shirt dress jacket

Example:

She's wearing a cute, pink, woollen sweater.
***It suits** her!*
He's wearing smart, dark blue, denim jeans.
***They match** his T-shirt.*

B. PAIR WORK – The School Bazaar



Your class wants to raise money for a charity. Collect things you don't use any longer (clothes, books, toys, etc.) to sell them at the school bazaar.



Pupil A
You are the customer and you are trying to buy the things you want.
Ask questions like:
How much is it/ are they?
What is it made of? etc.

Pupil B
You are trying to sell your things to the customer.
Answer the customer's questions.

5. Writing



You are now a member of the "Writing Club": close your eyes and use your five senses to describe a favourite thing.
What does it taste/smell/feel/look/sound like? You can write a poem about:

a pair of snickers
your favourite dessert
a new shirt
a fruit, etc.

Example:

Oh, my sweet Chocolate cake!
Off the oven, it looks fresh and smells nice;
it feels soft in my hands;
it tastes delicious in my mouth.
It sounds so tempting, I can never resist it!



Write your poem and put it in your **portfolio**.

Lesson 3 E-shopping

1. The Internet site

A. Have you ever used the Internet to do your shopping online? Why?



B. John and Mary are looking for some toys on the Internet. Here is a site where they can look at, order and buy toys on-line at:
www.countdowncreations.com/toys.html
Work in pairs and say what kind of toys they are looking for.

C. If you click on the picture you can find more information on the toy you are interested in. Visit the webpage to find the following information:
➢ How much is the astronaut?
➢ How much is the space shuttle?
➢ Which of the two toys comes in pieces you put together?
➢ How many pieces is it?





D. **PROJECT**
You want to buy presents for the pupils of a primary school in Cyprus. Work in pairs and:
➢ Visit the webpage to buy your presents online
➢ Choose the toys you like
➢ Fill in the order form on the right
but don't order!
(if you don't have Internet access, turn to pp.136-137)



Item	Unit Price	Quantity	Subtotal
		Total	

Check yourself

A. At the super market

Look at the trolley and complete the items on the shopping list:

Example: half pound of minced meat ✔



__ / 5 points

B. Match

a. I am tidying my room.
b. I am going on holidays.
c. She is wearing baggy pants.
d. This yogurt has been in the fridge for days.
e. I am having a piece of cake.

1. It sounds exciting.
2. It tastes delicious.
3. It smells nasty.
4. It sounds boring
5. They look old-fashioned.



__ / 2 ½ points

suit
fit
match
go with
look

C. Complete using the correct form of the verbs in the box:

a. The size is small. It doesn't _____ me.
b. These shoes _____ your dress.
c. I like that hat. It _____ fantastic!
d. This shirt _____ you perfectly. I like it on you.
e. This blue tie _____ a white shirt.

__ / 2 ½ points

D. The speech bubbles are mixed up. Put them in the correct order to complete the dialogue:

I'll take them.

Here is your change and receipt.

Here is the cash.

How much are they?

Yes, in the glove section.

Can I help you?

Do you have any gloves?

Cash or credit card?

They are €20.

Excuse me!

Customer	Assistant

__ / 5 points

E. Choose the correct answer:

1. I have got _____ CDs.
   a lot of / much / many

2. There is _____ butter. We can't make a cake.
   little / a little / any

3. There is _____ money in my purse.
   any / some / a few

4. _____ children can speak Italian.
   many / a few / a little

5. Do you need _____ eggs to make an omelette?
   a lot of / a few / many

6. _____ sugar do you have in your tea?
   how much / how many / how

7. _____ cans of beer are there in the fridge?
   how much / how / how many

8. Do you have _____ mushrooms in your pizza?
   any / some / little

9. Help yourself! There is _____ orange juice left.
   a little / a few / any

10. There isn't _____ minced beef to make moussaka.
    some / many / any

__ / 5 points

My total score is __ / 20 points

See **p. 46** Workbook

NOW TICK WHAT YOU CAN DO

REMEMBER when you speak English in class:
• Learn dialogues by heart and don't be afraid to make mistakes.

I can read
- Supermarket flyers and internet sites..... ☐
- Shopping lists and receipts..... ☐
- School canteen menus..... ☐

I can talk about
- Shopping goods and their prices..... ☐

I can write
- Shopping lists and online orders..... ☐

I can understand
- People talking in supermarkets / department stores ☐

Unit 3 Imaginary Creatures

You are here to READ
an acrostic poem, about monsters and creatures, and
a literature extract (a play)

and TALK about
similarities and differences of monsters/creatures, people's appearance and personality, and act out a scene of a play

and LISTEN TO
a ghost story

and WRITE about
the appearance/personality/skills of monsters, creatures or people

and LEARN about
the comparisons of adjectives and adverbs, and opposite adjectives.

Write your own acrostic poem like the one below.



_____

_____

_____

_____

_____

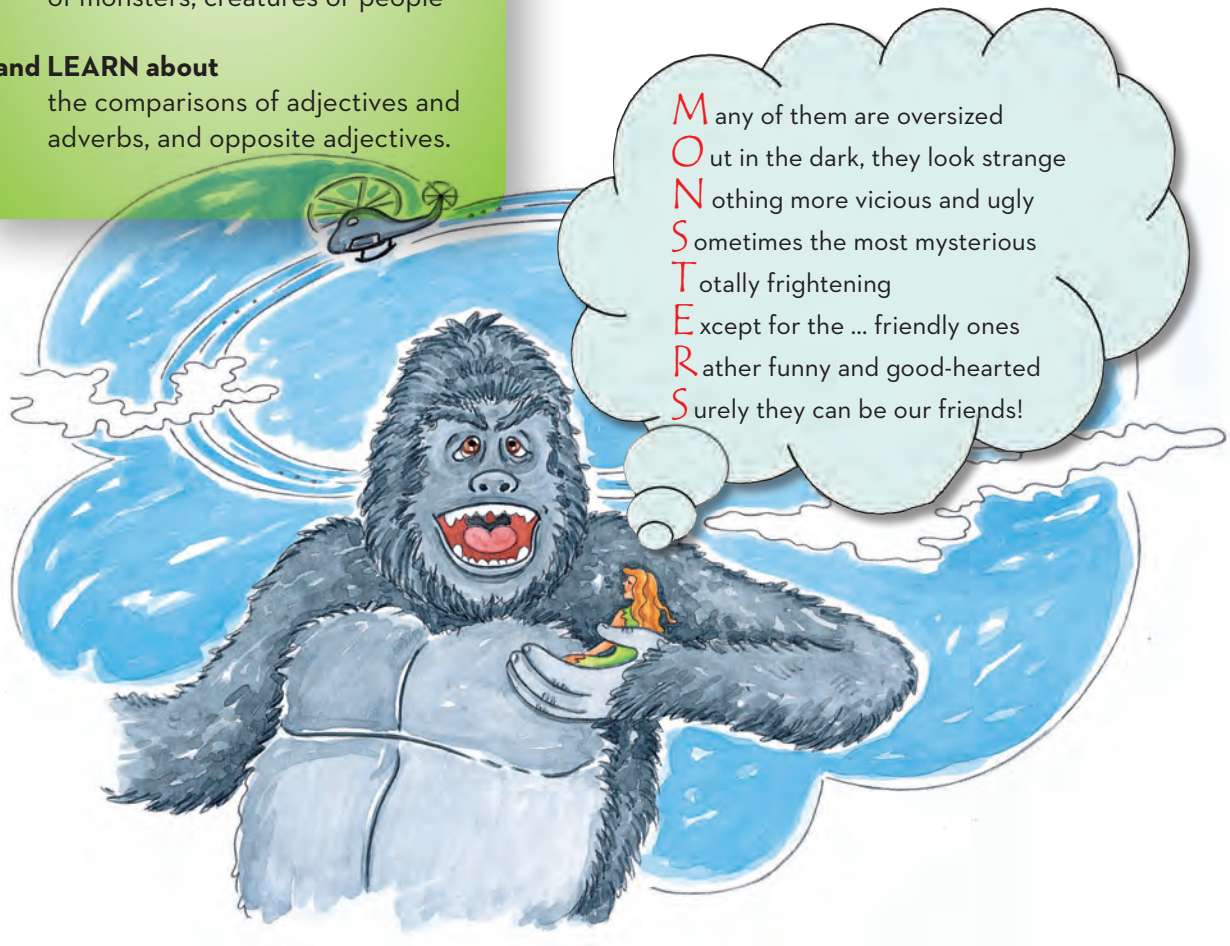
_____

_____

_____

_____

_____



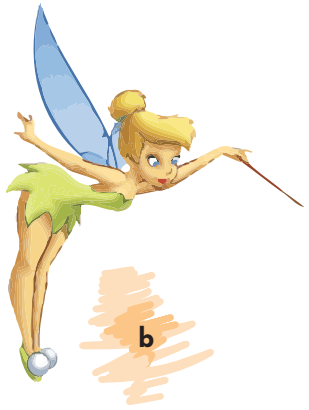
Lesson 1 Old and modern Creatures

People have always made up stories about mysterious creatures, which they believe look different from ordinary people and have special, supernatural powers that ordinary people do not have.

1. Reading

A. Look at the monsters a-c below and match them to the titles of the texts:







B. Read the texts and put the missing sentences A-D in the correct place.

A. they get married and they have children.
B. Then he swims off with his pockets full of sailors.
C. They soon fall in love with each other and get married.
D. Everywhere he goes, people and animals flee.



Polyphemus the Cyclops

The Cyclopes are one-eyed huge, savage creatures, tall like trees. They live on an island where they do nothing but fight with each other for the wild goats, trying to find enough food to fill their huge bellies. Storms often bring shipwrecked sailors to their island. The Cyclopes catch and eat them alive.

The largest and fiercest of the Cyclopes is named Polyphemus. He always keeps vigil on his mountain, fair weather or foul. If he spots a ship, he dives into the sea and swims underwater, coming up underneath the ship and overturning it, [1]_____. However, according to Homer, Ulysses manages to escape from his cave, because he is smarter and more cunning than Polyphemus

2 **Oberon, Titania, Puck and Tinkerbelle, the fairies**

Fairies appear in children's stories as tiny, winged, and good hearted creatures. They behave like humans; [2]_____. However, unlike humans, they have supernatural powers, which make them, at best, unpredictable and at worst, dangerous. Tinkerbelle, Peter Pan's companion, is a tiny-winged fairy, delightful and delicate. She is sometimes friendly or unfriendly but loyal to Peter Pan.

In Shakespeare's play *"A Midsummer Night's Dream"* Oberon, the nasty King of the fairies and the wicked queen Titania live in Fairyland. They order their playful and naughty messenger Puck, to play tricks on people and make them fall in love with the first creature they see when they wake up...

LEARNING STRATEGIES

When I read a text in English...

I read the whole text first to understand the general meaning

I try to remember the meaning of the words I know

I try to guess the meaning of unknown words from context

I don't worry about unknown words if I can understand the text

I use my knowledge on the topic to understand the text

I look up the meaning of words I don't know in the dictionary

I ask my teacher to help me when I have difficulties.

3 **Shrek the ogre**

Shrek, a horrible little **ogre** is spitting flames and smoke. Shrek is the ugliest guy in town. [3]_____. He is so ugly that he frightens himself when he gets into a room full of mirrors. He looks even uglier than his parents, who kick him goodbye and send him off in the world. Yet Shrek is proud of his green strange head and disgusting body.

Shrek goes out into the world to find adventure and along the way meets a witch, a knight, a dragon, and finally, a hideous princess, who's even more unattractive than he is! Shrek manages to enter the princess' castle. [4]_____. All the guests are surprised to see the bride carrying a cactus for a bouquet!



C. Use the information in the texts to fill in the table below:

Monster/Creature	Cyclopes	Fairies	Ogre
Names			
What they look like			
What they are like			

D. Talk about your own monster.

2. Grammar

A. Read the following dialogue. Find out how John and Mary are comparing the creatures in the texts. Complete the unfinished sentences:

Mary: The Cyclops Polyphemus is **bigger** and **stronger than** Shrek.

John: He may be **bigger** but Shrek is **more horrible than** him. When he looks at himself in the mirror he is frightened. He is **the ugliest of** all the creatures on this page.

Pupil 1: Look at Tinkerbelle. She looks _____ and _____!

Pupil 2: I don't think so. I think Puck is _____.
He plays tricks on people.



B. MAKING COMPARISONS

Do you remember?

Grammar Box



	ADJECTIVE	COMPARATIVE	SUPERLATIVE
SHORT ADJECTIVES	strong big ugly	...-er than	the ...-est of/in
		stronger than bigger than uglier than	the strongest of/in the biggest of/in the ugliest of/in
LONG ADJECTIVES	horrible	more ... than	the most ... of/in
		more horrible than	the most horrible of/in



Look at the **Grammar Box** and complete the rule:

Comparative Form: We add _____ in short adjectives and _____+ _____ in long adjectives.

Superlative Form: We add _____ in short adjectives and _____+ _____ in long adjectives.



Now find more comparatives and superlatives in the texts on pages 26-27 and write them down in your copybook.

C. STUDY THIS BOX, TOO:

Adjective	Comparative	Superlative
good	**better** than	the **best** of/in
bad	**worse** than	the **worst** of/in
far	**farther/further** than	the **farthest/furthest** of/in
much/many	**more** than	the **most** of/in
little	**less** than	the **least** of/in

D. OPPOSITE ADJECTIVES

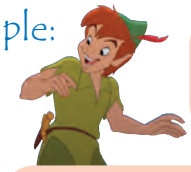
huge	tiny
vicious	good-hearted
wicked	nice
horrible	lovely
playful	serious
ugly	beautiful

BUT

friendly	**un**friendly
happy	**un**happy
kind	**un**kind
attractive	**un**attractive
sensitive	**in**sensitive
predictable	**un**predictable
expensive	**in**expensive
active	**in**active

3. Practice

Example:



Cinderella is prettier than Tinkerbelle's.



Peter Pan is the most playful of any other hero.

Snow White's stepmother is more vicious than Cinderella's.

A. FAIRY-TALE HEROES



Talk about characters from the fairy tales you know: choose a character and talk about his/her abilities and personality. Then compare the characters with each other.

B. PAIR WORK: A MONSTER'S ID



Choose a monster and ask your friend about it. Then complete the ID card on the right.



Pupil A
Ask questions about your friend's monster. Then look at p.138 to find information about your monster and answer his/her questions.

It's your choice: You can find a different version on page **124**

Pupil B
Look at p.135 to find information about your monster and answer your friend's questions. Then ask him/her questions to complete your ID card.



Imagine that your friend's monster is wanted by the Police. Write his/her description and draw his/her picture.



C. WHAT AM I LIKE? WHAT DO OTHER PEOPLE THINK OF ME?



Choose 4 adjectives that you think describe your personality best: *talkative, (un)friendly, (in)active, moody, anxious, careful, boring, funny, cunning, smart, playful, serious, (un) pleasant, (un)attractive...*



Then ask your friend what he/she thinks of you.



Write both opinions and include them in your **portfolio**.

Lesson 2 Do you believe in ghosts?

1. Listening

A. Read the introduction below, look at the picture and answer these questions:



You are going to listen to a strange, old story about a couple from New York who are returning home from a trip to New England. They are travelling on a horse carriage, and are somewhere near Spiegletown when it starts getting dark and they have to seek shelter for the night.

A PLAY: The fifty-cent piece



a. Where is the story taking place?
b. Is it a story of the present or the past?
c. Who is it about?
d. What are these people doing?



B. Now listen to the play and answer the questions below:

1. The night is _____.
a. extremely dark b. very cold and silent

2. The old people's house is _____.
a. not as cosy as a hotel b. less luxurious than a hotel

3. The old lady offers the travellers _____
a. a cup of hot coffee and biscuits b. the most delicious cakes they have ever had

4. Before they leave, the travellers leave a coin on the kitchen table because _____.
a. the house was very comfortable b. the old couple were very helpful

5. When they drive back they realize _____.
a. the house is in ruins b. there is not a house there

C. Why is the play called *'The fifty-cent piece'?* What other suitable title can you think of?

D. READ, WRITE and LISTEN: What comes next?
The following scenes come from *'The fifty-cent piece'* play.
One of the characters is saying something.



Work in pairs: discuss together what the other character's lines are and write them down.



Listen to the play again and compare your answers with the actual words of the characters.

A folktale from New York, USA, found at www.americanfolklore.net and retold in play form

E. JUST FOR FUN: Can you answer these questions?

The monster quiz!

What do monsters read everyday?

What do we call a friendly and handsome monster?

What do monsters eat for lunch?

What do we call a famous monster?

Turn to p.138 to check your answers to the Quiz.

3. Grammar



Look at the examples:

A. MORE COMPARISONS

1. The night is as dark as hell.

noun or pronoun	positive verb	as	adjective	as	noun or pronoun

2. Our house is not as/so luxurious as a hotel.

noun or pronoun	negative verb	as/so	adjective	as	noun or pronoun

Use the structures in the examples above and complete these sentences:

a. Puck is playful. Tinkerbelle is playful, too. Puck is _____.

b. Polyphemus is bigger than Shrek. Shrek isn't _____.

c. Polyphemus is more horrible than Shrek. Shrek _____.

d. Shrek is ugly. Polyphemus is ugly, too. _____.

Which of the above sentences say that two monsters are the same? _____

Which of the above sentences say that two monsters are different? _____

B. FORMING ADVERBS



Study these examples

Grammar Box



ADJECTIVE	ADVERB
The children are **quiet**.	They are playing **quietly**.
That is a **happy** boy.	He is singing **happily**.
BUT (exceptions)	
That is a **fast** horse.	It runs **fast**.
This exercise is **hard**.	Tom is working **hard** on this exercise.
Jim is a **good** football player.	He plays football **well**.

Complete the rule:

Adverbs are words that answer the question *HOW?*
To form a regular adverb, we add _____ to an adjective.

C. COMPARISON OF ADVERBS

Grammar Box

Study these examples



The black horse runs more quickly than the white horse. **It runs the most quickly of all.**
BUT
Tom works **harder than** Mary. He works **the hardest** of all.
George plays football **better than** his brother. He plays **the best** of all.
The plane travels **faster than** the train. It travels **the fastest** of all.

3. Practice





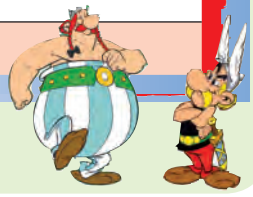






A. PAIR-WORK: Cartoon heroes
Which famous cartoon hero does the following?

a. Runs in the desert the fastest.	Road runner
b. Fights for justice in Gotham City the hardest.	
c. Flies in the air of Metropolis the highest.	
d. Eats the most greedily.	
e. Thinks the most cleverly.	
f. Keeps his money the most safely.	
g. Draws his gun the most quickly.	



Ask your teacher if you don't know the answer. What special abilities or skills does each one have? Write about your favourite cartoon hero.



B. A GAME: Do it our way

Read the instructions to play the game.

GROUP A	GROUP B
• Choose a player and tell him/her to mime an action, e.g. *play football.* • The player goes to **Group B** and asks: *"How do you want me to do things?"* • Now return to your group and do your mime the way Group B told you to. • If your group guesses the adverb correctly you get a point.	• A player from **Group A** comes and asks you *"How do you want me to do things?"* • Give him/her an adverb, e.g. *"quickly"*. • The other player goes to his/her group and tries to do the mime in the way you asked.

Play the game in turns.

Lesson 3 Classroom theatre

1. Puck's tricks

An adaptation of Shakespeare's Midsummer *Night's Dream*



A. Listen and read the dialogues from the adapted play. Choose a character and learn his/her part by heart.

On May 16 and 18, 2000, the pupils of Crichton Park School performed *"A Midsummer Night's Dream"*

Narrator:
In Ancient Greece there is a girl named Hermia who loves a young man Lysander. However, her father says she must marry Demetrius but she does not want to. She and Lysander escape to a forest.
Helena is Hermia's friend and loves Demetrius. Helena and Demetrius also run away to the forest. Soon, they get tired and they fall asleep under the trees.
In the forest, there is Nick Bottom, an actor and his group, who are putting on a play. Farther through the forest the queen of fairies Titania is arguing with her husband, Oberon who is very angry with her. So, he sends Puck, the playful sprite, to bring the juice from the love flower to make her love him again.

Puck:
Ha, ha! I'll play a trick on all these people! I'll turn this man to a donkey. Abracadabra! You, Nick Bottom, are a donkey! (Nick becomes a donkey)

Oberon: *(angrily)*
Give me the magic juice. I'll put some of it in Titania's eyes myself. When she wakes up, she will fall in love with the first one she sees. This will be me.

Titania:
Where am I? *(Looking at Nick Bottom)* Oh, my love! Who are you? You are so handsome!

Nick: *(running away)*
Help! Help!

Titania:
Where are you going my love! Come back to me!

Puck:
Ha, ha, ha! Let me put some flower juice in Lysander's eyes now.

Lysander: *(wakes up and sees Helena)*
Oh, I am desperately in love with you! How beautiful you are!

Helena:
What's wrong with you? Don't you love Hermia any longer?

Lysander:
Hermia? Who is she? You are my love!

Puck:
Ha, ha, ha! Let me put some flower juice in Demetrius' eyes now.

Demetrius: *(wakes up and sees Hermia)*
Oh, my darling Hermia! You are the prettiest girl in the world. I love you deeply and truly!

Hermia: *(sadly)*
Oh, where is Lysander? Why isn't he with me? He is my true love! *(She is crying)*

Oberon: *(angrily)*
Come here Puck! Put everything back to normal.

Puck:
All the play is just a dream! Everything that happens on a midsummer night in a magic forest is a dream.



B. PROJECT: Prepare and perform the scene from *"A midsummer night's dream"*:

Work in groups to play the scene before an audience. Make preparations:

a. choose your role and learn your part
b. set the scenes
c. draw posters and masks
d. choose appropriate music
e. choose your costumes, and
f. announce your performance.



Take pictures or a video of the performance and include them in your **portfolio**.

Check yourself

A. CROSSWORD: Complete with "monster adjectives"



						U								
				C										
			F									D		V
M										S				
O														
N														
S														
T														
E					M									
R														
S														

_ / 5 points

B. Write the opposite of these adjectives:

kind _____ friendly _____

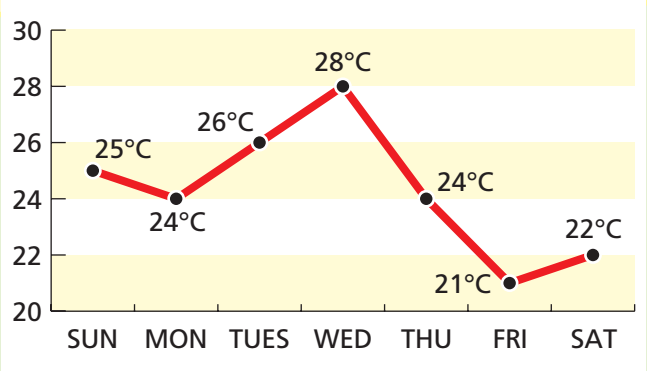
predictable _____ expensive _____

sensitive _____ attractive _____

_ / 3 points

C. Look at the chart below and complete the sentences using the correct form of the adjectives *warm* and *cool*:

1. Monday is _____ Friday.
2. Thursday is _____ Tuesday.
3. Friday is the _____ day of the week.
4. Wednesday is _____ day of the week.
5. Monday is _____ Thursday.
6. Monday isn't _____ Tuesday.



__ / 6 points

D. The table below shows some pupils' performances at sports. Look at the information and fill in the sentences using the correct form of the adjectives or adverbs: *good, fast, far, high*:

PUPIL'S NAME	100 m SWIMMING RACE	HIGH JUMP	DISCUS THROWING
Markos	1 min 30 sec	1,35 m	15 m
Peter	1 min 29 sec	1,50 m	16 m
Steven	1 min 34 sec	1,35 m	14,50 m

1. Peter swims _____ of all.
2. Markos swims _____ Steven.
3. Peter throws the disc _____ of all.
4. Steven jumps _____ Markos.
5. Steven doesn't throw the discus _____ Markos.
6. Peter is _____ athlete of the three.



__ / 6 points

My total score is __ / 20 points

See **p. 47** Workbook

NOW TICK WHAT YOU CAN DO

REMEMBER when you read a text in English:
• Don't worry about unknown words and try to guess their meaning from context.

I can talk about
- Similarities and differences
- People's appearance and personality
- Parts in plays (act out)

I can listen to and understand
- A ghost story

I can read and understand
- Long stories and literature extracts about creatures

I can write about
- The appearance/ personality/ skills of people and creatures

Unit 4 The history of the aeroplane

We are here to READ
biographies of inventors, an e-mail and attached files and a poem about the "Fall of Icarus"

and TALK about
Deadalus and Icarus and a painting

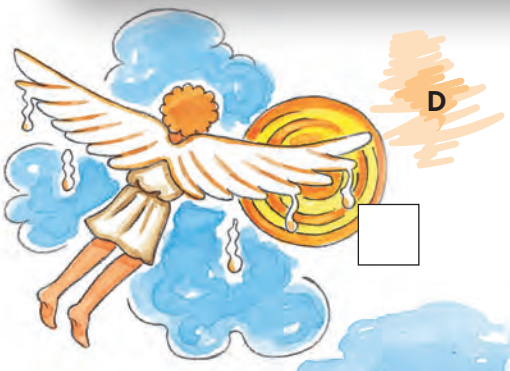
and LISTEN TO
the myth of Deadalus and Icarus and a dialogue about an incident during a flight

and WRITE
a biography and a poem

and LEARN about
the technology of aeroplanes and how to use Simple Past, Past Continuous and linking words













A. Do you remember the story of Daedalus and Icarus? Put the pictures A-F in the right order. Write 1-6 in the boxes.

B. Now listen to the story and check your answers.

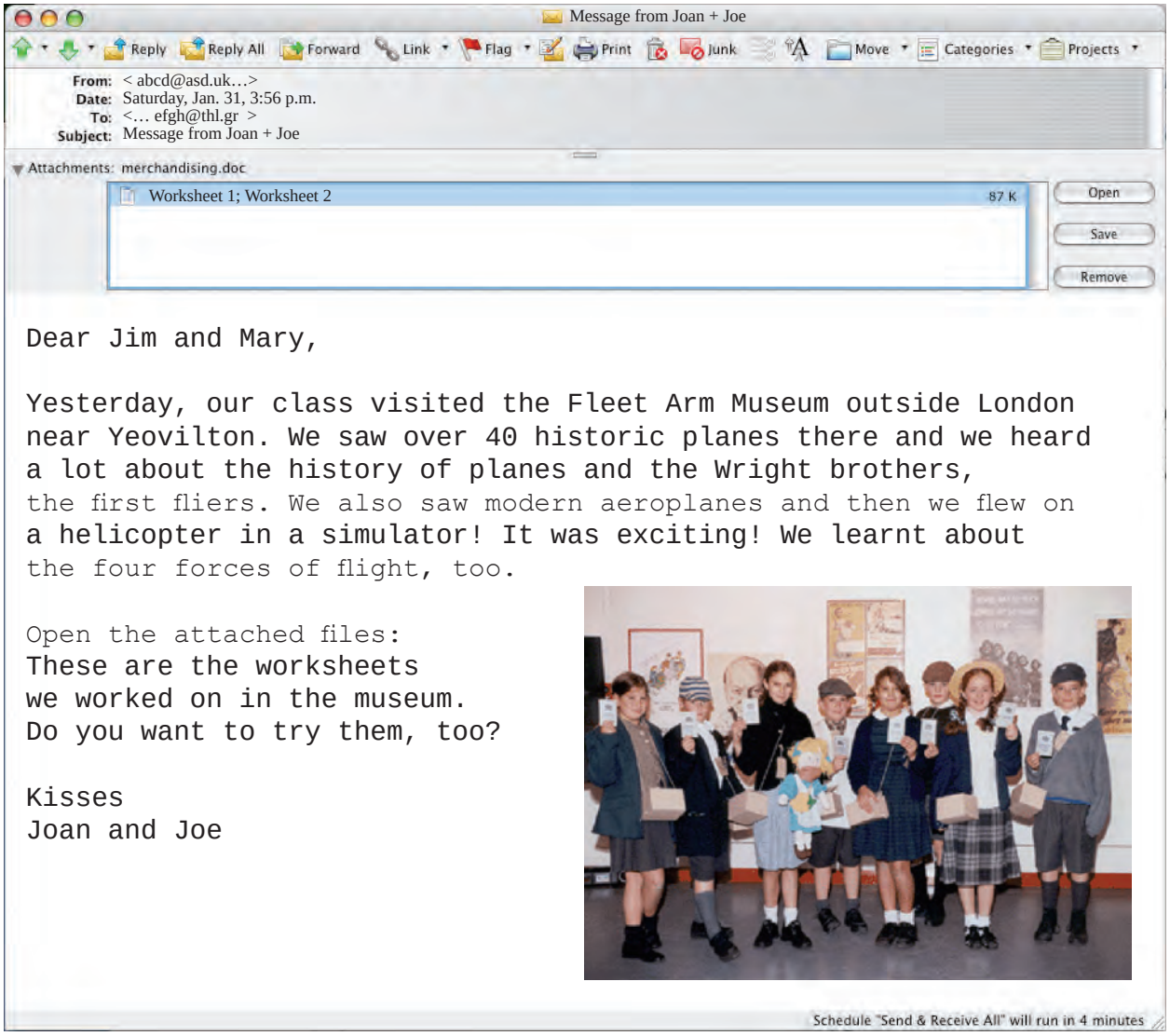
Lesson 1 A day at the Museum

1. Reading

A. Jim and Mary received an e-mail message from their pen friends Joan and Joe from London, UK. *Read the e-mail and answer the following questions:*

1. What did Joan and Joe see in the Fleet Air Museum?
2. Did they enjoy the visit?
3. What did they learn?
4. What else did they send Jim and Mary?
5. Is there a similar museum in Greece? Organise a visit with your class.





B. Attached File: (Worksheet 1)

Here is the story of the Wright Brothers. Read the sentences on the right and put them in the right place in the text:

a. They made kites.
b. It was a toy helicopter.
c. They opened a bicycle shop.

The Wright Brothers

Wilbur and Orville Wright invented the first aeroplane in the United States of America in 1903. The Wright brothers thought of the flight when one day their father returned from a trip and surprised the boys with a small toy. ..... (1) The boys admired the toy very much and they said that they wanted to fly. While the boys were growing up, they were always repairing and fixing things. ..... (2) and sold them to classmates. Later, ... (3) and repaired bicycles. They used the money from the bicycle shop for their first flight experiments. The historic flight lasted for just 12 seconds and covered about 120 feet. This changed the world forever.



Sources: http://www.nasm.si.edu/wrightbrothers/, www.wright-house.com/wright-brothers

C. Attached File: (Worksheet 2)
Can you label the missing parts of the aeroplane?



2. Grammar

Do you remember?

A. TALKING ABOUT THE PAST TIME



1. Complete the sentences in the Grammar Boxes:

Grammar Box 1

Past Simple

The Wright Brothers **invented** the first plane in 1903.

We **saw** historic planes and we **heard** about the first flyers, the Wright brothers.

We _____ the Fleet Arm Museum, we _____ modern aeroplanes and then we _____ on a helicopter, in a simulator.

Grammar Box 2

Past Continuous

While the boys **were growing** up, they **were** always **repairing** and **fixing** things.

While Mary _____ _____ computer games, Jim _____ _____ TV and their parents _____ _____ books.



2. Now underline the correct tense to form the rule:

a. We use the **Past Simple / Continuous Tense** for actions that continued for some time in the past.

b. We use the **Past Simple / Continuous Tense** for a series of actions that took place at a certain time in the past.

3. Practice

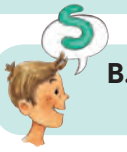




A. ROLE PLAY: **TALKING ABOUT ICARUS**

Student A	Student B
You are talking to your friend Jim. You read Icarus' story in your history book and now you are telling it to your friend who needs to find information about Icarus and his accident for a project at school. Answer your friend's questions, using Past Simple and Continuous.	**You are Jim from London.** You need to learn about Icarus and his accident for a project at school. Ask about the flight, the fall and how it all started. Use question words: how, when, what, who, etc., with verbs in Past Simple and Continuous.





B. Jim is telling you the story of the Wright Brothers. He doesn't remember it well and makes a few mistakes. Correct him.

	JIM	YOU
Example: **a.**	The Wright brothers invented the first plane in France in 1903.	No, they didn't invent it in France. They invented it in the USA.
b.	Their father gave them a flying carpet.	No, he didn't...
c.	While the two brothers were growing up, they were working with their father.	No, while they...
d.	When the boys were young, they made keys and sold them to classmates.	No, that's not correct. They...
e.	The historic flight lasted 13 seconds.	You're wrong...



C. MEDIATION

Jim and Mary are working on a school project and want to find information about Julius Verne and his books.

Look at the book summary on the cover of one of his books you found at the school library.

Write an e-mail to Jim and Mary telling them about the book and the story.

ΑΠΟ ΤΗ ΓΗ ΣΤΗ ΣΕΛΗΝΗ

Ιουλίου Βερν

Υπάρχει ζωή στη Σελήνη; Κατοικούν εκεί άνθρωποι; Μπορούμε να επικοινωνήσουμε μαζί τους; Μπορούμε να ζήσουμε εκεί; Για χρόνια, οι επιστήμονες ζητούσαν απαντήσεις στα καίρια αυτά ερωτήματα χωρίς να μπορούν να δώσουν μια θετική απάντηση. Ο Ιούλιος Βερν, με την ασύλληπτη φαντασία του, δίνει τη δική του απάντηση στέλνοντας τρεις τολμηρούς εξερευνητές να γνωρίσουν από κοντά τον δορυφόρο της Γης.

Αλλά πώς θα ταξιδέψουν στη Σελήνη; Ο προφητικός αυτός συγγραφέας έχει τη λύση: μια οβίδα που μοιάζει πολύ με τα σημερινά διαστημόπλοια, εκτοξεύεται από ένα τεράστιο κανόνι. Θα φτάσουν άραγε οι εξερευνητές μας στον προορισμό τους; Ποια θα είναι η μοίρα τους σε ένα εγχείρημα που διαδραματίζεται εκατό χρόνια πριν από την προσελήνωση του σύγχρονου ανθρώπου;

Lesson 2 An air pocket

1. Listening / Speaking



Before you listen, discuss the following questions:

1. Is travelling by aeroplane safe?
2. What problems do pilots face while they are flying? Name some.



A. Jim, Mary and their father are travelling on an aeroplane. Listen to their dialogue. What was the in-flight problem discussed? Where was the plane travelling to?

Problem_____

_____

Flight _____

_____

B. Listen again and complete the sentences:



1. While the plane was flying above the ocean, it _____ a dive.
2. The airhostess _____ coffee and the passenger next to Jim's father _____
3. Jim's father _____ a magazine.
4. Jim's father _____ his prayers when he heard the captain's voice.

C. The next day Jim went to the school library to find more information about planes and how they fly. Here are some pictures he found:

PICTURE A
Can you help Jim match the four forces with the correct direction?

Drag pushes the plane	forward
Lift pulls the plane	down and backward
Thrust pushes the plane	downward
Gravity pushes the plane	upward



The four forces of flight

PICTURE B
Look at the pictures of the planes below, read the information and write **T** (true) or **F** (false) next to statements 1-4:



1.	The Boeing travels very fast.	**T**
2.	Rockets fly 4 times the speed of sound.	
3.	The seaplane can land on water.	
4.	The Concorde travels below the speed of sound.	



2. Grammar



A. TALKING ABOUT THE PAST TIME

1. Complete the sentence in the Grammar Box:





Grammar Box

Past Continuous – Past Simple

I **was** fly**ing** over the ocean *when* the plane **took** a dive.

While I _____ my prayers, I _____ the captain's calm voice.

I was flying over the ocean when… …the plane took a dive



2. Now complete the rule with ***a*** or ***b***:

a. a past event **b.** a longer activity that sets the scene in the past

When the ***Past Continuous*** and the ***Past Simple*** appear in the same sentence **the Past Continuous describes** _____ and **the Simple Past describes** _____

B. USING LINKING WORDS

(**at**) **first**, **then**, **after that**, **when**, **while**, **as**, **later**, **finally**, (**at**) **last**

1. Study the examples in the Grammar Box to see how to use linking words:



Grammar Box



Linking words

As the Wright brothers were growing up, they were repairing and fixing things.

First, they made kites and sold them to classmates.

Then, they opened a bicycle shop and repaired bicycles.

Later, they used the money for their first flight experiments.

Finally, they flew the first plane in 1903.



2. Now, write your own sentences using the linking words that don't appear in the **Grammar Box**: **after that**, **when**, **while**, **in the end**.

3. Practice

A. THE MISSING LUGGAGE



You are waiting for your flight at the airport when you realise that your handbag is missing. Ask a security officer for help. Tell him/her what you and the people around you were doing.

I was... when...





B. IGOR SIKORSKY: The father of the helicopter

Your teacher has asked you to write the biography of another inventor: *Igor Sikorsky*. Here are some notes about him. Read the notes and write his biography using linking words to join the sentences. Then present it in class.

LEARNING STRATEGIES

When I write a biography...

I decide who I want to write about
I collect information about him/her
I organise my information into paragraphs
I use linking words to connect my sentences
I check my writing for mistakes (grammar, spelling etc.)

1889	Born in Kiev, Ukraine
	As a schoolboy, he (build) several model aircraft and helicopters
	(study) in Russia and Paris, France
	(build) the world's first multi-engine aircraft
1919	After Russian revolution (emigrate) to USA
	his money (run out), (teach) Russian immigrants mathematics, astronomy and aviation
	(work) as an aircraft designer
1923	(start) his own aeronautical company, the *Sikorsky Aero Engineering Corporation*
1925-1940	(create) a series of increasingly successful aircraft, including the first helicopter
1972	(die) in USA



You can start and finish like this:

People call **Igor Sikorsky** 'the father of helicopter'. He was born...
...
The Sikorsky Aircraft Corporation continues to the present day as one of the world's leading helicopter manufacturers.

Put his biography in your **portfolio**.

Lesson 3 The Fall of Icarus

The Project

A. Look at the painting and read the poem below it.
What do they have in common? Can you spot Icarus in the picture?



Landscape with the Fall of Icarus
Pieter Brueghel – Landscape with the Fall of Icarus created in 1558
Oil on canvas, Musées Royaux des Beaux-arts de Belgique, Brussels

According to Brueghel, when Icarus fell...

It was spring.
A farmer was working in his field.
A shepherd was looking after his sheep.
A fisherman was catching fish
near the edge of the sea.
All were sweating in the sun
that melted the wings' wax.
Off the coast there was a splash
quite unnoticed.
This was Icarus' drowning.



B. Draw your own picture or write your own poem about the fall of Icarus. Follow the steps below:

Include your picture or poem in your portfolio.

- Try to find as many pictures / texts about the fall of Icarus as you can
- Study them and try to find a way to express your own feelings and ideas
- With your partners in your group, draw your picture or write your poem
- Present it in class



Check yourself

A. Let's solve the riddles

1. Where do the pilots fly the plane from? cockpit
2. It runs when you have a cold but it's the front part of a plane, too. _____
3. Dogs shake it when they are happy but it's also the back part of a plane. _____
4. These help birds and planes to lift into the air. _____
5. What is the force that pushes the plane downwards? _____
6. What is the force that pushes the plane upwards? _____

__ / 5 points

B. Complete the text using the verb in parenthesis in the right tense:



THE MONTGOLFIER BROTHERS

Joseph (1740-1810) and Jacques Etienne (1745-1799) Montgolfier were two French bothers who _____ (invent) the first successful hot-air balloon. They _____ (launch) their first balloon in December, 1782. Almost a year later, the first trip _____ (be) possible. Joseph and Jacques Etienne _____ (make) a paper balloon, they _____ (burn) wet straw and _____ (fill) it with hot air. It _____ (begin) to rise because hot air is lighter than the rest of the air. The first passengers in a hot-air balloon _____ (be) a rooster, a sheep, and a duck, whom the Montgolfier brothers _____ (send) up to an altitude of 1,640 ft (500 m) on September 19, 1783. The trip _____ (last) for 8 minutes. The animals _____ (survive) the landing. King Louis XVI and Queen Marie Antoinette of France _____ (watch) this event.

__ / 6 points

http://www.enchantedlearning.com

C. Join the sentences:

1.	King Minos jailed Daedalus and Icarus	a.	but that didn't help much.
2.	Daedalus thought that the only way to escape	b.	into the deep sea.
3.	Daedalus made	c.	in the labyrinth.
4.	Icarus didn't remember	d.	but he couldn't find his son.
5.	Icarus flew higher and higher until	e.	the wax started to melt.
6.	Icarus moved his arms faster and faster	f.	was to fly out of prison.
7.	Icarus fell down	g.	two sets of wings.
8.	Daedalus looked hard	h.	his father's advice.

__ / 4 points

D. Look at the pictures and write the story using Past Simple and Past Continuous and the linking words as, when, after that, then, while:



Mr Badluck was packing his suitcase to go to the airport **when** _____ _____ He left in a hurry _____

_____

_____

_____

_____

_____

_____

Finally, he changed his ticket for the next flight.

See **p. 47** Workbook

__ / 5 points
My total score is __ / 20 points

NOW TICK WHAT YOU CAN DO

REMEMBER when you write a biography of a personality:
• Collect information about him/ her, organize your information into paragraphs and use linking words to connect the sentences.

I can talk about
- Events in the past ☐
- Types and parts of planes ☐
- Flight problems ☐

I can read
- E-mails and attached files ☐

I can listen to and understand
- Descriptions and dialogues about flights ☐

I can write
- A biography and a poem ☐
- My feelings about a painting/ a poem ☐

Unit 5 Travelling through time

You are here to READ
a questionnaire / a diary / the lyrics of a song / a museum leaflet

and TALK about
memories of the past / past habits / photos of the past

and LISTEN TO
a song / a museum guide / a recorded message with museum information

and WRITE
an informal letter

and LEARN about
how to ask for information or directions / how to give information or directions / how to talk about past habits with used to ... / about the public transport system in London







MEMORIES

What did you use to do when you were 5 years old?

Tick ☑ the correct facts:



I used to crawl	
I used to play with my Lego	
I used to be afraid of the dark	
I used to believe in Father Christmas	
I used to bite my nails	
I used to drink a lot of milk	

Lesson 1 Diaries

1. Reading

A. Anastasia's grandmother was a young girl in the 1960's and lived in Crete with her parents.
These are a few pages from her diary Anastasia found.

Read the pages quickly to find out how her grandmother used to spend her weekends.

Tuesday, November 5, 1968
I am very happy today!
I bought a nice mini skirt and a pair of high heeled shoes to wear at Angie's party on Saturday.
I also bought her a present: a record of The Beatles!



Sunday, November 10, 1968
Angie's party last night! It was fantastic! We all danced rock and roll and sang The Beatles' song "Yesterday"!
Angie was beautiful in her new pair of bell bottomed pants and everyone seemed to admire my mini skirt!
I met Andreas, her cousin. He wore his hair in a pony tail. It was really cute! The food was delicious and the drinks, too. I had a lot of canapés and fruit punch!

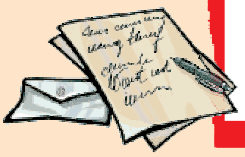
Monday, November 11, 1968
It's too bad I can't wear my new mini skirt at school but it's Catherine's name day party next weekend.
I can wear it then. Anyway, I look nice in my blue uniform! That's what my mum says!
I saw Andreas on the way from school. I was too shy to talk to him!

Wednesday, November 13, 1968
I learned very interesting things during the history lesson today. Our teacher explained that in Ancient Greece both men and women used to wear linen in summer and wool in winter. Their clothes were simple tunics and warm togas.
They also enjoyed using mirrors and hairbrushes. Women kept their hair long, in braids, or wore it in ponytails. Men used to have their hair short and they usually had a beard, too. Both men and women used to wear perfume. How interesting!



B. In the 1960's

Read the diary entries again and complete the following table with the correct information about young people in the 1960's.



They used to…

wear…	eat / drink…	listen to…	dance…

C. In Ancient Greece

Anastasia's grandmother learned about Ancient Greece at school. Use the information in her diary to complete the phrases below:

In Ancient Greece…

a. Men and women's clothes used to be _____

b. Women used to have their hair _____

_____

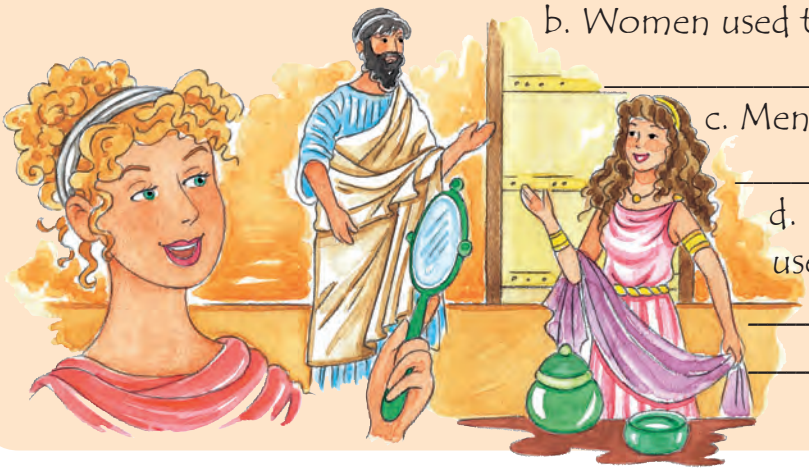
c. Men used to have _____

_____

d. Both men and women used to _____

_____

_____



D. Anastasia's grandmother used to wear a blue uniform at school.





Did she like it or not?
What do you think?
What is your opinion about pupils wearing uniforms at school?



2. Grammar



A. TALKING ABOUT STATES OR HABITS IN THE PAST
Study these boxes:

Grammar Box 1

	used to + infinitive OR Past Simple	
In Ancient Greece, people	**used to** wear or **wore**	linen clothes in summer. *(A past state that is not true now)*
When I was fifteen I	**used to** listen to or **listened to**	rock music. *(An old habit that has now stopped)*

Grammar Box 2

	BUT	
My cousin Suzan	**wore**	a linen jacket at the party last night. *(Something we did at a specific time in the past)*

B. Now fill in the rules with **used to**, **bare infinitive** and **Past Simple**:

We use _____ to talk about something that we did or happened at a specific time in the past.

We use _____ + _____ to talk about past habits or states which are no longer true.
We can replace _____ + _____ with _____ without changing the meaning.

C. Read the examples below and complete the table:

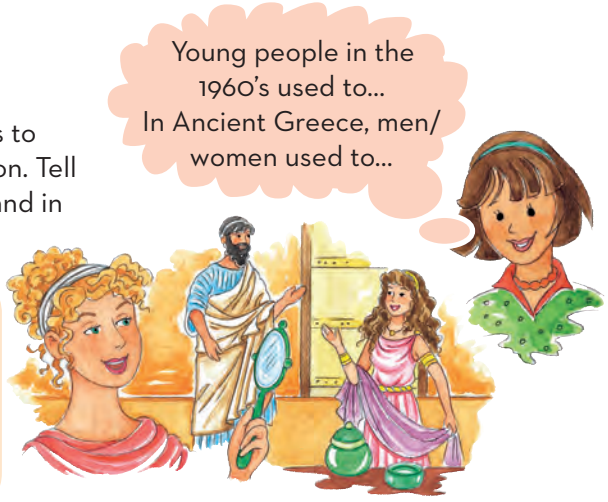
AFFIRMATIVE	NEGATIVE	QUESTION
They used to dance Rock 'n' Roll. *(They don't dance it any more)*	They didn't use to Rap. *(They sang love songs instead)*	Did they use to dance Rock 'n' Roll?
_____ _____	_____ _____	_____ drink fruit punch?
_____ parties.	_____ fast food restaurants.	_____ _____
_____ listen to Beatles' songs.	_____ _____	_____ _____

3. Practice

A. CHECK YOUR MEMORY



Tim, your pen friend from Ireland, wants to know what you learned in your last lesson. Tell him about people's habits in the 1960's and in Ancient Greece:



B. WHAT DID YOU USE TO DO WHEN YOU WERE 5?



You want to find out about your partner's present and past life. Ask each other questions and fill in the table (NOW - THEN):

Now	Then
He/She does his/her homework.	He/She used to go to his/her grandparents'.

Example:

What do you usually do at weekends?

What did you use to do at weekends when you were 5 years old?

You can ask:

What kind of clothes / wear at parties?
What / do at weekends?
What games / play?

What / do in the evenings?
Which TV programs / watch?

Yesterday all my trouble seemed so far away.
Now it looks as though they're here to stay.
Oh, I believe in yesterday.
Suddenly I'm not half the man I used to be.
There's a shadow hanging over me.
Oh, yesterday came suddenly.
Why she had to go I don't know, she wouldn't say.
I said something wrong. Now I long for yesterday,
Yesterday...

C. Read the lyrics of The Beatles' song 'Yesterday'.



Is the singer happier today than he was yesterday?

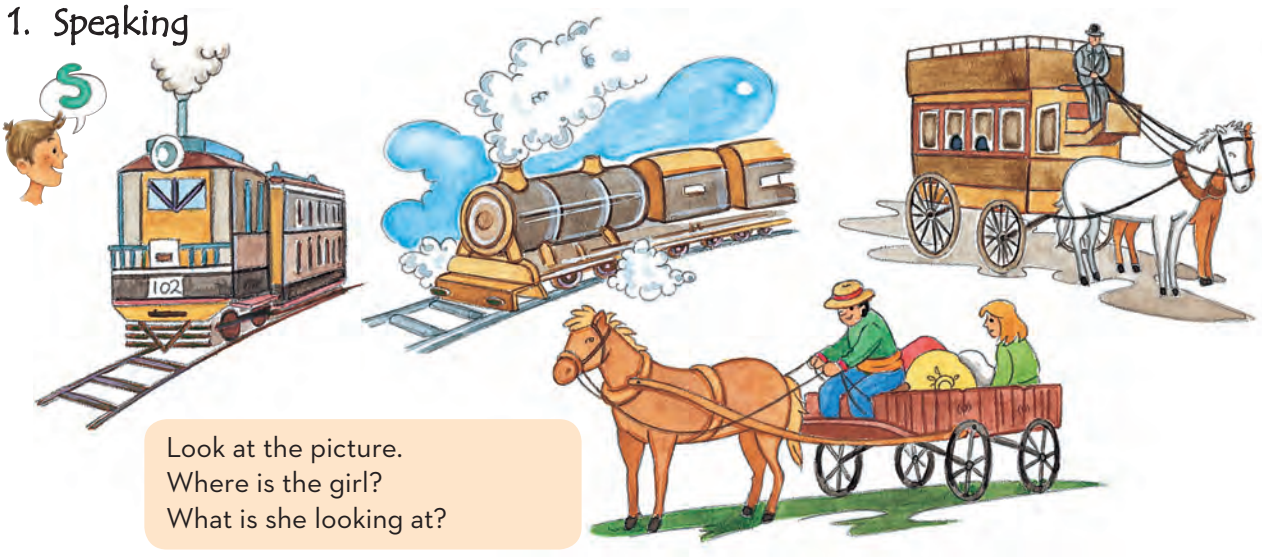


D. Find a photo of you at the age of 4 or 5 and bring it in class. Don't worry if you don't have one; draw a picture of you at that age.
Use this photo or drawing and the information in exercise B to write about you at that age. Add more information if you like and put it in your **portfolio**.

Begin like this: This is a photo of me when I was... years old. At that age, I used to...

Lesson 2 Transportation

1. Speaking



Look at the picture.
Where is the girl?
What is she looking at?

A. Listen to a recorded message, which gives information about the London Transport Museum and complete the table with the information you need to visit the Museum. You will listen to the message twice.

Opening hours	Sat-Thu _____ Fri _____
Admission	adults: £_____ students: £_____ children under 16 (accompanied by adult): _____
Location	_____
Nearest Underground Station	Covent Garden
Phone	(0) 207 37 96 344
Website	www.ltmuseum.co.uk



B. Anastasia's class is going on a guided tour to the London Transport Museum. Listen to the guide. Are the sentences below TRUE or FALSE?

The guide takes the children to the room with trams.	T
People used to pull the trains in Victorian time.	
Victorian people used to travel by omnibuses.	
Children can drive a double-decker bus.	
Children can play the treasure hunt game.	
The gift shop sells drinks and snacks	



2. Asking for and giving directions / information



Everyday expressions

Asking for directions / information	Giving directions / information
Excuse me, how can I go/ get to... *Can/could you tell me where... is, please?* *Can/Could you show me the way to...?* *What time...?* *How much..., please?*	Go up/down... street until you get to... Go straight... Walk as far as... Take the bus/ train to... Turn right/left... It's on the corner of... Take the first/second turning... It is near/opposite/behind/in front of/between... You can't miss it!

3. Practice



A. PAIR WORK: VISITING THE MUSEUM

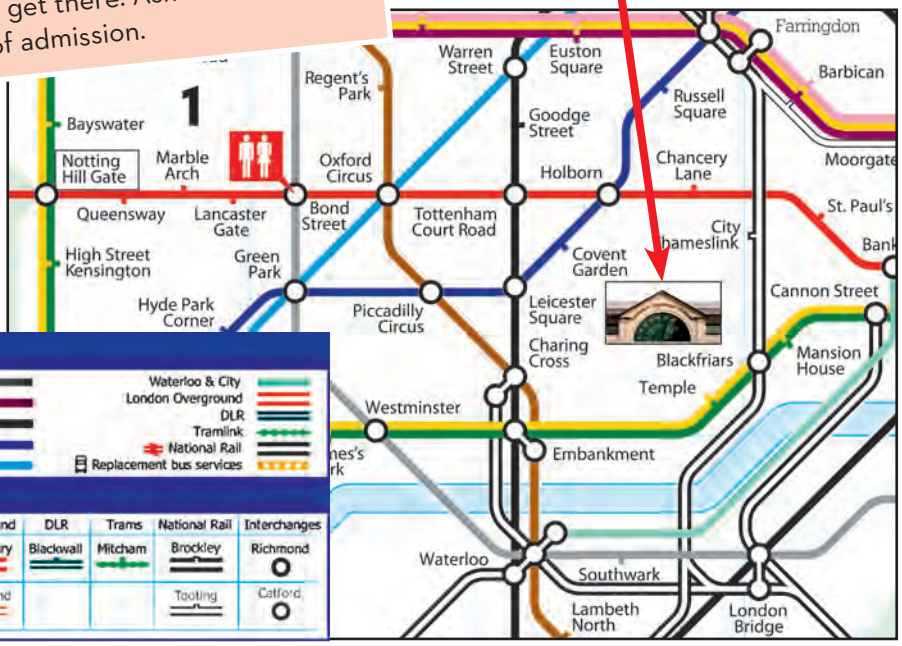
Student A
It is Tuesday 9.00 a.m.
You are at BOND STREET Underground station in London, and you want to go to the **London Transport Museum**. Phone the Museum and ask them for directions how to get there. Ask information about the times and cost of admission.

Student B
You are working at the ticket office in the London Transport Museum.
You answer the phone and give all the information and directions Student A is asking for.

Use the map on the right to give and follow the instructions.



London Transport Museum



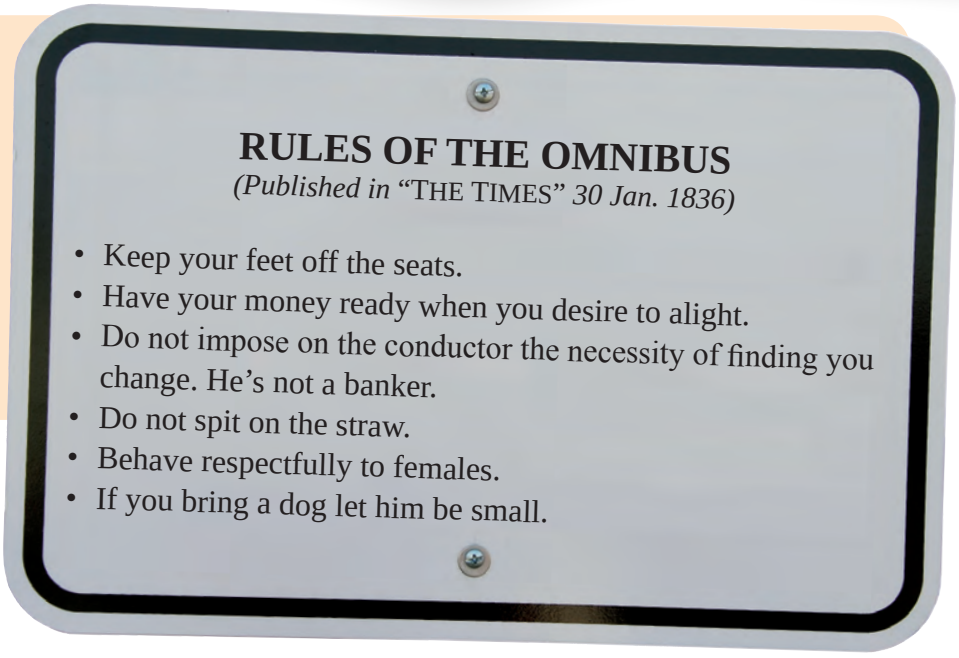
Key to lines

Bakerloo	Jubilee	Waterloo & City
Central	Metropolitan	London Overground
Circle	Northern	DLR
District	Piccadilly	Tramlink
Hammersmith & City	Victoria	National Rail
		Replacement bus services

Key to stations and frequencies

	Underground	Overground	DLR	Trams	National Rail	Interchanges
Stations with at least 4 trains per hour from 0930 to 1600, Mondays to Fridays	Leyton	Canonbury	Blackwall	Mitcham	Brockley	Richmond
Stations with fewer than 4 trains per hour from 0930 to 1600, Mondays to Fridays	Chigwell	Hatch End			Tooting	Catford

B. THE LIST OF RULES
Read the List of Rules the students found in the museum. Are they different from today's rules?



RULES OF THE OMNIBUS
(Published in "THE TIMES" 30 Jan. 1836)

- Keep your feet off the seats.
- Have your money ready when you desire to alight.
- Do not impose on the conductor the necessity of finding you change. He's not a banker.
- Do not spit on the straw.
- Behave respectfully to females.
- If you bring a dog let him be small.

Write a list of rules you can find in today's trains or buses. What other rules can you add to this list?

C. LONDON 'UNDERGROUND' AND ATHENS 'ATTIKO METRO'
You are in London with your parents and friends who cannot understand English signs. Match the following rules you found in the London 'tube' with the ones from Athens 'Attiko Metro' to explain their meaning.
How are they different?

No smoking

Do not consume food or drink

Don't lean against the door. It opens automatically.

Mind the gap

Keep clear of the doors

Wait till the train stops

Way out →



Απαγορεύεται το κάπνισμα

ΜΗΝ ΕΜΠΟΔΙΖΕΤΕ ΤΗΝ ΕΞΟΔΟ

Απαγορεύεται η κατανάλωση φαγητού και ποτού στους χώρους του ΜΕΤΡΟ

Περιμένετε μέχρι ο συρμός να σταματήσει

Προσοχή στο διάκενο

ΕΞΟΔΟΣ

Μην στηρίζεστε στην πόρτα. Ανοίγει αυτόματα.

D. PAIR WORK: OLD MEANS OF TRANSPORT



Your friend Joe from Britain is visiting you in Greece. He sees the photo below and wants to know where he can find a horse carriage like this. With your partner, give him the information he needs and explain why and where it is still used.

E. LETTER WRITING

1. This is part of a letter you received yesterday from your pen friend in Britain. What news does he give you?



LEARNING STRATEGIES

When I write a letter...

a. I decide...
- who I am writing to
- why I am writing
- what I am going to write about.

b. I include...
- a salutation
- an opening paragraph
- the main part of the letter
- a closing paragraph

c. I end my letter and sign it.

Dear...,

Your name (salutation)

I've great news to tell you. Last week my class went to the London Transport Museum to see the trains. You can have a go at operating a tube train on the simulator. It's not real, but you can see what the driver sees when he's driving the train and there are the real levers and buttons. In another part of the museum you can see how the tracks and the signals work. It was really interesting.

The buses and trains they had in the old days were very smart inside. The Victorians had buses pulled by horses but they didn't have real horses in the museum.

The café was nice but the toilets were disgusting, they stank. Yuck! But I still thought it was really fantastic. I really had a great time!

Yours,
Joe

Opening paragraph

Main part of letter

Closing paragraph

Writer's signature

Ending

2. The opening and the closing paragraphs of the letter are missing. Choose one from the following table and write it in.

Opening paragraphs	Closing paragraphs	Endings
I hope you are well... Thanks for your letter... It was nice to hear from you...	That's all for now. Take care and write soon. I'm looking forward to hearing from you.	Cheers, Love, Lots of kisses, Yours, Best wishes,

3. Now send a letter to Joe and tell him about a school visit to a museum or place of interest. Tell him about it, what you saw and did there, and if you liked it or not. Follow the layout of the letter in Task 1 and choose phrases from the box above to begin and end your letter. Put it in your **portfolio**.

Lesson 3 The Museum Leaflet

The London Transport Museum



A. Look at the front and back page of the London Transport Museum leaflet. What information can you find in it?



Open

Daily 10.00–18.00 (Fri 11.00–18.00).
Last admission 17.15. Closed 24, 25, 26 December.

Admission

Admission charged. Concessions for children (5–15), OAPs, students, UB40s, registered disabled. Under 5s free. Special price family ticket and family season. Group and school rates.

Access

A lift and ramps give access throughout the Museum. Disabled toilets. Baby changing room.

Transport

Bus to Strand or Aldwych: 1, 4, 6, 9, 11, 13, 15, 23, 26, 68, 76, 77A, 91, 168, 171, 171A, 176, 188, 501, 505, 521.
Tube to Covent Garden, Leicester Square or Holborn.

Telephone

0171-836 8557 24-hour recorded information
0171-379 6344 Administration, education service, group bookings, events and activities, research library, corporate hospitality, mail order enquiries.

Website

www.ltmuseum.co.uk









Include your leaflet in your **portfolio**.

B. PROJECT: Make your own leaflet about a local museum

- Visit a local museum or find information about it on the internet
- Try to find leaflets, posters, postcards, etc. from other museums (you can visit the webpage http://www.e-yliko.gr/physmuseums.htm)
- Find relevant pictures to put on your leaflet or draw your own
- Think of a slogan or a smart phrase to attract people
- Write the text, including all relevant information (opening hours, admission, etc.).

Check yourself

A. Put the words in the box in the right column:

ponytail
blue uniform
hair brush
bell bottomed pants
braids
high-heeled shoes

hairstyle and accessories	clothing and shoes

__ / 3 points

B. Complete the missing information:

_____	Sat-Thu: 10 am - 6 pm Fri: 11 am - 6 pm
_____	adults: £ 5.00 students: £ 3.50 children under 16 (accompanied by adult): FREE
_____	Covent Garden
Nearest Underground Station	Covent Garden
_____	(0) 207 37 96 344
_____	www.ltmuseum.co.uk



__ / 5 points

C. Match the English with the Greek signs:

Do not consume food or drink

Don't lean against the door.
It opens automatically.

Mind the gap

Wait till the train stops

Way out →

Keep clear of the doors

Keep your feet off the seats

ΜΗΝ ΕΜΠΟΔΙΖΕΤΕ ΤΗΝ ΕΞΟΔΟ

ΕΞΟΔΟΣ

Περιμένετε μέχρι ο συρμός να σταματήσει

ΜΗ ΒΑΖΕΤΕ ΤΑ ΠΟΔΙΑ ΣΑΣ ΣΤΑ ΚΑΘΙΣΜΑΤΑ

Απαγορεύεται η κατανάλωση φαγητού και ποτού στους χώρους του ΜΕΤΡΟ

Μην στηρίζεστε στην πόρτα. Ανοίγει αυτόματα.

Προσοχή στο διάκενο

__ / 3 points

D. Write 3 things Anastasia used to do and 3 things she didn't use to do in the past:





1. Anastasia used to wear glasses.

2. _____

3. _____

4. She didn't use to _____

5. _____

6. _____

__ / 5 points

E. Put the following dialogue in the correct order:

- ☐ **1.** The nearest underground station is *Omonia Square*.
- ☐ **2.** What time does the film start?
- ☐ **3.** Excuse me, how can I get to the Rex Theatre?
- ☐ **4.** It starts at eight and it finishes at ten.
- ☐ **5.** It's seven Euros.
- ☐ **6.** Take Panepistimiou Street, it's on your left hand, next to the *Titania Hotel*.
- ☐ **7.** Thank you.
- ☐ **8.** How much is it?



__ / 4 points

My total score is __ / 20 points

See **p. 48** Workbook

NOW TICK WHAT YOU CAN DO

REMEMBER when you write a letter, include
- an opening paragraph
- the main part of the letter
- and a closing paragraph

I can talk about
- My memories and habits of the past ☐
- My visits to museums / places of interest ☐

I can ask for and give information / directions

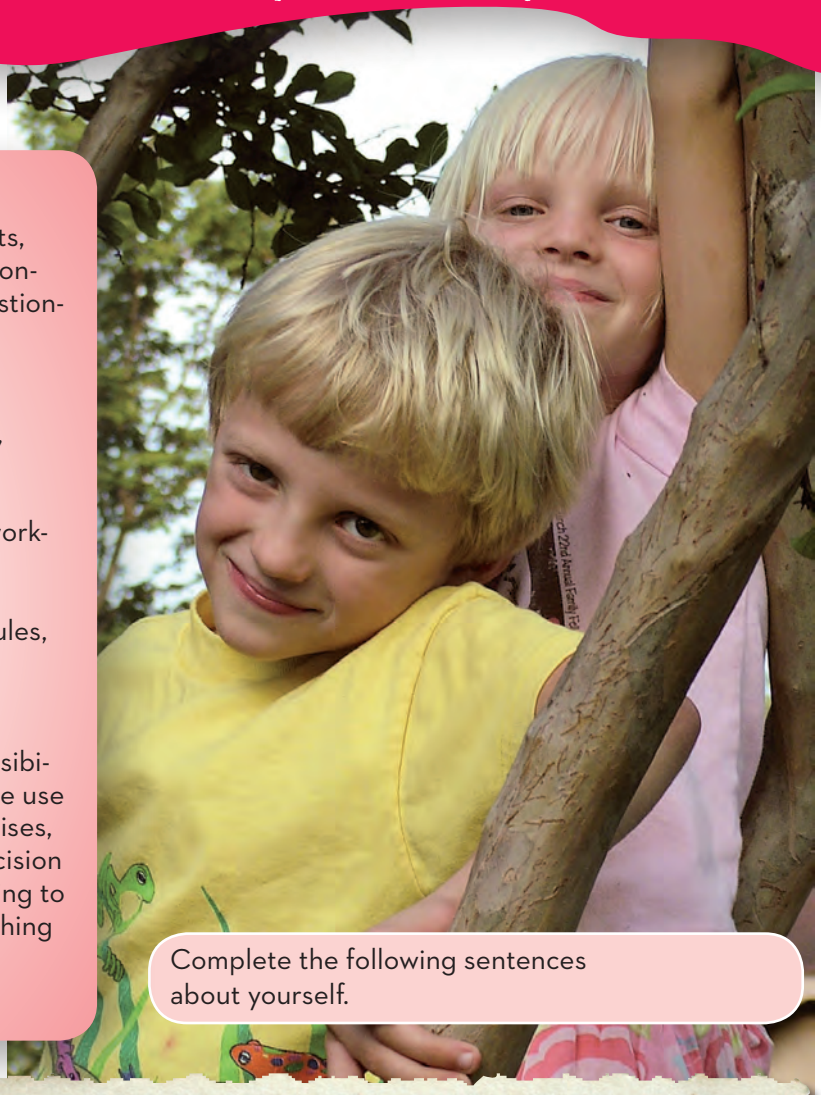
I can read
- diaries ☐
- museum leaflets ☐
- maps ☐

I can express my feelings about
- Things that happened in the past ☐
- Places I have visited ☐

I can write
- A letter to a friend ☐
- A description of a place I have visited ☐

Unit 6 Me, myself and my future job

We are here to READ
job profiles, job advertisements, safety rules in a working environment, and a job interview questionnaire
and TALK about
skills/abilities, interests, personal traits, future careers, a job interview
and LISTEN TO
professionals while they are working
and WRITE
new year resolutions, safety rules, job profiles
and LEARN about
the use of modals (can, may, should) expressing ability, possibility, permission and advice , the use of Future in predictions, promises, warnings, requests, offers, decision on the spot and the use of going to expressing intention or something pre-arranged.



Complete the following sentences about yourself.

1. When I was younger I wanted to be a: _____
2. Today, I would like to be: _____
3. My favourite subjects at school are:
   Most favourite: _____
   Second most favourite: _____
4. Two things I like to do in my spare time:
   a. _____
   b. _____
5. What I can do best is: _____
6. My friends think I'm very good at: _____
7. My teachers think I'm very good at: _____
8. My parents think I'm very good at: _____



Lesson 1 Talking About Jobs and Careers

1. Reading

A. An English High School in Thessaloniki organised a "Career Day" event. The pupils of the 6th Class have visited it and listened to the professionals talking about their jobs.

Look at the pictures below and match them to these jobs:


A

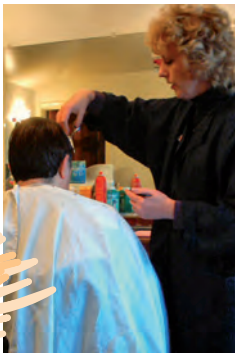

B


C


D

a. nurse
b. ecologist
c. jewellery designer
d. air traffic controller
e. hairdresser

What school subjects do they need to be good at in order to do these jobs?


E

B. Listen and read the texts on the opposite page and say for which of these professions it is necessary:

It's your choice: You can find a different version on page **128**

1. to work outside _____
2. to be good at working with their hands _____
3. to work in a lab _____
4. to work in a team _____
5. to work shifts _____
6. to have good communication skills _____
7. to care for and show love to people _____

A. Jewellery Designer

I'm a jewellery designer. I take metal and precious stones and create rings, necklaces, earrings and other jewellery. I can use loads of hand tools to make the jewellery. Sometimes, I may use computers and laser to design these delicate pieces.
My work requires attention to detail. It also requires finger and hand dexterity, good hand-eye coordination, patience and concentration. Artistic ability and knowledge about fashion are very important.

B. Air Traffic Controller

I'm an air traffic controller. My job is to co-ordinate the movement of aeroplanes, and direct them to keep flying schedules on time. An air traffic controller handles every plane that is taking off or landing.
I usually work forty-hour weeks.
I may work night or weekend shifts.
It is a very stressful occupation. Speech communication, Mathematics, Science, Foreign Languages, and Electronics are helpful for this career.

E. Ecologists

I'm an ecologist. Ecologists can work in a lab but also go out to the area in which a plant grows or an animal lives and study them. I may do some volunteer work, too. Next summer I'm travelling to the Amazon to study certain types of plants there. Working as part of a team and independently are good skills for someone who wants to be an ecologist. Good communication skills are also important. Useful subjects are Biology, Mathematics, and Computer Science.

C. Home Health Nurses

I'm a home health nurse. I go to patients' homes to care for them. I also instruct family members on how to take care of the patient who may need help for many different reasons. Some may be ill and some may be getting better from an accident. I spend a lot of time travelling to different locations. I may visit many patients in a single day.
My hours may vary depending on the needs of the patients. It is important for nurses to like to help people, to be hard working, responsible, compassionate and cheerful. Classes in first aid, Health Sciences, Home Economics and Nutrition are helpful for this career.

D. Hairdresser

I'm a hairdresser. I cut and style hair using a variety of tools such as scissors, razors, rollers, hot brushes and dryers. I can use gel, mousse, wax or spray. I may colour, perm or straighten hair using shampoos, conditioners, lotions etc. It is important for hairdressers to be creative, able to work quickly, hardworking and self-confident. Biology, Chemistry, science courses and communication skills are helpful.



C. What traits of personality are important for a JEWELLERY DESIGNER and a NURSE?

jewellery designer	nurse
_____	_____
_____	_____
_____	_____

2. Grammar



Look at these examples

Which example(s) show(s) ability? _____

Which example(s) show(s) possibility? _____

a. I can use a lot of hand tools.
b. Ecologists can work in a lab.
c. I may work night shifts.

A. Write what the following people can do and where they can or may work:

Profession	what he/she can do	where he/she works
lifeguard		
doctor		
football player		
car mechanic		



B. Read this job advertisement and pay attention to the underlined verbs. What are they followed by?

LIFEGUARD WANTED
FOR ALIMOS BEACH

Are you strong and healthy? Can you dive and swim fast? Then you are our man/woman! The job of the lifeguard can be dangerous. That's why you should be brave and well trained. You may need to save people's lives. You can use the facilities of the beach and you can have free meals.
For more information contact **Mr Antonakis**, tel. **2109600000**.

a. Complete the rule:

Verbs **can, should** and **may** are **modal verbs**. They are followed by the **bare infinitive** *(the infinitive of a verb without "to")* such as _____, _____, _____, _____, _____.

b. Read the advertisement again and try to understand which modal expresses:

ability _____ possibility _____

permission _____ advice _____



c. How many uses of the verb CAN are there?

3. Practice



A. ROLE PLAY: FINDING OUT ABOUT THE JOB

Pupil A
You are a candidate for the job.
You are interested in the job. Call Mr. Antonakis to find out more about it.



Pupil B
You are Mr Antonakis.
Answer the phone and give the candidate the information he/she needs.

Act out the telephone dialogue



B. PIECES OF ADVICE:
Imagine that you are the candidate who got the job as a lifeguard at Alimos Beach. Write some instructions that Mr Antonakis gave you about the job.

Example:
You should use your binoculars all the time.

C. Work in groups of 5. Ask the others in the group about the things they can do.

	Pupil A	Pupil B	Pupil C	Pupil D	YOU
play sports (basketball, football etc.)					
write poems and stories					
play an instrument (e.g. piano)					
repair things					
dance					
design and construct things					

Now report your group's answers to the class. Then decide about a job that each of you can do in the future.

Example:
Stephanos can play football very well. He may/can become a football player.

D. PAIR-WORK: Looking for a job
Imagine that Alice and John are looking for a job. Read the information below about their personality and interests and the job advertisements on p.139.

Say which job they could choose and why.

Example:
Student A:
Alice may become a..., because she can...
What do you think?
Student B:
I think that...

ALICE	JOHN
good at mathematics good speech communication skills polite likes sports able to work quickly cheerful	loves children likes long holidays patient hardworking can't do many things at the same time able to work under pressure

Lesson 2 What do they do?

1. Listening

A. Who in your family or relatives has the most interesting job? What about the most boring one?

LEARNING STRATEGIES

a. Before I listen...
I make sure I know what I have to do
I look at the pictures and think what I know about them
I think of relevant words

b. While I am listening...
I don't worry if I don't know all the words
I try to pick up the key words.

Look at these photos 1-7 and match them to the jobs a-g below. What does each job involve?



a. tour guide ☐
b. car mechanic ☐
c. teacher ☐
d. meteorologist/ weather forecaster ☐
e. farmer ☐
f. waiter ☐
g. doctor ☐

B. Now, listen to the recording and match each speaker to the job he/she does.

1st speaker _____
2nd speaker _____
3rd speaker _____
4th speaker _____
6th speaker _____
7th speaker _____

2. Grammar

A. TALKING ABOUT THE FUTURE

1. Look at the verbs in the following examples. Which of them expresses an **OFFER**, a **PROMISE**, a **THREAT**, a **REQUEST**, an **ON-THE-SPOT DECISION**, a **PREDICTION**?

Can you tell who can say these: a) a doctor, b) a housewife, c) a meteorologist, d) a car mechanic, e) a customer or f) a waiter?

2. Study the form of future tense in the Grammar Box below.



1. I will fix your car tomorrow.
2. _____ If you don't follow my advice you won't get well.
3. _____ Will you bring a bottle of orange juice?
4. _____ I'll bring it right away.
5. _____ The weather will be windy tomorrow.

_____







Grammar Box

AFFIRMATIVE	INTERROGATIVE
I/you/he/etc. **will** fix the car.	**Will** I/you/he/etc. fix the car?
NEGATIVE	**SHORT ANSWERS**
I/you/he/etc. **will not** fix your car.	Yes, I/you/he/etc. **will** fix your car.
won't	No, I/you/he/ etc **won't** fix your car.

Now complete sentences 1-5. What does each sentence express?

1. Will you buy a newspaper for me when you go out? request
2. I won't tell anyone. _____
3. You can cook very well! You will become a great chef! _____
4. Oh. It's raining! I'll take my umbrella. _____
5. Watch out! You will hurt yourself! _____
6. I'll carry the suitcase for you! _____



3. Which of the following words do we use with future tense? Write ☑ for RIGHT, ☒ for WRONG.

tomorrow		the day after tomorrow	
yesterday		in an hour	
next week/month/year		in two years' time	
last month/week/year		right away	

B. BE GOING TO FUTURE
Read the example:



Is this an on-the-spot decision or something arranged earlier? Complete the rule:

We use _____to express intention or something arranged earlier and we use _____ _____ to express a decision on the spot.

3. Practice

A. THE GOAL



This is a goal,
a football goal!
There are other
"goals", too!
"Goals" can be things
you want to accomplish.

Decide on the goals you want to accomplish:

1. a goal *you are going to reach* at school this week _____
2. a goal *you are going to accomplish* at school this year _____
3. a goal *you are going to reach* in ten years' time _____



B. PERSONALITY & CAREER
Work in groups of 5. Ask your fellow pupils about their FAVOURITE SUBJECTS at school, INTERESTS, and ABILITIES/SKILLS.

Example:
Maria will probably become an artist.

Can you predict a career for each pupil? What career can the others predict for you?

Name	Favourite Subjects	Interests	Abilities/ Skills
e.g. Mary	art	drawing, decorating her room	dancing, performing

C. NEW YEAR'S RESOLUTIONS
At the beginning of the year we usually make resolutions to improve our life.
Think of some resolutions that will help you to improve your skills. Include your resolutions in your **portfolio**.

Example:
I'll take up computer lessons this year! I'll join the drama club! Or, I'll take up windsurfing! etc.

SAFETY RULES

- Do not wear loose clothing or jewellery around machinery. It may catch on moving equipment and cause a serious injury.
- Where required, you must wear protective equipment, such as goggles, safety glasses, masks, gloves, hair nets, etc. appropriate to the task.
- Keep FIRE DOORS and aisles clear!
- Keep your work area clean.
- Observe "NO SMOKING" regulations.
- Do not tamper with electric controls or switches.
- Help to prevent accidents.
- Lift properly—use your leg muscles, not your back muscles. For heavier loads, ask for assistance.
- Clean up spilled liquid, oil, or grease immediately.
- Wear hard-sole shoes and appropriate clothing.

www.nonprofitrisk.org

D. These are the SAFETY RULES of a new lab. A member of your family wants to work there. What do you say to warn him/her?

Example:
You should not wear loose clothing or you will get injured.

E. In groups, write your own SAFETY RULES for the pupils of your school lab. Create a poster and put it up on the corridor wall. Try to obey the rules.

Lesson 3 What the future holds for you…

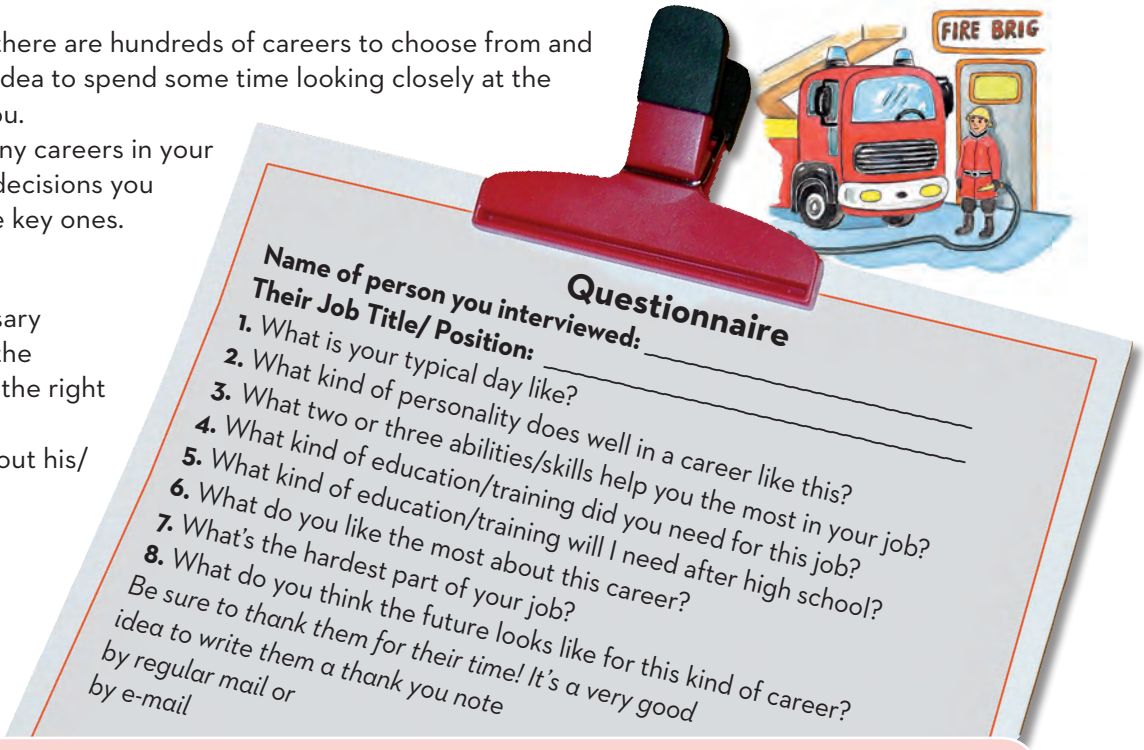
The Questionnaire

A. Will you be an architect, a mechanic, a vet, an accountant, a nurse, a firefighter, a pilot, a policeman/policewoman, an actor/actress, a waiter/waitress, a cook/chef…?



In today's world, there are hundreds of careers to choose from and it will be a smart idea to spend some time looking closely at the options before you.
You may have many careers in your lifetime. But the decisions you make soon will be key ones.

To get the necessary information, use the questionnaire on the right and interview a professional about his/her job.
You may talk to your parents, teachers, neighbours, or other people.



B. PROJECT
Now that you have the information you need, try to see yourself in that job:

- Take yourself through an imaginary day in the job
- Predict what you will do there and who you will work with
- Write the profile of the person who does this job (personality, skills/ abilities, education/ training), and
- Make a poster of this job for your classroom.



Put your project work in your **portfolio**

Check yourself

A. What are their Jobs? / What do they do?



1. Science was my favorite subject in school. As a(n) _____ I'm challenged every day to use my scientific background to make diagnoses and determine treatments for my patients.
2. I've always been fascinated with skyscrapers and how beautiful they can be. Now as a(n) _____ I get a chance to actually design and develop building plans.
3. Mathematics was always my favourite subject in school. I'm really happy in my job as a(n) _____ because I get to work with numbers all day long. I decide how to share the budget in my company.
4. I always dreamt of opening my own restaurant. Now as a(n) _____, I cook and prepare a wide range of foods and create recipes.
5. We help protect the public from fires and other emergencies. The best part about being a(n) _____ is that you know you're doing something that really makes a difference. It's hard work and sometimes I finish a shift exhausted.
6. I have always loved animals. Now as a(n) _____ I feed, water, and examine pets and other non-farm animals for signs of illness, or injury in laboratories and animal hospitals.

__ / 3 points

B. Match the predictions:

1. We bought a new computer.	a. We will be late for school.
2. The teacher gave us a new project to do.	b. Our bill will be very high.
3. My father started a new job.	c. We will be busy next weekend.
4. The bus drivers are on strike.	d. We will need some training.
5. We made a lot of telephone calls.	e. Profits will increase.
6. We sold a lot of books last week.	f. He won't have any free time.

__ / 3 points

C. What can/may/will they do or say?

a. He feels very tired. He _____.

b. "It is dangerous to wear high heeled shoes in the factory. You _____".

c. "Don't buy this huge Christmas tree, it _____".

d. "Take your umbrella with you, it _____".

e. The door is locked so the thief _____.

__ / 5 points

D. These are Mr Badluck's diary pages for next week. He is talking to his colleague about his schedule:



Now, write what he has definitely planned to do and what it is probable to do.

On Monday he _____

_____

_____

_____

_____

_____

_____

__ / 5 points

E. Write: a *promise*, an *offer*, a *request* and a *warning* you make to your friend.

Your friend says:	You say to him:
1. My computer isn't working.	_____
2. I have to carry all these boxes.	_____
3. I don't know what to do with my cat when I leave for my holiday.	_____
4. Do you like this Heavy Metal Band?	Yes, but _____ because I have to study for school.

__ / 4 points

My total score is __ / 20 points

See **p. 96** Workbook

NOW TICK WHAT YOU CAN DO

I can read about
- Job profiles _____ ☐
- Job advertisements _____ ☐
- Safety rules in a working environment _____ ☐

I can write
- Job profiles _____ ☐

I can talk about
- My skills and abilities/ interests/ personal traits/ future careers _____ ☐
- A job interview _____ ☐

I can make
- Predictions/ promises/ warnings/ requests/ offers/ on the spot decisions and express intentions and something pre-arranged _____ ☐

REMEMBER when you listen to a dialogue in English:
• Don't worry if I don't know all the words and try to pick up useful key words.

Unit 7 Share your experiences

You are here to READ
a questionnaire / newspaper extracts / a poster

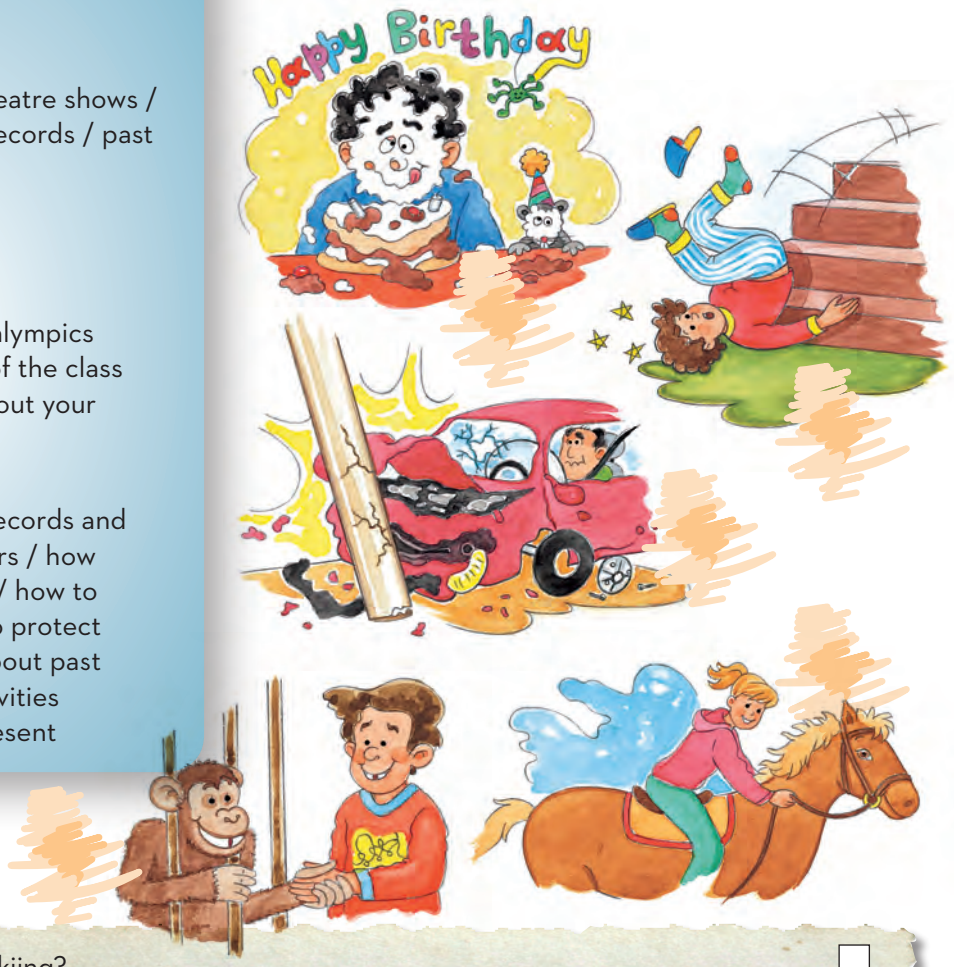
and TALK about
swimming styles / theatre shows / world and Olympic records / past experiences

and LISTEN TO
a radio programme

and WRITE
a report about a Paralympics Champion / a page of the class book of records / about your personal records

and LEARN about
the World Book of Records and famous record holders / how to set a class record / how to play BINGO / how to protect the environment / about past experiences and activities connected to the present

THE QUIZ OF YOUR EXPERIENCES
Tick ☑ the facts that apply to you:



1. Have you ever gone skiing? ☐
2. Have you ever done something silly? ☐
3. Have you ever eaten frog legs or Chinese food? ☐
4. Have you ever fallen down the stairs? ☐
5. Have you ever been on TV? ☐
6. Have you ever ridden a horse? ☐
7. Have you ever swum in a river? ☐
8. Have you ever seen a car accident? ☐
9. Have you ever had an electricity blackout while taking a shower? ☐
10. Have you ever shaken hands with a monkey? ☐

Lesson 1 Famous Record Holders

1. Pre-reading



The teacher has asked you to work on a project to make a "CLASS BOOK OF RECORDS".

a. Do you know any athletes who have won world records? Name some.

b. Have you been to the theatre? Have you seen a theatrical play on TV? What have you seen / watched?



Here are two extracts from a newspaper article that your teacher has brought to class. Read them and answer the TRUE / FALSE questions that follow:

Ian the 'Thorpedo'

Ian James Thorpe, nicknamed *'Thorpedo'*, has been an Olympic Gold Medal swimmer and one of the world's best-ever middle-distance swimmers.



Born October 13, 1982, in Sydney, Australia, Thorpe has completely dominated the 400 meter freestyle event since 1998, winning the event at the 2000 Summer Olympic Games, the 2001 Fukuoka World Championships and again in Athens. He has also won both the 200m and 800m freestyle (for which he holds the world record), and he is one of the fastest 100m freestylers in the world. Thorpe has pushed Australian relay teams to exceptional success, winning 4x100 and 4x200 freestyle relay golds in Sydney. In total, Thorpe has broken 22 world records so far.

Thorpe won the 200 and 400 meter freestyle races at the 2004 Olympics in Athens, Greece. He has won five Olympic gold medals, more than any other Australian.

'Phantom of the Opera' success

After eighteen years the Andrew Lloyd Webber musical, *'Phantom of the Opera'*, has become the longest-running show in Broadway history.



Besides being the longest-running show in Broadway history, the *'Phantom of the Opera'* is also among the most successful entertainment productions of any kind ever. Across the world, *'Phantom'* has made three point two billion dollars. You can compare that to the Hollywood movie, Titanic, which has made less than half of that figure.

'Phantom' originally opened to mixed reviews here, but eighteen years later it is still playing to packed audiences every night.

For Andrew Lloyd Webber, last night's record-breaking performance was a sweet moment.

At a post-show party at the Waldorf Astoria, where the British composer met his guests has said he was really excited by the production's success and noted that *'Phantom'* had taken the longest-running Broadway record from *'Cats'* - another of his own musicals.

A. TRUE or FALSE? Write **T** or **F** in the blanks.

a. Ian has been a long distance swimmer. __

b. At the age of eighteen he won the 400m race in 2000 Summer Olympic Games. __

c. Ian holds the world records for 200m freestyle. __

d. Ian has helped the team of his country win gold medals in relay races. __

e. The *'Phantom of the Opera'* has been on stage more than any other show. __

f. The *'Titanic'* has brought more money than the *'Phantom'*. __

g. The show has received excellent reviews since it started. __

h. *'Phantom'* has been on stage longer than *'Cats'*. __

B. Here are some definitions / synonyms of words in the texts. Find the words as in the example:

1. had the most important position _____dominated_____

2. never happened before _____

3. swimming race between two or more teams where each member of a team swims part of the total distance _____

4. the play with the most performances _____

5. good and bad articles about it _____

6. full of people _____

7. celebration after the performance _____

8. theatrical plays with songs _____

C. Talk about the following:

a. SWIMMING STYLES: Which ones do you like? Which ones are you good at?

freestyle
relay race
backstroke
breaststroke
butterfly



musical
comedy
drama
opera

b. TYPES OF THEATRE SHOWS: Which ones do you like? Give reasons.

D. HEADLINE NEWS: **Why is Ian Thorpe retiring?**

Ian Thorpe announced his retirement at the age of 24. You can find out about the reasons for his choice by reading the complete article on p.140.

2. Grammar



A. SIMPLE PRESENT PERFECT TENSE

Do you remember?



Grammar Box



POSITIVE	I / you/ we / they	**have**	**watched**	a musical on TV.
	He / she	**has**		
NEGATIVE	I / you/ we / they	**haven't**	**watched**	a musical on TV.
	He / she	**hasn't**		
QUESTION	**have**	you/ we / they	**watched**	a musical on TV?
	Has	he / she		



B. Complete the sentences about *Ian Thorpe* and the *'Phantom of the Opera'*:

Ian Thorpe	has _____	an Olympic gold medal swimmer.
He	**has won**	both the 200m and the 800m races.
He	has _____	Australian relay teams to success.
He	_____ broken	_____ so far.
He	_____ _____	five Olympic gold medals.
'Phantom'	_____ become	the _____ in Broadway history.
It	_____ _____	$3.2bn (three point two billion dollars).

C. Study these examples:

Present Perfect Simple

Action			Time
Ian Thorpe	**has dominated**	the 400m freestyle.	**X**

Past Simple

Action			Time
Ian Thorpe	**won**	the 400m freestyle	in 2004 Athens Olympics.

D. Now fill in the rule with the following phrases:
we don't know
we know exactly
we are not interested

We use the **Simple Present Perfect Tense** to talk about past activities for which we _____ or _____ in exactly when they happened.
We use the **Simple Past Tense** to talk about past activities for which we _____ when they happened.

3. Practice



A. PAIR WORK





Student A

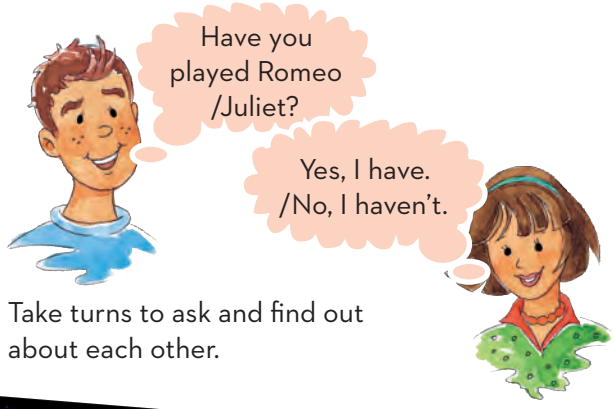
Imagine you're an Oscar winning actor/ actress. Look at the list of activities below and tick two things that you have done but don't tell your partner.

- *play Romeo / Juliet*
- *perform on stage*
- *play in soap operas*
- *take part in adventure films*
- *be on a magazine cover*

Student B

Imagine you're an Olympic Champion. Look at the list of activities below and tick two things that you have done but don't tell your partner.

- *win gold medal(s)*
- *lose a game/ race, etc.*
- *make a world record*
- *be injured during a game/ race, etc.*



Take turns to ask and find out about each other.



B. THE HOT AIR BALLOON COMPETITION





Your class is going to enter the *Hot Air Balloon competition*. Work in groups of 4, take turns and tell the others what you have achieved in your life so far (using the Present Perfect).
At the end of the discussion, write on a piece of paper which one should go on the trip. (Don't vote for yourself). Discuss your reasons afterwards.
E.g. I believe John should go because he has...



C. LET'S PLAY!
Go round the class. Ask the other pupils: "Have you ever...?" and complete the game Cards on p.140. Put ONE NAME ONLY in each square. The first one to complete all the squares shouts "Bingo!" and is the winner!

Lesson 2 Top Stories on the Radio

1. Pre-listening / Speaking

A. MAKE A REPORT ABOUT WORLD RECORDS

Before you listen to the radio programme about unusual record holders look at these pictures and decide which of the titles below is the most suitable for each record holder.





a. World Record Doner
b. Career out of a record
c. My pet, the champion



1

2

3

B. Listen to the radio programme and circle the correct answer.
Remember the LEARNING STRATEGIES in Unit 6, p.66.

1.	Tony has taken part in over 100 professional contests since he was	**a.** 12	**b.** 14
2.	Tony won the skateboard games in San Francisco in	**a.** June 1999	**b.** July 1999
3.	Kostas has made a skewer	**a.** 1.51m. high	**b.** 1.73m. high
4.	Kostas has prepared the kebap	**a.** with his colleagues	**b.** on his own
5.	Warhol, the ferret has run 33 feet in	**a.** 23 seconds	**b.** 22 seconds
6.	Mrs. Adams has had the ferret for	**a.** ten years	**b.** two years

C. Listen to the radio programme again and tick who:

	Tony	Kostas	Warhol
has used 2 tons of meat			
has done difficult and dangerous tricks			
has broken a race record			
has earned a lot of money doing his hobby			
has managed to beat 150 others to be a champion			

D. Do you know any other record holders? What have they achieved?





E. GREEK BOOK OF RECORDS



Dimitris Sgouros ***(Pianist)***



Eugene Trivizas ***(Children's bookwriter)***

What have other Greeks achieved in recent years? Try to find relevant information (from books, on the Internet, etc.) of other record holders (sportspeople, artists, scientists, authors, poets, etc.).

Write a report about their achievements (using Present Perfect) and present it to your class.



Kiki Dimoula ***(Poet)***



Dimosthenis Tabakos ***(Gymnast)***

2. Grammar

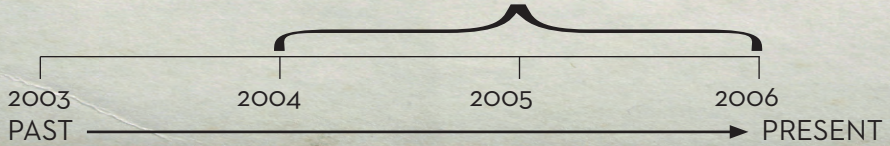
A. Read the cartoons and then study the Grammar Box and the diagram below.



Grammar Box

POSITIVE	I / you/ we / they	**have been**	boarding	since Tom was/you were/we were nine.
	He / she	**has been**	cooking it	since early in the morning.
NEGATIVE	I / you/ we / they	**haven't been**	boarding	since Tom was/you were/we were nine
	He / she	**hasn't been**	cooking it	since early in the morning.
QUESTION	**have**	you/ we / they	**been**	boarding	since Tom was/you were/we were nine?
	Has	he / she	**been**	cooking it	since early in the morning?

PRESENT PERFECT SIMPLE: I **have had** this habit **for** two years.
I **have had** this habit **since** 2004.
PRESENT PERFECT CONTINUOUS: I **have been** cook**ing** it **for** 12 hours.
I **have been** cook**ing** it **since** early in the morning.



B. FOR or SINCE?

1. He has been a champion _____ 20 years.
2. Has he been studying French _____ 5 months?
3. I haven't seen him _____ Christmas.
4. He has broken many records _____ he was 14.

We use _____ with a period of time.

We use _____ with a point in time (day, year, month, etc.).

C. Now fill in the rule in the box on the right:

3. Practice



A. PAIR WORK: THE 2004 PARALYMPICS IN ATHENS

Pupil A
You are a reporter and you are interviewing the famous Paralympics champion Konstantinos Fykas.
Look at p.139 and use the information.

Pupil B
You are the famous Paralympics champion Konstantinos Fykas.
Look at p.141 and use the information to answer the reporter's questions.



Now work together and write an article about Konstantinos Fykas for the school newspaper.

LEARNING STRATEGIES
When we work in groups we agree...
- what we are going to do
- how much time we are going to spend
- who is going to do different parts of the group work.



B. PAIR WORK: A DIALOGUE



Imagine that you meet your friend Betty you haven't seen for a long time. Tell each other about what you have been doing since you last met. Act out the dialogue.

Start like this:
YOU: Hello, Betty! How nice to see you again!
BETTY: Oh, nice to see you, too, Nick. What have you been doing all this time?

C. MEDIATION
You and your English-speaking friend Tony are talking about the 2004 Paralympics in Athens.



Σε μια συγκλονιστική μονομαχία με τον Αυστραλό φίλο του Μπεν Όστιν, ο Κωνσταντίνος Φύκας πάλεψε με πάθος για το χρυσό... αλλά τον πρόδωσε η κούραση στα τελευταία μέτρα.
Μόλις τελείωσε ο αγώνας, ο Κώστας Φύκας άρχισε να ανταποδίδει τους χαιρετισμούς αλλά και την αποθέωση του κόσμου και ουσιαστικά έδωσε ένα σόου μαζί του.
«Κολύμπησα γι' αυτόν τον υπέροχο κόσμο, την οικογένειά μου και τον προπονητή μου που τόσο με έχουν στηρίξει.
Είναι αναμφίβολα η πιο ευτυχισμένη στιγμή στην καριέρα μου και σίγουρα η πιο συγκινητική», ήταν τα πρώτα λόγια του Κωνσταντίνου Φύκα.
«Λίγες είναι οι στιγμές στην καριέρα ενός αθλητή που μπορεί να περάσει καλά και εγώ πέρασα απόψε υπέροχα».

Read the newspaper extract on the right and tell your friend how Kostas Fykas felt after his success.

Lesson 3 Going for the Gold

PROJECT

You have seen the following poster at your school. Being the best in the world at something –whether it is sports or any other aspect of life– is a REAL accomplishment. The most important thing, however, is to always do your personal best.



A. Set your group record and protect the environment.

Work in groups. Collect as many tins as you can to build the highest and strongest tower and break your class record.

In the end send your 'tower' to the recycling bank.

B. Make a poster to invite other pupils to set another record.

- Decide on the record (stand on one leg, walk with books on head, spell long words backwards, etc.)
- Perform it in class
- Take photos if possible
- Write about your record on a poster (number of pupils, time you spent, etc.)
- With the poster, invite other pupils to break their class record
- Put up the poster on the wall for the other pupils to see.

C. YOUR PERSONAL RECORD

On a piece of paper, list several of your personal bests and include it in your **portfolio**. Use some of the following ideas and the table below.

(E.g. I have collected different telecards; I have read a book of... pages; I have done... pushups in a minute; I have eaten... ice creams/ apples in an hour.)

A LIST OF MY OWN PERSONAL RECORDS
NAME: _____

Record	Comment
I have eaten 5 ice creams in an hour.	They were vanilla flavour; delicious!

Check yourself

A. Match the words:

1. freestyle	**a.** a record
2. relay	**b.** performance
3. musical	**c.** race
4. skateboard	**d.** medals
5. achieved	**e.** swimmer
6. recycling	**f.** ramp
7. record	**g.** holder
8. playful	**h.** dollars
9. gold	**i.** bank
10. two billion	**j.** pet

__ / 5 points

B. Going away on holidays!
You are going away on holidays. Before you leave, write a note to the other members of the family saying what you have done and what you haven't done before you leave. Use the following topics:

1. clean the room
2. leave the key
3. do some shopping
4. buy a new...
5. take the cat to the vet
6. pay the electricity/ telephone bill
7. water the plants
8. send a message to grandmother

__ / 4 points

C. Complete the best things that you have ever done or have ever happened to you:

Example: It's the most dangerous thing I've ever heard of.

1. It's the most interesting book _____.

2. She's the kindest person _____.

3. He's the cleverest man _____.

4. That's the most beautiful song _____.

5. It's the most expensive prize _____.

6. It's the worst film _____.

7. It's the saltiest soup _____.

__ / 3½ points

D. Circle the correct expression:

1.	a. for 6 years	b. since 6 years
2.	a. for 1999	b. since 1999
3.	a. for a week	b. since a week
4.	a. for 8 months	b. since 8 months
5.	a. for 18th March	b. since 18th March

__ / 2½ points

E. The leaflet about Olympia
Read this leaflet about Olympia, the birthplace of the Olympic Games and complete the gaps with the correct form of one of the following verbs: *host*, *visit*, *arrive*, *be* (X2), *revive*, *build*, *compete*, *start*, *return*.

The Olympics back to their birthplace



Olympia _____(1) a popular tourist destination for years. In the antiquity it _____(2) the most important sanctuary of Zeus. The Olympic Games _____(3) there in 776 BC. Athletes from all over the Greek world _____(4) to take part in the Games. Many countries _____(5) the modern Olympic Games since 1896. Now, the Games _____(6) to Greece. Athletes _____(7) in the ancient stadium at Olympia, so the spirit of the ancient contest _____(8). Hundreds of tourists _____(9) the home of the first Olympic Games by land and by sea. The inhabitants _____(10) a lot of shops, cafes and restaurants.

__ / 5 points

My total score is __ / 20 points

See **p. 96** Workbook

NOW TICK WHAT YOU CAN DO

I can read about
- world record holders and champions ☐
- athletic events ☐

I can listen to
- radio programmes ☐

I can talk about
- past experiences ☐
- past experiences connected with the present ☐
- Olympic records ☐

I can write
- reports about champions ☐
- my personal achievements ☐

REMEMBER when you work in groups:
- Agree how much time you are going to spend and who is going to do different parts of the group work.

Unit 8 Blow your own trumpet*

* to talk a lot about your own achievements

You are here to READ
a music festival leaflet / a magazine article about pocket money
and TALK about
musical instruments / festivals / money / personal safety
and LISTEN to
different musical instruments / a song about money / people talking about what they would spend their money on
and WRITE
an e-mail about a museum of musical instruments / a letter to a magazine advice page
and LEARN
how to express something likely to happen now or in the future / how to express something impossible or unlikely to happen now or in future / how to give advice

MUSICAL INSTRUMENTS

A. Listen to the recording and match the sounds with the musical instruments: flute, tambourine, clarinet, trumpet, guitar, oboe, drums, violin.

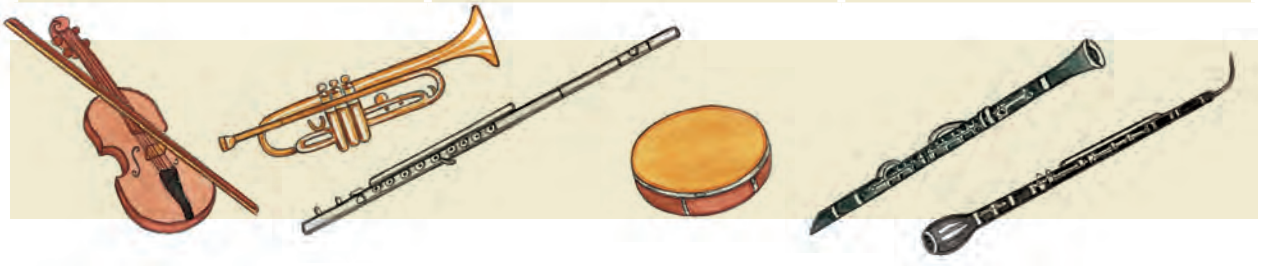
B. Now put the instruments in the correct category: WIND, STRING, PERCUSSION.







WIND	STRING	PERCUSSION
oboe		



Lesson 1 Harmony, Melody and Rhythm

1. Reading

A. Have you ever attended a music festival or a concert? What was it like?
Who's your favourite singer?
What is your favourite band?

LEARNING STRATEGIES: EXAM TECHNIQUES
When I match headings with paragraphs...
I read the headings and underline the most important words
I read each paragraph carefully
I underline important words in the paragraph
I check the extra heading does not match any of the paragraphs.

B. Read the leaflet about the Music Education Series and answer these questions:
1. How much will the students pay to attend the events?
2. Where is the venue?
3. What preparations should the school make to attend an event at the festival?

The **Music Festival of Thessaloniki** is pleased to offer four free educational concerts to students through the **Cultural Music Education Series**. Each concert will take place at 11:00 am at the downtown venue of the **Concert Hall of Thessaloniki**.

International artists and local music instructors will perform on stage and describe their vocal or instrumental background, the history of their music and the professional experiences that have led to their success.

Each age-specific event is approximately 50 minutes in length. Teachers and students should not want to miss these exciting educational performances. **Each performance is offered at no cost to schools.**

Reservations for performances will be taken on a "first-come, first-served" basis. A study guide will be offered for each show. Schools must provide transportation and chaperones for the students.

All performances begin at 11:00 am.

For more information, please call (2310 234567). If you wish to register for one or more of the concerts, simply fill out the form of this brochure and return it. We look forward to seeing you at the **Cultural Music Education Series**.

MUSIC EDUCATIONAL SERIES ORDER FORM

School Name _____
Address _____
City _____ Postal Code _____
Teacher Name _____
Form _____ Total No of Students _____
Title of Performance you wish to attend
_____
_____

Please mail form to **Thessaloniki Music Festival, 20 Areos Street, 512 34 Thessaloniki or phone at 2310 234567, fax: 2310 345678**

C. Now read the programme on the right and match the titles with the events. There is an extra title you don't need to use.

1. The Soul of Peru: Music in Motion
2. Little Red Riding Hood
3. With Strings Inspired
4. The African Ballet
5. Greek Dances and How to do them

A. _____

FRIDAY, MARCH 21

for forms 2-6

Research has shown that if children listen to classical music at an early age they will become very intelligent. Students will have the chance to attend pieces of music from all periods of music history, on piano and string instruments. Great violinists will inspire students with their performance.

B. _____

THURSDAY, MARCH 22

for forms 2-4



The local cultural centre presents a delightful adaptation of the fairy tale classic, in which the scary wolf turns into a comic character and students learn important lessons about life. An entertaining musical with two different endings: One, the audience decides to forgive the wolf, the second, the audience does not trust that the wolf will mend his ways.

If you choose to attend this excellent musical you will learn the importance of personal safety, proper diet, and good health…

C. _____

MONDAY, MARCH 23

for forms 5-6



Peru Negro is a thrilling 26-member group presenting dazzling dances, colourful costumes, electrifying rhythms, and historic verses. They perform music that originated in Colonial Peru and they have passed it down through generations. Peru Negro performs all over the world and their fans consider them as "Ambassadors of Peruvian Culture." They sing out in a chorus: "Black is my color, and proud I feel." You will never forget their melodic guitar and passionate singing if you choose to attend their performance.

D. _____

TUESDAY, MARCH 24

for forms 2-6

The concert will present Music and Dance from Macedonia and Thrace. Both regions are exceptionally rich in folk music, song and dance. The concert will open with a traditional 'zournades' trio from the village of Goumenissa in Central Macedonia. Two zourna players, accompanied on the daouli (large drum), commonly perform this kind of music at weddings and festivals throughout the Balkans. If you like Greek folk music, register for this event.

D. Which event(s) will you go to: A, B, C or D?

If you are interested in musicals, you can attend the event(s) _____

If you are interested in folk music, you may book for the event(s) _____

If you are a violin fan, you will attend the event(s) _____

If you want to change the end of the story, you will go to the event(s) _____

If you want to learn about other cultures, you can attend the event(s) _____

E. Find words from the leaflet which mean:

a. someone who admires a famous person or team
b. to give someone the idea for something
c. a performance based on a book or a play
d. enjoyable
e. very attractive and impressive
f. very interesting and exciting
g. words arranged in the form of poetry
h. a large group of people who sing together
i. showing very strong feelings
j. to put people's names on a list

2. Grammar



CONDITIONAL SENTENCES

A. Study the following TYPE 1 conditional sentences:

Grammar Box



IF-clause	Result clause
If you choose to attend this excellent musical,	***you will learn*** the importance of personal safety, proper diet, and good health.
If you like Greek folk music,	***register*** for this event.
If you want to learn about other cultures,	***you can attend*** the dances from Peru.



B. Now answer these questions:



Tick the correct phrase **a** or **b**:

a. Which tense do we use in the IF-clause? _____

b. What verb forms do we use in the result clause? _____

The example sentences show that something is...
a. possible to happen in the present or future
b. unlikely to happen in the present or future



C. Complete the rule for TYPE 1 CONDITIONALS:

If + _____ → { will / can / must / imperative } + bare infinitive

When we start with the result clause, we don't use a comma (,).
You can attend the dances from Peru if you want to learn about other cultures.



3. Practice



A. A GAME
You are a singer. Take turns to tell your friends what will happen if your songs sell well? Start a chain as in the example:

S 1: If I sell a lot of CD's, I'll become famous.
S 2: If I become famous, people will admire me.
S 3: If people admire me, I'll feel happy.
S 4: If I am happy, my family will be happy, too.
Etc.

B. Do you remember the story of Little Red Riding Hood?
She goes to visit her grandmother. On the way to her house she meets the wolf who tries to trick her. Remember what happens next? Tell your class about it.

Now think about the following: Your father asks you to go to the supermarket and buy a few things. On the way home, a stranger stops his car and asks you to get in and give you a ride home. Take turns to tell your classmates what you will do.

Start like this: If a stranger asks me to get into his car, I'll…

C. Your pen friend Billy from Ireland is coming to Athens next month and he is interested in Greek traditional music.

Send him an e-mail telling him what he can do and see if he visits the Museum of Popular Instruments. Put your e-mail in your **portfolio**.

D. THE MATCHING GAME
Your teacher will give you a strip with an IF-CLAUSE or a strip with a RESULT CLAUSE.
Go around the class and match your clause with another student's so that they make sense.

E. There is a festival in your area.
Read about the different activities.
Which one will you choose to go to?
Try to persuade your friend to come with you telling him/her what you will do if you go there.

Example:

If we go to…we will…

The Museum of Popular Instruments
Athens



If you want to know more about Greek musical instruments and traditional Greek music, our museum has a wide collection of them available.
If you are interested in taking lessons in traditional Greek instruments and traditional Greek singing, our museum organises evening workshops for you.

Location
We are in Plaka, bottom end of Aiolou Street, near the *Tower of the Winds*

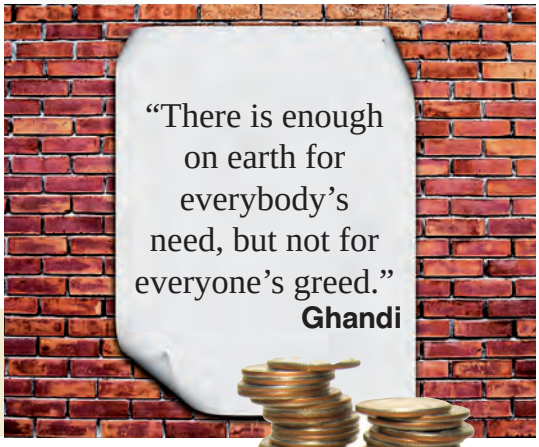
Opening hours
We are open
Tuesday, Thursday-Sunday: **10.00-14.00**
Wednesday: **12.00-18.00**
Monday: closed

Admission Free

The festival's motto "Music, Love, and Flowers"
The Pop Music Festival is celebrating and showcasing the pop music of New England. This year bands from all over the world perform full sets each evening and all the benefits go to charity. The festival runs in three evenings, Thursday through Saturday. Tickets are now available from the usual outlets.

Film Festival and Educational Series
This year's festival will once again feature the popular Film Festival and Educational Series. We also have a few new tricks up our sleeve, which we'll be announcing soon. You can find on all those smart t-shirts, hats, or posters you've been eyeing from the last festival. And don't forget last year's 10th anniversary double CD compilation.

Lesson 2 Feel the Rhythm



1. Listening Part 1

Do you know what pocket money is?
Do you get any? Is it a good idea?

A. Here are some expressions taken from a song. Can you guess what the song is about?

pay the bills | have to work | a single penny left | wealthy man | rich man's world



B. Listen to the following song by ABBA, a Swedish pop group. Have you guessed correctly?

C. Now, listen to the song again and try to fill in the missing words.

A RICH MAN'S WORLD — ABBA

I work all night I work all day
To _____ I have to pay
Ain't it sad!
And still there never seems to be
_____ for me
That's too bad!
In my dreams I have a plan
If I got me a _____
I wouldn't _____ at all
I'd fool around and have a ball
(have a very good time)
Money, money, money
Must be funny
In the _____
Money, money, money
Always sunny
In the rich man's world

Aha, aha, all the things I could do
If I had a little money
It's a rich man's world…



Listening Part 2



A. Imagine that suddenly you won a lot of money. What would you spend the money on?

What would they spend the money on?

Tom _____

Stella _____

Sara _____

B. Listen to how Tom, Sara and Stella would spend *their* money and complete the box.



C. What is the opposite of the expressions that you have just listened to?

1. waste money _____
2. win money _____
3. wealthy man _____
4. owe money _____
5. borrow money _____



D. Joe and Joan have sent you an article from a magazine.
Read the article and answer these questions:

a. Where does most of children's spending money come from?
b. What other ways do they use to get some more money?
c. What is pester power? Who has it?



POCKET MONEY AND PESTER POWER

Big companies and advertisers know that children aged between 3 and 14 are the most powerful consumer group. The total spending power of children in this age group is over sixty million pounds per year! So, how do they get so much money? How do they persuade their parents to spend so much money on things for them? Weekly pocket money or a monthly allowance is one way for children to get some money to spend. The other way is by asking again and again, in other words, by pestering their parents until the parents buy what they want.

Young people's consumer habits – Fact File

Sources of income

Parents give 60% of pocket money.

Other sources of money are:

a. Odd job earnings (helping with chores around the house for money, a *paper round* delivering newspapers to houses in their area, cleaning Dad's car, babysitting)
b. Handouts such as presents of money from friends or relatives
c. Saturday jobs (some teenagers work on Saturdays e.g. in clothes or music shops, supermarkets, sports centres).

Pester power is increasing every year. Children as young as three years old pester their parents to buy the latest videos, sweets and toys.

2. Grammar



CONDITIONAL SENTENCES

A. Study the following TYPE 2 conditional sentences:

Grammar Box



IF-clause	Result clause
If I got me a wealthy man,	***I wouldn't have*** to work at all.
If I won a lot of money,	***I would (I'd) buy*** a lot of CD's.
If I were you,	***I'd spend*** less money on sweets.



B. Now answer these questions:

Which tense do we use in the IF-clause? _____

What verb forms do we use in the result clause? _____

C. Tick the correct phrase **a** or **b**:

The example sentences show that something is...

a. possible to happen in the present or future
b. very unlikely to happen in the present or future

Which example can express ADVICE? _____

D. Complete the rule for TYPE 2 CONDITIONALS:

If + _____ → would + bare infinitive

We use type 2 conditionals to talk about something _____



When we use the second conditional, we prefer to use **were** instead of **was**.



3. Practice



A. If I were a millionaire...
Take turns to tell your friends what would happen if you were a millionaire. Start a chain as in the example:



"If I were a millionaire,
I would go to London."

Then the other student has to start by saying:
"If I went to London, I'd..."

B. GROUP WORK



You are watching a programme on TV in which pupils from different schools are participating in a quiz to win 10,000 Euros. What would you spend the money on if you participated in this programme now and won this amount of money? (Think about books, computers, equipment, excursions etc.). Discuss and report to your class.

Cinema / Theatre visits	
Clothes / Shoes	
Sweets or chocolate	
Computer Games	
Books	
Phone cards	
Magazines	
Toiletries	
CD's / DVD's	
Other _____	

C. CLASS SURVEY

If you had some pocket money what would you spend it on? Tick the things you most like to spend your money on:

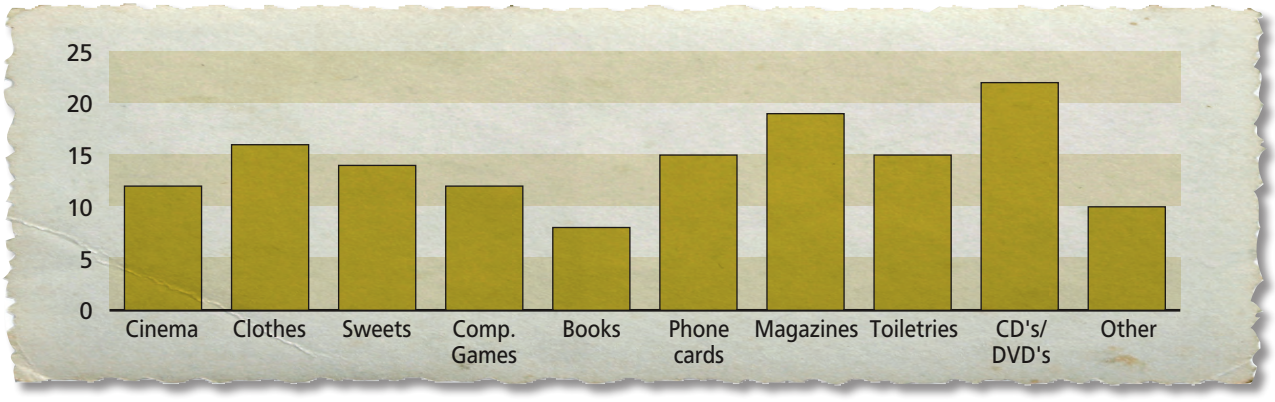
Go round the class and ask the other pupils what they would spend their money on?

Then make a graph like the one below. (The vertical axis shows the number of pupils and the horizontal axis the 10 questions.) You may use a computer if you can.



Include the graph in your **portfolio**.

Can you draw any conclusions about how the students of your class would spend their pocket money?



Lesson 3 The problem page



A. This is a problem page from a children's magazine. Read the letter.
What is Maria's problem?
Who is Sonia?

Dear Sonia,

I am writing to you for advice because I don't know what to do.

I am 11 years old and I like music a lot. I really want to learn to play a musical instrument… I would like to learn to play the guitar but I live in a remote village and there are neither music teachers nor musical instruments in my school. The nearest big city is about eighty kilometres far from where I live.

My class visited a music festival in Thessaloniki a week ago and I was so pleased to listen to musicians play so many different instruments. I also heard that if children listen to classical music, they become smarter. I know that if I had money, I would buy many musical instruments for my school.

This is my problem. What could I do? I really want to learn to play the quitar.

Please answer as soon as possible.

Yours,
Maria



B. Imagine you are Sonia. Send Maria a letter giving her some advice and ideas on what to do (think about placing an advert for a music teacher or visiting the local cultural centre etc.).

Follow the layout of a letter of advice:

- greeting
- an opening paragraph
- main part
- closing paragraph
- signing off

Remember to give advice using expressions such as:

If I were you, I would...
You could...
You should... if...
Why don't you...

Set phrases for the opening paragraph:

I am writing to give you some advice about...
I hope I can help you with your problem...

Set phrases for the closing paragraph:

Well, that's what I believe...
I really hope everything goes well.
Keep in touch. ...
I am looking forward to hearing from you.



Put your letter in your **portfolio**.

Check yourself

A. WHAT AM I? Find the musical instrument each box A-D describes: __ / 2 points

I have four strings Played with a bow. Can you guess what I am? Do you think you know? _____ **A**	I am very large I have black and white keys Can you guess what I am? Do you think you know? _____ **B**	I have a skin on me you usually beat me with two little sticks Can you guess what I am? _____ **C**	I have a long neck You strike my strings On my wooden body. You guess what I am? _____ **D**

B. Match the verb on the left with a noun on the right to make set phrases:

1. present	**a.** a trombone
2. write	**b.** an instrument
3. attend	**c.** lyrics
4. play	**d.** a music event
5. blow	**e.** a song
6. sing	**f.** a performance

__ / 3 points

C. Fill in the blanks with a word from B above (put the verbs in the right form):

1. Don't you think the music event we _____ was boring?
2. John Lennon _____ the lyrics to many of the Beatle's best songs.
3. Most musicians _____their instruments up to five hours a day!
4. When my brother _____ the saxophone I can't sleep
5. Our class _____ the famous play "A midsummer night dream"
6. Some of the best rock singers don't _____ their songs, they shout them!

__ / 3 points

lend
owe
spend
waste
wealthy
allowance
borrow
pay back

D. Fill in the blanks with the correct word or phrase from the box on the right:

1. Don't _____ your money on that junk!
2. I usually _____ my CD player to Dave and he never gives it back on time.
3. He left as a poor boy and returned as a _____ man.
4. You can only _____ six books from the library at a time.
5. His father gives him a monthly _____ of 20 Euros.
6. Mum never _____ any money on herself.
7. They _____ my brother $50.
8. I'll _____ you _____ on Friday, I don't have any money now.

__ / 4 points

E. Complete the sentences with an appropriate phrase:

1. If you had a million euros, what _____?
2. If you buy a car, _____.
3. If you can't make a reservation for the musical _____.
4. If the performance is boring, _____.
5. If he goes to the festival, _____.
6. If she knew the lyrics, _____.
7. If I were you, _____.
8. He wouldn't miss the show if _____.
9. If you pay for the ticket, _____.
10. He would enjoy the musical if _____.

__ / 5 points

F. Match the sentences to make short dialogues:

1. I'd like to become a pianist _____ ☐
2. I will spend my pocket money on expensive clothes. _____ ☐
3. I want to attend the music festival. _____ ☐

a. You should book early.
b. If I were you I would practise harder.
c. Why don't you buy a computer?

__ / 3 points
My total score is __ / 20 points

See **p. 97** Workbook

NOW TICK WHAT YOU CAN DO

I can read
- a music festival leaflet ☐
- a magazine article about pocket money ☐

I can listen to
- different musical instruments ☐
- a song about money ☐
- people talking about spending money ☐

I can talk about
- musical instruments ☐
- festivals ☐
- money ☐
- personal safety ☐

I can write
- an e-mail about a museum of musical instruments ☐
- a letter to an advice page of a magazine ☐

REMEMBER when you match headings with paragraphs in an English text:
• Read the headings and the paragraphs and underline the most important words.



Unit 9 Earth Day everyday

We are here to READ
a questionnaire, an earth day story and a play about pollutants
and TALK ABOUT
pollution, endangered species and protection of the environment
and LISTEN TO
a presentation about endangered species in an environmental centre
and WRITE
emails about environmental problems and a poster
and LEARN ABOUT
how to describe activities that happened before another action in the past, how to explain why something happens and how to express the result of an action or a situation.



Earth Day is a Birthday! Just like a birthday is a special day to celebrate a person, *Earth Day* is a special day that celebrates the Earth. Earth Day was born on April 22, 1970, in San Francisco, California. Every year, different countries join together in the celebration of Earth Day on April 22nd.

Earth Day is the largest, most celebrated environmental event worldwide. On *Earth Day*, we remember to appreciate nature and learn ways to protect our environment. Find ways that you can help keep the planet clean and help protect our environment.

animals
healthy
bird feeder
tree
paper bag
lights
shower
cans
waste
TV
water
glass

HOW GREEN ARE YOU?
Fill in the blanks with the correct word from the box and tick what you do to protect the environment:

1. Don't leave the _____ running when you are brushing your teeth.
2. Take a _____ instead of a bath.
3. If you litter, _____ will eat the garbage and get sick.
4. Don't _____ paper. You can write on both sides of it.
5. Planting just one _____ can save the sky from smoke from factories.
6. Turn off the _____and _____ when you are not in the room.
7. Keep the oceans clean so the fish will stay _____ and safe.
8. Make a _____. The birds in the city have a hard time finding enough food to eat.
9. Recycle your _____ and _____.
10. Use a _____ instead of a plastic one.

Lesson 1 An Earth Day Story

1. Reading

A. Look at the picture and read the title of the story. What do you think the story is about?



LEARNING STRATEGIES
When I learn new words...
I draw a picture to remind me every new word
I write words/ sentences on pieces of paper and stick them on the wall
I use the new words in a song/ story
I play word games with my friends (hangman, scrabble, etc.)

What Can I Do?

Mark came back from school very sad. His mother looked at him and said: 'You look very sad. It seems that you had a rough day. What happened?'

"Today, in science, the teacher was talking about Earth Day and the environment. Earth Day is a day when every person promises to do something to protect our world from pollution. Mrs. Green was telling us that many companies do not do their best in order to get rid of their industrial waste. She said that our world is getting dirtier and that many animals and plants are becoming extinct. She wants us to think of something we can do to help. On the way home, I thought that there is nothing I can do. I can't stop the companies from polluting our air and dumping toxic waste in the sea and I can't save all of the animals! There is not anything that I can do to make a difference."

Mark's mother sat for a minute, thinking. "Let me tell you a story that your grandfather told me. I don't know where he heard it, but I think that it might help you think about the problem in a different way." She began:

"One morning a man was walking down a beach covered with dying starfish. The night before the tide had been especially strong and had washed up thousands of starfish on shore. The man was sorry that all the starfish would die on the beach. He came upon a boy who was throwing starfish back into the ocean as fast as he could. The boy was out of breath and it was obvious that he had done a lot of work as he looked tired.

"Son," the man said, "you might as well quit. There are thousands of them. There is no way you can make any sort of a difference."

The boy did not even stop in what he was doing. He kept bending and throwing but as he did, he spoke to the man: "I can make a difference to this one, and this one, and this one."

And the man knew the boy was right. He began to help return the animals to their home, and kept thinking that sometimes little children can teach elderly people real lessons in life.

Mark stared at his mother. "But he did make a difference, didn't he? To every starfish that he threw back in?" His mother nodded, smiling. He sat for a moment, thinking about what his mother had said. "So, what it means is that even though I can't change everything, I can make a big difference by doing the little things that matter?"



B. Read the story and the following sentences.
Which one summarises the main idea of the story?

1. There is nothing we can do to save the world.

2. Animals and plants will disappear in a few years

3. We can't change everything, but there are things we can do to protect the environment.

C. Read the text again and tick ☑ the correct answer.

1. What were Mark and his classmates learning about in school?
- **a.** maths
- **b.** history
- **c.** grammar
- **d.** protecting our environment

2. Why was Mark sad when he went home from school?
- **a.** He didn't know how to do long division.
- **b.** He didn't think he could help our environment.
- **c.** He wanted to go for a walk to the beach.
- **d.** He was disappointed with his friends.

3. What did Mark's Mom do to help him understand how he could help to save the environment?
- **a.** She talked to him.
- **b.** She called his grandfather.
- **c.** She told him a story about a boy on the beach.
- **d.** She took him for a walk.

4. When the old man saw the boy on the beach
- **a.** the boy had already thrown some starfish in the sea.
- **b.** the boy was resting.
- **c.** the boy had caught some fish.
- **d.** the boy had given up.

D. Find words from the story which mean:

1. The air, water, and land on Earth. _____

2. When air, water, soil etc. are dangerously dirty and not suitable for people to use. _____

3. Throw away. _____

4. Chemical material that factories throw away. _____

5. Type of animal or plant that does not exist any more. _____

6. Putting something somewhere in a careless, untidy way. _____

7. A flat sea animal that has five arms forming the shape of a star. _____

8. To give up. _____ _____

2. Grammar



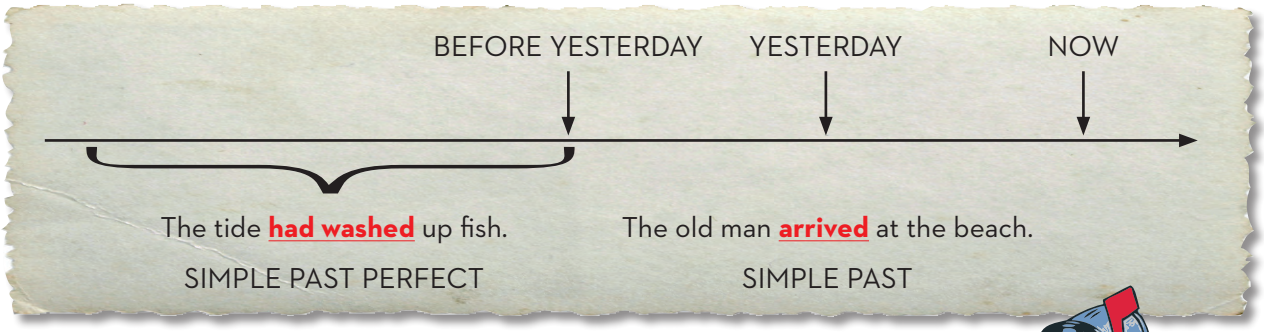
A. Look at these examples

When the old man arrived, the tide **had washed up** thousands of starfish on shore.

When did the tide happen? Before the man arrived, at the same time or now?

The man **had done** a lot of work as he looked tired.

When did the man do the work? Before he was tired or after?





Grammar Box

Simple past perfect tense

POSITIVE	I / you/ we / they He / she	**had**	**arrived**	early.
NEGATIVE	I / you/ we / they He / she	**hadn't**	**arrived**	early.
QUESTION	**had**	you/ we / they he / she	**arrived**	early?



B. Complete the rule:

We form the **Past Perfect** tense with _____ + **past participle**.

When do we use the Past Perfect?

Choose the correct phrase to complete the rule:

We use the **Past Perfect** tense...
a. for an action that happened before another one in the past.
b. for two actions that happened at the same time.



C. Read the story again and write all the things that had /had not happened before the old man arrived on the beach. Start like this:

When the old man arrived on the beach _____

3. Practice



A. PAIR WORK

Pupil A

You are a young reporter working for a local TV channel. Ask the man, of the story on page 98, 3 questions to find out what had happened before you arrived on the beach.

Pupil B

You are the man of the story. Answer the 3 questions of the reporter.



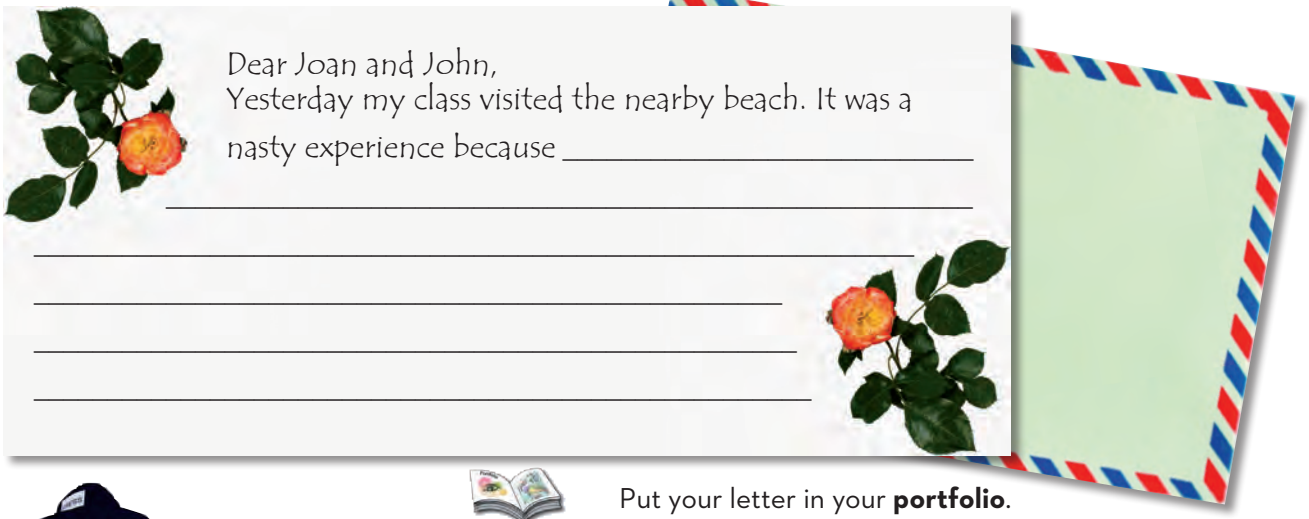
Example:

Q: Had the people left the beach when you arrived?
A: Yes. All of them had left.



B. WHAT HAD HAPPENED?

Yesterday your class went on a day trip to the beach. There, you saw dead fish and birds. You also saw *starfish* and *shells* out on the beach. You found a lot of *litter*, as well. Imagine what had happened the day before you went there and write to your pen-friends *Joan* and *John* in Great Britain about this awful experience. Start like this:



Dear Joan and John,
Yesterday my class visited the nearby beach. It was a nasty experience because _____

_____

_____

_____

_____

_____

Put your letter in your **portfolio**.



C. What can you do if you want to save the planet?
A reporter from a TV channel is doing a survey on how to save the planet. He asks you what you can do if you want to save the planet. What is your answer? Think about **endangered animals**, **polluted sea**, **litter**, **plants**, etc.

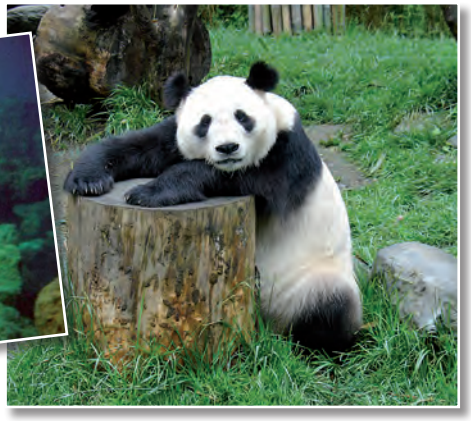
Lesson 2 Save the Endangered Species

1. Speaking

A. Do you recognise these animals? What do you know about them? What problems do they face?











B. The 6th Class of 1st Primary School is hosting a group of British pupils. Today they are visiting the Environmental Centre in Zakynthos. Listen to the centre guide and answer the question:

Which two animals is he talking about?

The first animal is a(n) _____

The second animal is a(n) _____

C. Now listen again and fill in the diagram. The notes on the right will help you:

lives in the Mediterranean
lays eggs in the sand
lives up to **100** years
tourists disturb its habitat
weighs up to **320** kg.
lives only in non-polluted seas
is becoming extinct…

Name of animal: _____

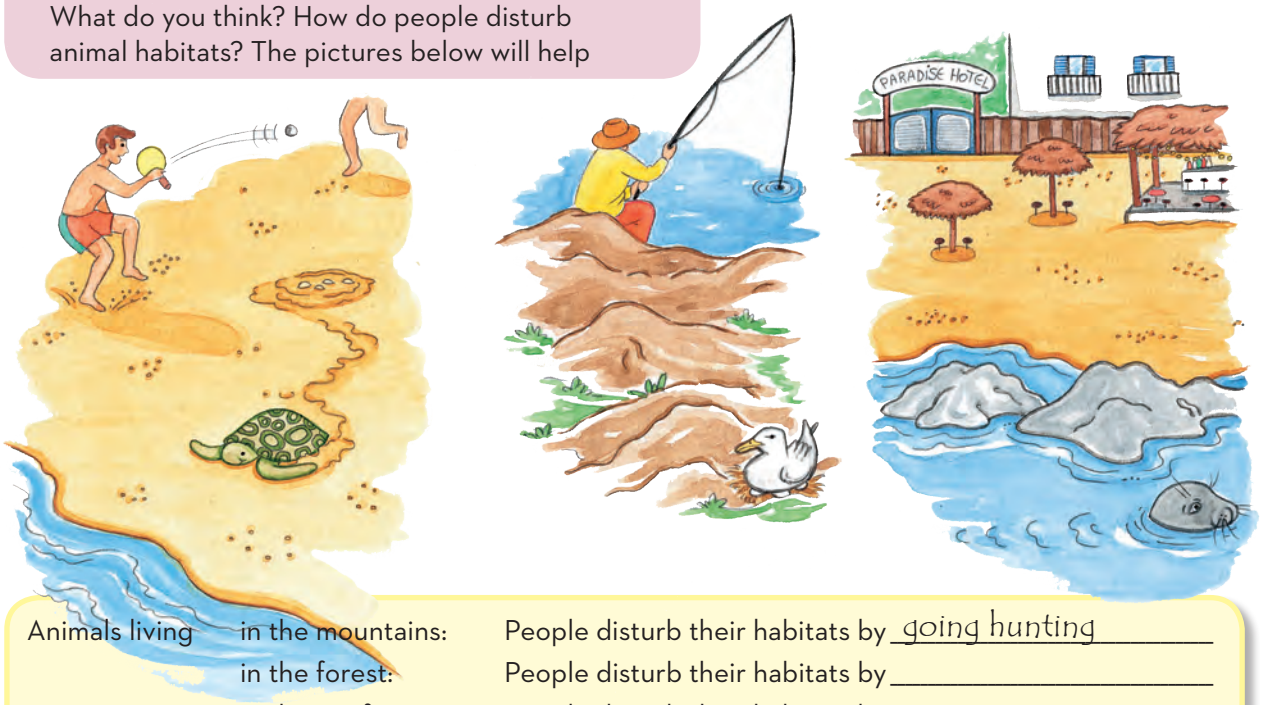
Characteristics:
_____
_____
_____
_____

Common Characteristics:
_____
_____
_____
_____
_____

Name of animal: _____

Characteristics:
_____
_____
_____
_____

D. The teacher in the environmental centre said: *'They also lose their habitat because of tourism.'* What do you think? How do people disturb animal habitats? The pictures below will help



Animals living
- in the mountains: People disturb their habitats by going hunting
- in the forest: People disturb their habitats by _____
- in the rainforests: People disturb their habitats by _____
- in the rivers/lakes: People disturb their habitats by _____
- in the sea: People disturb their habitats by _____
- in the ground: People disturb their habitats by _____

2. Grammar

A. CLAUSES OF RESULT
Read the following sentence taken from the listening:

People have built a lot of hotels and discos near the beach

so baby turtles head for the lights of the hotels and discos.

and **as a result**, baby turtles head for the lights of the hotels and discos.

The clauses starting with **so** and **as a result** are called **clauses of result**.



What do clauses of result express? Tick the correct phrase.

a. the way someone does something ☐

b. the result of an action or a situation ☐

B. CLAUSES OF REASON
Now, read these sentences:





Fishermen kill them **because** they destroy their fishing nets.

They lose their habitat **because of** tourism.

The Mediterranean seal symbolizes the health of the sea, **as** it can only live in clean, non-polluted waters.

The clauses starting with **because**, **because of** and **as** are called **clauses of reason**.

1. What do clauses of reason tell us? Tick the correct phrase.

a. why something happens or exists ☐

b. when something happens or exists ☐

2. What do we use after **because of**? Tick the correct phrase.

a. a verb ☐

b. a noun ☐



3. Fill in the blanks with *so*, *because*, *as* or *because of*:

a. The baby turtle couldn't find his way to the sea _____ the hotel lights.

b. The baby turtle couldn't find his way to the sea _____ there were hotel lights.

c. The baby turtle couldn't find his way to the sea, _____ it died.

3. Practice



A. PAIR WORK – WOLVES AND BEARS
Learn about WOLVES and BEARS by asking each other questions.

Pupil A	Pupil B
Look at p.144. Read the information about the **WOLF** and answer **PUPIL B**'s questions. Then ask **PUPIL B** questions to find out about the **BEAR**.	**Look at p.141** and ask **PUPIL A** questions to find out about the **WOLF**. Then read the information about the **BEAR** and answer **PUPIL A**'s questions.

B. Your teacher has asked you to find information about another endangered species. Find information about another animal and write a short report explaining why and how it is endangered. Put your report in your **portfolio**.

C. Your friend John hasn't been to Greece and so he hasn't visited the **ENVIRONMENTAL CENTRE** in Zakynthos.
Send him an e-mail explaining why *Careta-careta* and *Monachus-monachus* are becoming extinct.



Start your e-mail like this, and use linking words (*because*, *because of*, *so*, *as*, etc.):

Environmental Centre in Zakinthos

Send Now | Send Later | Instant Message | Link | Signature | Options | Insert | Categories | Projects

To: John@myfriend.gr
Cc:
Subject: Environmental Centre in Zakinthos
Attachments: none
Font | Font Size

Hello John,

Yesterday we visited the beautiful island of Zakinthos, which is the breeding place for the turtle Careta-careta. We learned that this turtle and the seal Monachus-monachus are becoming extinct because…



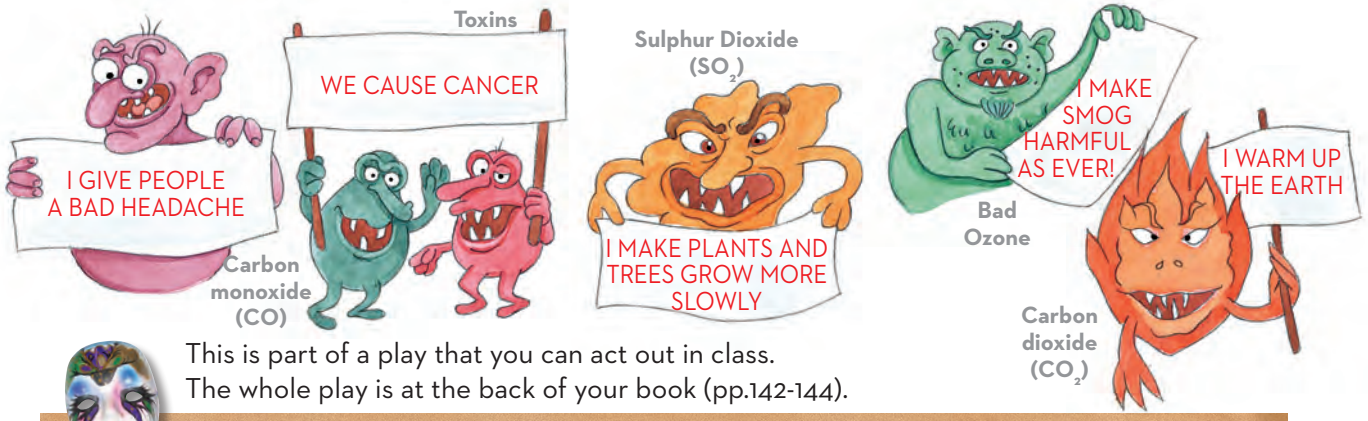
D. You are members of an environmental team in your school, and this year you are working on a project about taking action to save the environment. You want to inform and sensitise the other pupils. Make a poster to put it on a board in your class.

This is an example

Include your poster in your **portfolio**.

Lesson 3 The Awful 5

A. Look at the pictures and find out who The Awful 5 are. What do they do to people? Get more information about them from the Science lesson.



This is part of a play that you can act out in class.
The whole play is at the back of your book (pp.142-144).

A Play - **The Awful 5**

Connie: Hi! I'm Connie Lung.
Harry: And I'm Harry Wheezer. We're here at the Environmental Protection Agency to cover a late-breaking story. Some of the world's worst air pollutants are picketing the EPA to protest clean-air legislation.
Connie: In tonight's special report, we will tell you where these pollutants come from and the ways they can hurt people and other living things.
Harry: Let's introduce the folks at home to our pollutant, Carbon Monoxide.
Carbon Monoxide: Yeah, what I do best. I get into the air when cars and trucks don't burn fuel well – but you can't see or smell me.
Connie: Then how can we tell when you're around?
Carbon Monoxide: You'll find out when you breathe me in! I can give you a bad headache and make you really tired (gives an evil laugh).
Harry: Next we'd like you to meet some of the most dangerous air pollutants – the Toxins. (Toxins walk over, carrying posters and chanting.)
Harry: You Toxins are made up of all kinds of poisons. How do you get into the air?
Toxin 1: Hey, man, we come from just about everywhere. Chemical plants, dry cleaners, dangerous-waste sites, paint factories...
Toxin 2: Yeah, and cars and trucks dump a lot of us into the air, too.
Connie: Scientists say you cause cancer and other kinds of diseases.
Toxin 3: Yea, but they can't prove a thing!
Connie: Next we'd like you to meet Sulphur Dioxide.
Harry: I'm sure the folks at home would like to know how you get into our air.
Sulphur: Well, don't they read the newspapers? I've been making the front page at least once a week! Most of the time, I come out from chimneys when power plants burn coal to make electricity.
Connie: And what kinds of nasty things do you do?
Sulphur: Nasty – that's me! (Snickers) I think it's cool to make it hard for some people to breathe. And I can make trees and other plants grow more slowly. But here's the most rotten thing I do: When I get way up into the air, I react with oxygen in water in the sky, and you get acid rain! (Sprays water at the audience).

B. If you decide to act out the whole play:

- choose your roles
- learn your parts
- set the scenes
- choose your costumes
- draw posters and masks
- find music to accompany your play.



Take photos or a video of your performance and put them in your **portfolio**.

It's your choice: Look at page **106** and do a different Project

Check yourself

A. Fill in the blanks with a suitable word:
waste, pollution, habitat, lay, endangered, extinct



1. We must do something to protect our world from _____.
2. Some factories pollute the air and dump their _____ in the sea.
3. Many plants, animals and fish are becoming _____.
4. The turtle Careta-careta and the seal Monachus-monachus are _____ species.
5. These animals lose their natural _____ because of tourism.
6. We must not disturb the turtles when they _____ their eggs.

_ / 3 points

B. Match the words or phrases in **A** with those in **B** to form correct expressions:

A.	B.
1. fishing	a. pollution
2. toxic	b. species
3. sea	c. rain
4. to make	d. net
5. air	e. habitat
6. endangered	f. a difference
7. carbon	g. seal
8. Monk	h. dioxide
9. acid	i. turtle
10. natural	j. waste

_ / 5 points

C. REASON and RESULT
Arrange the following words or phrases in pairs under the right heading:

REASON	RESULT

baby turtles take the wrong way
people disturb habitats
hotels on the beach
have headaches
dump industrial waste
smog
animals become extinct
trees grow more slowly
fish die
acid rain

Now, use **because**, **because of**, **so**, **as a result** and **as** to join the sentences:

1. _____
2. _____
3. _____
4. _____
5. _____

__ / 5 points



D. Your class went to this beach yesterday. Imagine what people had done some days before. Write 3 sentences:

1. _____
2. _____
3. _____

__ / 3 points

E. Read Mark's story below about a bad experience he had yesterday. Help him write his story correctly.

Hi! My name is Mark and I want to tell you my sad story. Yesterday I _____ (go) for a walk in the forest. I felt very upset when I _____ (see) that some people _____ (cut) down a lot of trees. The forest sounded silent because the birds _____ (fly) away and many small animals _____ (leave).The water in the little river was purple as the people _____ (throw) some toxic waste in it. I _____ (never feel) so disappointed and I _____ (decided) to do something to protect the forest. Do you want to help me?

__ / 4 points

My total score is __ / 20 points

See **p. 97** Workbook

NOW TICK WHAT YOU CAN DO

I can read and understand
- A questionnaire ☐
- A story ☐
- A play ☐

I can listen to
- A presentation about endangered species in an Environmental Centre ☐

I can talk about
- Pollution, endangered species and protection of the environment ☐

I can write
- An e-mail about environmental problems ☐

I can also
- Create a poster ☐
- Describe what happened before another action in the past ☐
- Explain why something happens ☐
- Express the result of an action or situation ☐

REMEMBER when you want to learn new words in English:
- Use them in a song or a story and play word games with your friends.

Unit 10 Time for Fun

We are here to READ
a questionnaire, an article about James Bond, signs and notices, film reviews

and TALK ABOUT
films and books

and LISTEN TO
a dialogue about films

and WRITE
an e-mail about a book, a poster, signs and notices, a film review

and LEARN
how to express suggestions, how to emphasise the action rather than the doer.

CAN YOU NAME...

A novel written by Charles Dickens



A play written by William Shakespeare





1. a play that is written by William Shakespeare?
   _____
2. a novel that is written by Charles Dickens?
   _____
3. a film that is directed by Steven Spielberg?
   _____
4. a film that is set in Prehistoric time? _____
5. a film that is set in the jungle? _____
6. a film in which hundreds of passengers drowned? _____
7. a famous portrait in the museum of *Le Louvre*? _____
8. an actor who is known as the best spy agent? _____
9. a blond singer who is paid a huge amount of money? _____
10. 101 famous dogs? _____

Lesson 1 The Different Faces of a Super Spy

1. Speaking



A. Talk to your partner about James Bond, the British Super Spy.
Who is your favourite actor to play 007? Why?

Have you seen any Bond films? Which is your favourite one?

Actors from the James Bond films:



a. George Lazenby
b. Sean Connery
c. Timothy Dalton
d. Pierce Brosnan
e. Daniel Craig
f. Roger Moore

Some James Bond films:

Dr. No *(1962)*
Moonraker *(1979)*
From Russia With Love *(1963)*
For Your Eyes Only *(1981)*
Goldfinger *(1964)*
Never Say Never Again *(1983)*
Thunderball *(1965)*
Octopussy *(1983)*
Casino Royale *(1967-2006)*
A View To A Kill *(1985)*
You Only Live Twice *(1967)*
The Living Daylights *(1987)*
On Her Majesty's Secret Service *(1969)*
Licence To Kill *(1989)*
Diamonds Are Forever *(1971)*
Golden Eye *(1995)*
Live And Let Die *(1973)*
Tomorrow Never Dies *(1997)*
The Man With The Golden Gun *(1974)*
The World Is Not Enough *(1999)*
The Spy Who Loved Me *(1977)*
Die Another Day *(2002)*
Quantum of Solace *(2008)*

B. Reading an Article

Read the magazine article quickly and find out what James Bond looked like at the age of 13:

Breaking News

James Bond, aged 13

Have you ever wanted to know what a teenage James Bond looked like? Well now you have your chance to find out. The family of Ian Fleming, creator of 007, has approved of a drawing of the super spy in his schoolboy days. The illustration is used on the cover of a new set of children's books about the young Bond. James, aged thirteen, is very different from the handsome and sophisticated man he grows up to be. The young Bond is presented as a tall and scruffy teenager. He wears baggy pants and has a mop of messy hair. He looks quite handsome and has no acne, no crooked teeth, not any other teenage problems. If you look closely enough at him, you'll see he looks slightly like Sean Connery.

The young Bond books are written by a Fleming fan, Charlie Higson. Mr Higson said that the picture of James as a schoolboy greatly helped him develop the character: "Now I know what he looks like. Young Bond and his world have really come alive". His first novel, *Silver Fin*, was a bestselleer as soon as it hit the shelves in early April. James is described as a public schoolboy at Eton. His first mission is to end the evil actions of a scientist who experiments on human beings. The scientist's son is one of James's classmates and is also a nasty character. The book does well in showing how the young James Bond gained his expertise in becoming a super spy.

(Sun. 24 Apr., 2005)

Source: http://www.breakingnewsenglish.com/0504/050424-jamesbond-e.html

C. Read the article again to find out if the following sentences are **TRUE** or **FALSE**.

a. The family of 007's creator is angry about a drawing of James, aged 13.
b. The young James Bond looks a little like Sean Connery.
c. A picture helped an author write a book about the young James Bond.
d. The book didn't sell well in the bookshops.
e. Young James's first mission is to help a scientist create a human being.

D. Match the words / expressions from the text with their synonyms in the box:

chance	_____	fan	_____
creator	_____	hit the shelves	_____
scruffy	_____	nasty	_____
slightly	_____	expertise	_____

enthusiast
untidy
horrible
opportunity
a little
know-how
originator
went on sale

E. Now discuss the following:

a. Do you like looking at photos of yourself when you were younger?
b. What adjective would you use to describe yourself at the age of 5 and why?
c. Would you like to be five again? Why / Why not?

2. Grammar

A. PRESENT SIMPLE IN PASSIVE VOICE

Study these examples from the article



Grammar Box



The young Bond	**is**	**presented**	as a tall and scruffy teenager.
The young Bond books	**are**	**written**	**by** Charlie Higson.
	↓ **verb 'to be'**	↓ **past participle of verb**	↓ **agent**

B. Complete RULE 1:

We form the Present Simple Passive with verb _____ in the right form and the _____ of the main verb.

CIRCLE **Yes** OR **No**

Do we know who presents the young Bond as a tall and scruffy teenager? Yes / No

Does it matter who presents the young Bond as a tall and scruffy teenager? Yes / No

Do we know who writes the young Bond books? Yes / No

Which word is used to show who writes the books? _____

C. Now complete RULE 2:

We use the_____when we are ***more interested in the action*** than in who is responsible for it (agent). When we *want* to mention ***who*** does the action the word _____comes before it.

D. Now, find the passive verbs in your text and underline them.

E. The Passive Voice is often used in notices and signs. Here are some of them found at a cinema / theatre hall. What do they mean?



3. Practice

A. PAIR WORK – Which film to see

Exchange ideas about a film that you have seen and liked. (You can also use the information in the Resource Appendix, pp.145-146).
Persuade your partner to go to the cinema and see it. Tell each other about the main hero(es) of the film. Use Passive voice.

> **Example:**
> In the film ..., X is presented as a nice policeman who tries to save the people from... He looks handsome and he is brave at the same time...

B. Choose a film that you know or find information about one that you want to see. You can look at a TV programme, a newspaper etc.



Write some information about it and make a poster for your classmates to see. Use Passive voice for some sentences. Add pictures –if you can find some– or draw pictures matching the title.

C. Before summer holidays you visit your school library and find a book that you would like to read. It may be an adventure, a science fiction, a mystery book etc.



Write an e-mail to your friend in Britain telling him / her about it. (Who is it written by? Who is it published by/ Who is it illustrated by? What is it about?)

D. PAIR WORK – An event

> **Example:**
> If you offer free drinks, then your notice is:

Your class is organising an evening event at school (theatre performance, music concert etc.). Your parents are invited, too. Think of some signs you can put up for the guests.

DRINKS ARE OFFERED FREE!

Make your signs and put them in your **portfolio**.

Lesson 2 The film Festival

1. Speaking



A. You want to go to the cinema next Saturday. Find out what films are on. Ask your classmates if they know.

LEARNING STRATEGIES

When I want to get extra practice in English...

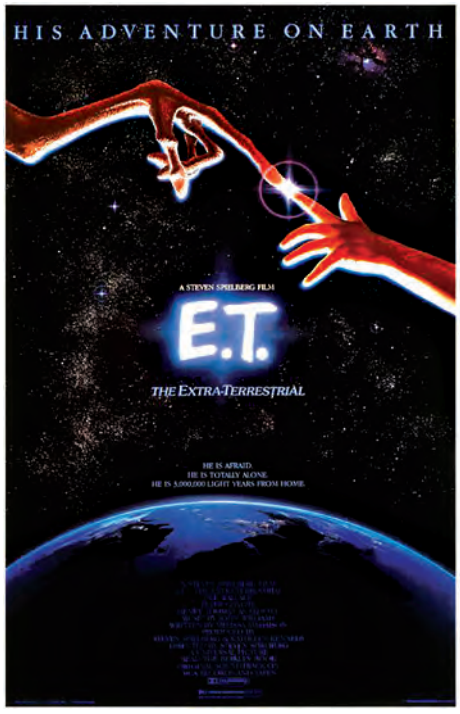
I do more grammar exercises
I read magazines/ books in English
I correspond with a pen friend from another country
I watch films in English
I use a computer/ surf on the internet.

Listening



B. Listen to the dialogue between two friends and complete the following table:

Title / Genre	
Plot	It is about an alien baby who is lost on Earth. He is found by a 10 year old boy, Elliot.
Setting	
Actor / Character	
Show times / Theatre	
Critics / Awards	







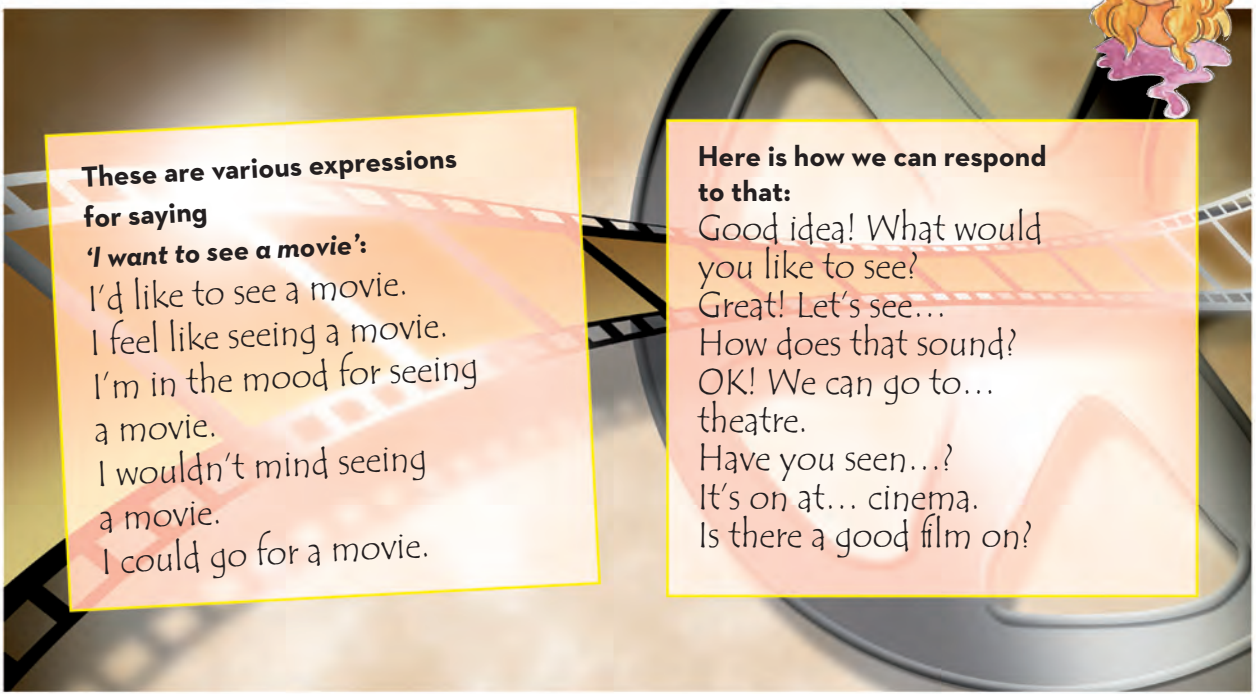
C. The film E.T. is advertised in the following poster. What kind of information do you think is missing? Fill it in.



2. Useful Expressions

GOING TO THE CINEMA
A. Study the use of these EXPRESSIONS OF PREFERENCES:





These are various expressions for saying *'I want to see a movie'*:
I'd like to see a movie.
I feel like seeing a movie.
I'm in the mood for seeing a movie.
I wouldn't mind seeing a movie.
I could go for a movie.

Here is how we can respond to that:
Good idea! What would you like to see?
Great! Let's see…
How does that sound?
OK! We can go to… theatre.
Have you seen…?
It's on at… cinema.
Is there a good film on?

B. Study the use of these adjectives:

THE FILM **-ing** ending	THE PEOPLE WHO WATCH THE FILM **-(e)d** ending
The film is really **bor<u>ing</u>**.	Many people are **bor<u>ed</u>**.
The film is quite **interest<u>ing</u>**.	Young people are **interest<u>ed</u>** in watching it.
The film is very **excit<u>ing</u>**.	The children are all **excit<u>ed</u>** to see the end.
The film is **mov<u>ing</u>**.	The children are **mov<u>ed</u>** by the story.



C. Which of the above expressions or adjectives did you notice in the dialogue on p. 114? Listen again and find out. Write them in the box below:

expressions of preferences	
-ing adjectives	
-ed adjectives	I'm bored

3. Practice

A. PAIR WORK



Talk to your friend and choose one of the films on the right that you would like to watch next Saturday.
Decide on the time you can go, too.

Galaxy Cinema Complex
MOVIES & SHOW TIMES
Saturday_____

Ice Age: The Meltdown
11:00 am
1:00, 3:00, 5:00, 7:00, 9:00, 11:00 pm

Inside Man
11:35 am
2:10, 4:45, 7:20, 10:00 p.m. 12:30 am

Akeelah and the Bee
7:30 p.m.

ATL
9:30, 11:30 pm

Begin like this:

Pupil A: I'd like to see a movie, this Saturday.

Pupil B: OK. Let's go to the Galaxy Cinema. There's a…



B. GROUP WORK
You are with your friends talking about TV.

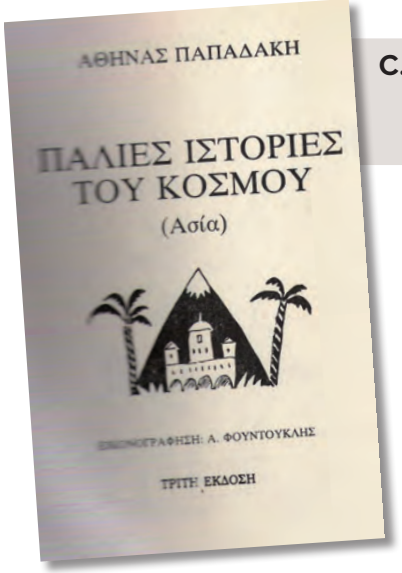
a. Tell them how you feel in the following situations:

1. You see your friend on TV.
2. You have watched a thriller and you are alone at home.
3. You watch your favourite team winning the match.
4. There is a chat show on TV where everyone is arguing.
5. You watch your favourite actor in a chat show.



b. Now tell your friends what you think about the following:

1. The thriller you watched was very...
2. The match that your favourite team won was very...
3. The chat show was..., because everyone was arguing.
4. Your favourite TV soap opera was...



C. MEDIATION
Your English-speaking friends Joan and Joe are interested in children's books. You have read the following book in Greek.

Send them an e-mail to give some information about it. Write about the title, the writer, the publishing house, illustration, etc. Use Passive voice in some sentences and -ing/-ed adjectives.

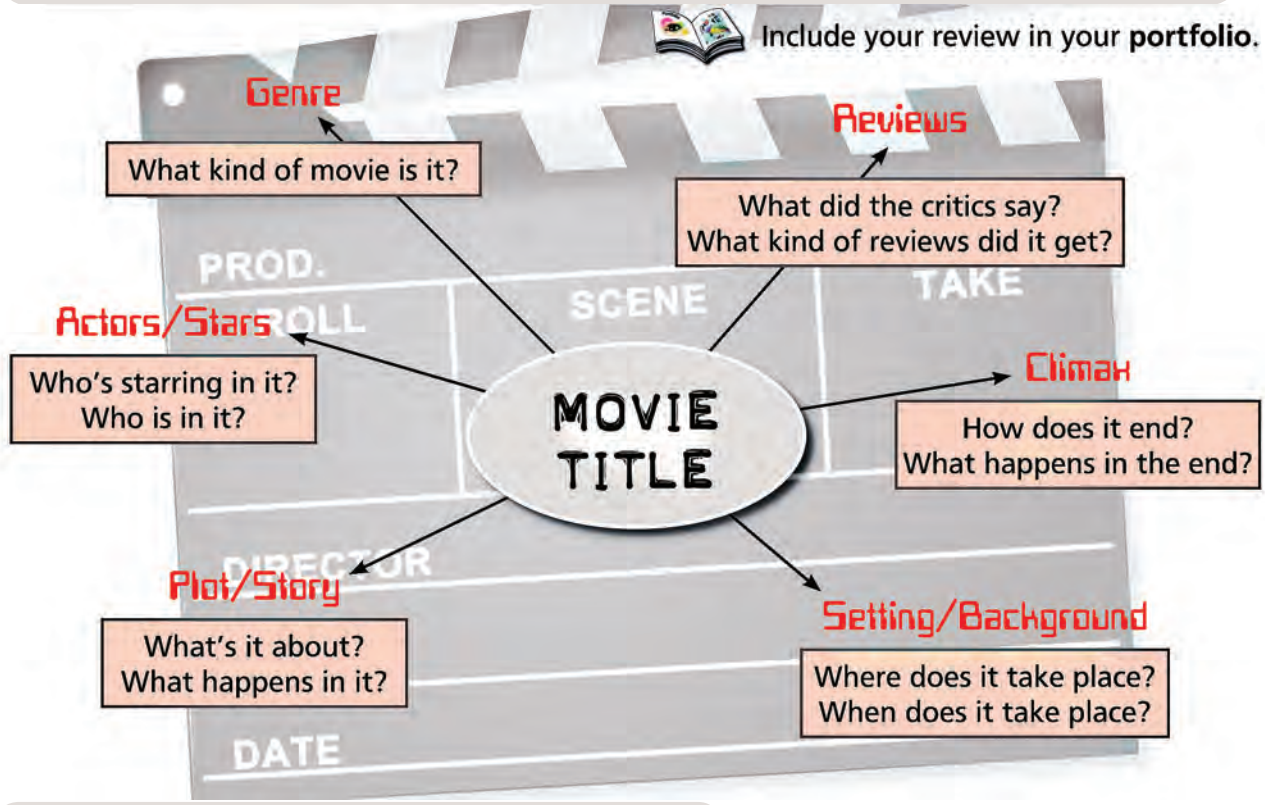


Example:
It is written by...

Lesson 3 A Film Review

The Project

A. Work in groups. Think of a movie you have recently seen. Answer the questions in the diagram. Then write a film review. Finally, publish your reviews in the school magazine.



B. You can use this kind of language in your review:

It's a...	e.g. *It's a comedy. It's a sci-fi. It's a horror. It's an action movie. It's a romantic comedy.*
...is in it. / ...is starring in it.	e.g. *Orlando Bloom is in it*.
It's set in ... / It takes place in...	e.g. *It's set in New York in the 60s. / It takes place on the moon in the future. / It takes place in a prison.*
It's about... who...	e.g. *It's about two young people who fall in love on a sinking ship. It's about a meteor that is going to destroy the Earth.*
In the end, ...	e.g. *In the end, the ring is destroyed. / In the end, Harry decides he really loves Sally.*
The critics... / It got... reviews.	e.g. *The critics panned it. The critics raved about it. It got great reviews. It got poor reviews.*

Check yourself

illustration
baggy pants
handsome
a mop of messy hair
acne
spy
crooked teeth
hit the shelves
scruffy
nasty

A. Put the right words in the following sentences

I found two very interesting _____ of the heroes of the book. One of the heroes was a super _____. He was very _____ and he was wearing trendy _____. A _____ and his glasses made him look very attractive.
On the other hand, his enemy looked so _____, with _____ on his face and his _____.
He looked even worse in his _____ clothes. It was sure that the book would _____.

__ / 5 points

B. Put one of the adjectives into each gap

bored
interesting
surprised
excited
interested
moving
moved
frightening
boring
surprising

1. Are you _____ in extreme sports?
2. The game was so _____ so everybody was cheering all the time.
3. The lesson was so _____ that I fell asleep
4. I saw a horror film and I was _____.
5. I was really _____ when I heard his voice on the phone.
6. I have nothing to do. I feel so _____!
7. The film was _____ I kept crying all the time
8. What _____ news! When are you coming?
9. This is a really _____ book. I couldn't put it down till the end.
10. I was very _____ when I saw that the hero died in the end of the film.

__ / 5 points

C. Match the sentences:

1. AFTERNOON TEA IS SERVED	a. **a pub**
2. VISITORS ARE REQUESTED TO KEEP SILENT	b. **a park**
3. CYCLING IS NOT PERMITTED ON THE FOOTPATHS	c. **a hotel**
4. YOU ARE NOT ALLOWED TO WRITE IN PENCIL	d. **an examination centre**
5. SMOKING IS FORBIDDEN	e. **a hospital**
6. UNDER 18'S ARE NOT SERVED	f. **a library**

__ / 3 points

D. Complete the following sentences with the correct form of the Present Simple in Passive Voice:

write
illustrate
advertise
sign
sell
not allow
send
record

1. Most songs _____ in a studio.
2. Some books _____ by great artists.
3. Supplement DVDs _____ on TV.
4. The lyrics of Madonna's songs _____ by herself.
5. Young children _____ to watch horrifying films.
6. _____ tickets _____ outside the Concert Hall?
7. Some invitations _____ to the celebrities to attend the festival.
8. The autograph of the writer _____ on the cover of the book.

__ / 5 points



E. Rearrange the dialogue

___**Peter:** "Finding Nemo".
___**Mary:** What do you feel like doing tonight?
___**Mary:** I haven't seen it? What's that about?
___**Peter:** I am in the mood for going to the cinema.
___**Peter:** It is a computer-animated film about the adventures of the fish Nemo.
___**Mary:** What's on?

__ / 2 points

My total score is __ / 20 points

See **p. 97** Workbook

NOW TICK WHAT YOU CAN DO

I can read
- A questionnaire, signs and notices ☐
- An article about James Bond ☐
- Film reviews ☐

I can listen to
- Dialogues about films ☐

I can talk about
- Films and books ☐

I can write
- An e-mail about a book that I have read ☐
- A poster ☐
- Signs and notices ☐
- Film reviews ☐

I can also
- Express suggestions ☐
- Emphasise the *action* rather than the *'doer'*. ☐

REMEMBER when you want to get extra practice in English:
• Read English magazines or books and watch films in English.

APPENDIX I
Differentiated instructions

UNIT 1 Our multicultural class

1. A Geography project
Your teacher has asked you to work on a project about the following countries of Europe. Look at the two tables below and fill in the missing information:

Country	
Capital	*Athens*
Location	
Climate	
Landmarks	

Country	
Capital	
Location	
Climate	
Landmarks	*The River Dnipo, The Carpathians*



2. Role play – An interview
(Instead of the information gap activity, page 5)
You are a reporter. You are interviewing a pupil from Poland. What are your questions? Complete the dialogue.

……?
My name is…
……?
I come from Warsaw, Poland.
……?
People work in coal mines in Poland.
……?
They like music and dancing.
……?
My parents usually play the violin at the weekend.

Now act the dialogue out.



UNIT 2 Going shopping



1. Doctor's advice
The following 3 patients are worried about their diets and are asking for doctor's advice. Below you can see their daily menus and the doctor's advice. Put the names next to the advice. There is an extra piece of advice which fits Niki's menu. Find it and write a suitable menu for her:

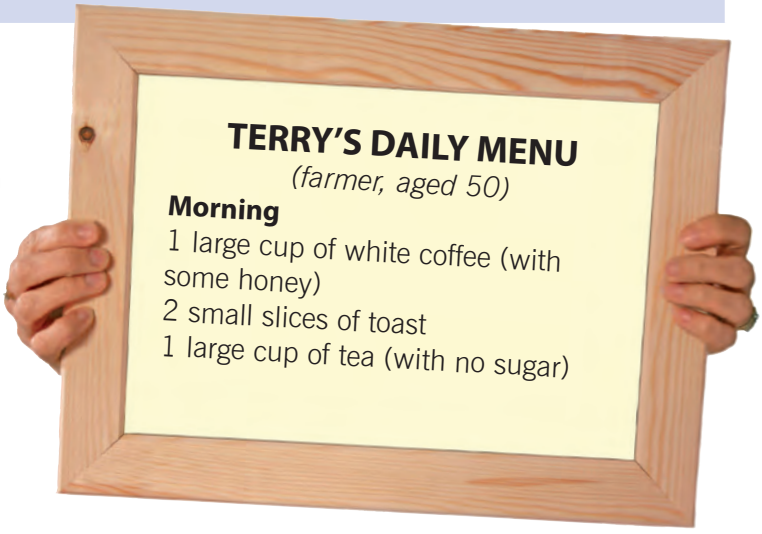
PATIENT'S NAME	DOCTOR'S ADVICE
	Change your diet now! Eat fruit and vegetables and less sugar.
	You hardly eat any fruit or meat! You need more. Increase the number of meals.
	You need some dairy products in your diet.
	You eat a lot of sweets but not much fruit. Try to eat some fruit for dessert.

PETE'S DAILY MENU
(student, aged 19)
Morning
2 cups of tea (with sugar)
4 slices of toast
Afternoon
1 cup of milk (with sugar)

SUE'S DAILY MENU
(nurse, aged 25)

Morning
1 thin slice of brown bread
1 glass of apple juice
1 banana
½ cup of black coffee
3 glasses of mineral water

Evening
1 piece of white fish
some brown rice and potatoes
1 tomato
1 small packet of nuts



NIKI'S DAILY MENU
(schoolgirl, aged 13)

Morning

_____ _____

_____

Afternoon

_____

_____

Evening

_____

_____

Differentiated instructions

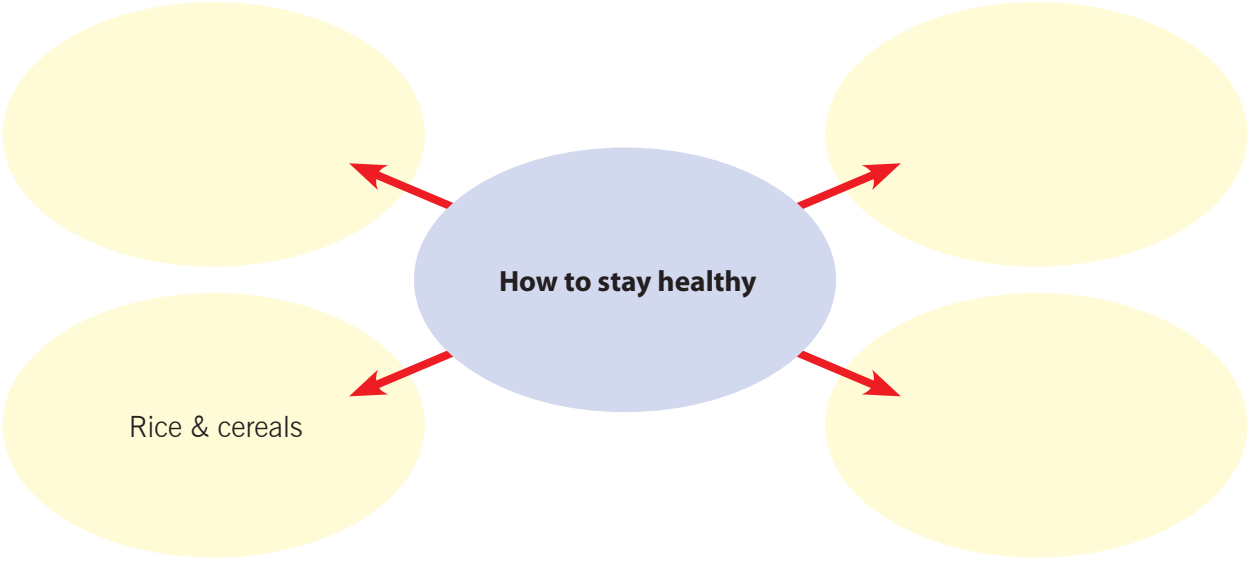
2. Dietary habits

Fill in the table below about your dietary habits. Then, in groups, discuss your answers and suggest ways to improve your diets.

FOOD	Every day	…times a week
Green and other vegetables		
Fruit (fresh or fruit-juice)		
Milk and dairy products		
Meat (veal, pork, lamb, etc.)		
Poultry		
Fish (fresh or frozen)		
Bread and pasta (spaghetti, pizza, etc.)		
Dried seeds and fruit		
Soft drinks (still and carbonated)		
…		

3. How can you stay healthy?

Study the Mediterranean Diet Pyramid (you can find it on the internet or in your science book) and complete the diagram with your ideas on healthy diet.



APPENDIX I – IT'S YOUR CHOICE !

UNIT 3 Imaginary creatures



1. Obelix at the gym
(Instead of the pair work: A Monster's ID, page 29)
Obelix wants to lose weight. He is talking to the receptionist of a gym centre. Look at his ID card, complete the dialogue and act it out.

Receptionist: _____ ?
Obelix: My name is _____
Receptionist: _____ ?
Obelix: I'm _____
Receptionist: _____ ?
Obelix: I _____
Receptionist: _____ ?
Obelix: _____
Receptionist: Do you have any _____ ?
Obelix: _____

Member's ID	
Name:	Obelix
Age:	25
Height:	6 feet
Weight:	250 pounds
Health problems:	none

2. Ancient Greek pottery
A. Look at the Ancient Greek pottery below and describe the monsters on it. Use the Greek text on the left if you need help.

What do you know about the creatures shown? What do they look like? Find more information about them in your workbook (Unit 3 - Exercise 6).

ΕΘΝΙΚΟ ΑΡΧΑΙΟΛΟΓΙΚΟ ΜΟΥΣΕΙΟ
(Από τον τόμο Ελληνικά Μουσεία, εκδόσεις Εκδοτική Αθηνών, σελ. 66.)
Ο **'Αμφορέας του Νέσσου'** βρέθηκε στο Δίπυλο του Κεραμικού. Ένα από τα πρωιμότερα μελανόμορφα αγγεία (620 π.Χ.).
Στο λαιμό εικονίζεται η πάλη του Ηρακλή με τον κένταυρο Νέσσο. Στο σώμα ο μύθος του Περσέα που αποκεφάλισε τη Μέδουσα.
Ύστερα από τον αποκεφαλισμό οι αδελφές της Ευριάλη και Σθενώ τον κυνηγούν πετώντας επάνω από τον Ωκεανό.



B. Search the Internet to find other pottery showing the same or similar creatures. If possible, organize a visit to the local museum and look for similar items.
C. After your research, write your report and present it in class.

Differentiated instructions



3. Class comparisons
Work in pairs. Ask each other about the following and find a classmate who:

	NAME
runs the **fastest**	_____
sings the **most beautifully**	_____
plays football the **best**	_____
solves a math problem the **most quickly**	_____

Example:
Pupil 1: Who do you think runs the fastest in class?
Pupil 2: I think Tom does.

Find more facts about these people and present your findings in class.
Speak about their unusual abilities or skills using comparatives and superlatives.

UNIT 4 The history of the aeroplane



1. Aviation and Space Education Outreach Program*
Work in pairs to find the right answer to the following 'AVIATION TRIVIA' questions from http://www.faa.gov/education.

*Source: http://www.faa.gov/education

1. Which of these is a military aircraft?
- **a.** F-17
- **b.** A-300
- **c.** Boeing 727

2. What does supersonic mean?
- **a.** Faster than the speed of sound.
- **b.** Really loud.
- **c.** Faster than the speed of light.

3. Which one of these aircraft is supersonic?
- **a.** Learjet
- **b.** Concorde
- **c.** Boeing-747

4. Which aircraft is known as "Hercules"?
- **a.** C-5
- **b.** KC-135
- **c.** C-130

5. Which aircraft has a motor but no wings?
- **a.** Rocket
- **b.** Glider
- **c.** Blimp

6. Which aircraft has wings but no motor?
- **a.** Helicopter
- **b.** Glider
- **c.** Blimp

7. In the late 1920's ***dirigibles*** were known as:
- **a.** Flying balloons
- **b.** Zeppelin
- **c.** Kasseplins

8. Who invented the kite about 2,000 years ago?
- **a.** The Chinese
- **b.** The Japanese
- **c.** The Russians

9. Who invented the rocket?
- **a.** The Chinese
- **b.** The Japanese
- **c.** The Russians

KEY to AVIATION TRIVIA
1a, 2a, 3b, 4c, 5c, 6b, 7b, 8a, 9a

APPENDIX I – IT'S YOUR CHOICE !

2. A Quiz
Match the columns and make true statements about famous travellers you have read about.

A	B
Marco Polo	managed to travel around the world in 80 days.
Gulliver	flew on a golden-haired ram to Colchis.
Captain Nemo	shipwrecked on the Lilliputian island.
Phrixos and Ellie	crossed the continent of Asia all the way to India.
Phileas Fogg	travelled on a magic carpet.
Marco Polo	captained Nautilus in 20000 leagues under the sea.
Aladdin	***started travelling when he was 15.***

3. The Story Writing Competition
You are taking part in story writing competition. Here is the beginning and the end of the story. Complete it.
The clues will help you.
bad weather / air pocket / serve passengers / watch video / scared / shout / say prayers / fasten seat belt / …

Beginning: While my uncle and I were flying to… we had a(n)… experience.

……

End: After a few minutes which seemed like an hour, we were all relieved!!!

UNIT 5 Travelling through time

1. Means of Transport







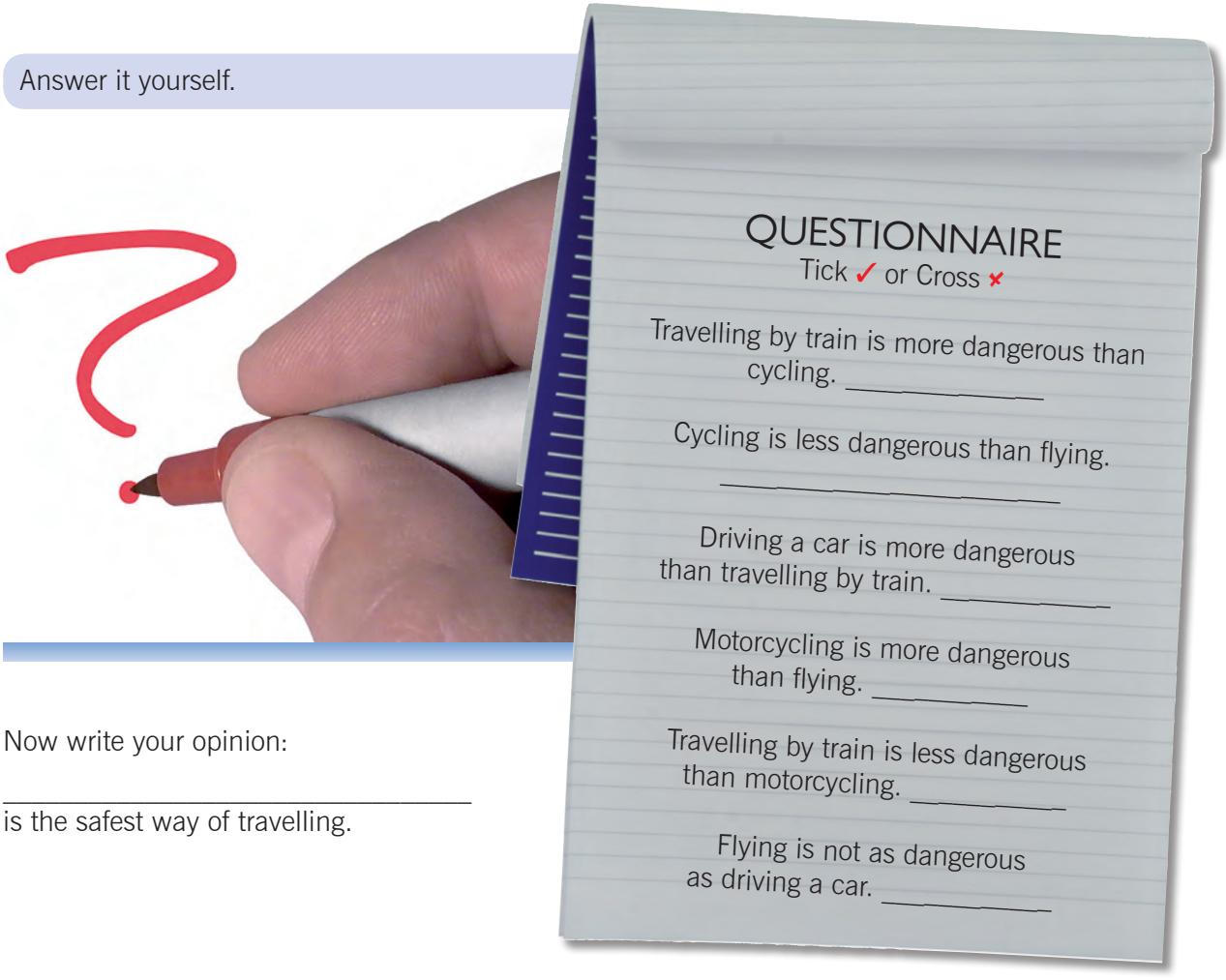


a. You friend Tony from U.S.A. is coming on a tour around Greece. How can he travel while in Greece? How many different types of transport can you think of? Tell him.

b. The Public Transport Company is carrying out a survey about people's opinion on safe means of transport. Here is a questionnaire travellers have to answer.

Differentiated instructions

Answer it yourself.



Now write your opinion:

_____
is the safest way of travelling.



2. Personal Qualities
Think about your own personal qualities. Have you changed over the past few years? Write as many sentences as you can to complete the table

I used to be like this:	Now, I'm like this:
I used to get into trouble for being late.	Now, I'm trying to be punctual.
I used to be very noisy in the classroom.	Now, I'm calm and quiet.
I used to ask my mother to help me with my homework.	I can do my homework alone now. I am more independent/ confident.
I used to…	Now, I'm…

UNIT 6 Me, Myself and my Future Job

1. Reading
Lesson 1, Reading (easier version)



A. Jewellery Designer
I'm a jewellery designer.

I take metal and expensive stones and make rings, necklaces, earrings and other jewellery. I can use many hand tools to make the jewellery. Sometimes, I may use computers and laser to design these fine pieces.
When you work, it is necessary to look at every detail. It is also important to use your hands skilfully, to synchronize your eyes, to be patient and be careful in what you are doing. You must also know everything about art and fashion.

B. Air Traffic Controller
I'm an air traffic controller. My job is to direct the movement of aeroplanes, and make sure that they keep flying programmes.
An air traffic controller takes care of every plane that is taking off or landing. I usually work forty-hour weeks. I may work night or weekend shifts. It is a very stressful job.
Speech communication, Mathematics, Science, Foreign Languages, and Electronics are helpful for this career.



D. Hairdresser
I'm a hairdresser.
I cut and style hair using different tools such as scissors, razors, rollers, hot brushes and dryers.
I can use gel, mousse, wax or spray. I may colour, perm or straighten hair using shampoos, conditioners, lotions etc.
It is important for hairdressers to be creative, able to work quickly, hardworking and self-confident. Biology, Chemistry, science courses and communication skills are helpful.



C. Home Health Nurses
I'm a home health nurse. I go to patients' homes to care for them. I also advise family members on how to take care of the patient who may need help for many different reasons. Some may be ill and some may be getting better from an accident. I spend a lot of time travelling to different places. I may visit many patients in one day.
The time I spend with the patients depends on their needs.. It is important for nurses to like to help people, to be hard working, responsible, caring and cheerful. Classes in first aid, health sciences, home economics and diet are helpful for this career.

E. Ecologists
I'm an ecologist. Ecologists can work in a lab but also go out to the place where a plant grows or an animal lives and study them. I may do some work without taking any money, too. Next summer I'm travelling to the Amazon to study some kinds of plants there.
Working in a team and working alone are good skills for someone who wants to be an ecologist. Good communication skills are also important. Useful subjects are Biology, Mathematics, and Computer Science.

Differentiated instructions



2. Role play
Lesson 1, Practice A
You read the following information on a poster in your neighbourhood:

Do you like swimming?
We need you as a volunteer life guard!
Call us at 2109325657
Our Mayor will appreciate your participation in our volunteer programme!

Pupil A: You see the above information and want to work as a life guard volunteer. Call the Town Hall, ask for information and offer to help.

Pupil B: You are a clerk at the Town Hall. The Town Council wants a volunteer life guard. Answer the telephone and give the volunteer life guard all the information he asks for.

3. Maria's Profile
Read Maria's profile. Which of the jobs do you think she will choose to do in the future? Discuss it with your partner and decide.







Maria is interested in many things. She likes machines very much and wants to learn how they operate. She also likes reading many books and she is very good at maths and science at school. She is a brave girl and always helps other people. Maria's dream is to travel to many countries and make a lot of friends all over the world.

Answer: I think she will choose to be a _____



APPENDIX I – IT'S YOUR CHOICE !

UNIT 7 Share Your Experiences

1. Your personal records
Tick which of the following are your personal records and write your sentences below:

Example:
I have eaten five ice-creams in an hour.



eat… ice-creams _____ ☐
score… goals _____ ☐
collect… stickers/stamps/CDs/ coins etc. _____ ☐
read… books _____ ☐
watch… films _____ ☐
buy… pair of shoes in a year _____ ☐
write… poems _____ ☐
sing… pop songs _____ ☐
visit… museums in a year _____ ☐
be to a funfair… times _____ ☐
What else? _____ ☐









2. Questionnaire Do you know…

a. Which American World Champion has taken a Muslim name?
b. Which singer has been No 1 in both America and Britain for many years?
c. Which famous football player mostly used his left foot to kick the ball?
d. Which basketball coach has led his team beat the USA Dream Team at the World Championship in Japan?
e. Which South American football player has also played for an Italian team?
f. Which American World Champion has also worked for peace?

For the answers, read the TEXTS on pp.60-61 in your Workbook.

Differentiated instructions

3. Greek achievements

What have other Greeks achieved in recent years? Here is a report about Pyrros Dimas.

Fill in the gaps to complete the report and present it to your class.

Use the words:
medals,
was born,
weightlifter,
has finished,
nickname,
Captain,
national,
has won,
came



Pyrros Dimas has been the best Greek ..... of all times. He ..... in Himara, Albania in 1971 and he..... to Greece in 1991.
His birthplace created his ..... "The Lion of Himara". He .... 3 Olympic Gold ..... and 1 bronze. This number of gold medals has given him another nickname "Midas". Dimas .... his career as a ..... hero.
For his successes, the Government of Greece has awarded him the distinction of a .....in the Hellenic Army.

4. Beijing 2008 Paralympic Games

You were interested in the 2008 Paralympics in Beijing. Read the following newspaper extract and tell your class about the emblem of the Beijing Paralympics (talk about the figure, the colours etc.).

"Sky, Earth and Human Beings," the emblem of the Beijing Paralympics is a figure of an athlete in motion, showing the tremendous efforts a disabled person has to make in sports as well as in real life. With the harmony of "sky, earth and human beings," the emblem joins Chinese characters, calligraphy and the Paralympic spirit. It embodies the Paralympic motto of "Spirit in Motion" and shows the integration of heart, body and spirit in human beings - the core of the philosophy of Chinese culture. The three colours in the emblem represent the sun (red), the sky (blue) and the earth (green).

http://en.beijing2008.cn/spirit/beijing2008/

5. Mediation

You and your English-speaking friend Joan are talking about athletes with special abilities. Read the following newspaper extract and tell your friend about the success of some athletes with special abilities.

Η Ανθή Καραγιάννη βραβεύτηκε ως η καλύτερη αθλήτρια με αναπηρία από τον ΠΣΑΤ*

Σε λαμπρή τελετή βράβευσε τη Δευτέρα 10 Δεκεμβρίου 2007 ο Πανελλήνιος Σύνδεσμος Αθλητικών Συντακτών (ΠΣΑΤ) τους καλύτερους αθλητές και αθλήτριες της χρονιάς 2007. Ως καλύτερη αθλήτρια με αναπηρία με 980 ψήφους αναδείχθηκε η Ανθή Καραγιάννη, αθλήτρια του Στίβου που πρόσφατα κατέκτησε ένα χρυσό και ένα Χάλκινο μετάλλιο στους Παγκόσμιους Αγώνες Τυφλών στο Σάο Πάολο της Βραζιλίας. Δεύτερος με λίγες ψήφους διαφορά ήρθε ο Χαράλαμπος Ταϊγανίδης, αθλητής Κολύμβησης που φέτος κατέκτησε 2 Χρυσά Μετάλλια στους Παγκόσμιους Αγώνες Τυφλών και τρίτος ο Παύλος Μάμαλος αθλητής Άρσης Βαρών σε Πάγκο που κατέκτησε το καλοκαίρι στο Πανευρωπαϊκό πρωτάθλημα στην Καβάλα το Χρυσό Μετάλλιο και σημείωσε Πανευρωπαϊκό Ρεκόρ.

http://www.paralympic.gr/index.php?lang=gr&sec=&ctg=&cid=212

APPENDIX I – IT'S YOUR CHOICE !

UNIT 8 Blow Your Own Trumpet

1. Family Budget

Follow up to Activity C. p.93
If you were a parent (mother/father) what would you spend money on? Choose from the following:

newspapers / magazines _____ ☐
food _____ ☐
presents _____ ☐
sweets _____ ☐
bills _____ ☐
holidays _____ ☐
other _____ ☐

children's education _____ ☐
clothes _____ ☐
doctors / medicine _____ ☐
transportation _____ ☐
books _____ ☐
rent _____ ☐

Now compare with your class list on page 93.

2. Golden rules for living



1. If you open it, close it.
2. If you turn it on, _____
3. If you unlock it, _____
4. If you break it, _____
5. If you borrow it, _____
6. If you value it, _____
7. If you make a mess, _____
8. If you move it, _____
9. If it belongs to someone else and you want to use it, _____
10. If you don't know how to operate it, _____

Now remember to follow the rules.

Differentiated instructions

3. The story of the Little Red Riding-Hood

Your friend has taken notes about the story of the Little Red Riding Hood but he / she has mixed them up and has forgotten to write the end. Read the notes, put them in the right order and give your ending. The first one is done for you.

1. *One day, Little Red Riding Hood decided to go to her Grandma's house because she was ill.*

- ◯ The wolf went to grandma's house.
- ◯ In the wood, she met a big wolf and talked to him.
- ◯ He slipped into grandma's bed and waited for the little girl.
- ◯ The little girl made her way through the wood and stopped to pick up some strawberries for her grandmother.
- ◯ The wolf jumped out of bed and swallowed the little girl, too.
- ◯ A hunter looked through the window and saw the large wolf, with a fat full tummy, sleeping in Grandma's bed.
- ◯ The wolf came into the room and swallowed the old lady.
- ◯ *"Got you at last!" the hunter shouted and he* _____

One day, Little Red Riding Hood decided to go to her Grandma's house because she was ill. _____

_____

"Got you at last!" the hunter shouted and he _____

UNIT 9 Earth Day everyday!



1. Lions

You have found information about lions on the Internet. Read it and inform your class about lions by writing a report. You can add photos or drawings in it. The notes below will help you.

A lion is a very powerful animal. It is related to the cat family. Most people are afraid of lions because of their big roar and their teeth. Lions can live in cool or warm places. Some lions live in the woods, grassy plains, and places where there is a lot of food. In the ancient times, lions lived in Europe, in the Middle East, India, and much of Africa. Lions are very strong but not very fast animals. Male lions are the only cats with manes. Male lions look bigger because of their manes. Lions are called "The King of Beasts". They are also called the "King of the Jungle". Lions do not allow strange animals to hunt in their territory and they may kill them.

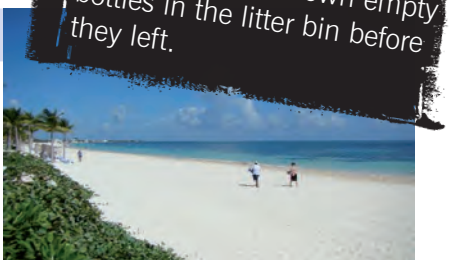
Write about …
- Where lions usually live
- Where lions lived in the ancient times
- Why people are afraid of lions
- Why a male lion looks bigger than a female lion
- Why lions are called 'Kings'

APPENDIX I – IT'S YOUR CHOICE !

2. Keep the beach clean!

Alternative activity

With your partner, look at the picture.
Find out what the swimmers had done before leaving the beach.
Think about: empty bottles / cans, cigarette ends, plastic bags, etc.



3. A Project: Save the environment!

ALTERNATIVE PROJECT ABOUT THE ENVIRONMENT (instead of project on p.106)

A. Draw a picture or make a poster. Show some of the ways the air or water is polluted. Show the results of pollution on animals / plants / people. Give a title to your work.

B. Discuss with your family about the things you throw away (batteries, chemicals, detergents, old gadgets etc.) Suggest ways you can protect the environment.

C. Finally, present your ideas in class and display your works on your classroom walls.

UNIT 10 Time for fun

1. Eight below

Your friend Kate is interested in going to the cinema to see the film 'Eight Below' but she doesn't know much about it. Look at the back of your book p. 146 and find information about the story and the reviews.
You may use adjectives ending in –ing /–ed to describe it.
Now send an e-mail to Kate explaining what the film is about. Start like this:

Dear Kate,
I have seen Eight Below.
It is about two Antarctic explorers who …
It's a/an …. –ing story…

2. Which film? Make a movie riddle using the following clues. Read the riddle to the class and let your classmates guess the film.

Title _____ (keep it secret)

CLUES: **a.** It's a… (genre), **b.** It takes place in…, **c.** (Who) is in it., **d.** It's about…, **e.** In the end…

EXAMPLE CLUES:

a. It's an animated comedy.
b. It takes place in Central Park Zoo in New York and in the jungle of Madagascar
c. The voices of Ben Stiller, Chris Rock, David Schwimmer, Jada Pinkett Smith, Sacha Baron Cohen, Cedric the Entertainer and Andy Richter are heard in it.
d. It's about four zoo animals that find themselves in the wild jungle of Madagascar and don't know how to take care of themselves.
e. In the end …

TITLE: Madagascar

3. Signs

Where can you see the following signs? Match **A** with **B**:

A	B
Tickets are sold here.	Hotel
Audience is requested to have their mobiles switched off.	Beach
Breakfast is served between 7-9 a.m.	Cinema box-office
Taking photos is not allowed.	Theatre
Throwing rubbish is strictly forbidden.	Museum

APPENDIX II
Resource materials

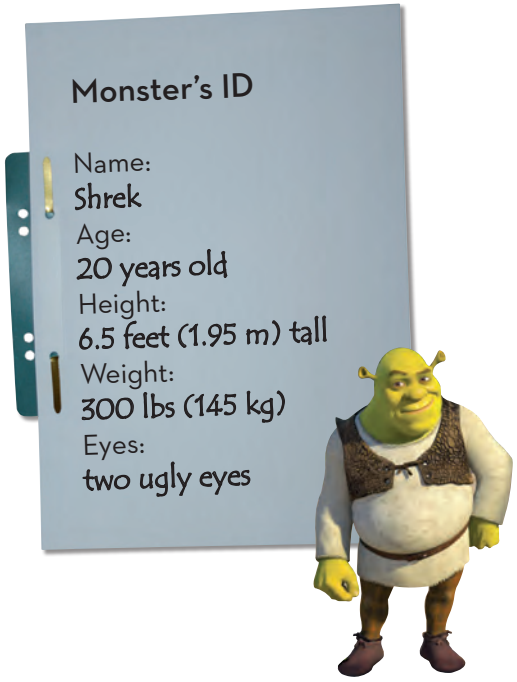
UNIT 1 Our multicultural class

p. 5: Lesson 1 – 3B (Pupil A: QUESTION SHEET)
Look at the table below. Use the prompts to ask **5 questions** then complete the table.

Country	
brother / sister	
people / work	
people / like	
father/ spend free time mother/ spend free time	

UNIT 3
Imaginary creatures

p. 29: Lesson 1 – 3B
A MONSTER'S ID: Pupil B



UNIT 2
Going shopping

p. 17: Lesson 1 – 3C
(AT THE SCHOOL CANTEEN)

SCHOOL CANTEEN MENU

SANDWICHES	
Tomato, cucumber, lettuce, carrot, onion	€ 0.50
EXTRA Cheese	€ 0.60
Egg	€ 0.80
Ham	€ 1.20
PITA ROLLS	
Salad (tomato, lettuce, cucumber, carrot, mayo)	€ 1.00
Ham Salad	€ 1.30
Chicken Salad	€ 1.30
SALAD PLATES	
Plain (lettuce, tomato, cucumber, carrot, apple, onion)	€ 1.50
Ham Salad (as per plain salad plus ham)	€ 1.80
Chicken Salad (as per plain salad plus chicken)	€ 2.00
SOMETHING HOT	
Meat Pie	€ 1.70
Chicken Pie	€ 1.50
PIZZA – Ham & Pineapple or Supreme	€ 1.80
MILK	
Chocolate, strawberry, iced-tea	€ 0.40
DRINKS (Please return containers for 5c deposit)	
Fresh fruit juice (Orange or Apple)	€ 0.70
100% fruit juice (Orange/ Tropical/ Apple)	€ 0.50
Fruit Box (assorted flavours)	€ 0.30
THE LITTLE EXTRAS	
Chocolate Cake	€ 0.60
Carrot & Walnut Cake	€ 0.60
Sultana Cake	€ 0.60
Fruits in season	€ 0.50
Popcorn € 0.50	
Chips (plain, light, salt & vinegar, oregano)	€ 0.30

UNIT 2 Going shopping

p. 19: Lesson 2 – 2C
(LISTEN, READ AND ANSWER)



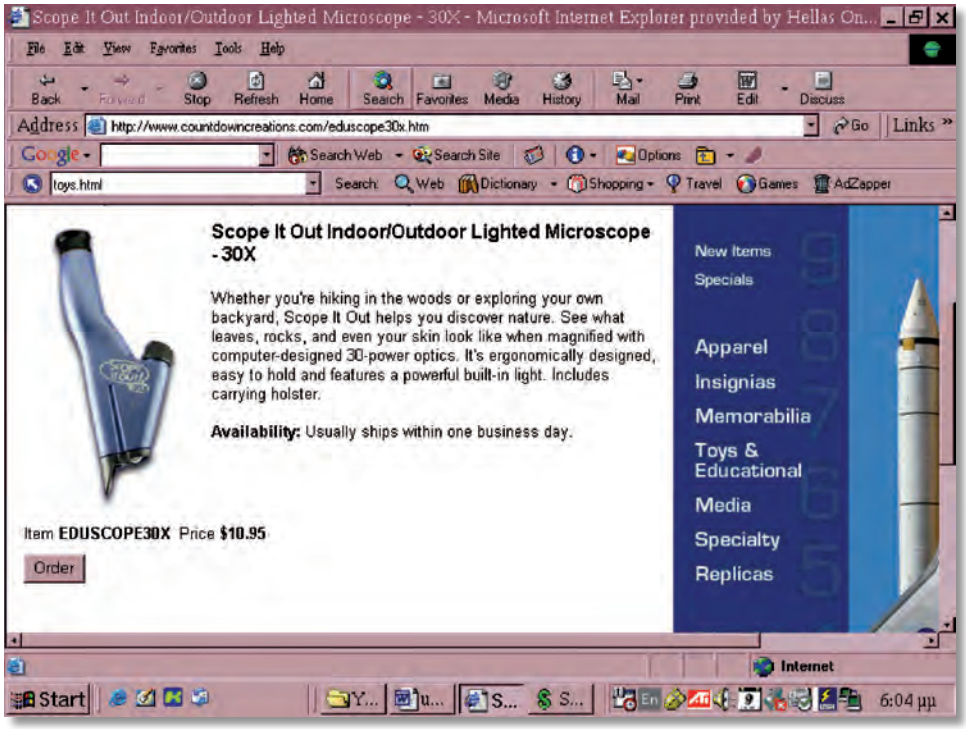
It's Father's Day today. Mary gets up early. Her parents are still asleep, so Mary makes a very rich breakfast for them. She puts a little peanut butter in a bowl and mixes it with a little honey? Yum, yum! What does it taste like? It tastes delicious! Then she puts a few biscuits and a few muffins on a plate. She pours a little coffee in the cups but she knows that dad would like a little milk, too. He doesn't like black coffee.

"Wake up both of you! Happy Father's Day!", Mary says.

"Sniff, sniff! Mmm! Coffee? It smells nice!", father says.

UNIT 2 Going shopping

p. 22: Lesson 3 – 1B (INTERNET SITE)






Planet Quest Game - Microsoft Internet Explorer provided by Hellas On Line
File Edit View Favorites Tools Help
Back Forward Stop Refresh Home Search Favorites Media History Mail Print Edit Discuss
Home > Toys & Educational > Games
Planet Quest Game
The first animal in space was a dog. True or False? The sun is a star. True or False? Learning about our solar system is much more than memorizing planets! It's full of fascinating facts. For 2–4 players or teams, this board game includes 132 true/false questions on the nine planets, the Earth's moon, supernovas, asteroids and much more. Earn planet cards for correct answers. Put the planets in the right order, and you win!
Availability: Usually ships within one business day.
Home
Shopping Cart
New Items
Specials
Apparel
Insignias
Memorabilia
Toys & Educational
Media
Specialty
Replicas
Internet
Glow In The Dark Space Quest Activity Kit - Microsoft Internet Explorer provided by Hellas On Line
Activity Kit
Draw, color, paint and learn, with this really cool Space Quest activity kit!
Kit Contains: Stencils, Markers, Stickers, Paints, Puzzle Templates, Brushes, Poster, And Space Cards to Color.
Availability: Usually ships within one business day.
Item TOYSPQUESTKIT Price $9.95
Order
(2 items remaining) Opening page http://www
ZoomCam Binoculars & 35mm Telephoto Camera - Microsoft Internet Explorer provided by Hellas On Line
Home > Toys & Educational > Mission Gear
ZoomCam Binoculars & 35mm Telephoto Camera
Scout landscapes from afar while snapping photographs to send picture postcards home with our Off The Map ZoomCam by Wild Planet. Combines a pair of binoculars with a 35mm camera to capture long range photos. Pictures develop with cool pathfinder frames. Two button cell batteries and a roll of film are included. Recommended for ages 6 and up
Availability: Usually ships within one business day.
Item GEARZOOMC Price $19.95
Order

APPENDIX II – RESOURCE MATERIALS

UNIT 1 Our multicultural class

p. 5: Lesson 1 – 3B
(Pupil B: INFORMATION)

Read the information below and **answer the reporter's questions:**

My name is Chris / Christina. I come from Warsaw, Poland. I have a brother and a sister. People work hard in coal mines in Poland. They are outgoing people. They enjoy music and dancing. My mother usually plays the violin and my father goes to traditional dancing classes at the weekend.



UNIT 3 Imaginary creatures

p. 29: Lesson 1 – 3B
A MONSTER'S ID: Pupil A

Monster's ID

Name:
Polyphemus
Age:
75 years old
Height:
8 feet (2.40 m) tall
Weight:
560 lbs (270 kg)
Eyes:
one fierce eye



p. 31: Lesson 2 – 1E (Answers to QUIZ)

What do monsters read everyday?	Their horror-scope
What do we call a friendly and handsome monster?	A failure
What do monsters eat for lunch?	Fish and ships
What do we call a famous monster?	A mon-star

UNIT 6 Me, myself and my future job

p. 65: Lesson 1 – 3D (Looking for a job)

TEMPORARY PART TIME HOTEL RECEPTIONIST

We are looking for a part time hotel receptionist to work for approx 2 weeks:
3-5 evenings a week 4.00pm - 11.00pm.
(Could be weekends)

To answer hotel telephone, to check clients in and out & take payment for the rooms.

Live in position

PRIMARY SCHOOL TEACHER

Our dynamic and well organized school is looking for
a primary school teacher
for September start.
We are happy to interview not qualified teachers and teachers that are more experienced as well.
The support at the school is fantastic and the facilities are excellent.
If you are interested, please email your CV to
sleth@prot.-teachers.com
or call 020 8203 0860.

PRACTICE NURSE

There is an opportunity for
a Practice nurse
to work in a health centre in Manchester.

Candidates should have a post graduate Diploma and several years experience. They must show ability to work under pressure.

Excellent salary and benefits package.

To find out more please contact Anthony Reilly at Medacs International at 02074387200 or Anth.reil@medacs.com

SWIMMING INSTRUCTORS

Do you love working with people?

Are you a great team player?

Do you have loads of energy and enthusiasm?

Do you enjoy teaching swimmers of all ages, helping our members to learn to swim in a fun and caring way?

Then contact
Cannons Swimming School
in Reading

We are looking for **swimming teachers** to work in our new swim school pool. You need to be qualified and have experience in teaching both adults and children.

UNIT 7 Share your experiences

p. 81: Lesson 2 –
Practice A. PAIR WORK

PUPIL A

When / born?
When / start? How long ... training?
How many Olympic Games / participate?
How many Olympic medals / win?
How long / be an Olympic champion?
...

UNIT 7 Share your experiences

p. 75: Lesson 1 – Reading D
(Why is Ian Thorpe retiring?)

November 21, 2006

Australia's greatest Olympian Ian Thorpe has announced his retirement from competitive swimming.

The five-time Olympic gold medallist, and multiple world record holder, has told the audience at a press conference in Sydney that he is quitting the pool at the age of 24.

He told today of the dizzying heights and setbacks that marked his career as he announced that he is stopping his professional swimming career.

He said swimming was no longer at the top of his priority list, saying there were other things more important in his life.

Thorpe said he made the decision on Sunday shortly after deciding he would not compete at next year's world championships in Melbourne.

"As of 2:53 on Sunday afternoon I decided I would not be swimming in the world championships again," Thorpe said. "I also made a very difficult decision that day that I am actually going to discontinue my professional swimming career…

From http://www.smh.com.au/articles/2006/11/21/1163871376986.html

UNIT 7 Share your experiences

p. 77: Lesson 1 – Practice C: BINGO

BINGO CARD

broken a bone	won a competition	sung karaoke	slept in a tent
NAME:_____	NAME:_____	NAME:_____	NAME:_____
been on a plane	**done volunteer work**	**climbed a tree**	**gone surfing**
NAME:_____	NAME:_____	NAME:_____	NAME:_____
played hopscotch	**eaten Chinese food**	**kept a dog as a pet**	**been to a theater**
NAME:_____	NAME:_____	NAME:_____	NAME:_____
cheated on an exam	**ridden a horse**	**done skateboarding**	**swum in a pool**
NAME:_____	NAME:_____	NAME:_____	NAME:_____

UNIT 7 Share your experiences



p. 81: Lesson 2 – Practice A. PAIR WORK

PUPIL B

NAME	**Konstantinos Fykas**
DATE OF BIRTH	**25 Jan 1981**
STARTED SWIMMING	**4 years old**
OLYMPIC GAMES	**3 (Atlanta 1996, Sydney 2000, Athens 2004)**
OLYMPIC MEDALS	**5 (2 gold, 3 silver)**
OLYMPIC CHAMPION	**Since 1996**

UNIT 9 Earth Day everyday

p. 105: Lesson 2 – Practice A. PAIR WORK

PUPIL B

QUESTIONS:	***Where do wolves live?***
	What do they look like?
	Why are they endangered animals?

INFORMATION about BEARS:

BEARS are usually darkish brown but they can vary from very light cream to black. They have a large body, powerful limbs, dense fur and a short tail. Despite their large size, bears are extremely fast. Bears live in North America, South America, Europe, and Asia, where they occupy a wide range of habitats, including mountains, forests, and Arctic wilderness. They dine on insects, fruits, nuts, fish and small animals. Bears are endangered species because people hunt them and they take over their habitat.

UNIT 9
Earth Day everyday

p. 106: Lesson 3 –
Project A. A Play

The Awful 8: The Play (A play about eight major air pollutants)



Setting: In front of the Environmental Protection Agency (EPA) building. The air pollutants are picketing the EPA. Some carry picket signs with phrases such as "Dirty Air! Let's Keep It That Way," "Down with the Clean Air Act" and so on. TV reporters Connie Lung and Harry Wheezer are at center stage. In turn, each pollutant comes over to be interviewed, while the other pollutants continue to picket in the background.

(http://www.esi.utexas.edu/outreach/gk12/docs/lessons/eight.pdf)

Connie: Hi! I'm Connie Lung.

Harry: And I'm Harry Wheezer. We're here at the Environmental Protection Agency to cover a late-breaking story. Eight of the world's worst air pollutants are picketing the EPA to protest against clean-air legislation.

Connie: In tonight's special report, we'll give you the scoop on where these pollutants come from and the ways they can hurt people and other living things.

Harry: Our first interview is with the Particulates. *(Particulates walk over, carrying signs and chanting.)*

Particulates: Dust, soot and grime.
Pollution's not a crime
Soot, grime and dust,
The EPA's unjust!

Connie: *(coughs)* So-- you're the Particulates.

Particulates 1(Soot): Yeah- I'm Soot, this is Grime and this is Dust.

Harry: You guys are those tiny bits of pollution that make the air look really dirty?

Grime: Yeah! Some of us are stirred up during construction, mining and farming. *(throws some dirt in air).*

Soot: But most of us get into the air when stuff is burned-- like gasoline in cars and trucks or coal in a power plant and even wood in a wood-burning stove!

Dust: And we just love to get into your eyes and make them itch and make your throat hurt and...

Grime: *(interrupts)* Come on, Dust, quit bragging! We gotta get back to the picket line. *(Particulates return to picket line. Carbon Monoxide sneaks up behind Harry.)*

Harry: Let's introduce the folks at home to our next pollutant, Carbon Monoxide. Hey, where did he go? Oh, there you are! Pretty sneaky, Carbon Monoxide!

Carbon Monoxide: Yeah, sneaking up on people is what I do best. I get into the air when cars and trucks burn fuel inefficiently -- but you can't see or smell me.

Connie: Then how can we tell when you're around?

Carbon Monoxide: You'll find out when you breathe me in! I can give you a bad headache and make you really tired. *(gives an evil laugh)*

Harry: *(yawns)* Oh-- I see what you mean. Thanks for talking with us Monoxide. *(yawns again) (Carbon Monoxide returns to picket line.)*

Connie: *(checking notes)* Next we'd like you to meet some of the most dangerous air pollutants-- The Toxins. *(Toxins walk over, carrying signs and chanting.)*

Harry: You Toxins are made up of all kinds of poisons. How do you get into the air?

Toxins 1: Hey, man, we come from just about everywhere. Chemical plants, dry cleaners, oil refineries, hazardous-waste sites, paint factories...

Toxins 2: Yeah, and cars and trucks dump a lot of us into the air too. You probably don't know it, but gasoline is loaded with us toxins.

Toxins 3: Wow, that's for sure. There's benzene, toluene- all kinds of great stuff in gas.

Connie: Scientists say you cause cancer and other kinds of diseases. What do you think of that?

Toxins 4: They can't prove a thing!

Toxins 5: That's why we're here-- to make sure you people don't pass any more laws that might keep us out of the air. C'mon, Toxins- we're outta here! *(Toxins return to picket line. Sulphur Dioxide walks over.)*

Connie: Next we'd like you to meet Sulphur Dioxide. *(Turns to face Sulphur Dioxide)* I understand you just blew in from the Midwest.

Sulphur: Hey, I wouldn't miss this for all the pollution in New York City!

Harry: I'm sure the folks at home would like to know how you get into our air.

Sulphur: Well, heck, don't they read the newspapers? I've been making the front page at least once a week! Most of the time, I shoot out of smokestacks when power plants burn coal to make electricity.

Connie: And what kinds of nasty things do you do?

Sulphur: Nasty-- that's me! *(snickers)* I think it's cool to make it hard for some people to breathe. And I can make trees and other plants grow more slowly. But here's the most rotten thing I do: When I get way up into the air, I react with oxygen in water in the sky, and presto! You get acid rain! *(sprays water at audience)*

Harry: Acid rain is a big problem. It can hurt or kill fish and other animals that live in lakes and rivers and some scientists think it makes trees sick. Acid rain can even eat away at statues and buildings.

Sulphur: *(proudly)* That's right. Hey, I can even travel a long way to do my dirty work. If I get pumped out

of a smokestack in Ohio, I can ride the wind for hundreds of miles and turn up as acid rain in Vermont!

Connie: I sure hope we can get rid of you soon, Sulphur Dioxide!

Sulphur: Good luck, guys! I gotta do some more picketing before I catch the next east wind! *(Sulphur Dioxide returns to picket line. Nitros walk over.)*

Harry: *(to the audience)* He's really rotten!

Nitros: *(all together)* You think Sulphur Dioxide is rotten? You haven't met us!

Connie: You must be the Nitrogen Oxides.

Nitro 1: Just call us the Nitros for short. *(turns to audience)* Give me an "N"!

Audience and other Nitros respond: "N"!

Nitro 2: Give me an "I"!

Audience and other Nitros respond: "I"!

Nitro 3: Give me a "T"!

Audience and other Nitros respond: "T"!

Nitro 4: Give me an "R"!

Audience and other Nitros respond: "R"!

Nitro 5: Give me an "O"!

Audience and other Nitros respond: "O"!

Nitro 1: What's that spell?

Audience and other Nitros: NITRO!

Nitro 2: What's that mean?

Other Nitros: DIRTY AIR!

Harry: Hey, I didn't know pollutants could spell.

Nitro 4: Very funny, Harry.

Connie: So, how do you Nitros get into the air?

Nitro 5: We get airborne when cars, planes, trucks and power plants burn fuel.

Harry: And what happens once you're in the air?

Nitro 1: We can make people's lungs hurt when they breathe-- especially people who already have asthma.

Nitro 2: And, like Sulphur Dioxide, we react with water in the air and form acid rain.

Nitro 3: But we also make another form of pollution. And here she is-- BAD OZONE! *(Bad Ozone waves and walks over. Nitros return to picket line.)*

Bad Ozone: Well, my friends, the Nitros, pour into the air, they get together with some other pollutants. As the sun shines on all these lovely pollutants, it heats them up—and creates me, Bad Ozone. And where there's ozone, there's smog.

Harry: *(to audience)* Smog contains a lot of ozone.

Connie: That's right, Harry. And smog can really make city life miserable. It can make your eyes burn, your head ache and it can damage your lungs.

Harry: But what I want to know is, if ozone is so bad, why are people worried about holes in the ozone layer? *(Good Ozone walks in from offstage.)*

Good Ozone: That low-level ozone is my rotten twin sister-- she's just a good gas turned bad! I'm the good ozone that forms a layer high above the Earth. I help absorb the harmful rays of the sun.

Bad Ozone: *(nastily to Good Ozone)* So what are you doing here, sis?

Good Ozone: I'm here to support the clean air laws. If certain chemicals keep getting pumped into the atmosphere, I'll disappear. And without me, the harmful rays of the sun will kill some kinds of plants and give many more people skin cancer and eye disease!

Harry: But what kinds of chemicals are making you disappear?

Good Ozone: It's those terrible CFCs! *(CFCs walk over from picket line.)*

CFC 1: Hey, we're not so bad! People have used us CFCs in coolants for refrigerators and air conditioners for your home and car.

CFC 2: So what if we destroy a little bit of ozone? There's enough to last for years!

CFC 3: Yeah- who needs ozone anyway?

Good Ozone: People do! Tell them what else you CFCs are doing!

CFC 4: What's Ozone complaining about now- global warming? *(EPA scientists walk in from offstage. Good and Bad Ozone walk offstage.)*

Scientist 1: Excuse me, but did I just hear someone mention global warming?

CFC 2: Yeah. What do you want?

Scientist 2: We just happen to be experts on global climate change.

Connie: Are CFCs really changing the world's climate?

Scientist 1: Well, we're not positive. But over the past 100 years or so, people have been pouring gases, such as CFCs and carbon dioxide, into the air.

Scientist 2: And as they build up in the atmosphere, these gases may be acting like the glass in a greenhouse.

Scientist 1: That's right. They let the radiation from the sun in -- but they keep the heat from getting out. And this may be causing the Earth's climate to become warmer.

Harry: I've read that if the temperature goes up, sea levels may rise. Wow, some cities on the coast might be flooded some day!

Scientist 1: Well, nice talking with you all, but we've got to do some more research so that we can really nail these pollutants. *(Points to CFCs. CFCs give scientists a dirty look, stick out tongues. Scientists walk offstage.)*

CFC 1: Hey, we're not even the biggest cause of global climate change. You gotta talk to another of the big pollutants about that.

Harry: *(checks notes)* There's only one other pollutant on the list: Carbon Dioxide. *(CFCs return to picket line. Carbon Dioxide 1 and 2 walk over.)*

Dioxide 1: Did we hear you mention our name? We aren't really a bad gas, in the right amount. About a hundred years ago, there was just the right amount of us in the air.

Dioxide 2: But then people started burning more and more things -- they built power plants that burn coal, and cars and trucks that burn gasoline. And they started cutting down and burning forests! Every bit of that burning releases extra amounts of us into the air.

Dioxide 1: As more and more of us got into the air, people started saying that the Earth was warming up-- because of us!

Dioxide 2: Yeah-- as if it's our fault! *(to audience)* The reason you're in such a mess is because you use so much fuel and cut down so many trees!

Connie: You're right, Carbon Dioxide. Maybe we should be doing a special report on people-- we're the ones who are really causing most air pollution.

Harry: But people can change! *(turns to audience)* How about you? Can you think of some ways that people can help fight air pollution? *(Audience responds with ideas, such as driving cars less, using less electricity, conserving forests, planting trees and so on.)*

Connie: And that's the end of our special report. The bottom line? These air pollutants are a pretty tough bunch-- but people help create many of them, and people can reduce the amounts that are in our atmosphere. Thank you and good night.

Pollutant curtain call.

The End.

Acknowledgments

Lois Myers, Stephen F. Austin University Nacogdoches TES Course, 1994; Pollution: Let's Clean Up Our Act, National Wildlife Federation, 8925 Leesburg Pike, Vienna, Virginia, 22184, 1-800-822-9919, the Environmental Protection Agency's Guide to Environmental Issues and What You Can Do To Reduce Air Pollution.

p. 105: Lesson 2 - Practice A. PAIR WORK

PUPIL A

QUESTIONS:	***Where does the bear live?***
	What does it look like?
	Why is it an endangered animal?

INFORMATION about WOLVES:

WOLVES are black-grey or brown. They have powerful teeth, bushy tails, and round eyes. Their habitat is in plains or forests and their den may be a cave, or a hole in the ground. They eat small animals and birds. Wolves are becoming extinct because people regard them as dangerous animals. The fact is that few, if any, healthy wolves have attacked humans. Actually, they try to avoid them. Wolves are valuable animals in the FOOD CHAIN.

UNIT 10 Time for fun

p. 113: Lesson 1 – Practice A. PAIR WORK



Title	**War of the Worlds (2005)**
Genre	Action /Adventure / Sci-Fi / Thriller
Director	Steven Spielberg
Screenplay writers	Josh Friedman, David Koepp
Actor / Stars	Tom Cruise (Ray Ferrier), Dakota Fanning (Rachel Ferrier), Justin Chatwin (Robbie Ferrier)
Setting / background	U.S.A., present time
Play / Story	A contemporary retelling of H. G. Wells's classic: As Earth is invaded by alien tripod fighting machines, one family fights for survival.
Reviews	A brilliantly executed movie. It is considered one of the finest disaster movies of all time.



Title	**Ice Age The Meltdown (2006)**
Genre	Animation / Adventure / Comedy / Family
Director	Carlos Saldanha
Screenplay writers	Gerry Swallow, Peter Gaulke (screenplay)
Actor / Stars	*Voices of:* Ray Romano (Manny), John Leguizamo (Sid), Denis Leary (Diego), Queen Latifah (Ellie)
Setting / background	Prehistoric time
Play / Story	Diego, Manny and Sid return in this sequel to the hit Ice Age. This time the Ice Age is over and is starting to melt, which will destroy their valley. So they must unite and warn everyone about the situation.
Reviews	It is an impressively animated, family-friendly comedy with likeable characters and some terrific comic set-pieces, carrying an ecological message.

APPENDIX II – RESOURCE MATERIALS



Title	**Eight Below (2006)**
Genre	Adventure / Drama / Family
Director	Frank Marshal
Screenplay writers	David DiGilio (screenplay), Toshirô Ishido
Actor / Stars	Paul Walker (Jerry Shepherd), Bruce Greenwood (David McClaren), Moon Bloodgood (Katie), Jason Biggs (Charlie Cooper)
Setting / background	The Antarctic
Play / Story	Heavy cold forces two Antarctic explorers to leave their team of sled dogs behind as they fight for their survival.
Reviews	A moving story of survival, friendship and adventure



Title	**The Wild (2006)**
Genre	Animation / Adventure / Comedy / Family / Fantasy
Director	Steve 'Spaz' Williams
Screenplay writers	Ed Decter, Mark Gibson(written by)
Actor / Stars	*Voices of:* Kiefer Sutherland (Samson), James Belushi (Benny), Eddie Izzard (Nigel), Greg Cipes (Ryan), Janeane Garofalo (Bridget)
Setting / background	New York, Africa
Play / Story	A lion, a giraffe, an anaconda, a koala, and a squirrel discover what a jungle the city can be when one of their own is mistakenly shipped to the wild and they embark on a dangerous mission to rescue him.
Reviews	'The Wild' offers consistent laughs, with fresh characters and writing.

APPENDIX III
Grammar File

UNIT 1

Simple Present

FORM

+	I, you, we, they He, she, it		like like**s**	milk.
-	I, you, we, they He, she, it	do not do**es** not	like	milk.
?	Do Do**es**	I, you, we, they he, she, it	like	milk?

SPELLING RULES

For the 3rd person singular (he, she, it)

We add **s** to the main verb — work+s = he works

Exceptions

We add **es** in verbs ending in ***sh, ch, s s, o, x*** — wash + es = he washes

We add ***ies*** in verbs ending in ***consonant + y*** — study + ies = he studies

Examples of ***vowels***: a, e, o, i, u
Examples of ***consonants***: b, c, d, f, g, etc.

USE

We use the simple present tense when:
- something happens regularly
- something is true in general

EXAMPLES

I ***live*** in Patras.
The Moon ***goes*** round the Earth.
John's father ***drives*** a taxi.
He ***does not drive*** a bus.
My sister and I do ***not watch*** TV after 10.00 at night.
Do you ***always*** play football on Saturdays?

We use an *ADVERB OF FREQUENCY* like ***always, usually, often, sometimes*** to say how often something happens.
It comes ***before*** the verb in the Present Simple.
When we have the verb to be we put the adverb ***after*** it.
E.g. We always have maths on Monday.
Do you often play football at school?
My brother is always early for school.

APPENDIX III – GRAMMAR FILE

Wh... questions / How... questions with Simple Present

EXAMPLES

What	do you / they	have	for breakfast?
What time		go	to school?
Where		spend	holidays?
When		come home	from school?
Who	does he / she / it	play	tennis with?
How often		meet	friends?

Present Continuous

FORM

+	I am		speaking	to you.
	You are		reading	this.
-	She is	not	staying	in London.
	We are		playing	football.
?	Is he		watching	TV?
	Are they		waiting	for John?

SPELLING RULES

We add **-ing** to the main verb: work + ing = working

Exceptions

a. If the main verb ends in **consonant + stressed vowel + consonant**, we double the last letter: s**top** + p + ing = sto**pp**ing / c**ut**+ t+ ing = cu**tt**ing

b. If the main verb ends in **ie**, we change the **ie** to **y**: die = di~~e~~y + ing = dying

c. If the main verb ends in **vowel + consonant + e**, omit the **e**: come + ing = coming

USE

We use the present continuous tense to talk about:

a. an action happening exactly now

b. an action happening around now

EXAMPLES

Look! The bus *is coming*!
Are you *learning* French or English?
We *are not having* breakfast at the moment.

UNIT 2

Countable / Uncountable nouns

EXAMPLES

Countable Nouns		Uncountable Nouns	
Singular	**Plural**	**Singular Only**	
a banana **an** apple	**some** bananas **a lot of** bananas **(a) few** bananas	**some** milk **a lot of** milk **(a) little** milk	affirmative
	any bananas **many** bananas	**any** milk **much** milk	question
	not any bananas **not many** bananas	**not any** milk **not much** milk	negative

Containers / Units of weight

EXAMPLES

Containers			Units of weight		
A can / a tin A box A packet A bar A bottle A jar A carton	of	cider strawberries sugar chocolate orange juice jam milk	A kilo A pound	of	meat mince

UNIT 3

Comparisons of adjectives and adverbs

FORM

	POSITIVE	COMPARATIVE	SUPERLATIVE
SHORT ADJECTIVES	strong big ugly	**...-er than**	**the ...-est of/in**
		stronger than bigger than uglier than	the strongest of/in the biggest of/in the ugliest of/in
LONG ADJECTIVES	Horrible	**more ... than**	**the most ... of/in**
		more horrible than	the most horrible of/in

APPENDIX III – GRAMMAR FILE

USE

In the Comparative form we add *-er than* in short adjectives and *more + adjective + than* in long adjectives.
In the Superlative form we add *the -est* in short adjectives and *the most + adjective* in long adjectives.

Irregular adjectives

Adjective	Comparative	Superlative
good	better than	the best of/in
bad	worse than	the worst of/in
far	farther/further than	the farthest/furthest of/in
much/many	more than	the most of/in
little	less than	the least of/in

Comparisons of adjectives with *as...as* and *not so... as*

EXAMPLES

The night	*is*	*as*	*dark*	*as*	*hell.*
noun or pronoun	positive verb	as	adjective	as	noun or pronoun

Our house	*is not*	*as / so*	*luxurious*	*as*	*a hotel.*
noun or pronoun	negative	as / so	adjective	as	noun or pronoun

Comparisons of adverbs

FORM

To form a regular adverb we add *-ly* / -ily to an adjective

ADJECTIVE	ADVERB
quiet	quiet**ly**
happ**y**	happ**ily**
EXCEPTIONS	
fast	fast
hard	hard
good	well

EXAMPLES
The children are **quiet**. They are playing **quietly**.
That is a **happy** boy. He is singing **happily**.
That is a **fast** horse. It runs **fast**.
This exercise is **hard**. Tom is working **hard** on this exercise.
Jim is a **good** football player.
He plays football **well**.

USE

We use adverbs when we want to answer the question ***HOW***.

UNIT 4

Simple Past

FORM

+	I			worked	very hard.
	You			went	to school.
-	He / She	did	not	go	with me.
	We			work	yesterday.
?	Did	you		go	to London?
		they		work	at home?

USE

We use the simple past tense to talk about an action, a situation or an event, short or long, that

- happened in the past
- is completely finished
- we say (or understand) the time and/or place it happened

EXAMPLES

I *lived* in that house when I was younger.
He *didn't like* the movie.
What *did you eat* for dinner?
John *rode* his bike to school on Monday.
Mary *did not go* to school yesterday.
Did you play tennis last week?

PAY ATTENTION TO THE IRREGULAR VERBS (SEE P.159)

Past Continuous

FORM

+	I / he / she	was		watching	TV.
	You	were		working	hard.
-	I / he / she	was	not	helping	Mary.
	We	were		joking.	
?	Was	he / she		studying	Maths?
	Were	you / they		playing	football?

USE

The Past Continuous tense expresses an action that happened at a particular moment in the past and it continued for some time.

EXAMPLES

I *was doing my homework* at 6.00 in the evening.
They *were not playing* football at 9am this morning.
What *were you doing* at 10pm last night?
Tony went home early because *it was snowing*.

APPENDIX III – GRAMMAR FILE

Past Continuous + Simple Past

USE

We often use the Past Continuous tense with the Simple Past tense. We use the Past Continuous tense to express a **long** action. And we use the Simple Past tense to express a **short** action that happens **in the middle** of the long action. We can join the two ideas with **when** or **while**.

We use:

- **when + short action** (Simple Past tense)
- **while + long action** (Past Continuous tense)

EXAMPLES

	I ***was watching*** TV	**when**	the telephone ***rang***.
When	the telephone ***rang***		I ***was watching*** TV.
	The telephone ***rang***	**while**	I ***was watching*** TV.
While	I ***was watching*** TV		the telephone ***rang***.

UNIT 5

Used to...

FORM

In Ancient Greece, people	**used to**	**wear**	linen clothes in summer.
When I was fifteen I		**listen to**	rock music.

USE

We use ***used to + infinitive*** to talk about a past state that is not true now or about an old habit that has now stopped.

REMEMBER

We can use either ***used to***... or ***Past Simple*** to talk about a past state or habit that is no longer true, but we can only use Past Simple to talk about things we did at a specific time in the past.

Asking for and giving directions / information

When we ask for directions / information we use the following	When we give directions / information we use the following
Excuse me, how can I go/ get to... Can/could you tell me where... is, please? Can/Could you show me the way to...? What time...? How much..., please?	Go up/down... street until you get to... Go straight... Take the bus/ train to... Turn right/left... It's on the corner of... Take the first/second turning... It is near/opposite/behind/in front of/ between...

UNIT 6

Modal verbs: can, may, should

FORM

+	I you he she we they	can may should	ride	this bike.
-		cannot / can't may not should not / shouldn't	ride	this bike.
?	Can May Should	I / you he / she we / they	ride	this bike?

USE

CAN: Possibility / Ability

We use can to talk about what is possible or what we are able or free to do:

EXAMPLES

She ***can fly*** a plane.
John ***can speak*** Spanish.
I ***cannot hear*** you. (I can't hear you.)
Can you ***hear*** me?

CAN, MAY: Permission

We sometimes use can to ask or give permission for something:

Examples

The use of CAN for permission is informal.

Can I leave early today? May I leave early today?

SHOULD: Advice

We sometimes use should to give advice to someone:

Example

You ***should be*** brave and well trained, if you want to be a lifeguard.

APPENDIX III – GRAMMAR FILE

Simple Future

FORM

+	I You We She	will		open	the door.
				finish	before me.
-		will	not	be	at school tomorrow.
				leave	yet.
?	Will	you they		arrive	on time?
				want	dinner?

For negative sentences in the simple future tense, we contract with won't, like this:

I will not	I won't
you will not	you won't
he/she/it will not	he/she/it won't
we will not	we won't
they will not	they won't

USE

We use the Simple Future tense to show ***prediction, offer, promise, warning, decision on the spot*** and ***request***.

Note that when we have a plan or intention to do something in the future, we usually use other tenses or expressions, such as the **Present Continuous tense** or **be going to**.

EXAMPLES

It ***will rain*** tomorrow. (prediction)
I'***ll bring*** it right away! (offer)
I'***ll fix*** your car tomorrow. (promise)
If you don't follow my advice, you ***won't get*** well. (warning)
Will you ***bring*** a bottle of water? (request)
There is no bread left. I'***ll go*** and buy some! (decision on the spot)

be going to...

USE

We often use be going to...
- when we have the intention to do something **before we speak**. We have already **made a decision before speaking.**

EXAMPLES

I have won €1,000. ***I am going to buy a new TV***.
We'***re not going to see*** my mother tomorrow.
When ***are*** you ***going to go*** on holiday?

UNIT 7

Present Perfect Simple

FORM

	subject	auxiliary verb	main verb	
+	I / You / We / They	have	play**ed**	football.
	He / She	has	visit**ed**	Rome.
-	I / You / We / They	haven't	won	the 200 m. race.
	He / She	hasn't	seen	ET.
?	Have	you / we / they	finish**ed**?	
	Has	he / she	done	it?

USE

We use the Present Perfect Simple tense to talk about ***past activities,*** which we are not interested in ***when*** they happened. We only want to know ***if they happened***.

EXAMPLES

I ***have seen*** ET.
He ***has lived*** in Paris.
Have you ***visited*** Rome?
They ***have*** never ***broken*** a world record.

NOTE: If we are interested in When an action happened we use Simple Past tense.
Example: Ian Thorpe ***won*** the 400 m freestyle ***in 2004 Athens Olympics***.

Present Perfect Continuous

FORM

+	I / You	have		been	waiting	for one hour.
	He / She	has			talking	too much.
-	It	has	not		raining.	
	We	have			playing	football.
?	Have	you			seeing	her?
		they			doing	their homework?

We use for to talk about a period of time. (for 5 minutes/ 2 weeks/ 6 years)

We use since to talk about a point in past time.
(since 9 o'clock/ 1st January/ Monday)

APPENDIX III – GRAMMAR FILE

USE

We use the Present Perfect Continuous

- to talk about an action that started in the past and has just stopped. There is usually a result ***now***.
- to talk about an action that started in the past and is continuing now. This is often used with ***for*** or ***since***.

EXAMPLES

I ***have been reading*** for 2 hours. [I am still reading now.]
We'***ve been studying*** since 9 o'clock. [We're still studying now.]
How long ***have*** you ***been learning*** English? [You are still learning now.]
We ***have*** not ***been watching*** TV. [And we are not watching TV now.]
He ***has broken*** many records ***since*** he was 14. [He is still breaking records.]

UNIT 8

Conditional Sentences

FORM

	IF-clause	Result clause
Type 1	Simple Present tense	will, can, must, + bare infinitive or imperative
Type 2	Simple Past tense	would + bare infinitive

USE

We use ***Type 1 Conditional Sentences*** to show that ***something is possible to happen in the present or future***.
We use ***Type 2 Conditional Sentences*** to show that ***something is very unlikely to happen in the present or future***.
This kind of sentences *often expresses a wish or advice.*

EXAMPLES

Type 1
If you choose to attend this excellent musical, ***you will learn*** the importance of personal safety, proper diet, and good health.
If you like Greek folk music, ***register*** for this event.
If you want to learn about other cultures, ***you can attend*** the dances from Peru.
Type 2
If I won a lot of money, ***I would (I'd) buy*** a lot of CD's.
If I were you, ***I'd pay*** back all the money I owe.

NOTE: When we use Type 2 Conditional we prefer to use ***were*** instead of ***was***.

UNIT 9

Past Perfect

FORM

+	I You He She We	had	finish**ed**	work.
			stopp**ed**	before me.
-		hadn't	gone	to school.
			left.	
?	Had	you	arriv**ed**?	
		they	eaten	dinner?

USE

We use the Past Perfect tense to talk about an action that happened in the past before another action. This is ***'the past in the past'***.

EXAMPLES

The tide ***had washed*** up thousands of starfish, when he arrived.
They were hungry. They ***had not eaten*** for five hours.
I didn't know who he was. ***I had*** never ***seen*** him before.
"Mary wasn't at home when I arrived." "Really? Where ***had she gone***?"

Clauses of result / reason
The clauses of result express ***the result of an action or a situation***.
They start with ***...so*** and ***...as a result***.

EXAMPLES

People have built a lot of hotels near the beach ***so*** baby turtles head for the lights of the hotels.
People have built a lot of hotels near the beach and ***as a result***, baby turtles head for the lights of the hotels.

The clauses of reason tell us ***why something happens or exists***.
They start with ***...because***, ***...because of*** and ***...as***.

EXAMPLES

Fishermen kill them ***because*** they destroy their fishing nets.
They lose their habitat ***because of*** tourism.
The Mediterranean seal symbolizes the health of the sea, ***as*** it can only live in clean non polluted waters.

APPENDIX III – GRAMMAR FILE

UNIT 10

Passive Voice – Simple Present Tense

FORM We form the Simple Present Passive with the verb ***to be*** in the right form and the Past participle of the main verb.

Simple Present of verb 'to be'	past participle of main verb
↓	↓
am is are	used/ washed/ finished/ written/ done etc.

USE We use the Passive Voice when we are more interested in the action than in who is responsible for it (agent). When we want to mention who does the action the word by comes before it. We also use Passive Voice in notices and signs.

EXAMPLES

The young Bond ***is presented*** as a tall and scruffy teenager.
The young Bond books ***are written by*** Charlie Higson.
Smoking ***is forbidden***.
Tickets ***are sold*** out.

APPENDIX IV

Irregular Verbs

Infinitive	Past Simple	Past Participle
be	was/were	been
begin	began	begun
blow	blew	blown
break	broke	broken
bring	brought	brought
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
fight	fought	fought
fly	flew	flown
forget	forgot	forgotten
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hide	hid	hidden

Infinitive	Past Simple	Past Participle
know	knew	known
lead	led	led
learn	learnt	learnt
leave	left	left
light	lit	lit
lose	lost	lost
read	read	read
ride	rode	ridden
ring	rang	rung
run	ran	run
say	said	said
see	saw	seen
shake	shook	shaken
sing	sang	sung
sit	sat	sat
smell	smelt	smelt
speak	spoke	spoken
steal	stole	stolen
stand	stood	stood
swim	swam	swum
take	took	taken
teach	taught	taught
throw	threw	thrown
wake	woke	woken
wear	wore	worn
write	wrote	written

APPENDIX V
Vocabulary List

UNIT 1
OUR MULTI-CULTURAL CLASS
ancient
border
brave
citrus fruit
coal mines
coast
comprise
connect
copper
copy
earthquake
flow
golden fleece
instrument
landmark
landscape
mild
molecule
mountain
multicultural
natural disaster
nuclear power plant
oil well
outgoing
paste
peninsula
plain
print
race
river
search
split in
temperature
underwater
water supplies

UNIT 2
GOING SHOPPING
baggy
bakery
beef
budget
catwalk
cotton
cute
dairy
delicious
denim
department store
dessert
elegant
fashion model
flavour
flyer
fruit flans
item
lamb ribs
leather
loose
match
menu
mince
muffins
organic products
pair of snickers
pastry
pork chops
poultry
quantity
receipt
selection
silk
skirt
smart
space shuttle
subtotal
suit
sweater
tempting
tight
total
track suit
treat
turkey
unit pice
woolen

UNIT 3
IMAGINARY CREATURES
active
anxious
argue
attractive
cave
coin
cosy
cunning
delicate
delightful
disgusting
dive
dragon
fairy
fall in love
fierce
flames
flee
frightening
goat
handsome
hideous
huge
humans
keep vigil
knight
loyal
luxurious
monster
moody
nasty
naughty
orge
oversized
play tricks
playful
princess
ruins
savage
shipwrecked
spit
sprite
storm
supernatural power
talkative
tiny
ugly
unpredictable
vicious
wicked
wild
winged
witch

UNIT 4
THE HISTORY OF THE AEROPLANE
accident
admire
airhostess
attached files
captain
cargo
cockpit
design
drag
drown
edge
engine
experiment
field
fix
flight
fly
gravity
grow up
invent
kites
land
landscape
lift
melt
nose
passenger
poem
repair
shepherd
simulator
sound
speed
splash
sweat
tail
thrust
unnoticed
wax
wing
worksheet

UNIT 5
TRAVELLING THROUGH TIME
accompany
admission
adult
alight
banker
beard
behind
bell bottomed pants
bite one's nails
braids
buttons
canapes
change
conductor
consume
crawl
diary
direction
double-decker bus
female
fruit punch
gap
gift shop
guide
high heeled shoes
hunt game
impose
instruction
keep clear
lean against
levers
linen
mind
omnibus
opposite
parcel
perfume
pony tail
pull
respectfully
shy
signal
skirt
stank
straw
togas
tracks
transportation
treasure
tube train
tunics
turning
underground
uniform
van
wear

UNIT 6
ME MYSELF AND MY FUTURE JOB
ability
air traffic controller
aisles
area
artistic
attention
biology
brave
candidate
car mechanic
care for
career
cheerfulhome economics
chemistry
communication
compassionate
construct
co-ordination
create
creative
dexterity

APPENDIX V – VOCABULARY LIST

dryer
earrings
ecologist
equipment
facilities
foreign languages
goggles
hair dresser
handle
independently
jwellery designer
knowledge
lab
lifeguard
loads
location
machinery
necklace
nurse
nutrition
occupation
patient
perm
precious stones
prevent
profession
razors
require
responsible
ring
safety rules
schedule
scissors
self-assessment
self-confident
shift
skill
speech
straighten
stressful
tamper
team
tool
variety
volunteer
weather forecaste
well trained

UNIT 7
SHARE YOUR EXPERIENCES

accomplishment
achievement
among
antiquity
backstroke
beat
billion
board
breaststroke
butterfly
captivate
champion
comedy
compare
compete
competition
composer
contest
destination
dominate
drama
earn
entertainment
event
exceptional
feeestyle
ferret
figure
gold medal
habit
holder
hot-air-balloon
imagination
long running
movie
musical
nickname
originally
packed audience
Paralympics
pet
post-show
production
recycling bank
relay team
review
revive
sanctuary
simultaneously
skewer
success
witness

UNIT 8
BLOW YOUR OWN TRUMPET

adaptation
allowance
approximately
artist
attendsinger
background
band
bill
brochure
chaperones
chore
chorus
consumer
dazzling
downtown
drum
educational
fairy tale
folk music
forgive
generation
guitar
handouts
harmony
income
inspire
instructor
instrument
instumental
intelligent
length
look forward to
lyrics
melody
millionaire
oboe
originate
owe
passionate
percussion
perfomance
perform
persuade
pester
pocket money
provide
register
research
reservation
rhythm
simply
source
stage
string
toiletries
trumpet
trust
venue
verse
violin
vocal
waste
wealthy
wedding
wind
wolf

UNIT 9
EARTH DAY EVERYDAY

acid rain
become extinct
bend
breath
cancer
carbon monoxide
celebrate
chemical plant
chimney
coal
cover
destroy
disappear
disease
disturb
dry cleanercause
dump
endangered species
environment
environmental
fuel
get rid of
habitat
head for
industrial
lay eggs
nod
ocean
poison
pollutant
pollution
protect
quit
rough
rubbish
save
shore
stare at
starfish
sulphur dioxide
tide
toxic waste
toxin
truck
turtle
wash up
weigh

UNIT 10
TIME FOR FUN

acne
actor
allow
approve
award
bestseller
bored
breaking news
chance
character
creator
critic
crooked
develop
direct
drawing
evil
experiment
expertise
forbidden
gain
genre
hit the shelves
illustration
messy
mission
mop
moving
nasty
novel
permit
plot
request
screenplay
scruffy
setting
slightly
sold out
sophisticated
spy
switch on/off
title
viewer

APPENDIX VI – MAP



My portfolio by



TABLE OF CONTENTS

Title	Page
Pupil's personal information	
All about me	
All about my friend	
All about my family	
Reading activities	
Speaking & listening activities	
Writing activities	
Revision units	
Projects	
My best / my favourite pieces of work	
Evaluation	
What I have learnt so far	
My weak points, my strong points	



All about me

MY SCHOOL: _____

MY NAME: _____

My nickname: _____

MY CLASS: _____

MY BIRTHDAY: _____

MY PHONE NUMBER: _____

MY ADDRESS: _____

_____

MY ENGLISH TEACHER:

Mr/Ms _____

WHAT KIND OF LEARNER I AM: Tick ✓ what suits you.

I learn new words better when I...

translate them in Greek _____ ☐
see or draw pictures of them _____ ☐
write sentences with them _____ ☐
play games with them _____ ☐

I enjoy my English lesson more when I work...

on my own _____ ☐
with another pupil _____ ☐
in a group _____ ☐

I enjoy my English lesson more when I...

do listening activities _____ ☐
read English texts _____ ☐
speak English with my classmates _____ ☐
write things in English _____ ☐

When I need help with English, I prefer to...

ask my teacher _____ ☐
ask a friend in class _____ ☐
look it up and find out myself _____ ☐

When I make mistakes I...

want my teacher to correct them _____ ☐
don't want my teacher to correct all the mistakes _____ ☐
want my classmates to check my work _____ ☐



All about my Friend

HIS/HER NAME:_____

HIS/HER NICKNAME: _____

HIS/HER SCHOOL: _____

HIS/HER CLASS: _____

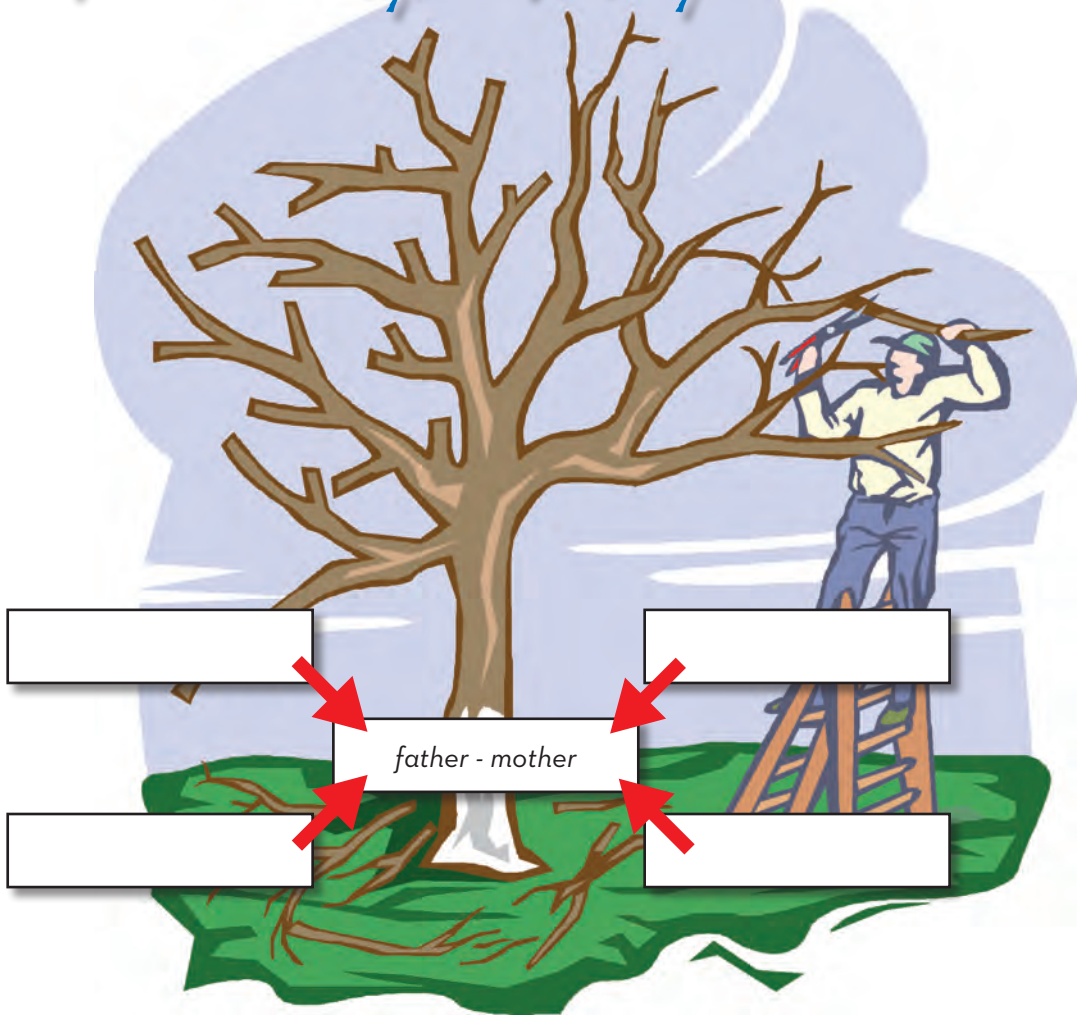
HIS/HER BIRTHDAY: _____

HIS/HER PHONE NUMBER: _____

Describe your friend:

A photo of my family

All about my Family



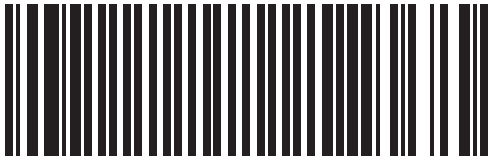
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