Think Teen

2nd Grade of Junior High School

STUDENT'S BOOK
(ΠΡΟΧΩΡΗΜΕΝΟΙ)

ΣΤΟΙΧΕΙΑ ΑΡΧΙΚΗΣ ΕΚΔΟΣΗΣ

ΣΥΓΓΡΑΦΕΙΣ	**Αλεξία Γιαννακοπούλου**, *Εκπαιδευτικός* **Γεωργία Γιαννακοπούλου**, *Εκπαιδευτικός* **Ευαγγελία Καραμπάση**, *Εκπαιδευτικός* **Θεώνη Σοφρωνά**, *Εκπαιδευτικός*
ΚΡΙΤΕΣ-ΑΞΙΟΛΟΓΗΤΕΣ	**Ουρανία Κοκκίνου**, *Μέλος ΕΕΔΙΠ Ι, Πανεπιστημίου Θεσσαλίας* **Διονυσία Παπαδοπούλου**, *Σχολική Σύμβουλος* **Ανθούλα Φατούρου**, *Εκπαιδευτικός*
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ΠΡΟΕΚΤΥΠΩΤΙΚΕΣ ΕΡΓΑΣΙΕΣ	ΕΚΔΟΣΕΙΣ ΠΑΤΑΚΗ

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

Επιστημονικοί Υπεύθυνοι Έργου
Αντώνιος Σ. Μπομπέτσης
Σύμβουλος του Παιδαγωγικού Ινστιτούτου
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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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Αλεξία Γιαννακοπούλου
Γεωργία Γιαννακοπούλου
Ευαγγελία Καραμπάση
Θεώνη Σοφρωνά

ΑΝΑΔΟΧΟΣ ΣΥΓΓΡΑΦΗΣ: ΕΚΔΟΣΕΙΣ ΠΑΤΑΚΗ

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

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STUDENT'S BOOK
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ΙΝΣΤΙΤΟΥΤΟ ΤΕΧΝΟΛΟΓΙΑΣ ΥΠΟΛΟΓΙΣΤΩΝ ΚΑΙ ΕΚΔΟΣΕΩΝ «ΔΙΟΦΑΝΤΟΣ»

UNIT	LESSON	SKILLS	LANGUAGE FOCUS
UNIT 1 **UNITY IN DIVERSITY** S's book pp. 9-26	**LESSON 1** People and Places	**Reading:** interview with an anthropologist **Listening:** a child's daily routine **Speaking:** about physical appearance and personality **Writing:** description of a person	Simple Present, Present Continuous, Adverbs of frequency
	LESSON 2 Joined in our Differences	**Reading:** speeches **Listening:** monologue **Speaking:** about the theme of a painting	Stative verbs
	LESSON 3 Different places – Different buildings	**Reading:** article **Speaking:** about buildings, materials **Writing:** description of a building	Comparative/Superlative (not) as … as Irregular comparatives
UNIT 2 **ECHOES OF THE PAST** S's book pp. 27-46	**LESSON 4** Mysteries of our World	**Reading:** interview with an archaeologist **Listening:** radio programme **Speaking:** about a world mystery	Simple Past, Present Perfect
	LESSON 5 Across the Ages	**Reading:** story **Listening:** interview with a geologist **Speaking:** about life in the past	Simple Past, Past Continuous, 'used to'
	LESSON 6 Life on the Water	**Reading:** article **Listening:** TV programme / guided tour **Speaking:** about ancient civilisations **Writing:** story	Simple Past, Past Perfect
UNIT 3 **TIME OUT** S's book pp. 47-64	**LESSON 7** Get on Board!	**Reading:** advertisement **Listening:** dialogue between friends **Speaking:** about holidays and travelling **Writing:** leaflet	Gerund, verbs that express preference
	LESSON 8 What an Experience!	**Reading:** leaflet **Listening:** dialogue between friends **Speaking:** about entertainment **Writing:** informal letter	'going to', Simple Future tense
	LESSON 9 …Let the Games begin!	**Reading:** interview with an athlete **Listening:** story of ancient Greek athletes / monologues **Speaking:** about sports	so / such too / enough question tags
UNIT 4 **LET'S CHANGE OUR SCHOOLS** S's book pp. 65-82	**LESSON 10** Looking at Other Schools	**Reading:** extract from literary text **Listening:** video conference **Speaking:** about schools, curricular activities **Writing:** journal entry	Modals: must, mustn't, have to, don't have to, had to, should, shouldn't, ought to, had better
	LESSON 11 Change through Time	**Reading:** advertisement **Listening:** monologue / interview **Speaking:** reaching a joint decision / interview **Writing:** report	Modals: could, may, might (for possibility), can, could, may (for permission), can, could (for requests)
	LESSON 12 Change: An Ongoing process	**Reading:** article **Listening:** dialogue between student and teacher **Speaking:** debate	Relative clauses: who, which / that, whose, when, where

FUNCTIONS	VOCABULARY	TOPICS/ NOTIONS	LEARNING STRATEGIES	RELATED SUBJECTS	PROJECTS
Greeting and introducing people Talking about routines and daily habits Describing people and buildings Comparing people and buildings	People's appearance and personality Greetings Adjectives describing buildings Types of houses and materials Types of landscape Phrasal verb 'make'	Culture and Civilisation, System, Space, Similarity, Unity, Difference, Diversity, Architecture, History, Food, Sports, Customs, Celebrations, Art, Music, Family structure, Lifestyles	Focus on Vocabulary Research work on countries Team skills Time management skills Project management skills Presentation skills	Social Studies, Home Economics, Art, Music, History Geography	Cultures on my street A song for us A famous landmark Every building has its own story Our Multicultural Fair
Describing processes of natural disasters Talking about past habits and events Talking about actions in progress in the past Reacting to good or bad news Relaying a message from Greek into English	Archaeological discoveries, Artifacts, Natural disasters, Technological equipment, Jobs, Everyday life activities, Phrasal verb 'break'	Time, Space, Civilisation, Change, Processes, Monuments, History, Discoveries, Mysteries, Technology	Focus on Group Work Research work on world mysteries Team skills Time / project management skills Presentation skills Mediation strategies	History, Geography, Science, Maths, Chemistry	A natural disaster Unsolved mysteries A street from the past comes to life The Roman calendar
Asking for and giving directions Expressing likes, dislikes and preferences Talking about future plans, intentions and predictions Asking for confirmation Making, accepting and refusing suggestions	Sports: equipment / venues, Holidays, Recreation, Entertainment, Travelling, Phrasal verb 'turn'	Movement, Space, Experience, Action, Unit, Feelings, Fitness, Competition, Values	Focus on Writing Mediation strategies Time management skills Project management skills	Physical Education, Geography, Language arts, Art, Maths, History, Science, Social studies	Fun with friends More about sports
Comparing and contrasting Making predictions / suggestions Negotiating Discussing for and against a topic Expressing obligation, necessity, prohibition and possibility Asking for, giving and refusing permission	School environment, Types of school, Technological equipment, (Extra) curricular activities, Types of writing, Expressions with 'break' and 'make/do', Phrasal verb 'take'	Change, Progress, Person, Community, Time, Space, Similarity, Difference, System, Interpersonal relations, Attitudes and behaviours, Rules and regulations, Social conduct	Focus on Listening Organisation of information in a diagram Conducting a debate Assessing performance based on a set of criteria Argumentation and critical thinking skills	Modern Greek Literature, Technology, Social Studies, Home Economics, History, Geography, Computer science	My school now and then Time for debate

UNIT	LESSON	SKILLS	LANGUAGE FOCUS
UNIT 5 **THE ARTS!** S's book pp. 83-100	**LESSON 13** Quite an Art!	**Reading:** article **Listening:** guide in an art gallery **Speaking:** about artists, paintings and styles of art	Passive voice – Present tense
	LESSON 14 It's Music to my Ears	**Listening:** radio programme / monologue / song **Speaking:** about music, musical instruments and famous musicians	Passive voice – Past tense, by-agent
	LESSON 15 Acting Up!…	**Reading:** story **Listening:** monologue **Speaking:** dramatising a scene / mediation **Writing:** biography	Turning Active voice into Passive voice
UNIT 6 **HEALTHY LIVING** S's book pp. 101-120	**LESSON 16** You are What you Eat	**Reading:** article **Listening:** radio programme / interview with a chef **Speaking:** about eating habits **Writing:** e-mail / summary	Conditionals – 'Type 0', 'Type 1'
	LESSON 17 The 'Greenest' Way to School	**Reading:** leaflet **Listening:** radio announcement **Speaking:** about the benefits of exercise	Conditionals – 'Type 2'
	LESSON 18 Going 'Green'	**Reading:** interview **Listening:** conversation about an eco-project **Speaking:** about 'green' issues **Writing:** haiku	'Unless', Clauses of purpose (in order to, to), clauses of result (as a result, therefore)
UNIT 7 **EMBRACING OUR WORLD** S's book pp. 121-138	**LESSON 19** Against the Odds	**Reading:** news story **Listening:** poem / radio show **Speaking:** about friends	Direct/Reported Speech (Simple Present, Simple Past, can, must, Imperative)
	LESSON 20 Seeing Through a Friend's Eyes	**Reading:** extract from literary text / a poem **Listening:** story **Speaking:** about relationships **Writing:** poem	Reported speech (Present Perfect, will, may), Words that change, Introductory verbs
	LESSON 21 Friends Without Frontiers	**Reading:** e-mails **Listening:** interview **Speaking:** about making school partners **Writing:** e-mail	Reported questions
UNIT 8 **WELCOME TO THE WORLD** S's book pp. 139-150	**LESSON 22** Breaking the Boundaries	**Reading:** letter **Listening:** monologue **Speaking:** roleplay	Revision of tenses and forms
	LESSON 23 It's a Small World After All	**Reading:** postcards **Listening:** monologues **Writing:** postcard	Revision of tenses and forms
	LESSON 24 A World Without End	**Reading:** e-mail / poem **Speaking:** about the messages of poetry	Revision of tenses and forms

Appendices	IT'S UP TO YOU S's book pp. 151-159	SUPPLEMENTARY MATERIAL S's book pp. 160-162	KEY TO SELF-ASSESSMENT S's book pp. 163-166

FUNCTIONS	VOCABULARY	TOPICS/ NOTIONS	LEARNING STRATEGIES	RELATED SUBJECTS	PROJECTS
Making inferences from visual or aural stimuli Describing paintings Asking for and giving an opinion Describing processes Talking about rules Talking about films, actors and reviews	Forms of art, Styles of painting, Types of music, Types of musical instruments Works of art, Drama, Theatre, Performances Phrasal verb 'come'	Symbolism, Self-expression, Communication, Interaction, Civilisation, Time and Space, Change, Similarity, Difference, System, Feelings	Focus on Reading Mediation strategies Research skills and information handling skills Time / project management skills Presentation skills How to put on a play	History, Music, Art, Theatre, Technology, Social Studies, Literature, Geography	War in Art Art throughout time Stage it!
Making suggestions Talking about 'green' issues Making hypotheses Relaying a message from Greek into English Asking for, giving and accepting advice Expressing result and purpose	Food, Diet, Eating habits, Cooking, Health, Exercise, Environmental issues, Pollution, Energy, Global warming, Vehicles, Phrasal verb 'put'	System, Balance, Unit, Classification, Action, Interaction, Health, Change, Environment, Energy	Focus on Grammar Making a questionnaire Analysing the results of a survey Mediation strategies Leadership / role skills	Maths, Home Economics, Social Studies, Physical Education, Environmental Studies	A questionnaire Towards a healthier, fitter and 'greener' school
Expressing opinions about social issues Discussing the topic of friendship and caring for others Thanking someone and responding to thanks Reporting sb's words	Friendship, Personality, Senses, Sounds, Textures, Hazard, Expressions with 'touch' Phrasal verb 'look'	Communication, Interaction, Code, Friendship, Love, Compassion, Courage, Commitment, Need, Help	Focus on Project Work How to enter a European programme How to make e-friends Life-long learning skills	Technology, Social Studies, Literature	An e-twinning project
Expressing wishes, likes and dislikes Agreeing, disagreeing with other people's suggestions Asking for and giving directions Expressing opinions Proposing a plan Making inferences from visual and textual stimuli	Travelling, Means of transport Recreational activities, Ways of greeting, Manners, Units of currency Weather, Customs and traditions	Time and Space, Movement, Change, Civilisation, Communication, Exploration, Cultural awareness, Unity, Diversity	Focus on Speaking How to use extra-linguistic features How to use educational software Negotiation skills Critical thinking skills How to send a virtual postcard	Geography, History, Literature, Computer Science	A virtual postcard On top of the world The end of a magical journey

GRAMMAR REFERENCE	WORD LISTS	IRREGULAR VERBS	MAPS
S's book pp. 167-176	S's book pp. 177-178	S's book p. 179	S's book pp. 180-182

UNIT 1

UNITY IN DIVERSITY



1. Hi! I'm Eva. These are pictures from Lessons 1-3. What do you think these lessons will be about? Find the pictures in the pages that follow to see if you guessed right.

2. Hi! I'm Kostas. Do you know which is:
- the largest country in the world?
- the most populous country?
- the least populous country?





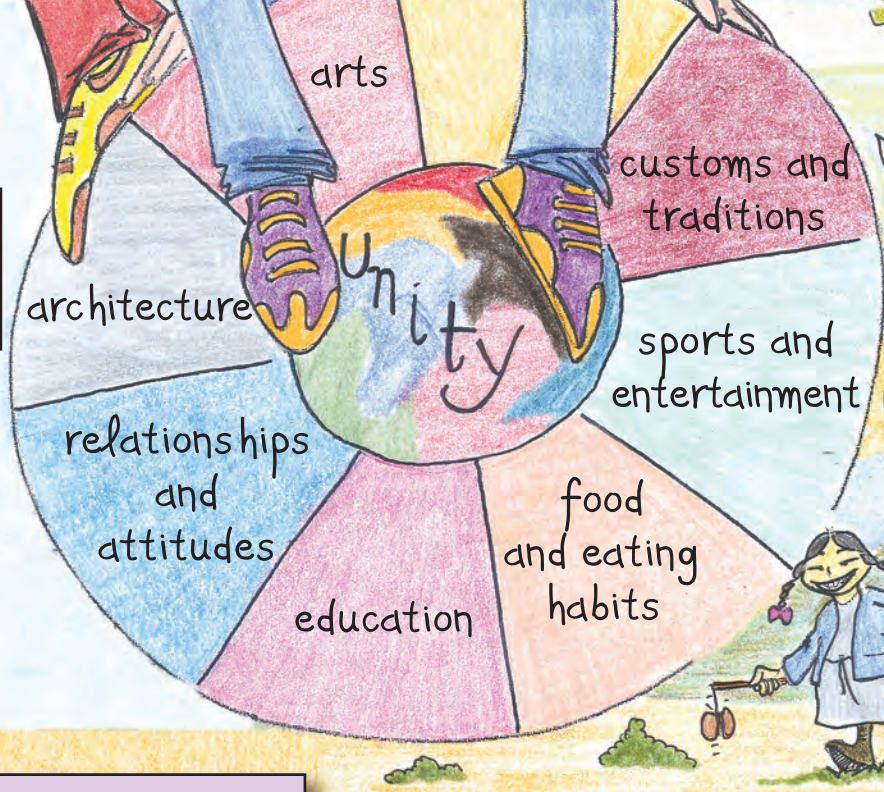




3. Look at the title of the Unit. How can the words in the globe help you understand its meaning?







In this Unit you will:
- read about people, cultures and famous buildings
- listen to children talk about their countries and lifestyles
- enter a story competition
- talk about people and places
- write descriptions
- do a project on countries and cultures

At the end of this Unit, you should be able to:
- describe people and places
- greet and introduce people
- write about yourself and your country
- talk about habits and daily routines
- talk about actions happening now
- compare and contrast people and buildings

Lesson 1

People and Places



speak 1 You and me

1.1 These children all come from different places. Where do you think they come from?

e.g. I think the boy in picture 3 comes from Asia because he has got slanted eyes.

1.2 What do you have in common with these children? Do you have any differences?

e.g. Both the girl in picture 8 and I have got an oval face.

The boy in picture 6 has got fair hair, whereas I have got dark hair.

read 2 The way we look

2.1 Look at the pictures of Nuru and Tikki and answer the questions.

1. Where do the boys in each picture live?
2. What are they wearing?





3. What is the weather like?
4. What are they doing at the moment?

2.2 Nikos, a student reporter, interviewed an anthropologist about the way people look. Complete the table below with information from the article Nikos wrote for his school newspaper.



people's characteristics	scientists' opinion
1.	
2.	
3.	
4.	
5.	

It's up to you p. 151

SCHOOL NEWS! Free of charge Issue 1 / September 20th, 2008

The Way we Look

Have you ever thought about why we look the way we do? What makes some people's hair curly and others' straight? Why is some people's skin dark and others' light? These are some of the questions we asked Ms. Susan Franz, an anthropologist, who talked to us about people and their characteristics.

– Ms. Franz, why do people around the world look so different?

– Well, think about the countries we live in. They differ greatly in terrain, temperature, altitude and vegetation. Yet, people have managed to make homes almost everywhere: barren, rocky mountain tops, icy, freezing plains, wet marshes, scorching deserts. The people living in these different places have slowly become very different from each other. Their skin colour, the shape and size of their bodies and their characteristics have evolved over the years to suit their surroundings.

– Can you give us some examples?

– Of course. A good example is skin colour. Scientists think that dark skins – which are rich in a substance called melanin – offer good protection against the burning rays of the sun. Very dark, curly hair also offers good insulation from the sun and heat. In northern countries, where the rays of the sun are weaker, people don't need dark skin. Their pale complexion allows the skin to absorb the sun's rays easily in order to make vitamin D.

– Facial characteristics are also very different. Why?

– Well, the key word here again is 'adaptation'. In extremely cold weather, ears and noses are often the first parts of the body to suffer from frostbite. That's why people who live in very cold temperatures have facial characteristics that help them survive the harsh weather. Their faces are flat, and their noses are also small and flat. They also have an extra layer of fat in their eyelids which gives them slanted eyes.

– That's very interesting! What about body size and height?

– Well, again scientists have found that people who live in hot, dry climates are often tall and thin. This lean type of body helps heat escape more quickly. People from cold regions, on the other hand, tend to have more sturdy bodies, covered by a layer of protective fat.

– So, if we move to a northern country, will our skin become pale?

— Of course not! People's bodies have slowly changed over thousands of years. Who knows what we will look like ten thousand years from now!...

Adapted from: "People and Places" Childcraft, World Book International



2.3 Answer the questions.

1. What is the main idea of the text?
2. Why have people's bodies and characteristics changed throughout the years?



grammar 3 Language focus

3.1 Look at the verbs in bold. Which tenses are used? What is the difference between them?



3.2 Read the examples and match them with the appropriate use in the boxes below.

1. *More and more people **are moving** to other places.* .....
2. *Nuru **walks** many miles every day to collect water.* .....
3. *It's **snowing**. Tikki **is putting** on his heavy parka.* .....
4. *Some scientists **are flying** to Africa next week.* .....
5. *Their plane **leaves** at 3:30.* .....
6. *Dark skin **offers** good protection against the sun.* .....

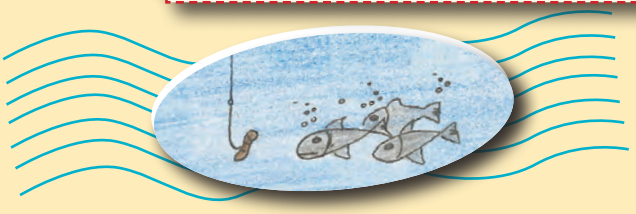


The **Present Continuous** is used to talk about:

a. something that is happening now
b. a future arrangement
c. a changing situation

The **Simple Present** is used to talk about:

d. present habits
e. something that is always true
f. timetables



3.3 Read the sentences and complete the rule by circling the appropriate word.

- *Tikki **usually** goes fishing with his father.*
- *People in hot climates are **often** tall and thin.*

Usually and ***often*** are **adverbs of frequency**.
They are placed **before** / **after** the main verb and **before** / **after** the auxiliary verbs.

Grammar Reference, p. 167

speak 4 Talking about us



4.1 Describe someone from your class. Can your classmates guess who it is?
e.g. She wears glasses. She's holding a pencil case. She likes sports.

4.2 Work in pairs. Ask each other questions to find out about your habits. You can use the ideas below.
e.g. How often do you ...?

- ☆ travel abroad
- ☆ go to festivals
- ☆ go to the cinema / theatre
- ☆ visit museums
- ☆ eat out / foreign food
- ☆ do sports



I rarely travel abroad!



I go to festivals at weekends!

NOTE
Time expressions such as **every day / week / year, on Mondays, in the morning, at weekends, once a month, twice a year, now and then, from time to time, every other day** are usually found at the end of the sentence.

listen 5 A child's life in...

5.1 Imani lives in Sungo, a village near Lake Malawi in Africa. She is taking part in a documentary about the lives of children around the world. Listen to her talk about her daily routine and complete the chart below.

(1)	get up, prepare breakfast, (2) .....
7:00	(3) ....., sweep school
(4)	classes begin
10:30	(5) .....
(6)	school finishes
2:15	(7) ....., do homework
4:30	(8) .....
(9)	(10) ..... because we have to get up early!



5.2 Complete the clock diagram with your daily routine. Use your notes to compare your daily routine with Imani's. What do you have in common? Are there any aspects of her life you like / don't like? What are they?







portfolio 6

Writing a description

6.1 Read what Eva wrote about her new friend, Olga, in a letter to her English penfriend and take down notes about Olga. Compare your notes with your partner's.

NOTES

1. size and body .....
2. specific physical details (eyes, hair, face, etc.) ... .
3. family .....
4. her past .....
5. interests .....
6. a special incident .....
7. character details .....
8. general opinion / impression .....



... I want to tell you about a new friend of mine. Her name is Olga, she is my age and we're in the same class. As you can see from the photo, she's got long fair hair, brown eyes and a friendly face with a beautiful smile. She's not very tall but she's slim and fit.

I met her on the first day of school. I went and talked to her when I realised she was new. Before she moved to my town, Olga lived in Kiev – that's in the Ukraine. Her parents are very likeable and friendly. Her dad has got a business here and her mum works in a supermarket. Her brother is called Alex and he's just like my own brother: funny!

Olga and I sit together in class. She's very good at maths – not like me! I help her with her Greek when she doesn't understand something. I think we make a very good team. We do many things together. We listen to the same kind of music. Her favourite band is U2. She's got some great CDs.

When she first came to school, some boys in the class made fun of her, which was not so nice. But she talks to everyone – even to those horrible boys. She's a very friendly person and we really understand each other. When I'm sad, she knows I need somebody to talk to and she's always there for me! Sometimes she is a bit shy but so am I.

Olga may not be from Greece but I don't care because we have a lot of things in common and it's never boring when we're together. I like her very much. She's great! I'm really glad that I met her.

6.2 You have decided to enter a creative writing competition. The title of the competition entry is the following: **"Describe an interesting person you know or a person who makes you happy"**.

Consider the following:

- What are some important details about this person's appearance and character? Make a list.
- What order should you put your information in?
- How will you make your beginning or ending interesting?
- Should you include how you first met this person or mention how this person acted in a specific situation?

6.3 Write your description. It's up to you p. 151



USEFUL TIPS

1. Make notes before you write. Think about what information will be interesting for the reader.
2. Put different information in different paragraphs. Decide on an order for them.
3. Think of an interesting beginning and ending.
4. Use details and adjectives. They make a description more vivid.
5. Reread your text after you have finished and think about what else might be interesting for the reader.
6. Check your text for spelling and grammar mistakes.

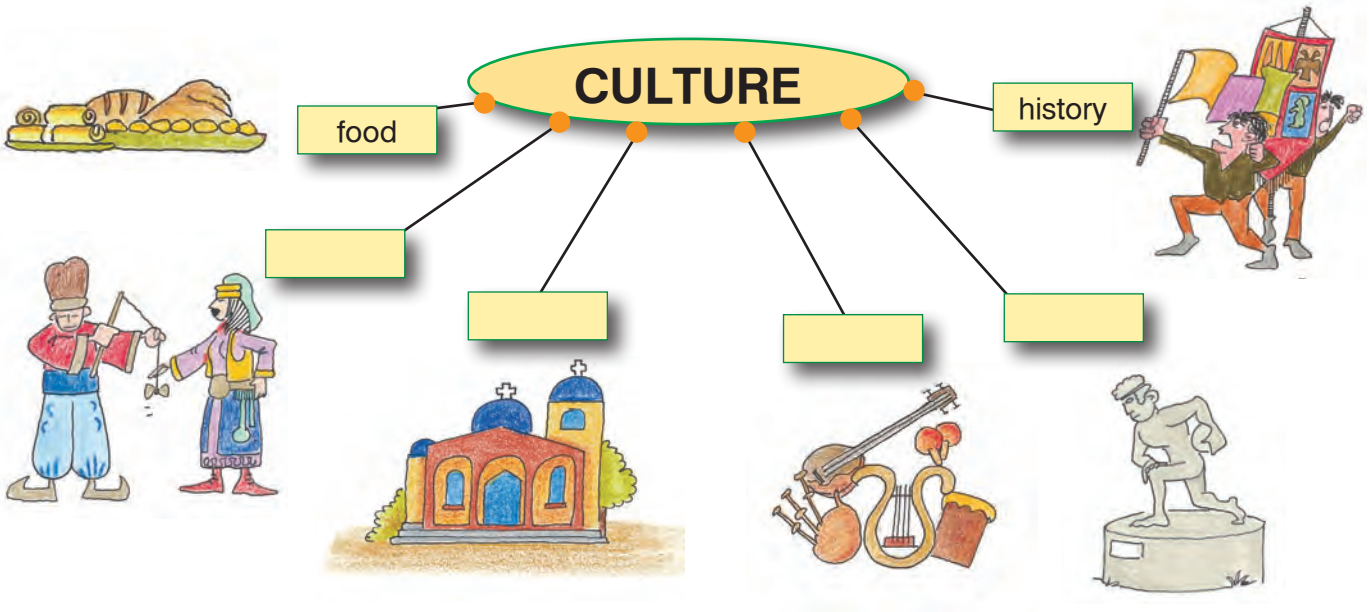
Lesson 2 Joined in our Differences



1 Different but alike

speak & portfolio

1.1 What is "culture"? Every country has its own, but the elements that make up "culture" are common for all people. Work in groups to complete the spider diagram below. Add your own ideas.





1.2 In the summer of 2006, some students from West Jefferson, USA, painted a mural entitled **"Unity in Diversity"**. There are four Spanish words bordering the mural. Can you guess their meaning?

It's up to you p. 151

1.3 How is the meaning of these four words represented in the mural?

1.4 Mini-project: Cultures on my street

You have decided to take part in a European Commission competition. The title of the competition entry is: **"Cultures on my Street".** Find someone in your neighbourhood who comes from another country, interview them and write their story. Take a photo if you can. Present your stories in class.

Listen 2 Welcome to my world

Useful tip
Look at the areas you need to focus on before listening. This will help you carry out the task more easily.

At the beginning of each school year, an international school in Europe organises a "Welcome Evening" where foreign students introduce themselves and the countries they come from. You will hear one of these students, Maria Dolores, talk about her country. Listen and complete the table below.



Name of country	Greeting	Food/Drinks	Entertainment
(1)	(2)	Paella	(5) cafes /.....
	'Buenos dias'	(3)	(6) ..... / football
		(4)	(7) music /.....
			(8) ..... / art galleries

Listen & read 3 A glimpse into my country

3.1 Read what two other students say about their countries. What aspects of their culture are they talking about?

It's up to you p. 151



Hello everyone! I'm Yoko. I'm from Tokyo, the capital city of Japan. The customs of my country are somewhat different from those of the countries of the West. For example, we bow to greet someone and we don't like standing too close to each other. If you say 'Ohay gozaimasu' to someone, you mean 'Good morning', and we young people often say 'Genki?' which means 'Are you well?'. Body language is very important, too. If you shake your hand from side to side, you mean 'no' and pointing to your nose means 'me'. You all know traditional Japanese dishes such as sushi, tempura and noodles and you probably know that we use chopsticks to eat our meals. We eat sitting on mats on the floor, therefore, our floors have to be very clean. To keep them clean, we always take off our shoes and change into special slippers when we enter the house. Sports that are very popular in Japan include judo, kendo, karate and sumo wrestling, our national sport, which has a history of more than 1,000 years! Young people also enjoy baseball, football, volleyball and tennis. Finally, two forms of traditional Japanese theatre, Noh and Kabuki, continue to thrive in my country today...



'Salut', I'm Pierre and I'm from Paris, the capital city of France! In my country we say 'Bonjour' for 'Good morning' and 'Comment allez-vous?' for 'How are you?'. Like Spanish people, when we greet each other, we shake hands and usually kiss 3 times! We're one of the largest producers of wine in the world and famous for our 'haute cuisine'. One taste of a crêpe or a croissant, and you'll never forget it! The French love doing sport and keeping fit. Some of the most popular sports in my country are football, cycling, skiing, tennis and pétanque - a traditional game played with metal balls. Culture and the arts are extremely important in our everyday life. We celebrate local festivals through music and dance throughout the year. We also appreciate a visit to the theatre, the opera or the many famous museums, such as the Louvre, home to the world-famous painting 'Mona Lisa', or the Orsay museum to admire the paintings of Renoir, Monet and Degas, some of the greatest Impressionist artists. ...

Adapted from: www.oxfam.org.uk



3.2 Which of the two students mentions the following? Write (Y) for Yoko, (P) for Pierre or (B) for both.

1. "People in my country don't really like physical contact" .....
2. "People in my country are keen on sports" .....
3. "People in my country like going to the theatre" .....
4. "People in my country like music" .....
5. "People in my country don't use knives and forks" .....

3.3 Look at the poster. Do you know how other people say 'hello' in their language? Discuss in class.



3.4 Game

Do you know how other people say 'thank you' in their language? Work in groups and make a list. The group with the longest list will be the winner.

grammar 4 Language focus

4.1 Look at the verbs in bold.



*You all **know** the Louvre...*
*The French **love** good food and wine...*
*'Bonjour' **means** 'good morning'.*

These verbs are called stative verbs. They refer to a 'state' and are not normally used in **continuous** tenses. Do you know any other stative verbs?

.....

.....

4.2 Some stative verbs can be used in continuous tenses but there is a difference in meaning. Look at the following pairs of sentences and explain what they mean in your own language.

1. a. We **have** a lot of interesting customs in my country. .....
   .....
   b. We **are having** sushi and noodles for lunch. .....
2. a. We **think** that the Japanese are very polite. .....
   b. She'**s thinking** of learning karate. .....
3. a. Spanish food **tastes** delicious. .....
   b. He'**s tasting** the paella. .....
4. a. The Spanish dancers **look** very fit. .....
   b. We **are looking** at the traditional costumes. .....

Grammar Reference, p. 167

write 5 In my country...

Work in pairs. Use stative verbs to make true sentences about your country.

.....

.....

.....

.....



portfolio 6 Mini-project: A song for us



6.1 "ONE WORLD, ONE TRIBE" is a CD that brings together many different kinds of music such as funk, reggae, R&B, rap, rock, and more. Look at the CD cover and discuss what the picture shows and what message it conveys. How is this message connected to the title of the CD?

6.2 Get into groups to compose your own song that represents the idea of "Unity in Diversity". Use a variety of instruments and write the lyrics. Ask your Music teacher for help.



6.3 Once you have created your own song, draw a picture for your CD cover. Ask your Art teacher for help.



Lesson 3 Different places Different buildings

1 Built to last

speak & portfolio

1.1 Look at the different buildings below. What materials are they made of? What factors have affected the choice of materials?



The Taj Mahal, India



The Colosseum, Italy



The Bird's Nest, Beijing



The Erectheion, Greece



The Louvre, France



The Casa Milà, Barcelona

1.2 The Erectheion, the Taj Mahal and the Colosseum are all important landmarks and famous tourist attractions. Do you know why these buildings were originally built?

1.3 Mini-project: A famous landmark

Choose a landmark and write its story. Then make a poster and present it to the rest of the class.

read 2 Amazing structures

Useful tip
Look for key words and phrases, such as names, dates, places, etc. Do not focus on details or unknown words.

2.1 The 3 texts below come from an article about remarkable buildings. Read them and complete the table.

	Agia Sophia	The Tower of Pisa	The Sydney Opera House
a) Where is it?			
b) How old is it?			
c) Who designed it?			
d) What is its most striking feature?			

The "Church of Holy Wisdom", also called Agia Sophia, is in Constantinople – now Istanbul. It was built by the emperor Justinian after the riots of AD 532. Anthemios and Isidoros were two of the Greek architects who designed it. It took six years to build and about ten thousand men worked on it. The first stone of the foundations was laid by the emperor himself. The building had brick walls, marble linings inside, amazing mosaics made up of tiny cubes of coloured glass, marble or gold and massive marble pillars. Of all its fascinating features though, perhaps the most remarkable is its huge, shallow dome, supported on piers made of limestone. There are also smaller half-domes around the largest, supported by arches - a typical feature of Byzantine design for big buildings. Agia Sophia is well over 45m high and over 60m long and wide. Today we are accustomed to seeing buildings as large as this, sometimes even larger. But in Justinian's time, Agia Sophia must have been truly awe-inspiring.





The famous Leaning Tower of Pisa is the bell tower of the cathedral in the city of Pisa, in Italy. Its height is 55.8m, it has 8 storeys and there are 294 steps to the top. Construction began in 1173 and it took 200 years to complete. The architect's identity is still unknown, but we do know that he designed the tower to be vertical. After the third floor was built, the tower started to lean, mainly because its foundation was shallow – only 3 metres – and in weak soil. The Pisans stopped construction twice – for almost 100 years each time – because they were busy fighting battles with other Italian cities! In 1372, the tower was completed and seven bells were installed, one for each note of the musical scale. Over the years, there have been many attempts to straighten it, or halt the leaning. This was not as easy as it seemed. Some of those attempts had exactly the opposite result: the tower sank even further into the soil! The latest attempt was completed in 2001 and took ten years. The tower has been declared stable for at least another 300 years.

The Sydney Opera House is located in Sydney, Australia and is one of the most distinctive and famous 20th century buildings. It is also one of the world's most famous performing arts venues and since its opening, it has become a symbol of Sydney. Designed by Danish architect Jørn Utzon, it reaches out into Sydney Harbour and its spectacular roof reminds us of a moving ship at full sail! Construction began in March 1959 and it was completed in 1973 at a cost of $102 million! It is very large (183m x 120m) and it is supported on 580 concrete piers sunk up to 25m below sea level. The roofs of the House are constructed of 1,056,000 white granite tiles and the interior is composed of pink granite and wood. It has about 1,000 rooms, 5 theatres, 5 rehearsal studios, 2 main halls and a multitude of restaurants, bars and souvenir shops. What you may not be aware of is that you've probably seen this breathtaking structure featured in films such as "Mission Impossible II", "Independence Day", "Finding Nemo" and many more!

Adapted from: www.en.wikipedia.org

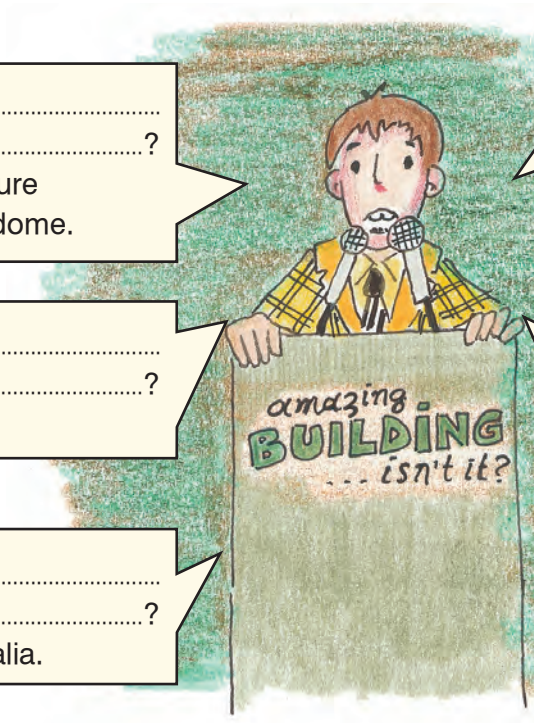


2.2 Do you think that these buildings have anything in common? Discuss.

2.3 You are a member of a committee preparing the questions for a quiz show about famous buildings. Read the answers and write the questions. Don't forget to include the name of the building in each question.

e.g. *When was Agia Sophia built?*
It was built after the riots of AD 532.

It's up to you p. 151



1. .... ?
Its most striking feature is its huge, shallow dome.

2. .... ?
It's over 45m tall.

3. .... ?
It is in Italy.

4. .... ?
It has got 294 steps.

5. .... ?
It is located in Australia.

6. .... ?
It looks like a moving ship at full sail.

grammar 3 Language focus

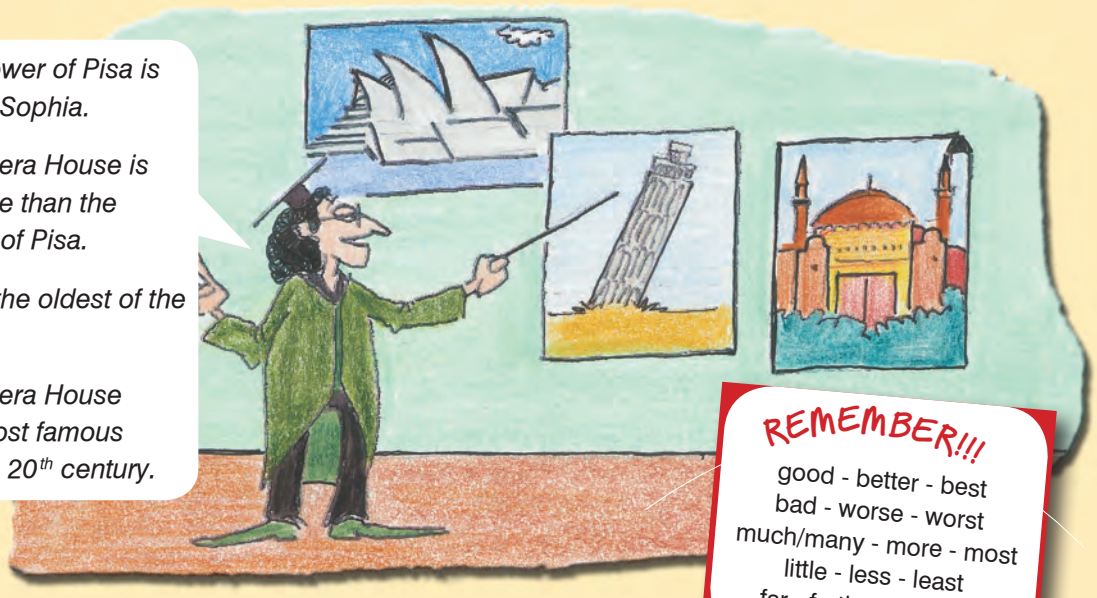
3.1 Look at the sentences below. Circle the comparatives and superlatives. How are they formed? Can you find more examples in the texts on pages 20-21?

The Leaning Tower of Pisa is taller than Agia Sophia.

The Sydney Opera House is more impressive than the Leaning Tower of Pisa.

Agia Sophia is the oldest of the three buildings.

The Sydney Opera House is one of the most famous buildings of the 20th century.



REMEMBER!!!

good - better - best
bad - worse - worst
much/many - more - most
little - less - least
far - further - furthest

3.2 What are the comparative and superlative forms used for? Complete the rule.

The **comparative** is used .....
The **superlative** is used .....

NOTE
very old
much older

3.3 Look at the sentence below.

- *The Eiffel Tower is **as famous as** the Colosseum.*

What does it mean? a. The Eiffel Tower is more famous than the Colosseum.
b. The two buildings are equally famous.

3.4 Now look at this sentence.

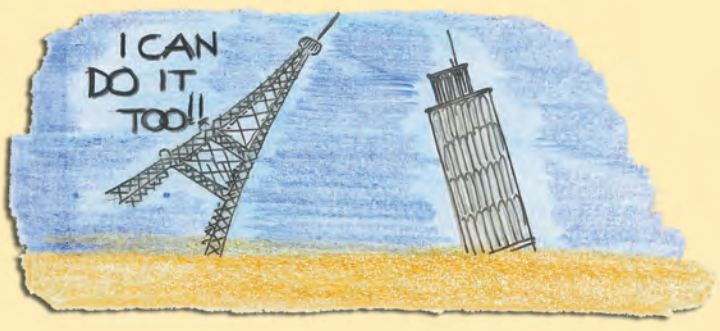
- *... This was <u>not</u> **as easy as** it seemed.*

Which of the two statements below means the same as the example?
a. This was easier than it seemed.
b. This was more difficult than it seemed.



3.5 Is there a difference in meaning between the two sentences below?

- *Agia Sophia is **not as tall as** the Tower of Pisa.*
- *The Tower of Pisa is **taller than** Agia Sophia.*



Grammar Reference, pp. 167-168

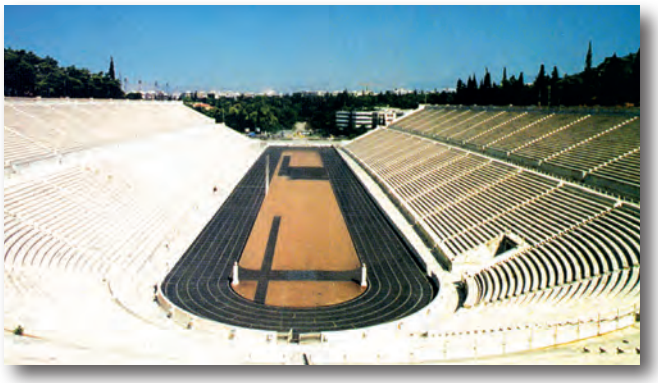
write 4 Modern and old



Look at the pictures and the tables below and write five sentences comparing the two stadiums. Use the words in the box to help you.



Maracanã Municipal Stadium (Brazil)



Panathenaic Stadium (Greece)

Size	8,250 m^2
Built in	1950
Seated spectators	77,720

impressive	old
modern	large
new	less
much	more

Size	6,805 m^2
Built in	330 BC
Seated spectators	50,000

1. .....
2. .....
3. .....
4. .....
5. .....

Did you know?

- The name **Maracanã** refers to a Brazilian kind of parrot which is found in the north of Brazil!
- Another name for the Panathenaic Stadium is **Kallimarmaron**, which means beautifully marbled.

portfolio 5 Mini-project: Story competition

You have decided to enter a creative writing competition. The title of the competition entry is the following: **"Every Building has its own Story".** Look at the building in the picture and write its story. The following questions will help you.

- Where is it?
- How old is it?
- Who made it?
- For what purpose?
- What does it look like?
- What is the story behind it?



portfolio 6

Project time: Our multicultural fair!!



Your school is organising a Multicultural Fair and your class has decided to make a presentation on different countries, focusing on **Houses**, **Food** and **Clothes**.

Work in groups. Choose the country you want to present and research the following areas:

HOUSES Find information about different types of houses around the world, e.g. a Dyak longhouse in Borneo, a house with murals in Germany or India, a houseboat on the canals of Amsterdam in Holland or along the river Rio Negro in Brazil, a tent of the wandering people called Bedouin or the people of Mongolia, etc.

FOOD Find out what other people eat or drink in their country, e.g. 'tortillas' in Central and South America, 'chapattis' in India, reindeer milk in Lapland, camel milk in Saudi Arabia, raw fish and seaweed in Japan, etc.

CLOTHES Find information about unusual clothes, e.g. parkas in Alaska, dishdashas in Dubai, kilts in Scotland or kimonos in Japan, etc.

How to prepare your project

1. Choose your roles. Decide *who* is going to do *what* depending on your interests and abilities.
2. Organise your time. How much time do you need for your research and how long will it take you to prepare your presentation?
3. Have you got enough information for your project? If not, where could you find more? Discuss with your group.
4. Once you have found the information, you need to focus on the most important things and take down notes. Organise your notes and write your report. Remember to collect photos or drawings that illustrate what you are going to present.
5. How will you present your project? Work with your group to prepare your presentation.
6. Practise your presentation. Help the other members of your group check their English.
7. Present your project to your classmates.

Useful expressions

We could look for information on the Internet.
We could surf the Net for information.
Let's search in a magazine or an encyclopaedia.
How about going to the library?
I'd like to... / Why don't we ...?
I think we should ...
Let's make a poster.

@ www.greatbuildings.com
www.wikipedia.org
www.unesco.org



Unit 1 Review

1. Vocabulary

1.1 Cross the odd word out.

Skin: fair, dark, slanted, pale
Hair: curly, straight, slim, dark
Body: lean, tall, sturdy, fair
Character: cheerful, sincere, pale, generous
Landscape: plain, marsh, pillar, desert
Climate: icy, freezing, region, dry
Buildings: storeys, foundations, dome, modest

... / 7

1.2 Match.

☐	1. draw	a. to a new life
☐	2. offer	b. against the heat
☐	3. adapt	c. a building
☐	4. greet	d. hands
☐	5. shake	e. a friend
☐	6. design	f. conclusions
☐	7. suffer	g. protection
☐	8. protect	h. from frostbite

... / 8

2. Language focus

2.1 Expand the sentences. Use the time expressions in brackets.

1. They / not / visit / museums (usually)
.....
2. He / go out / restaurants / ? (often)
.....
3. She / be / rude (never)
.....
4. They / look / the paintings (now)
.....
5. She / look / wonderful (today)
.....
6. Maria / come / theatre / ? (tonight)
.....
7. My friend / practise / judo (twice a week)
.....

... / 7

2.2 Complete the sentences by putting the adjectives in the right form.

1. These skyscrapers are ..... (high) in the city.
2. National costumes are usually ..... (colourful) than everyday clothes.
3. There are ..... (many) museums in London than in Athens.
4. Most buildings in India are not ..... (old) as the Taj Mahal.
5. Does France produce ..... (good) wine than Spain?

... / 5

3. Everyday English

Complete the dialogue.

– Hello, Paul. How are you doing?
– (1) .....
– OK, thanks. Paul, (2) ..... my friend Helen.
– (3) .....
– Nice to meet you, too, Paul.

... / 3

4. Writing

Write a short description of a person you like or dislike for your English school magazine. You can write about his / her appearance, character and habits (about 100 words).

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

... / 10

0-15: 💣	16-20: ☹	21-25: 😐	26-30: ☺	31-35: ✶	36-40: ✶✶

Tips to learn

Work by yourself and tick the sentences that are true for you. You can discuss your answers in class.

Working with Vocabulary

1. When I read or hear a word I don't understand,

- ☐ I look it up in the dictionary.
- ☐ I try to guess its meaning from the context.
- ☐ I ask my teacher or friend.
- ☐ other .....

2. To help myself remember words

- ☐ I keep a written record and revise them.
- ☐ I write sentences using the words.
- ☐ I repeat the words to myself.
- ☐ I put the words into groups.
- ☐ I make a word bank with synonyms, opposites, etc.
- ☐ other .....

In Lessons 1, 2, and 3 you learnt a lot of new vocabulary. Do you remember it? Do you need to spend more time on it? How can you improve your vocabulary? Share your ideas in class.

Reflecting on your Learning

Tick the sentences that are true for you.

At the end of Lessons 1, 2 and 3, I think I can

- ☐ describe people and places
- ☐ talk about cultures
- ☐ greet and introduce people
- ☐ do research on countries
- ☐ make a presentation
- ☐ talk about actions happening now
- ☐ talk about habits and routines
- ☐ make comparisons

☺ What did you like best in these lessons? Why?

.....

.....

.....

.....

😐 What didn't you like? Why?

.....

.....

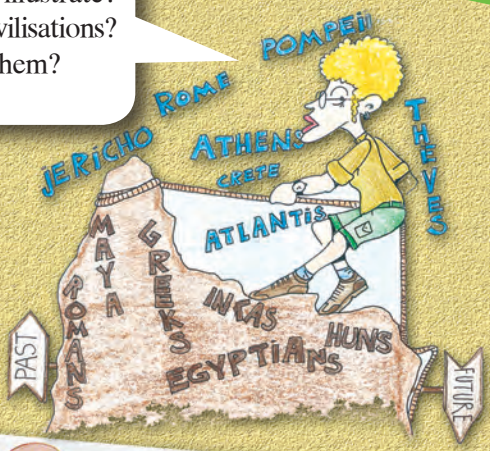
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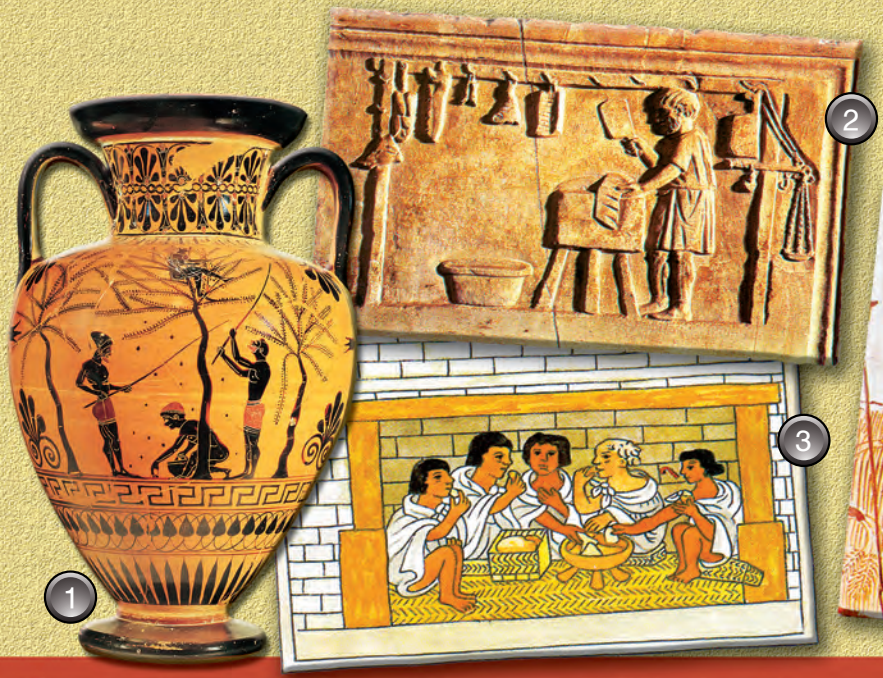
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UNIT 2

ECHOES OF THE PAST

You're a time traveller and you're going back to the time of past civilisations. Look at the pictures. What do they illustrate? Can you recognise any of the civilisations? Do you know anything about them? Discuss.









On a winter night in 373 BC, a catastrophic earthquake and tidal wave destroyed Helike, the principal Greek city located in Achaea, Northern Peloponnesos, two kilometres from the Corinthian Gulf. The entire city and all its inhabitants were lost beneath the sea.

Helike had been founded in the Bronze Age and its pan-Hellenic sanctuary of Poseidon was known throughout the classical world. It had led the twelve cities of the first Achaean League, and had founded colonies in Asia Minor and in South Italy. The dramatic destruction of Helike was one of the most appalling tragedies of the classical world and may have inspired the creation of a very famous myth.

- Which myth do you think this is?

In this Unit you will:

- read about ancient civilisations and world mysteries
- listen to scientists talk about ancient cities
- talk about life in the past
- write a story
- enter an art competition
- do a project on world mysteries

At the end of this Unit, you should be able to:

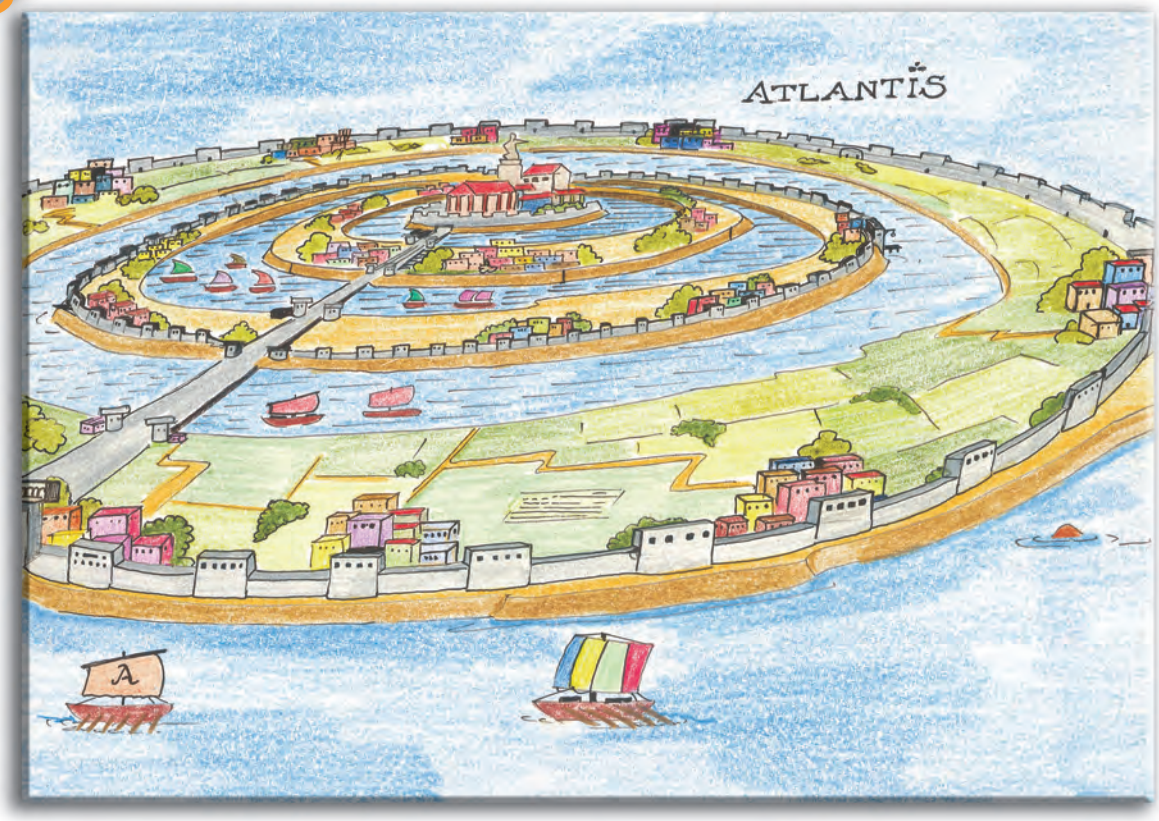
- talk about past habits and events
- talk about actions in progress in the past
- describe natural disasters
- react to good or bad news
- relay a message from Greek into English



Lesson 4 Mysteries of our World

speak & listen 1

The legend of Atlantis



1.1 What do you know about the lost city of Atlantis? Where was it? What happened to it? Discuss.

1.2 You are studying the mystery of Atlantis in your History class and your teacher has asked you to make a short presentation to a group of British students who are visiting your school. You have already done some research, but some information is missing from your notes below. Listen to part of a BBC radio programme about Atlantis and fill in the gaps in your notes.



NOTES

- ✓ Earliest records of Atlantis: 370 BC.
- ✓ Plato learned the story from Solon.
- ? Solon learned the story when he travelled to (1) .....
- ✓ The island was named after Atlas.
- ✓ On top of a hill, there was a temple.
- ? Inside the temple was a (2) ..... statue of the God of the Sea driving six winged (3) ..... .
- ? A violent (4) ..... shook the land, giant (5) ..... rolled over the shores and the island sank into the sea.

Did you know? Over 5,000 books have been published on the legend of Atlantis.



read 2 A myth or not?

2.1 Work in pairs. Complete the first two columns of the KWL chart with what you already know about Atlantis and what else you would like to know about it.

K (know)	W (would like to know)	L (learnt)

2.2 Mr. Alexandros Demetriou, a famous Greek archaeologist, was interviewed about Atlantis for an English language newspaper, "The Athens Tribune". Read the interview and find three more interesting facts about Atlantis. Complete the last column of the KWL chart above.

Reporter:

– Mr. Demetriou, just a few questions from our readers about Atlantis... Do we know where it used to be?

Mr. Demetriou:

– Well, there are many and varied theories. Plato stated that Atlantis lay in the Atlantic Ocean near the Rock of Gibraltar. Other researchers believe that the island's location was somewhere in the Mediterranean Sea. Finally, there are some people who think that Thera could be the island of Atlantis.

Reporter:

– That sounds interesting. I guess it's because of the discovery of the city of Akrotiri, which was excavated by the well-known archaeologist Spyridon Marinatos, right?



The volcano of Thera

Mr. Demetriou:

– Possibly. In about 1500 BC, Thera was destroyed by the world's largest volcanic eruption. Akrotiri was buried beneath 15 feet of ash, which preserved its streets, buildings and impressive wall paintings. It's an exciting theory, but not a widely accepted one, I must say.

Reporter:

– What is so interesting about Atlantis?

Mr. Demetriou:



– Well, Plato's description was of a land of wealth, beauty and advanced civilisation. This made many explorers seek out its location. They read Plato's dialogues like a treasure map, which would help them locate the lost city.

Reporter:

– It sounds like a magical place.

Mr. Demetriou:

– It may have been ... There are of course archaeologists and researchers who have challenged these theories, saying the Atlantis story is just a myth. Yet, people still long to discover Atlantis, even with no archaeological proof of its existence...

Adapted from: www.mnsu.edu

A MATHS PROBLEM FOR YOU

Akrotiri was buried 15 feet below the ground. Can you calculate how many metres that is? Ask your Maths teacher for help.

2.3 Do you think Atlantis really existed or is it a myth? Why?

grammar 3 Language focus



3.1 Read the following examples.

- *In 1967, Marinatos **excavated** Thera and **discovered** a city.*
- *An earthquake **shook** the island and it **sank** into the ocean thousands of years ago.*
- *A museum with the findings from Thera **has opened** recently.*
- *The archaeologist **has finished** his work in Thera.*

Did these actions happen in the past? Do we know exactly when they happened? Complete the rule.

We use the **Simple Past** to talk about .....
We use the **Present Perfect** to talk about .....



3.2 Read two more examples of the Simple Past and the Present Perfect.

*a. He **worked** as an archaeologist when he was 35 years old.*

*b. He **has worked** as an archaeologist for the past 15 years.*

Which of the two sentences means that he still works as an archaeologist? Complete the rule.

We use the ..... to talk about an action that started and finished in the past.
We use the ..... to talk about an action that started in the past but continues up to the present time.

Grammar Reference, pp. 168-169

Revise the irregular verbs, p. 179

write & speak 4 Found!

4.1 Suppose you are Mr. Brown, a British archaeologist. You have just made an interesting discovery and you want to send an e-mail to your colleagues to inform them about it. Here are your notes. Use them to write your e-mail.

NOTES
- investigate / archaeological site
- discover / ruins / temples
- excavate statues / pots
- find coins / jewellery
- see wall paintings / carvings



A piece of pottery from Akrotiri, Santorini

Untitled - Message (Plain Text)

File Edit View Insert Format Tools Actions Help

Send Stationery... Insert Quotation... Attach as Adobe PDF Options...

From: Tony Brown

To: Oxford University - Dept. of Archaeology

Subject: An interesting discovery

I have investigated a new archaeological site and you won't believe what I have found!

.....

.....

.....

.....

.....

.....

I'm so excited!!!



4.2 Work in pairs. One of you is Mr. Brown and the other one is a reporter who is writing an article about Mr. Brown's amazing discovery. Act out the interview using the information from the e-mail in 4.1.

e.g. ***Reporter***: *Mr. Brown, would you like to say a few words to our readers about the amazing discovery you made two weeks ago?*
Mr. Brown: *Yes, I'd be glad to share this experience with you. What would you like to know?*
Reporter: *What exactly did you investigate?*
Mr. Brown: *I investigated a new archaeological site.*
Reporter:.....



Portfolio 5 Mini-project: A natural disaster

Work in groups. What do we call the giant waves that washed away Atlantis? What do you know about them? Find out which parts of the world these waves usually occur in and why.



Sri Lanka, December 2004

portfolio 6

Project time: Unsolved mysteries!!!

It's up to you p. 152

1. Work in groups. Investigate one of the world mysteries below in order to make a presentation to your class. Look back at page 24 for tips on how to prepare your project.

- Stonehenge
- The Great Pyramid
- The Sphinx
- Baalbeck
- Tiahuanaco
- Easter island statues
- Ollantaytambo
- Sacsayhuaman
- Kailasa Temple
- Al-Khazneh

Easter island



2. Research the monument you have chosen. You can find information by looking through newspapers and magazines, relevant books or online sources such as www.world-mysteries.com / www.mysteriousplaces.com / www.discoverychannel.ca.

3. Select the information you want to include in your presentation.



Ollantaytambo

The following questions might help you:

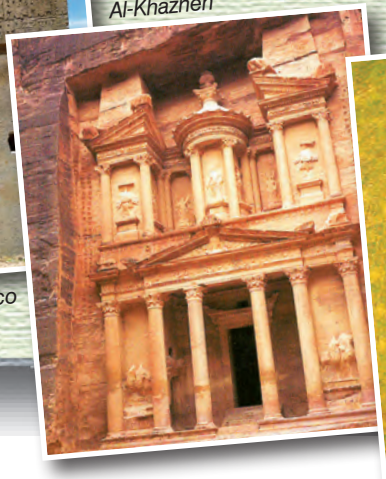
- When were these monuments made? By whom?
- Where were they found?
- What were they like?
- Who discovered them?
- What materials were used to build them?
- Which were the most important artifacts found?
- Who lived there?
- What were they originally used for?

4. Find pictures to go with your presentation.
5. Present your work in class.



Tiahuanaco

Al-Khazneh



Stonehenge



Lesson 5 Across the Ages

speak & listen 1

What was life like in the past?

1.1 Many museums all over the world exhibit items from people's everyday life in the past. What would you expect to see in these museums? Is there such a museum in your town?

1.2 Mr. Vabriani, a famous geologist, is being interviewed on Sky-TV. He is talking about a geological phenomenon that changed a city completely. Listen to the interview and take down notes to answer the questions. Compare your answers with your partner's.

1. What place is the geologist talking about? .....
2. What was the place like 2,000 years ago? .....
3. What happened to this place? When? .....
4. What can you see in the local museum in this city today? .....

1.3 These pictures show findings from this city. Can you guess what they show?



read 2 It was an ordinary day...

2.1 Read the text and look at its title. Why do you think the writer chose this specific title?

... When Time Stood Still...

I

Almost 2,000 years ago, and only a few days' journey from Rome by coach, the lively city of Pompeii lay at the foot of a volcano named Mount Vesuvius.

II

Pompeii was a dynamic, commercial centre full of life. There were dozens of shops where shopkeepers sold jewellery and perfumes, potters worked with clay, and metalworkers and glassblowers amazed passers-by with their skill. There were theatres, bars, taverns and public baths where people used to go to relax and socialise. There was also an amphitheatre where people used to watch gladiators fight.

III

Vesuvius had not erupted in more than a thousand years. There had been an earthquake some years earlier, but no one could imagine what would follow... Then, in August AD 79, the earth started to shake again, and a few hours later, the volcano erupted with a tremendous bang. Tons of rocks, ash and hot lava buried Pompeii. Buildings collapsed, fires broke out everywhere. It was a terrifying scene. People everywhere were screaming, children were crying, and others were praying for the destruction to stop. For the city of Pompeii, time stopped here.

IV

In 1748, when archaeologists began excavations, they discovered that the lava had not only destroyed Pompeii, but it had also preserved it. Everything was found exactly the way it had been almost two thousand years ago. Archaeologists found shops, temples, a theatre, wall paintings. The hot ashes had hardened around people's bodies preserving the positions they were in at the time of the eruption. The bodies had turned into dust, but by pouring plaster into holes in the hardened ash, archaeologists were able to make out their shapes. In some cases, they could even see the expression on a person's face. Inside the houses they found a half-eaten loaf of bread, eggs, a kettle on the fire. They even found a sign at the entrance of a house saying 'Cave Canem', which means: 'Beware of the Dog'!

Adapted from: "Lost Civilisations: Pompeii, The Vanished City", Time Life Publications



Detail from a fresco found in Pompeii.

2.2 The sentences below summarise the paragraphs of the text. Match each one with an appropriate paragraph.

It's up to you p. 152

	Paragraph
1. What happened on the day of the eruption.	.....
2. What Pompeii was like 2,000 years ago.	.....
3. Where Pompeii is located.	.....
4. The archaeological discoveries in Pompeii.	.....

Did you know?

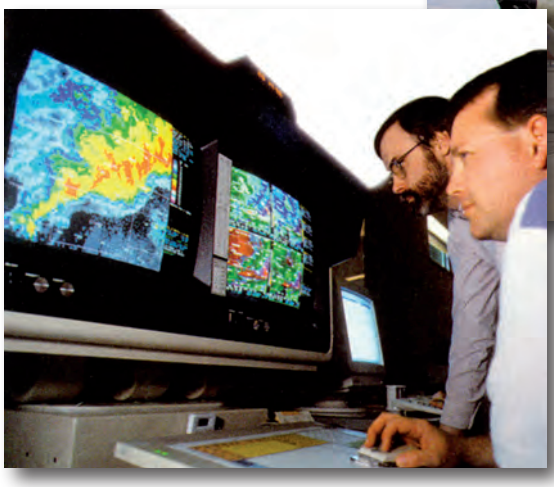
When Mt. Vesuvius, in Italy, erupted in AD 79, the lava was blown 27km into the stratosphere, travelling at twice the speed of sound.

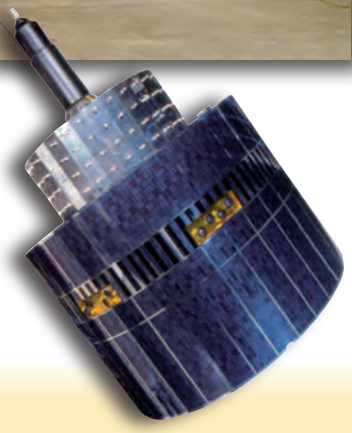


A SCIENCE PROBLEM FOR YOU
How are volcanoes created?
Ask your Science teacher for help.

speak 3 What do you think?







Look at the pictures. What do they illustrate? How do you think modern technology can help us predict and deal with natural disasters today? Discuss.

grammar 4 Language focus

4.1 Read the following examples. Match them with the appropriate use and complete the rule.



1. *At the time of the eruption people* ***were screaming****.*
2. *Some children* ***were playing*** *in the streets when the earth started to shake.*
3. *While some people* ***were running,*** *others* ***were riding*** *away on horses.*

We use the ..... to talk about:

a. an action which was in progress when another action interrupted it.
b. an action in progress at a specific time in the past.
c. two or more actions happening at the same time in the past.

4.2 Look at this sentence.

- *Scientists **poured** plaster into holes and **made** plaster casts of people and things.*



There are two actions in the sentence. When did they happen?
a. one after the other
b. at the same time

What tense is used? .....

4.3 Now read the following sentences and circle the correct answer in the box.

- *They **used to go** to baths to relax.*
- *They **used to watch** gladiators fight.*

'used to + infinitive' is used:
a. to describe a past habit.
b. to describe a present habit.

4.4 Compare the following examples. Is there a difference in meaning?

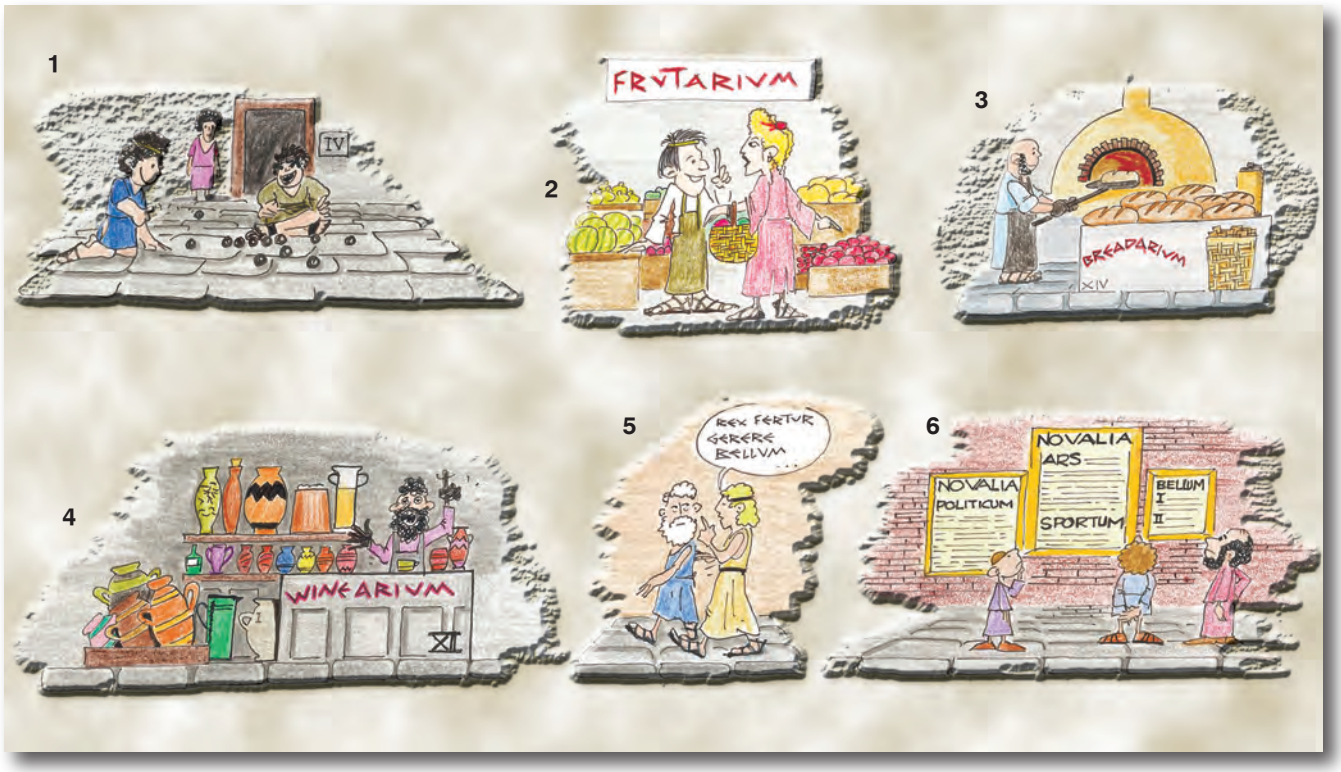
- *They **used to go** to baths to relax.*
- *They **went** to baths to relax.*

Grammar Reference, p. 169

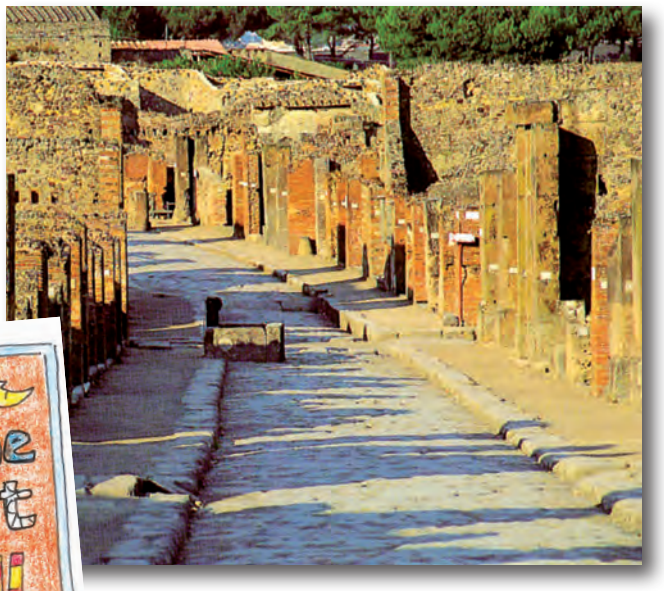


Speak 5 What were the people doing?

5.1 It was 12:00 noon on August 24th in Pompeii. Look at the pictures and say what was happening at that time.



5.2 Mini-project: A street from the past comes to life



You have decided to enter an art competition. The title of the competition is: **"A Street from the Past Comes to Life".** Use the picture of an actual street in Pompeii and bring it to life. Make drawings or a collage showing what people were doing on this street when Vesuvius erupted.
You can write a short paragraph to go with your picture.



Speak 6 What did they use to do?

Look at the pictures below and talk about what daily life was like for different civilisations of ancient times.

It's up to you p. 152



e.g. Egyptian women used to make bread.











portfolio 7 Mini-project: The Roman calendar

The Romans invented the calendar and gave names to the months we use. What month were you born in? Can you find out where its name comes from? Ask your History teacher for help or visit the site: www.calendar-origins.com



Republican coin showing the god Janus, c. 225-212; (Kunsthistorisches Museum, Wien)

mediation 8 A city under water

It's up to you p. 152

You have received the following e-mail from your Swedish penfriend. Read the e-mail and reply to your friend answering his questions.

Untitled - Message (Plain Text)

File Edit View Insert Format Tools Actions Help

Send Stationery... Insert Quotation... Attach as Adobe PDF Options...

To... Cc... Bcc... Subject:

……

I'm working on a project on some of the very first civilisations on Earth. I'm sending you an article I found on the Internet about a Greek civilisation in Dispilio, but unfortunately it's in Greek and I can't make heads or tails of it. I'm counting on you to help me answer these questions:

1. What were the most important artifacts found in Dispilio?
2. What do they tell us about the people who lived there?
3. What role did water play in the development of their civilisation?

Please hurry, I have until Friday! … Thanks a million,

Bjorn.

ΔΙΣΠΗΛΙΟ: Η ΠΟΛΙΤΕΙΑ ΤΟΥ ΝΕΡΟΥ

Ένα ταξίδι στο χρόνο, με προορισμό το 5500 π.Χ., τότε που οι άνθρωποι ζούσαν οργανωμένα σε πασσαλόκτιστα σπίτια μέσα ή δίπλα στη λίμνη της Καστοριάς, κάνουν όσοι επισκέπτονται τον λιμναίο οικισμό του Δισπηλιού. Πρόκειται για μια περιοχή μοναδική στην Ελλάδα καθώς ο οικισμός του Δισπηλιού είναι ο μοναδικός λιμναίος στη χώρα μας και ένας από τους πιο γνωστούς στα Βαλκάνια και την Ευρώπη.

Ο άνθρωπος είχε από την προϊστορία ακόμα μια ιδιαίτερη σχέση με το νερό. Το νερό εξασφάλιζε εκτός από την τόσο απαραίτητη ύδρευση ένα σωρό άλλα πλεονεκτήματα σε μια ανθρώπινη εγκατάσταση. Εκεί ποτίζονταν τα ζώα που εξέτρεφε, και έβρισκαν τροφή στην πλούσια βλάστηση που φυόταν δίπλα του. Πρόσφερε, επίσης, τη δυνατότητα να ποτιστούν τα χωράφια που εξασφάλιζαν στον άνθρωπο την καθημερινή διαβίωσή του. Έτσι οι περισσότεροι προϊστορικοί οικισμοί ήταν εγκατεστημένοι κοντά σε πηγές.



Φαίνεται ότι υπήρχε τότε πολιτισμός. Από τα ευρήματα που βρέθηκαν στο Δισπηλιό, ξεχωρίζουν ειδώλια που αναπαριστούν άνδρες, γυναίκες και ζώα, κοκάλινες φλογέρες, πήλινα αγγεία, φιάλες και μαγειρικά σκεύη, κοσμήματα, χάντρες και κοχύλια. Τέλος, θα πρέπει κανείς να αναφερθεί στο πιο αναπάντεχο από τα ευρήματα. Μια ξύλινη πινακίδα που αλιεύτηκε, στην κυριολεξία, από τη λίμνη και χρονολογήθηκε στο 5260 π.Χ. φέρει επάνω της «σήματα» που θα μπορούσαν να αποδοθούν σ' έναν κώδικα μίας πρωτογενούς γραπτής επικοινωνίας.

Adapted from: http://dispilio.cti.gr

Untitled - Message (Plain Text)

File Edit View Insert Format Tools Actions Help

Send Stationery... Insert Quotation... Attach as Adobe PDF Options...

To... Cc... Bcc... Subject:

Dear Bjorn,

It was good to hear from you and I'm glad I can help you with your project. The most important artifacts .....

.....

.....

.....

I hope you finish your project on time. Write back soon.

.....

Lesson 6 Life on the Water

speak & listen 1

The dawn of civilisation

1.1 Look at the pictures below and discuss how civilisations began.



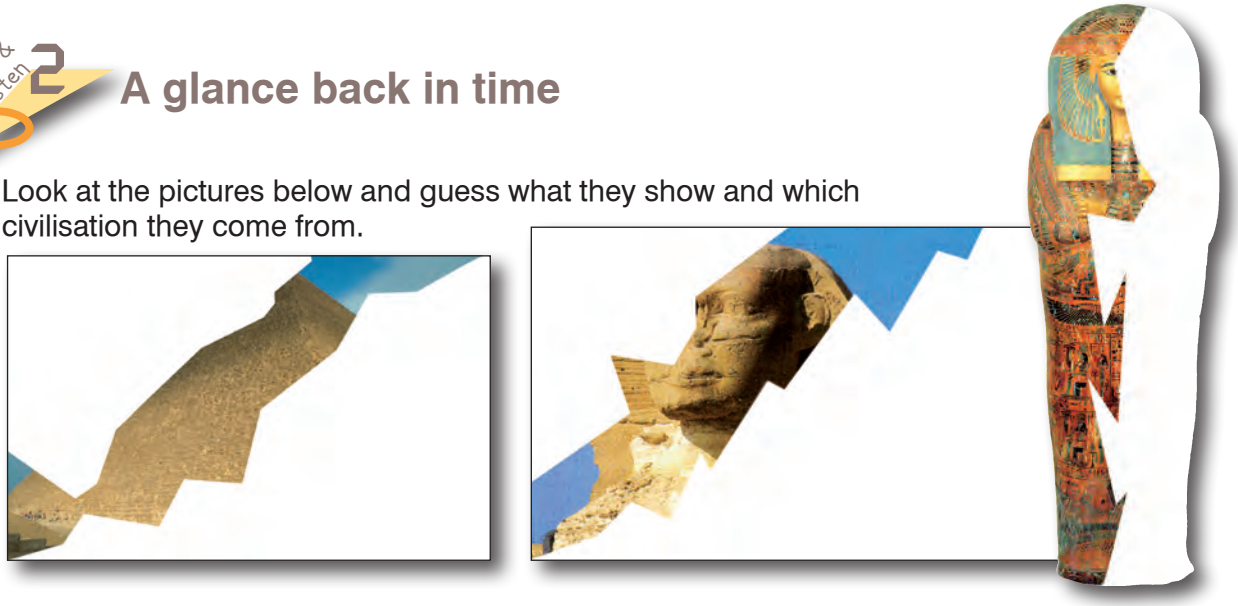
1.2 You are doing a project on pyramids from all over the world. You have drawn up a chart to show your classmates, but you haven't been able to find all the information yet. You have just come across an educational programme on TV that may be useful. Listen and fill in the blanks.

Country	Size/Height	Built in...	Made of...	Use
China	(1)	–	dirt	royal tombs / observatories
France	22m	(2)	(3)	decorative entrance to the Louvre
Greece	size of a house	(4)	(5)	communication post / battle memorial

read & listen 2

A glance back in time

2.1 Look at the pictures below and guess what they show and which civilisation they come from.



2.2 The following article is about ancient Egypt. You want to read it but paragraphs 2-5 are not presented in the right order because of a printing error. Can you put them in the right order?

LAND OF THE PHARAOHS

1 We have all heard of the sophisticated civilisation of the Egyptians. Not only was it one of the first, it also lasted the longest: nearly 3,500 years!

The Egyptians were superb engineers, astronomers, accountants, mathematicians and surgeons, and they used mysterious symbols, called hieroglyphics, to write. They built temples dedicated to their Gods and a famous statue, the Sphinx. What they are best known for, though, are the pyramids they built.

The main role of these tombs was to protect the pharaohs' bodies from decay, since the Egyptians firmly believed that after death, their spirits lived on and would need their bodies in the afterlife! They preserved the bodies by using salt and various substances to dry them out, after they had removed all the internal organs. Afterwards, they wrapped the bodies in linen bandages to become mummies. Many things the pharaohs had used while they were alive accompanied them into the tombs: jewellery, furniture, make-up, toys and especially food!



One reason for this was Egypt's location. It lies in a valley between two deserts, and the great river Nile, almost 1,000 km long, crosses it from top to bottom. Every year, for about 4 months, the Nile overflowed and flooded the surrounding fields. As the water slowly receded, it left behind a thick layer of mud. This made the fields very fertile and gave Egypt its ancient name, Kemet, which meant 'black land'.

How did they build them? No one really knows how they managed to lift the tremendously heavy stone blocks and lay them in place. What is even more remarkable is that they had no heavy equipment, such as cranes, to help them; they didn't even use the wheel until a few centuries later! Probably, thousands of men dragged and pulled the blocks up specially made ramps. These imposing stone structures were constructed as tombs for their kings and queens, the Pharaohs.

6 Our fascination with the Egyptians has no end. We will always owe this magnificent civilisation more than we will ever know.

Adapted from: "History of Man: The Last 2 Million Years", Reader's Digest

2.3 Listen to check if you have found the right order.

2.4 Read the article again and tick whether the statements are True **(T)**, False **(F)** or Not Mentioned **(NM)**.

	T	F	NM
1. The river Nile flows through Egypt and other countries as well.			
2. Egypt got its ancient name from the mud.			
3. The Egyptians were very good at most sciences.			
4. They used heavy equipment to move the stones for the pyramids.			
5. The Pharaohs decided where the pyramids would be built.			
6. Many Pharaohs were buried in the same pyramid.			

It's up to you p. 153

A SCIENCE PROBLEM FOR YOU
How is salt connected with the preservation of food? Ask your Chemistry teacher for help.



Speak 3 What do you think?

Think about the following questions and share your ideas in class.

1. How did location affect the civilisation of ancient Egypt? What role did the river Nile play in this?
2. Does the location of your town affect your way of life? Are geographical features as important today as they were in ancient times?

Grammar 4 Language focus

4.1 Look at the following sentence.

- *Many things the pharaohs **had used** during their lives **accompanied** them into their tombs.*

What happened first? Tick.

☐ The pharaohs used these things during their lives.

☐ These things accompanied them into their tombs.



Findings from pharaohs' tombs.

4.2 Simple Past or Past Perfect



Look at the following sentence and answer the questions.

- *They **preserved** their bodies after they **had removed** all the organs.*

Which tense is used to describe the action that happened first?

.....

Which tense is used to describe the action that happened second?

.....

Circle the right answer to make the rule.

We use the **Past Perfect** to talk about:
a. a past action with a present result.
b. an action finished at a definite time.
c. an action that happened before another past action or time.

Grammar Reference, p. 169

write 5 How did they do it?

It's up to you p. 153

You are writing an article about activities in the ancient world for your school newspaper. Below are the notes you took during your research. Use your notes to write the paragraphs that refer to Egypt and Greece.



1. Egyptian farming

- Egyptian farmers [clear away] the stones and branches / the floods [go down] (after)
- they [clear] the soil / they [plough] it (before)
- they [plough] the soil / they [scatter] seeds (after)

e.g. Egyptian farmers cleared away the stones and branches from their fields after the floods had gone down.



2. Wall paintings in Santorini

- Theran artists [begin] a wall painting / they already [think] carefully about what images to draw (before)
- They [rub] the plaster walls with pebbles to make them smooth / they [draw] ideas directly onto the wall (after)
- They [make] sure all details [be] accurate / they [use] colours to fill in the sketches (before)

Listen 6

A trip down the Nile

Imagine you are taking a guided tour on a riverboat down the Nile during an educational trip to Egypt. The leaflet you were given was not clearly printed. Listen to the guide and write down the missing words on the leaflet.





JOURNEY TO ANOTHER WORLD



Nile: (1) _____ km long

Sphinx: head of (2) _____ and body of (3) _____

Largest pyramid: That of Khufu (or Cheops)

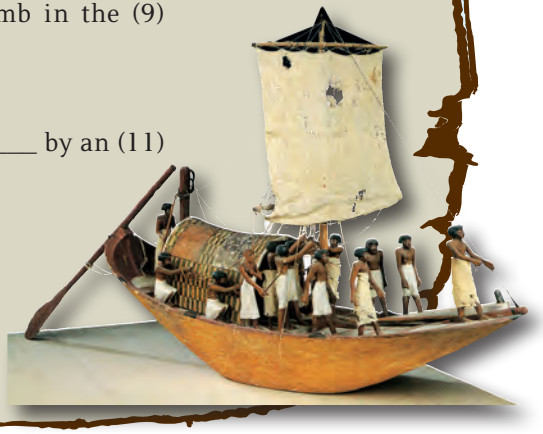
It took (4) _____ years to build and (5) _____ stone blocks were used to construct it.

A mummy was a home for the spirit. Priests prepared the body with (6) _____ and (7) _____

Apart from the mummy, in the pyramid there were statues of (8) _____.

King Tutankhamen was buried in a tomb in the (9) _____

His tomb was discovered in (10) _____ by an (11) _____, Howard Carter.



portfolio 7 Writing a story

7.1 Minoas was a young boy who lived in ancient Greece in the year 1470 BC. Read the story about a day that changed his life and answer the questions. Compare your answers with your partner's.

NOTES

1. **Who** is the main character in the story?
2. **What** happened in the story?
3. **When** did the disaster happen?
4. **Where** did it happen?
5. **How** did it happen?
6. **Why** did it happen?
7. **How** did life for the villagers change after the disaster?
8. **How** did the main character feel?

I'll never forget that hot summer day many years ago when I was still a young boy living in the village of Malia in Crete. It was a little after noon and I was at home, practising a new song on my lyre.

Suddenly, I heard a loud rumble and the earth started to shake beneath my feet. Mother, who had been in the storage room with the servants, ran up to my room. "Get out of the room – quick", she shouted, as she grabbed me by the hand and pushed me towards the doorway.

I ran into the yard and looked around. Dust and ashes covered everything and the buildings were in ruins. I suddenly remembered that my brother had gone down to the harbour. I ran off to look for him, worried that something bad might have happened to him. When I reached the harbour, I was relieved to see him running towards me. Before I had time to even think, giant waves started crashing onto the shore. We ran together towards the mainland as fast as we could. Almost out of breath, we managed to climb up a tree and out of harm's way at the very last moment!

A few days later, my father told us that there had been a tremendous eruption on the island of Thera. It had destroyed the whole island along with many other villages like my own. It was shocking news.

In the days that followed, life was very tough. It took us a long time to rebuild the village, but eventually life got back to normal. We could only hope that nothing like this would ever happen again.

7.2 Find the following in Minoas's story.

1. What does he say in the first and last paragraphs?
2. Why does he use his mother's actual words in paragraph 2?
3. Underline all the time expressions in the story. What are they used for?

7.3 You have decided to enter a story competition. The title of the competition entry is the following: **"Imagine you are living in ancient Greece, or another ancient civilisation. Write your own story about a life-changing experience you had".** Make notes first and look at the 'Useful Tips' for help.

7.4 Write your story.

7.5 Read your partner's story and help him/her to improve it. Look at p.162 for tips on how to give peer feedback and write comments on your partner's writing.

7.6 Rewrite your story in order to improve it. Take into consideration your partner's comments.

USEFUL TIPS

1. Give specific information about **when**, **where**, **how**, **who**, **what** and **why**.
2. Think of an interesting beginning; it will make the reader want to read on.
3. Use time words (*first, next, then, before, as soon as, after that, later, finally*) to help the reader follow the order of events in your story.
4. Make good use of tenses. We mainly use past tenses in stories.
5. Describe feelings.
6. Use interesting vocabulary (*'wonderful' news instead of 'good' news, 'horrible' accident instead of 'bad' accident, etc.*)
7. Use dialogue, action and detailed description to make your story sound real and your characters come alive.
8. Pay attention to punctuation. Use exclamation marks (!), ellipses (...), etc.

Unit 2 Review

1. Vocabulary

1.1 Read the sentences and try to find the words in the puzzle.

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

1. They evacuated the town after the volcanic e.....
2. They do not c..... his ideas. He's an expert.
3. We can p..... that this is the best solution to our problem. We have evidence.
4. The violent earthquake made a lot of buildings c..... .
5. They haven't found the l..... of the ancient city yet.
6. They are going to c..... a bridge to link the remote areas.
7. She is a r..... scientist. Everybody admires her for her work and intelligence.
8. Schliemann's curiosity led to the d..... of Troy.

... / 8

1.2 Circle the appropriate phrasal verb in the sentences below.

1. Someone **broke into / broke down** our friends' house and stole all their belongings.
2. The war which **broke up / broke out** last year has finally ended.
3. Tom has **broken out / broken up** with Joan. They don't go out anymore.
4. We were driving to hospital when our car **broke up / broke down**.

... / 4

1.3 React to the news in 1.2 using an appropriate expression.

1. .....
2. .....
3. .....
4. .....

... / 4

2. Language focus

2.1 MEMORY TEST: Match the questions to the answers to check how much you can remember about the ancient civilisations you have come across in this Unit.

Questions

- ☐ 1. What was Atlantis like according to Plato?
- ☐ 2. Have researchers found the location of Atlantis?
- ☐ 3. What did archaeologists find while they were excavating Santorini?
- ☐ 4. When did Mount Vesuvius erupt?
- ☐ 5. What did archaeologists discover had happened to Pompeii?
- ☐ 6. How did Romans use to enjoy themselves?
- ☐ 7. What were the pyramids?
- ☐ 8. Why did ancient Egyptians put items of everyday life in the pyramid?

Answers

a. They believed that there was life after death.
b. They used to go to the theatre and public baths.
c. It was an island of wealth, beauty and advanced civilisation.
d. About 2,000 years ago.
e. No, they haven't yet. They are still looking for it.
f. They were the tombs of the Pharaohs.
g. They found Akrotiri.
h. Lava had preserved the city.

... / 8

2.2 Correct the mistakes where necessary. Tick the sentences which are correct.

1. As they were walking up the mountain, they found an ancient temple.
2. They have lived in the area since three years.

3. When did you last visited Egypt? Two years ago.
4. They had finished the preparations when I had arrived.
5. They didn't use to travel a lot.
6. I wasn't reading history books when I was nine years old.

... / 6

3. Writing

Imagine you had the chance to travel back in time and visit an ancient civilisation. Write a short story about your experience. Make sure your story answers the following questions: Where did you go? Who were you with? What happened? What did you do? How did you feel? (about 100 words).

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

... / 10

0-15: 💣	16-20: ☹	21-25: 😐	26-30: ☺	31-35: ✶	36-40: ✶✶

Tips to learn

Work by yourself and tick the sentences that are true for you. You can discuss your answers in class.

Working in Groups

When working in groups,

- ☐ I work well with the others in my group.
- ☐ I always consider what the others in my group say.
- ☐ I put forward my own point of view.
- ☐ I do the same amount of work as the others in my group.
- ☐ I always finish my part of the work.
- ☐ I learn from the others in my group.
- ☐ I use English to communicate with the others in my group.
- ☐ other .....

In Lessons 4, 5 and 6 you worked in pairs or groups. Write down some good and bad points and discuss them in class. How can you work better together next time?

Reflecting on your Learning

Tick the sentences that are true for you.

At the end of Lessons 4, 5 and 6, I think I can

- ☐ discuss ancient civilisations and life in the past
- ☐ describe natural disasters
- ☐ talk about past habits and events
- ☐ talk about past actions in progress
- ☐ talk about actions that happened before a specific time in the past
- ☐ react to good or bad news
- ☐ write a story
- ☐ do a project on world mysteries

UNIT 3

TIME OUT

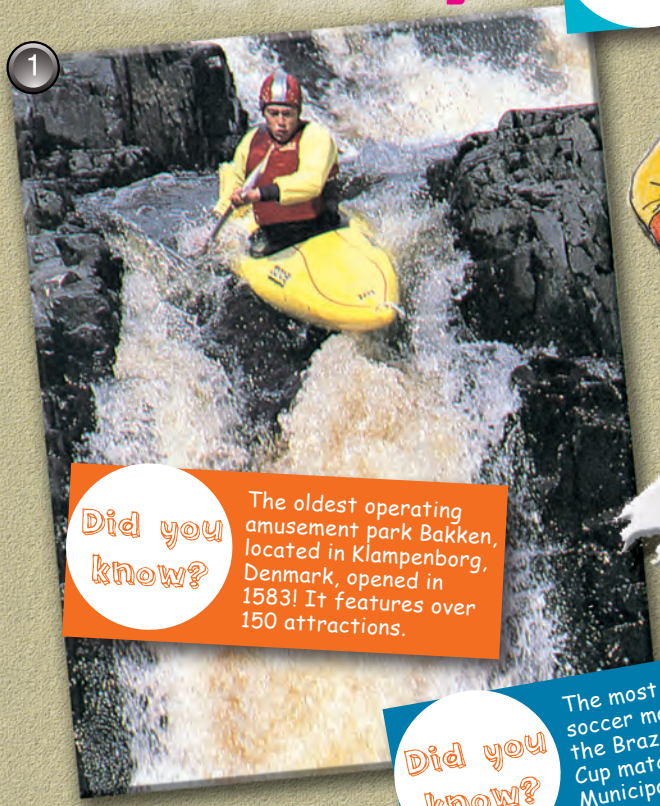
Get on Board!
What an Experience!
...Let the Games Begin!

Look at the titles of Lessons 7, 8 and 9 and match them with the pictures. What are the lessons about? Look through the Unit to see if you were right.



Did you know? The fastest trip around the world did not take 80 days, but 31 hours, 27 minutes and 49 seconds.

1



Did you know? The oldest operating amusement park Bakken, located in Klampenborg, Denmark, opened in 1583! It features over 150 attractions.



2

Did you know? The longest running race ever was the 1929 race from New York City to Los Angeles, California, USA, a distance of 5,850 km. Johnny Salo from Finland won in 79 days!

Did you know? The most people to attend a soccer match were 199,854 for the Brazil against Uruguay World Cup match in the Maracanã Municipal Stadium, Rio De Janeiro, Brazil, on July 16, 1950!

4





3

At the end of this Unit, you should be able to:
- express likes, dislikes and preferences
- talk about future plans, intentions and predictions
- ask for confirmation and answer
- ask for and give directions
- make, accept and refuse suggestions

In this Unit you will:
- read about adventure holidays, theme parks and sports
- listen to people talk about holidays
- talk about travel, entertainment and sports
- write a personal letter
- make a leaflet about your area
- do a project on sports, athletes and the Olympic Games



5

Lesson 7 Get on Board!

speak & listen 1 On the road

1.1 Look at the picture and think of some of the reasons why people travel. Discuss.



1.2 Listen to Tom talk to Anna about his holiday and answer the questions.

1. Where did Tom go? .....
2. What was his holiday like? .....
3. How does Anna feel? .....

1.3 Here are five holiday destinations. Look at the activities in the box and write each one under the picture it belongs to.

sailing, climbing, ice-skating, bargaining, sledging, hiking, canoeing, shopping, rafting, sunbathing



1. _____



2. *ice-skating,*



3. _____



4. _____



5. _____

read 2 Anchors away!

It's up to you p. 153

Read the text and answer the questions.

1. Which of the activities in 1.3 are mentioned in the text? Where can you do them?
2. Why does 'World Tour' have more customers every year?

How would you fancy...

Experiencing an exotic safari in Kenya? Or visiting the tropical paradises of Madagascar?



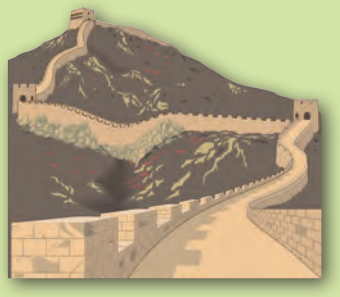
Rafting the rapid streams of Ladonas? Or sailing through the island maze of the Aegean?

Gazing at the Taj Mahal in the moonlight? Or climbing Himalayan peaks at the crack of dawn?



Bargaining at the street markets of Morocco? Or buying hand-made crafts from Canadian Indians?

Walking alongside the Great Wall of China? Or sledging across icy Alaskan plains?



Exploring the haunted ghost towns of the Far West? Or heading for the scorching heat of the Atacama desert?



FOR TRAVELLERS WITH THE SPIRIT OF ADVENTURE!!!

WORLD TOUR would like to offer you all of these and countless similar experiences every year. The truth is, more and more people are turning down the traditional package holiday and searching for something more satisfying than just sunbathing.

Since 2000, **WORLD TOUR** has existed to satisfy these needs. We have become first choice for thousands of travellers seeking out the four corners of the earth.

WORLD TOUR

Adventure Holidays

We're confident that you will love having over 100 new exciting destinations to choose from. Each and every one is designed to give you a holiday of a lifetime.

Our idea of travel may not be for everyone, but we think life is too short to spend just lying on a beach...



So, those of you who hate wasting your time, contact us

NOW!!!

WORLD TOUR

Adventure Holidays

16, Pindou Str, 11324,

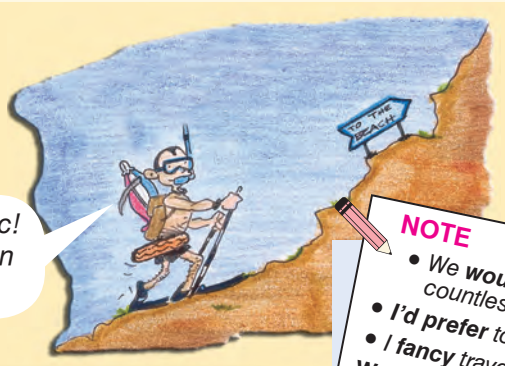
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Adapted from: Trailfinder, Spring / Summer 2002

Speak 3 What do you think?

1. Do you know where the places mentioned in the advertisement are?
2. Are there any places suitable for adventure travel in your town?
3. It is said that "Travel broadens the mind". Do you agree? Discuss.

Grammar 4 Language focus



4.1 Read the following examples.

Exploring *new places is fantastic! I love* ***climbing*** *and I'm also keen on* ***swimming****.*

NOTE
- *We* ***would like*** *to offer you countless experiences.*
- ***I'd prefer*** *to travel by train.*
- ***I fancy*** *travelling to Europe.*

Would like, ***would prefer*** *and* ***fancy*** *are used to express specific preference.*

What form is each verb followed by?

Exploring, climbing and **swimming** are -ing forms of verbs and are used as ..... to talk about things we do.

- *I really* ***like*** *walking.*
- *I* ***hate*** *sailing.*
- *They* ***prefer*** *travelling abroad.*
- *You will* ***love*** *having over 100 new exciting destinations to choose from.*



The verbs **like**, **hate**, **prefer**, and **love** are followed by ..... to express general preference.

Do you know any other such verbs or expressions? .....

4.2 Compare the following sentences.

- *I* ***would prefer to travel*** *by plane rather than (travel) by boat.*
- *I* ***would rather travel*** *by plane than (travel) by boat.*

Is there a difference in meaning? Is there a difference in form?

NOTE
I ***wouldn't prefer*** *to travel by plane.*
I ***'d rather not*** *travel by boat.*

Grammar Reference, p.170

Speak 5 What would you like?

Work in pairs. Look through the advertisement again and ask each other questions to find out which of the activities mentioned you would like to do. Give reasons for your answers.

e.g. – Would you prefer to visit the Taj Mahal or go to the Himalayas?
– I'd rather go to the Himalayas because I love climbing.

Portfolio 6

Project time: Fun with friends!!!



Your school is involved in an exchange programme with students from a school in Kent, England. They will be visiting your town for 3 weeks. The headmaster of your school has asked you to prepare a leaflet, telling these young people a few interesting things about your town and giving them specific information about the things they can do there.

Get into groups and use the leaflet below as a model to make your own leaflet about the place where you live.

REMEMBER TO:

- find an eye-catching title
- use pictures, maps, drawings of your area
- give clear and specific information

SKIATHOS:

A Paradise of Blue and Green



The island of Skiathos is picturesque. It has always been a favourite with visitors because it has magnificent beaches with clear blue water.

To make the most of your stay in Skiathos, you must keep the following in mind:

Where to stay



What to see





Where / What to eat



Where to shop



What to buy

Where to have fun

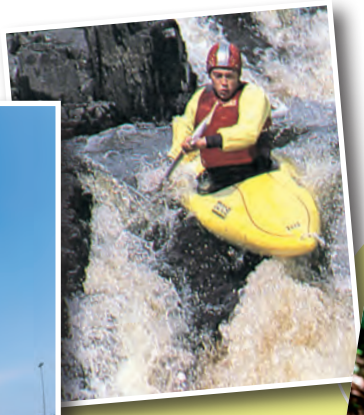


Lesson 8 What an Experience!

speak & listen 1

The time of your life!







1.1 What activities can you see in the pictures? Which ones would you like to do?

1.2 What do you and your friends do for fun in your free time?




1.3 George and Alex are going to visit Thorpe Park, a theme park in England. Listen to the conversation between them and help George finish his list by ticking the things he wants to remember.

1. sunscreen	✓
2. sunglasses	✓
3. sandwiches	
4. bottles of water	
5. a camera	
6. extra clothes	
7. allergy medicine	
8. extra change for rides	







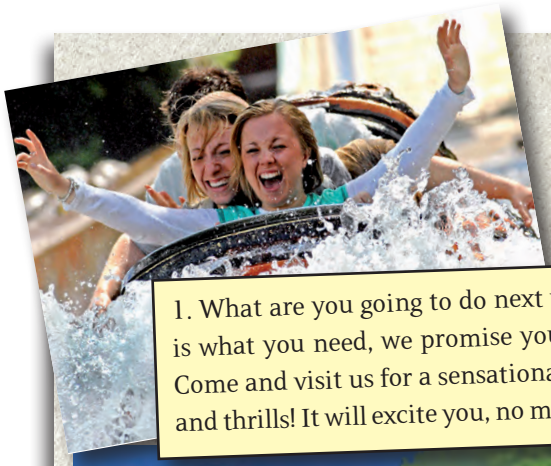
1.4 Listen again. Which two attractions are George and Alex going to visit?

a. .....

b. .....

read 2 Where the magic never ends...

2.1 Read the leaflet and make a list of the rides and attractions offered at Thorpe Park.







1. What are you going to do next weekend? If excitement is what you need, we promise you will love Thorpe Park. Come and visit us for a sensational day of spectacular fun and thrills! It will excite you, no matter what age you are!

2. Travel into the 4th dimension! Thrills, giggles and screams await you and your family as the screen comes alive before your eyes. It's not just an ordinary film; it's an experience for all your senses! When you see it, you'll believe it!



3. There is also an amazing variety of rides and attractions. Breathtaking rollercoasters that take you up and down so fast your head will spin! You won't regret getting wet on the water rides! Huge slides twist and turn you as you tumble down to splash into the water and rubber rafts take you down the river. Younger children will love the animal farm, the live music and shows, and they can also explore the 'tropical' playground!

Watching a 4D film

.....

.....

.....

.....

.....

.....

.....

4. You pay only once and you have unlimited use of all the rides and attractions! Please keep in mind that no dogs or pets are allowed except guide dogs for the blind. If a wheel-chair is needed, you will find one at the park entrance.

5. Thorpe Park opens in March and closes for the winter in October. It admits visitors from 9:30 am and closing time varies from 5:00 pm to 7:30 pm.

Adapted from: Thorpe Park guide

2.2 Which of the rides in Thorpe Park do you find most exciting?

2.3 Tick whether the following statements are True (**T**), False (**F**) or Not Mentioned (**NM**) in the text.

1. You will get wet on some of the rides.
2. There is a firework display twice a year.
3. You are not allowed to touch the animals on the farm.
4. The tropical playground is not for adolescents.
5. You can visit the park on Christmas Day.
6. You can buy food and souvenirs in the park.
7. There are facilities for the disabled.
8. You must pay for every ride separately.

T	F	NM

Useful tip

Go through sentences 1-8 and underline key words. This will help you focus on the information you need while reading.

Did you know?

Did you know that there is an indoor beach (!) in Japan called Ocean Dome, which is part of the world's largest indoor water park?





It's up to you p. 153

grammar 3

Language focus

3.1 Look at the examples below and match them with their use.

1. *What **are you going to do** next weekend? Have you planned anything?*
2. *Look at him! He**'s going to fall** into the water.*

We use '**be going to**' + **infinitive** to talk about:

a. plans or intentions

b. predictions based on what you can see happening now

We use **Simple Future** (will + infinitive) to talk about:

a. offers

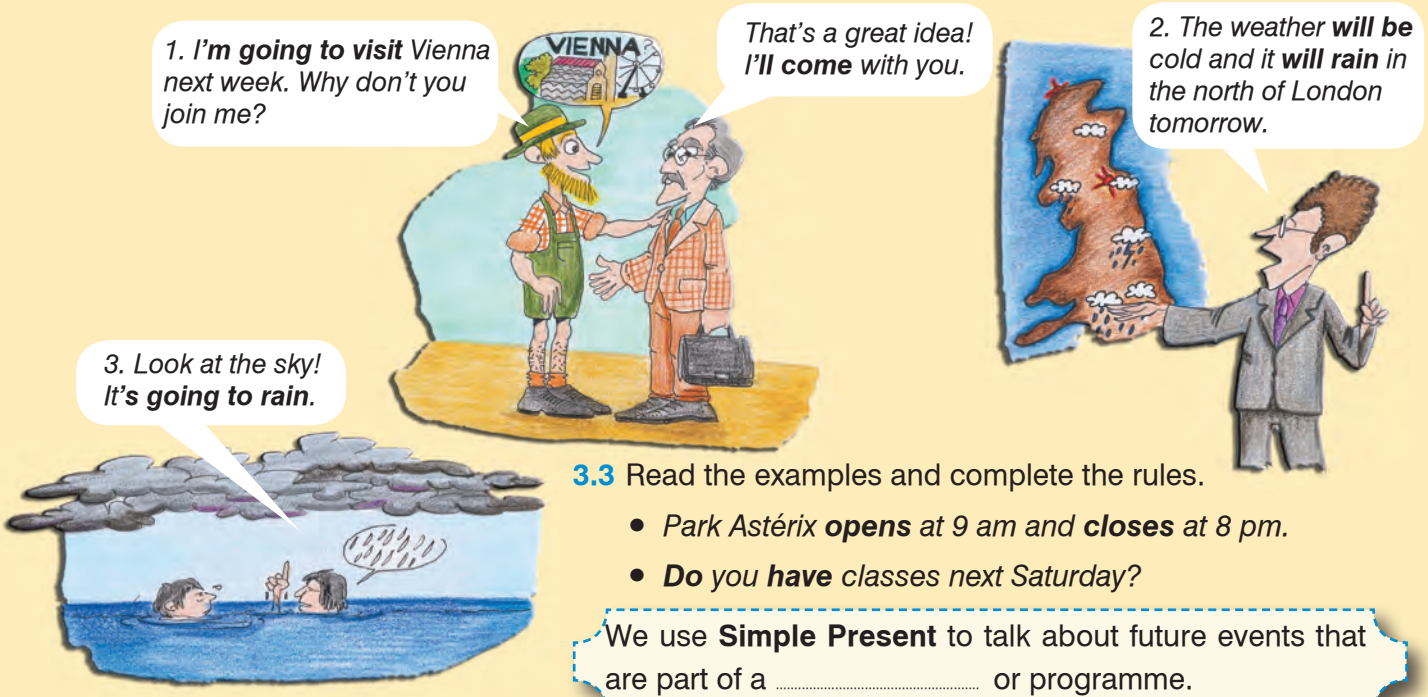
b. decisions we take at the time of speaking

c. warnings

d. predictions based on what we think will happen

1. *I think they **will have** a great time in the park.*
2. *Great! I**'ll come** with you.*
3. *Don't worry. I**'ll help** you with the preparations.*
4. *Hurry up or we**'ll miss** the show.*

3.2 Look at the sentences below. Can you explain why these future forms are used?



3.3 Read the examples and complete the rules.

- *Park Astérix* ***opens*** *at 9 am and* ***closes*** *at 8 pm.*
- ***Do*** *you* ***have*** *classes next Saturday?*

We use **Simple Present** to talk about future events that are part of a ..... or programme.

We use ..... to talk about the future with **time words** such as: ***when, before, after, until, as soon as.*** Can you add more time words to this list?

.....

- ***When*** *you* ***see*** *it, you will believe it.*
- *I'll wait* ***until*** *you* ***finish.***



We use ..... to talk about future arrangements.

Grammar Reference, pp.170-171

mediation 4

A summer camp adventure

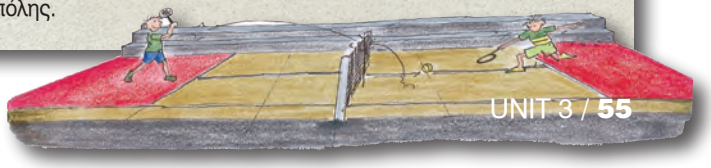
You are going to a Fun and Fitness Camp this summer. Read the information leaflet and tell your Australian friend, Tom, what you intend to do there and what you hope to gain from this experience.

e.g. I'm going to join the volleyball team.
I think this will help me keep fit.

Θερινές διακοπές για παιδιά στο Αθλητικό CAMP του δήμου μας

Ο Δήμος μας υλοποιεί κάθε καλοκαίρι ένα ειδικό πρόγραμμα για τα παιδιά της πόλης. Το Αθλητικό CAMP απευθύνεται σε παιδιά ηλικίας από 6 έως 14 ετών και περιλαμβάνει πλήθος αθλητικών και πολιτιστικών δραστηριοτήτων, με σκοπό τη δημιουργική αξιοποίηση του χρόνου τους. Το πρόγραμμα δίνει στα παιδιά τη δυνατότητα να αναπτύξουν την κοινωνικότητά τους, να καλλιεργήσουν την αθλητική και πολιτιστική τους συνείδηση, να ψυχαγωγηθούν και να βελτιώσουν τη φυσική τους κατάσταση.

Το πρόγραμμα περιλαμβάνει κολύμβηση, ενόργανη γυμναστική, τένις, ποδόσφαιρο, μπάσκετ, βόλεϊ, στίβο αλλά και μουσική, θεατρική αγωγή, ζωγραφική και εκμάθηση ξένης γλώσσας, ενώ η διεξαγωγή όλων των δραστηριοτήτων γίνεται σε κατάλληλες και ασφαλείς εγκαταστάσεις, ή και σε ειδικά διαμορφωμένους χώρους της πόλης.



portfolio 5

Writing a personal letter

5.1 Read Emma's letter and answer the questions. Compare your answers with your partner's.

1. What is the purpose of this letter?

   .....

2. How does Emma begin and finish the letter?

   .....

3. What does she talk about in each paragraph?

   .....

   .....

   .....

4. Is this letter formal or informal? What helped you decide?

   .....

December 15th

Dear Myrto,

I'm writing to let you know that I've arranged times and tickets, and I'm coming to Greece on January 3rd. My plane arrives at the airport at 10am.

I'm so excited! I can't wait to see the sights and spend some time with you and your family. So, what are your plans for those ten days? What are we going to do? I hope we can visit some ancient monuments, but most of all, I want to make time to see the skiing competition you told me about. I would also like to know if we'll have time to go shopping. I want to buy some souvenirs for my friends!

By the way, what's the weather like? What clothes should I bring? Write soon to let me know about your plans. That's all for now. Thanks again for inviting me. Look forward to seeing you.

Lots of kisses!!!

Emma

P.S. Can you come and pick me up from the airport?

5.2 Write a letter answering Emma's questions.

Think about the following:

- What information are you going to include in each paragraph? Make notes.
- Have you answered all your friend's questions?
- Can you add any more information? You can write about interesting places to visit, food, entertainment, etc.
- Should you use adjectives such as *great, exciting, wonderful*, etc., to create positive feelings?
- Which set phrases are you going to use for the greeting and the ending of the letter?

5.3 Check your letter for grammar and spelling mistakes.



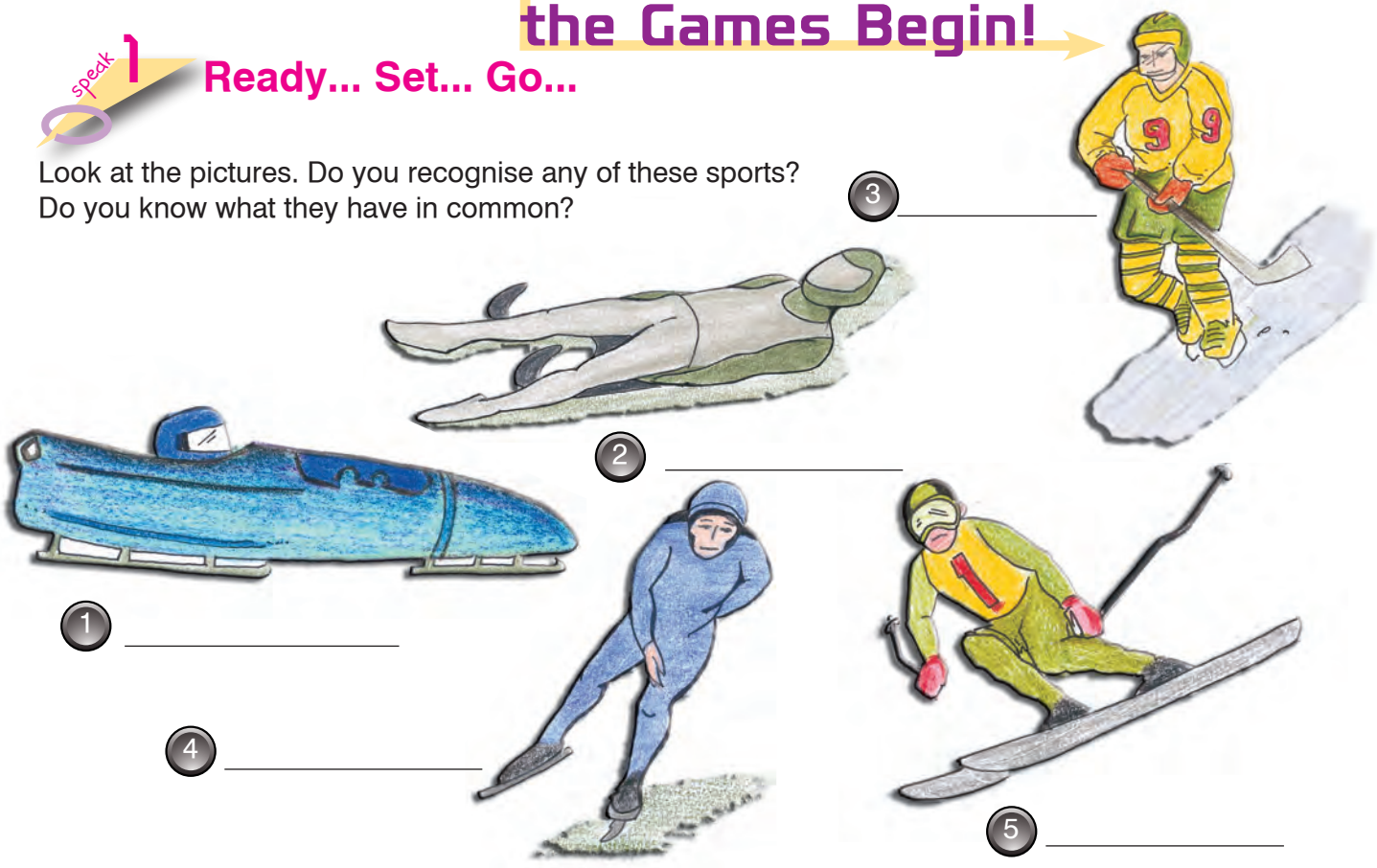
USEFUL TIPS

1. Use an appropriate greeting and ending.
2. Say why you are writing in the opening paragraph.
3. Give your friend all the information he/she needs. Make sure you answer all his/her questions.
4. Finish the letter with set phrases like: *look forward to seeing you, see you soon, keep in touch, write soon,* etc.
5. Use a P.S. if you want to state something you have forgotten or if you want to emphasise something.

Lesson 9 ...Let the Games Begin!

speak 1 Ready... Set... Go...

Look at the pictures. Do you recognise any of these sports? Do you know what they have in common?



1 _____

2 _____

3 _____

4 _____

5 _____

read 2 A sport on ice

2.1 Read the interview below between Jim Jansen, a well-known sportscaster and Raphael Duke, an ambitious curling athlete who hopes to make the next Olympics. As you read, underline three things that make curling unusual. Compare your answers with your partner's.

CURLING: An Unusual Sport!

Here we are, in the All-Stars Sports Stadium and standing next to me is Raphael Duke, the athlete we will all be hearing about in the very near future! Raphael is a curling champion and he has very kindly agreed to answer some questions about this very unusual sport!

– Raphael, how would you describe curling to the people who have never even heard of it?

– Well, first of all, curling is an exciting winter sport where players slide a heavy stone down a 'corridor' of ice towards a round target area.

– That sounds fairly easy, but I'll bet it isn't! ...

– I'll say! The players have to use strategy in order to play well. In fact, curling is so demanding, that people often refer to it as "chess on ice".



– These lanes of ice remind me of really big bowling alleys, only they have these very short side walls. Why is that?

– First of all, they're wider and longer than bowling alleys. The walls don't allow the stone to slide off the lane. Look at the end of the lane. There is a large circle there called the 'house', which has 3 concentric scoring rings of different colours. The centre is called the 'tee'.

– Do you need any special equipment?

– Of course! The most important piece of equipment is obviously the curling stone. It's a round stone specially made of granite, and it has a handle on top. It's quite heavy, too ... it weighs 19 kg! We also wear special shoes. One of the shoes has a rubber sole that grips the ice and the other one is covered with a smooth material so we can slide on the ice too. We also use special brooms to sweep the ice in front of the stone. Sometimes we wear gloves to keep our hands warm.

– Now, I know that matches are played between two teams of 4 players each. But how do you play?

– We slide two stones from one end of the lane to the other taking turns. The other teammates run alongside the stone clearing its path with brooms, which makes the stone travel further. We have to be very careful, though, not to touch the stone. We all aim close to the 'tee', or try to knock the other team's stone away from it. Each team tries to have as many stones as possible in the 'house'. The coloured scoring rings help us judge which stones are closer to the centre. The team with the most points wins!



– I'm sorry ... did you say that the players are the ones who judge the position of the stones? There are referees, aren't there?

– No, there aren't. Funny, isn't it?

– It sure is. Oh ... and by the way, do you know where curling comes from?

– It probably comes from Scotland and was originally played as an outdoor game on frozen lakes and rivers in the 1500s. Scottish players improved it, made up rules and turned it into a sport that was carried to other countries.

– That's true. It's very popular in Canada where the winters are very long and cold. Canada has got some great curlers. Has it been an Olympic sport long?



– Since the '98 Games in Nagano, Japan! Until then, it had appeared as a demonstration sport in some Games ... Oh, look! I'm sorry, but I'll have to leave you here. My teammates are waving their brooms at me! Time for practice!

– Of course, Raphael. Thank for your time, and ... happy curling!

Adapted from: www.curlingbasics.com

2.2 Look back at the interview and answer the following questions.

It's up to you p. 153

1. Why is curling compared to chess, according to Raphael Duke?
2. What equipment is necessary to play the sport?
3. Why do the players use brooms?

2.3 Can you complete the following information about curling? Read the sentences below and try to fill in as many blanks as you can. If you need help, take a peek at the interview!

1. Number of concentric rings in 'house': .....
2. Curling stone weighs .....
3. Number of teams that play: .....
4. Number of players on each team: .....
5. Number of stones each player slides: .....
6. Curling was invented in around .....
7. It became an official Olympic Game in .....



Listen 3 Remarkable athletes







Listen to the story of two Greek athletes who participated in the Olympic Games hundreds of years ago and answer the questions.

1. What sport did each athlete compete in?

.....

2. What is so remarkable about these athletes?

.....

3. How would these athletes perform at today's Olympics?

.....

Listen 4 The true meaning of sports

It's up to you p. 153

4.1 At the modern Olympic Games, the first, second and third-placed athletes are rewarded with gold, silver and bronze medals, and in many cases, with great sums of money. At the Olympic Games in ancient Greece, there was only one winner, who did not receive any kind of financial reward. What was the prize for Olympic winners then? Why was it an important reward for them?

4.2 Read an extract from an article written in August 2008, during the Olympic Games in Beijing. According to this extract, doping is a phenomenon which seems to be getting worse and worse. Why do you think this is happening?

"...Doping problems in China still exist, leading to some major anti-doping violations from time to time", said Duan Shijie, BOCOG executive vice-president and a vice-minister in China's General Administration of Sports. "It has been spreading from professional athletes to amateurs and from professional competitions to sporting schools and even social sports."

From: www.uk.eurosport.yahoo.com

grammar 5 Language focus

5.1 Look at the examples and complete the rules.

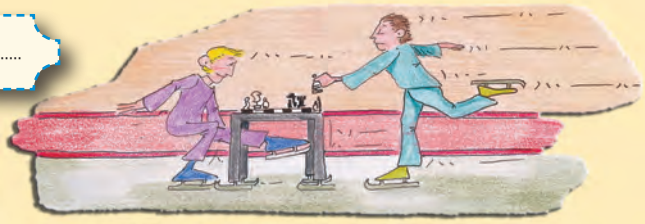
- *Curling is **so demanding** that it is referred to as 'chess on ice'.*

We use **so** + ... (without a noun)

- *Curling is **such a** demanding **sport** that it is referred to as 'chess on ice'.*

We use **such** + (a/an) + (adjective) + ...

NOTE
We use **so** / **such** ... **that** to talk about **result**.



5.2 Circle.

- *Curling is **too demanding** (for me) to play it.*

This sentence means: a) Curling is very demanding, but I can play it.
b) Curling is extremely demanding and I can't play it.

Too comes ***before*** / ***after*** an adjective. It has a ***positive*** / ***negative*** meaning.

*I have got **enough money** to buy scuba diving equipment.*



*Basketball is **easy enough** (for me) to play.*



NOTE
Too and **enough** are followed by **an infinitive.**

Enough comes ***before*** / ***after*** an adjective and ***before*** / ***after*** a noun. It has a ***positive*** / ***negative*** meaning.

5.3 Read the examples.

*Curlers wear special shoes, **don't they**?*

*Curlers must not touch the stone, **must they**?*

*Curling isn't difficult, **is it**?*



Yes, they do.

Yes, that's right. They mustn't.

Well, it is actually. The rules aren't easy enough for everyone to follow.

NOTE
Let's play tennis, **shall** we?
I'm clever, **aren't** I?
Don't talk, **will** you?

The short questions in bold are called **questions tags**. They are used to check information or to ask for confirmation. How are they formed?

Grammar Reference, p. 171

speak 6 Let's talk about sports, shall we?

Work with your partner. One of you is a young athlete, a snowboarder, and the other is a reporter interviewing the athlete. The reporter uses the ideas in box A and the snowboarder uses the answers in box B. Act out the dialogue.

e.g. ***Reporter:*** *You started training at the age of seven, didn't you?*
Snowboarder: *Yes, I did, but only for an hour a day.*

A (reporter)

1. start training at the age of 7
2. train more hours
3. enjoy training
4. too difficult to train and do schoolwork
5. have enough free time
6. participate in a national event last month

B (snowboarder)

a. Yes. Only for an hour a day.
b. Yes. 5 hours a day.
c. Yes, a lot.
d. Yes, quite / not impossible.
e. No, not enough.
f. Yes, very nervous but won/gold medal.

quiz 7 Sports quiz



Here's a fun test for you to do. Let's see what you <u>really</u> know about sports!

1. The tallest basketball player in the world was ... tall.
   a) 2.05m b) 2.45m c) 2.30m
2. The country that has won the FIFA World Cup the most times is ...
   a) Brazil b) Spain c) Italy
3. The most goals to be scored in an official football game were ...
   a) 12 b) 24 c) 36
4. The fastest speed reached on a skateboard is ...
   a) 100.66km/h b) 85.50km/h c) 48.16km/h
5. The highest speed reached by a skier is ...
   a) 120.3km/h b) 180.5km/h c) 250.7km/h
6. In bicycling, who has reached the fastest average speed of 40.27km in the Tour of France?
   a) Louis Armstrong b) Lance Armstrong c) Neil Armstrong
7. The fastest tennis serve is ... by Andy Roddick (USA).
   a) 241.4km/h b) 283.2km/h c) 312.4km/h



Do you know?

What is a 'hat trick'?

The same person scoring 3 goals in the same game.



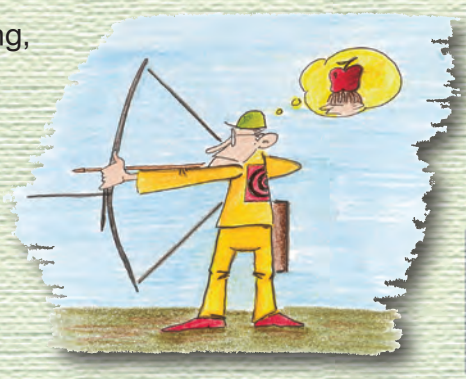
SCORE: If you knew the answer to at least 3 questions, you are a true Sportsmaster!

portfolio 8

Project time: More about sports!!!

Choose one of the following mini-projects and make a booklet entitled "More about Sports".

There are other sports such as shot put, archery, fencing, relay, etc. that we don't know so much about. Find information about one of them.



Write about a sports event you participated in that was very important to you.

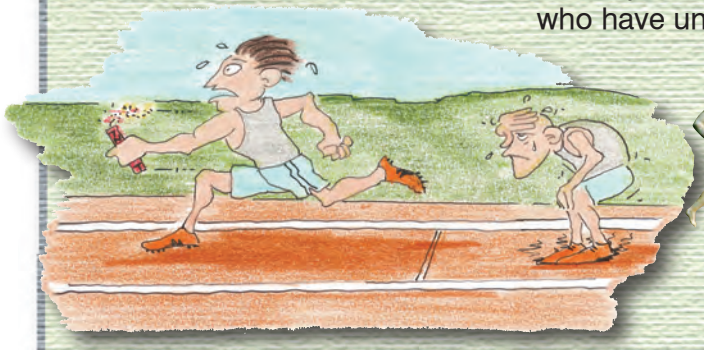
Interview an athlete you know. Prepare and ask him / her questions your classmates would like to ask.

Find pictures of ancient pottery, paintings of the Olympic Games or modern art showing athletic events and explain what they show.



A famous athlete, Jesse Owens, has the World record for breaking the most World records in one day. He broke 6 World records in 45 minutes in Michigan, USA in 1935. Can you find other athletes who have unbelievable achievements like this?





Explain how the sport of curling works using Laws of Physics.

Conduct a survey to find the most popular sports for boys and girls in your class.

Choose one of the following people and find out how he is connected with the revived Olympic Games: *Pierre de Coubertin, Dimitrios Vikelas, Spyros Louis, Georgios Averof*.





Unit 3 Review

1. Vocabulary

1.1 Match the words with the definitions.

☐ 1. book (v)	a.	exciting, surprising
☐ 2. spectacular	b.	a place to go
☐ 3. accommodation	c.	a place for a holiday
☐ 4. resort	d.	reserve
☐ 5. variety	e.	a place to live or stay
☐ 6. destination	f.	many different types

... / 6

1.2 Complete the sentences with the words from 1.1.

1. Parnassos is a well-known ski-..... in Greece.
2. We didn't ..... tickets for the performance yesterday.
3. There is a ..... of activities to do in the park.
4. The demonstration of bungee jumping was ..... ! I think I'll have a try.
5. Greece is a popular holiday ..... .
6. The price is good because it includes travel expenses, ..., and a tour around the city.

... / 6

1.3 Where do we do the following sports?

1. tennis .....
2. football .....
3. basketball .....
4. running .....
5. weight lifting .....

... / 2,5

1.4 What do we need to do the following sports?

1. tennis: r _ _ _ _ _
2. climbing: b _ _ _ _
3. golf: c _ _ _
4. running: t _ _ _ _ _ _ _
5. curling: g _ _ _ _ _

... / 2,5

2. Language focus

Circle the correct answers.

1. What are you doing tonight?
   a. **I'm staying at home.** b. **I'll stay at home.**
2. Look at this runner. He looks exhausted!
   a. **He'll fall.** b. **He's going to fall.**
3. I'll pack my suitcase when...
   a. **I will get home.** b. **I get home.**
4. Any plans for the summer?
   a. **We travel to South Africa.**
   b. **We're going to travel to South Africa.**
5. Don't worry! I promise ...
   a. **I'll join you later.**
   b. **I'm going to join you later.**
6. The plane ..... at 9:30. Be at the airport two hours earlier.
   a. **leaves** b. **is leaving**
7. Tim practises every weekend, ...
   a. **doesn't he?** b. **doesn't Tim?**
8. The footballers didn't get any rest, ...
   a. **did they?** b. **got they?**
9. Do you have ..... time to take up a sport?
   a. **such** b. **enough**
10. The equipment is ..... expensive to buy.
    a. **enough** b. **too**

... / 10

3. Everyday English

Complete the dialogue using the prompts.

A: (1) ..... (you/enjoy/do) extreme sports?

B: Yes, I do. Actually I (2) ..... (keen on/rafting).

A: Really? I've never gone rafting but I (3) ..... (would like/try) it.

B: I'm going next Friday. (4) ..... (fancy /come) with me?

A: Great! I (5) ..... (would love /join) you.

B: Something else I want to ask you. Rapid streams or something easier?

A: I (6) ..... (rather/try) something easy. You know it's my first time!

... / 3

4. Writing

You are going on a holiday and have made all the necessary arrangements. Write a short letter to your English friend to let him/her know about your plans. You can write about your destination, accommodation, activities, etc. (about 100 words)

.....

.....

.....

.....

.....

.....

.....

.....

.....

... / 10

0-15: 💣	16-20: ☹	21-25: 😐	26-30: ☺	31-35: ✶	36-40: ✶✶

Tips to learn

Work by yourself and tick the sentences that are true for you. You can discuss your answers in class.

Writing

1. When I have to write something,
   - ☐ I think about the topic and make notes.
   - ☐ I make a plan and put my ideas in logical or chronological order.
   - ☐ I read the 'Useful tips' and take them into consideration.
   - ☐ I read a model text.
   - ☐ other .....

2. While I am writing,
   - ☐ I write my text based on my plan.
   - ☐ I write important details about the topic.
   - ☐ I read to check what I have written.
   - ☐ I read to think about what to write next.
   - ☐ I change words / sentences.
   - ☐ other .....

3. After I have finished writing,
   - ☐ I replace words with others which make my writing more vivid and clear.
   - ☐ I add more details about the topic.
   - ☐ I proofread my work and correct mistakes.
   - ☐ I omit words and ideas that are often repeated.
   - ☐ I connect sentences using linking words.
   - ☐ other .....

In Units 1, 2 and 3 you wrote different types of writing tasks. Did you have any problems? Did you enjoy writing? Why / Why not? Share your ideas in class.

Reflecting on your Learning

Tick the sentences that are true for you.

At the end of Lessons 7, 8 and 9, I think I can

- ☐ talk about about travel, entertainment and sports
- ☐ talk about future plans, intentions and predictions
- ☐ express likes, dislikes and preferences
- ☐ ask for and give directions
- ☐ ask for confirmation and answer
- ☐ make, accept and refuse suggestions
- ☐ write a personal letter
- ☐ make a leaflet about my area

UNIT 4

LET'S CHANGE OUR SCHOOLS

mediation 1 "Nea Pedagogiki"



1.1 Read a short extract from "Nea Pedagogiki" (Nikos Kazantzakis, "Anafora ston Greco") in which the author gives an account of his school experiences at the end of the 19th century. What do you think the 'new' teaching approach was all about?

Στην Τετάρτη Τάξη βασίλευε και κυβερνούσε ο Διευθυντής του Δημοτικού. Μας είχε έρθει σπουδασμένος από την Αθήνα κι είχε φέρει, λέει, μαζί του τη Νέα Παιδαγωγική. Θαρρούσαμε πως θα 'ταν καμία νέα γυναίκα και την έλεγαν Παιδαγωγική· μα όταν τον αντικρίσαμε για πρώτη φορά ήταν ολομόναχος· η Παιδαγωγική έλλειπε, θα 'ταν σπίτι. Κρατούσε ένα στριφτό βούρδουλα, μας έβαλε στη γραμμή κι άρχισε να βγάζει λόγο. Έπρεπε, λέει, ό,τι μαθαίναμε να το βλέπαμε και να το αγγίζαμε ή να το ζωγραφίζαμε σ' ένα χαρτί γεμάτο κουκκίδες. Και τα μάτια μας τέσσερα· αταξίες δε θέλει, μήτε γέλια, μήτε φωνές στο διάλειμμα· και σταυρό τα χέρια.

1.2 How did the teacher apply this 'new' approach in his classes?

1.3 Compare Kazantzakis' classroom reality with yours. How have things changed since then?

1.4 Interview your parents or grandparents about their school life. Ask them about the following aspects: school subjects, discipline, books and materials, classrooms, dress code, length of the school day and school year, etc. Share your findings in class.





In this Unit you will:
- read about school life
- listen to students from another country talk about their school
- talk about schools of the past and schools of today
- write a report about your school
- participate in a debate

At the end of this Unit, you should be able to:
- give advice
- express obligation, necessity, prohibition and possibility
- ask for, give and refuse permission
- compare and contrast schools
- make suggestions
- define people and things and offer details

Lesson 10 Looking at Other Schools

speak 1 A school is...

A school is not just a building; it is much more. What makes up a school? Fill in the blanks in the picture below with your ideas.



read 2 A completely different experience

This is an extract from Joan Benoit's high school journal. Read it and answer the following questions.

1. The writer talks about two of the schools she went to. How did she feel about each one?
2. What was the impact of each school building on the writer?
3. How did the students' behaviour change in the new school? Why?
4. What does the writer say about rules in both schools?
5. Why was the headmaster right in trusting the students?

As an adult I can understand my junior high school teachers, but it was hard to be their student. The building was overcrowded – we were still waiting for the new high school to open – dark, old and depressing. We didn't have any extracurricular activities to enjoy after school, so we all came and went at the same hours. We did everything together, day after day. We were a jumpy, bored mob – it was no wonder that they needed so many rules to keep us in line.

Going into high school was a completely different experience. Suddenly, we had choices to make; nobody was telling us where to be and what to do all the time. The headmaster of the school felt that we should be given more control of our time in school. The high school offered a series of mini-courses in English and Social Studies from which we could pick and choose. In free periods we could elect to swim, study in the library, sit out on a sunny hillside, eat, or do anything else that didn't involve leaving campus, disturbing classes, or breaking rules.

People told the headmaster he was wrong. They said high school kids would tear the building apart unless they were kept under the strictest discipline. Here the town had spent a fortune to build a new school and he was going to let it be destroyed.

But they underestimated us. We were grateful for the building and for the freedom to experiment with it. We understood that Mr. Raynolds was depending on us to behave like responsible people ...

From: 'MVP' by Joan Benoit

part folio 3 Mini project: My school now and then

3.1 Research the history of your school building and make a poster showing the changes it has gone through over the years.

3.2 Write a journal entry about how your school makes you feel.

listen 4 A school from Finland

4.1 You are participating in a video conference with the Strömberg school in Finland. Listen to some of the students talk about their school life. As you listen, complete the text below with the relevant information.

The Strömberg School

Relationships
Students all know each other. They call their teachers by (1)..... . They (2)..... with their teachers and other students.

Subjects / Activities
Students don't have to (3)..... much. They learn by doing things. (4) ..... and maths are taught in the classroom. There are also (5)..... for magazine-making, handicrafts, music, drama and science.

Facilities
There is a library for studying. Students can grow vegetables in the school garden. There are special rooms for (6)..... with sofas for reading and chess tables. There is a cafeteria where hot meals are served. There is a gym and a large (7) ..... where the students play football.

Responsibilities
The students have to do lots of (8)..... like taking care of the garden, the aquarium, helping in the kitchen and recycling.

Local community
The school is open to the local community. For example, parents visit the school to talk about their jobs.



4.2 After the video conference, your teacher asked you to make a presentation of the similarities and differences between the Finnish school and your own. Make a diagram like the one below and fill in the information you have about the two schools.

The Strömberg School **Both schools** **My school**

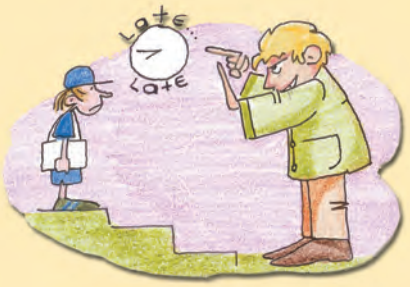
Useful expressions

Both .....
... the same ... as ...
... also ...
... similar (to) ...
... while / whereas ...
On the one hand, ...
On the other hand ...
... . However, ...
On the contrary, ...

4.3 Now use your notes to talk about the two schools. The expressions in the box will help you.

It's up to you p. 154

Grammar 5 Language focus



5.1 Look at the examples and match the verbs in bold with their use.

1. *You **must** always be on time for class.* .....
2. *You **mustn't** use a calculator during the maths test.* .....
3. *You **have to** hand in your homework by the deadline.* .....
4. *You **don't have to** wake up early. It's a holiday tomorrow.* .....

These verbs are called **modal verbs**. They are used to express:

a. prohibition
b. lack of necessity
c. obligation / necessity

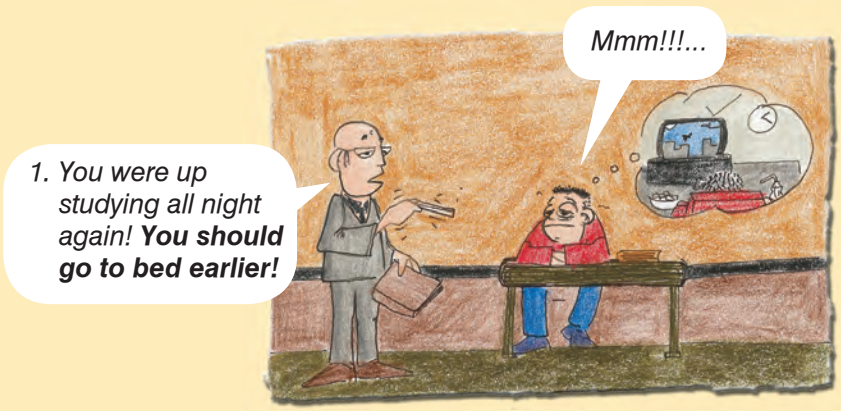
REMEMBER!!!

Present	Past
must / have to	had to

5.2 Read the following sentences and match the halves. What is the difference in meaning?

1. *You **mustn't** speak during the test ...* — *a. if you don't want to.*
2. *You **don't have to** speak in front of the class...* — *b. because this is not allowed.*

5.3 Read the examples below with two other modal verbs: **should** and **ought to**. Tick the sentence on the right that has the same meaning as the sentence in bold and complete the rule in the box.



☐ a. It's a good idea for you to sleep earlier.

or...

☐ b. You must sleep earlier. It is a rule.



☐ a. She must take a break. It's a rule.

or...

☐ b. The right thing is for her to take a break.

Should and **ought to** are followed by ..... and are used to give .....

5.4 Read the following sentences. Is there a difference in meaning?

- *You **mustn't** be late for classes. The teacher will not let you in.*
- *You **shouldn't** be late. You'll miss the beginning of the film.*

5.5 Read the dialogue below and complete the rule.



NOTE
- You'**d better** take the history course (= should)
- You'**d better not** waste your time (= shouldn't)

had better (not) + bare infinitive is another way to give .....

Grammar Reference, pp. 171-172

write 6

School rules

6.1 The children in this class are misbehaving. What rules are they breaking? Make a list.

SCHOOL RULES

e.g. Students mustn't eat in the classroom.

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



6.2 Why do you think the students are acting like this? How can their behaviour change? Suggest ideas.

Lesson 11 Change through Time



speak & listen 1 Moving forward...

1.1 Here is an extract from an article about a new trend among students. Read it and discuss in pairs what changes the writer is talking about. Share your ideas in class.

NEW YORK TIMES August 17, 2006

Back to School, with a Laptop

It used to be that getting ready for another school year meant buying a few new No.2 pencils, spiral notebooks and a lunchbox. Not anymore. Young children and teenagers, as well as college students, are going to school with more electronic gadgets than ever.

.....

Another change is that the newest tech devices are not aimed at just older students anymore. While laptops are still most useful for those going off to college, younger students are starting to use them as well. The technological era has truly taken off!

Adapted from: New York Times

1.2 Which electronic gadgets do you think the writer is referring to? Do you have any of these gadgets? What do you use them for?

1.3 Look at the pictures below showing students from the past and the present. Compare and contrast the photos to say how students in the past were different from today's students.

e.g. Students didn't use to have computers.



1.4 Listen to a student talk about technology in education. Which technological means are used in her friend's school? Tick the appropriate pictures.



1. ☐



3. ☐



5. ☐



2. ☐



4. ☐



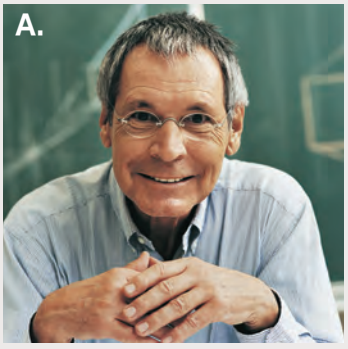
6. ☐

listen 2 The challenge of change

2.1 Listen to a journalist interviewing three people at a forum on 'Technology in Education'. Match the speakers 1-3 with the photos A-C.

Speaker .....

A.



Dr. Richard Newton
(headmaster
of a secondary school)

Speaker .....

B.



Jason Collins
(a university student)

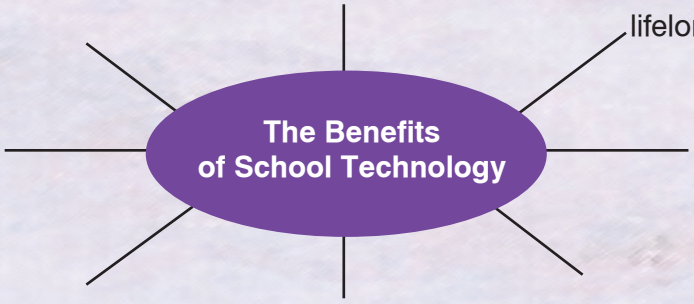
Speaker .....

C.



Jim Brown
(father of High School
students)

2.2 Listen to the interview again and take down notes to complete the spider diagram below. Compare your answers with your partner's.



speak 3 What do you think?

Work in pairs. Do you think that technology helps you learn better? Can you think of any disadvantages of technology? Share your ideas in class.



Read & Speak 4 When the answer is only a click away...



4.1 Read the advertisement below about a new kind of board. What is it? How can it be used in the classroom? Discuss.



New!!! Innovative!!! Modern!!!

Why do teachers worldwide use our **TECH Board interactive whiteboard?**

Mainly because:

- **it motivates learners!**
- **it makes presentations lively!**
- **it reduces the need for note-taking!**
- **it makes it easy to use web pages in class!**

Interactive whiteboards are becoming one of the most powerful interactive learning tools in education.

INCREDIBLY EASY TO USE!!!

The touch-sensitive board connects to your computer and digital projector which displays the image from the computer screen onto the board. You can then control the computer directly from the display on the board, write notes in digital ink and save your work!

If you can use a computer, you can use a TECH Board!

Order your TECH Board NOW!!!

Contact us at: 0034213245 or at whitetech@hot.com

4.2 The Ministry of Education is going to equip all schools with modern technological means. Students have been asked to suggest what their school needs the most. Suppose you are members of your school committee. Get into groups of four. Two of you take role A and the other two take role B. Prepare your arguments to support your point of view and act out your roles.

ROLE A:
You and your partner think that an interactive white board is what your school needs the most. Try to persuade the other members of the committee. Come to an agreement.

ROLE B:
You and your partner think that new computer software and CD-ROMs is what your school needs the most. Try to persuade the other members of the committee. Come to an agreement.

Useful expressions

Making suggestions
I think we should...
Perhaps it would be better if...
In my opinion it would be more useful...

Responding to suggestions
You're probably right.
That's a great idea!
I don't think that...
I'm not sure this is a good choice.
I'm afraid I disagree!

Grammar 5 Language focus

5.1 Read the following examples, circle the sentence a. or b. that is closest in meaning to the modal verbs and complete the rule.

- *School **could be** a place that opens up new fields of knowledge.*
- *Students in ten years **may enjoy** the benefits of these changes.*
- *Our teacher **may give** us back our tests today.*



*We **might use** laptops in our school some day.*



a. It's certain that these things will happen.
b. It's possible that these things will happen.

The modal verbs **could**, **may** and **might** are followed by ..... and express ..... in the present and future.

***Can** I see the answer?*

Hurry up!...



5.2 Read the examples and complete the rule.

***Could** I please use the restroom, Miss?...*

No, George. Please wait for the bell...



Hmm...

***May** I please leave now, sir?*

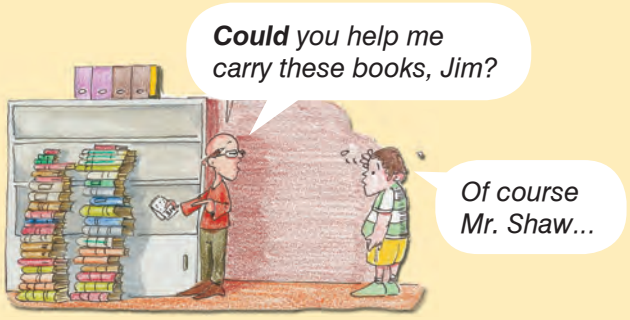


Can, **could** and **may** are also used to ask for .....

NOTE
May I.....? is used in formal situations.

5.3 Read the examples below and find one more use for **can** and **could**.





Can and **could** are also used in questions to make ..... .
Could is more formal and more polite than **can**.

Grammar Reference, p. 172

Speak 6 Future changes

6.1 Look at the pictures below. What might these schools be like in 20 years? Think in terms of

buildings | number of students | facilities | dress code | equipment





6.2 What changes do you expect to see in your own school in a few years from now?

Portfolio 7

Writing a report

7.1 The headmaster of a school in New Zealand is thinking of starting 'after school clubs' for his students. He asked them to think of ideas and write a report making suggestions. Here is the report the student committee wrote. Read it and answer the questions. Compare your answers with your partner's.

1. What is the topic of this report?
2. What is the reason for writing this report?
3. What is the main idea of each paragraph?

7.2 Look at the underlined words and expressions and explain what they are used for.

7.3 The headmaster of your school has asked you to write a short report suggesting what new equipment your school needs. As member of the student committee, write your report describing the present situation and suggesting what equipment you would like to have. Justify your choices.

Make notes first and plan your report. Look at the 'Useful tips' for help.

Think about what kind of information you would like to include in the report.

- What is the topic of your report?
- Who are you writing this report for?
- What kind of equipment is there already in your school?
- What else do you need to get?

7.4 Write your report.

It's up to you p. 154

From: The Student Committee
To: Mr. Willis

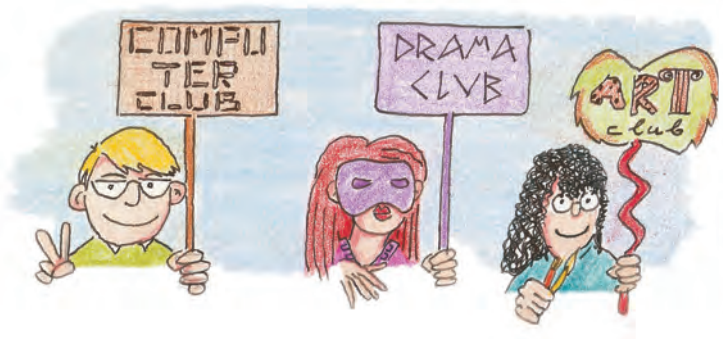
Subject: **"After School Clubs"**

The purpose of this report is to present our suggestions for the creation of 'after school clubs' in our school. We have many different interests and we would like the clubs to offer a variety of activities so there is something for everyone.

Our school has no 'after school clubs' at present. Although the idea has come up in student committee meetings several times, unfortunately, nothing has been done so far.

To begin with, many students have expressed an interest in putting on plays or shows, and a DRAMA CLUB would give them the opportunity to do so. Furthermore, it could help raise money for charity, or entertain students with performances at the end of the year. It would be a good idea if there were a COMPUTER CLUB, too. Students could get together and do projects in the computer lab, or get in touch with computer clubs from other countries! Finally, we would like to suggest an ART CLUB. It would be a good idea for those of the students who are artistic. They could come up with imaginative ways to decorate our school. In addition, they could have 'Art Evenings', to exhibit their work to their parents and peers.

These are just a few ideas of course. The possibilities are endless and we are all very anxious to see the 'after school clubs' become a reality.



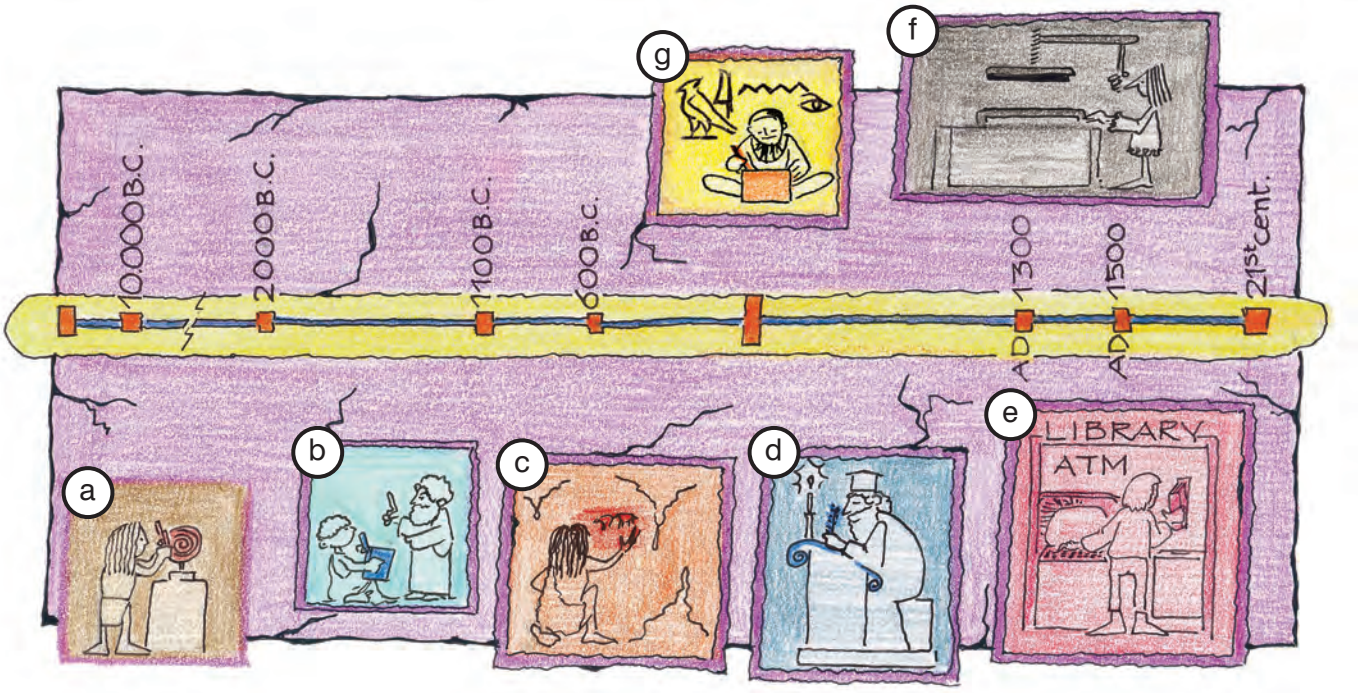
USEFUL TIPS

1. Make sure you know the reason you are writing your report and who you are writing for.
2. Reports should not be very informal.
3. Think about what you want to say and make a list of your ideas grouping similar ones into paragraphs. Write different paragraphs for different ideas.
4. Make your comments and suggestions clear and specific.
5. Give your report a general title. You can also give each paragraph a heading to make your report easy to read.

Lesson 12 Change: An Ongoing Process

1 From linear A to e-books

1.1 How much do you know about the evolution of writing and books? Match each picture with the appropriate date on the time line below. Compare your answers with your partner's.



1.2 Do the questionnaire below. Then, listen to a dialogue between Michael and his History teacher to see if your answers were right.

QUESTIONNAIRE

1. The oldest writing to date comes from...
a. 5500 BC b. 3500 BC c. The Middle Ages

2. The first writing in horizontal lines came from...
a. Mesopotamia b. Greece c. Byblos

3. Books were printed with movable metal letters...
a. after the 15th c. b. before the 15th c. c. until the 15th c.

4. Writing books by hand was time-consuming and this made them...
a. durable b. revolutionary c. expensive

5. Unlike e-books, traditional books...
a. can't be read on a screen b. are cheaper c. can be sent electronically

6. An e-book doesn't have...
a. illustrations b. chapters c. paper pages

Read 2 Just put it in writing

2.1 Read the texts about the history of writing and printing and complete the table on the next page.

History begins with writing. It is this invention which allowed man to advance at a rate that would have been unthinkable in prehistoric times! The oldest known writing in the world are carvings and marks on a limestone tablet which was found in Mesopotamia and is estimated to be about 5,500 years old. Sumerian scribes slowly developed these symbols into a kind of writing which is known as cuneiform. This writing spread widely in the Near East, while the ancient Egyptians developed a type of picture-writing: the hieroglyphic script. The first writing, however, to be written consistently in horizontal lines, were two forms of syllabic script used by the Minoans on the Greek isle of Crete in 1500 BC. Because of this, these two forms are known as Linear A and Linear B. Another important early syllabic script was that used in the Phoenician city of Byblos – from which comes the word 'Bible', meaning 'book'!



cuneiform writing



Johann Gutenberg (1397-1468)

The most important invention of the Middle Ages was printing. Until the 15th century, all European books were either copied by hand or printed from wooden blocks that had been carved with the text of an entire page. Both these methods were extremely time-consuming and books were very expensive. Johann Gutenberg, who was a German goldsmith, was the first European to produce movable, metal letters, which could be used again and again. He converted a wine press into the first printing press and found a durable metal to make the letters from. Gutenberg's invention turned out to be revolutionary: books could now be printed cheaply and in great numbers. Mankind began to rush forwards!

In our days, electronic books, better known as e-books, have begun to revolutionise the way people read. What are e-books? They are books in digital format, meaning that they can be viewed on a computer screen, or even the latest cell phones! Like traditional books, they have titles, pages, chapters, and illustrations. Unlike traditional books, they can be ordered on-line and they are delivered electronically to your computer. They are more convenient than books, since it is much easier to carry around a laptop rather than dozens of heavy books... They are also cheaper than conventional books, which makes them an attractive alternative to consumers. As we sail towards a society that will surely be based on electronic information, e-books will undoubtedly take on a more important role in our lives.



Adapted from: Reader's Digest History of Man, "The Last Two Million Years" and www.en.wikipedia.com

	Time period	Area/region	Invention	Who
a.		Mesopotamia		
b.	1500 BC			
c.			printing	
d.		–		–

2.2 Read the following statements and write True (**T**), False (**F**) or Not Mentioned (**NM**).

1. Egyptian hieroglyphic script is similar to cuneiform. ☐
2. Linear A, Linear B and the script used in Byblos are types of syllabic script. ☐
3. The word 'book' comes from the Greek language. ☐
4. The invention of the printing press made books cheap. ☐
5. E-books are more expensive than traditional books. ☐
6. People will slowly stop reading traditional books. ☐



Speak 3 What do you think?

1. Why is Mesopotamia mentioned in the text? Where does its name come from? Why do you think writing started there?
2. Why was the invention of the printing press revolutionary?
3. Why will e-books play an even more important role in our lives in the future?

Speak 4 Texting: An alternative way of writing



4.1 What is texting? When is it used?

4.2 When young people text their friends, they often use acronyms such as AFAIK (*as far as I know*) or emoticons such as :-| (*bored*). Look at the message on the screen of the mobile phone. Can you guess what it means?

4.3 Work in pairs. Match the acronyms with their meanings and look at the emoticons. Use some of them or others you may know to write a message to another pair. Exchange your messages and write a reply.

Acronyms		Emoticons	
1. BFN	a. Just kidding	:-)	I'm happy / Hello
2. CU	b. Take care	:-(	I'm sad
3. 2MRW	c. Thanks	>:-||	I'm angry
4. IDN	d. Never mind	xoxo	hugs and kisses
5. JK	e. Bye for now	!:-)	I have an idea
6. NM	f. I don't know	?^	What's up?
7. TC	g. See you	=:-O	I'm scared
8. THX	h. Tomorrow	: ~)	cute

Grammar 5 Language focus



5.1 Look at the sentences below. The underlined clauses are examples of relative clauses.

- *The person **who** invented printing was Johann Gutenberg.*
- *Books **which** can be read on a computer are called e-books.*

Can you underline the relative clauses in these sentences?

- *People who don't like carrying around heavy books prefer e-books.*
- *These are the novels which are the most popular among children.*
- *The stories that the teacher read to us were really exciting.*
- *Do you remember the writer that I talked to you about?*



5.2 Circle the relative pronouns **who**, **which** and **that** in the relative clauses above and underline the words that come before them. What does each relative pronoun refer to? Complete the rule.

A **relative clause** gives extra information about the people or things we are talking about.

We use: **who** to refer to .....
which to refer to .....
that to refer to .....

5.3 Look at the examples below. Is the relative pronoun the **subject** or the **object** in each relative clause? When can we omit the relative pronoun?

- *The author **who won the prize** gave an interview on TV.*
- *The author **(who) we met** at the bookstore won the prize.*
- *The books **which were sold** at the exhibition were very interesting.*
- *The books **(which) we bought** were very interesting.*

REMEMBER!!!

- Do you know the bookstore **where** I usually go?
- He's the author **whose** last book won an international prize.
- I can't remember the date **when** the exhibition started.

We use:
..... for **place**
..... for **time** and
..... for **possession**.

Grammar Reference, p. 172

Read 6 Forward to a paperless school

It's up to you p. 154

Match the parts to make complete sentences.

1. Electronic books are a trend .....
2. Susan Driscoll, ..., plans to release many textbook titles in electronic form.
3. Oldfields is one of the schools .....
4. "I encourage my students to be paperless", said the biology teacher .....
5. 2006 was the year .....
6. Download your e-books onto a tablet device .....

a. whose students hand in their homework on discs instead of papers.
b. where notebooks are being replaced by laptop computers.
c. which is going to expand in the future.
d. that is designed specifically for reading e-books.
e. who is president of Worth Publishers
f. when the National Digital Library for disabled people was created in Paris.

Speak 7

Project time: Time for debate!!!



Do you know what a **debate** is? It is a contest in which two opposing speakers or groups each make speeches to support their side on a specific issue. Since they disagree on the issue, they must present solid arguments in favour of their side. At the end of the debate, judges decide which group was more persuasive.

Look at this statement:

"Teachers cannot be replaced by computers"

Are you **for** or **against** this opinion? Take a side, get into groups and prepare to debate this issue.



How to prepare for a debate

- Research your topic using available resources.
- Prepare your arguments and support them with evidence. Try to predict what the other team's arguments and responses may be and prepare for those, too.
- Prepare a set of questions for the other team.
- Prepare an outline summarising your position.



How to conduct a debate

Speeches can last up to 2 minutes.

Speech 1: The team who is **in favour of** the issue speaks first (proposition team). A speaker from this team introduces the topic and analyses the team's first arguments.

Speech 2: The team who is **against** the issue goes next (opposition team). A speaker from this team states and analyses their first arguments.

Speech 3: The **second speaker of the proposition team** states and analyses the rest of the arguments.

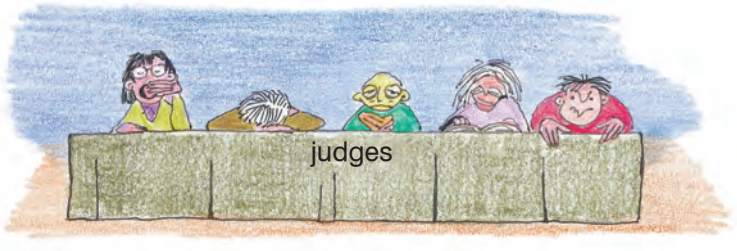
Speech 4: The **second speaker of the opposition team** states and analyses the rest of the arguments.

There is a 5-10 minute break for each team to prepare their final speech.

Speech 5: The **opposition team** opposes the proposition team's arguments and summarises their own speech to show why their point of view is better.

Speech 6: The **proposition team**, in turn, opposes the opposition team's arguments and summarises their own speech to show why their position is better.

Go to page 160 of your book for helpful tips and an evaluation form.



Unit 4 Review

1. Vocabulary

Complete the exchanges with words which have a similar meaning to the words in bold.

1. – The new teacher's lessons are **really interesting**.
   – I agree. I found his lessons **m**..... .
2. – He has **improved a lot** this term.
   – Oh yes! He has made great **p**.....
3. – Do you think **traditional** methods are better?
   – In my opinion both **c**..... and modern methods can be useful.
4. – My students didn't seem to **understand** the lecture.
   – Yes. Although they listened carefully, I think they didn't **t**..... all the information.
5. – They always **work** well **together**.
   – I don't think so. When they have to **c**..... they often quarrel.
6. – I'm not **going to** science class today. I have to do a project on history.
   – Really? I am going to **a**..... all my classes because I've finished my project.
7. – I think we **didn't realise how difficult** this project was going to be!
   – You're right. We **u**..... its difficulty and now we're running out of time!
8. – The students of this class work **in a very controlled way**.
   – They're **d**..... and well-behaved.

... / 8

2. Language focus

2.1 Put an appropriate relative clause (a-g) in each sentence.

1. The teacher ..... has become headmaster.
2. The computer room ..... has got new laptops.
3. The students ..... will get a scholarship.
4. The job ..... requires previous experience.
5. The writer ..... has written many best sellers before.
6. The day ..... was the most tiring day in my life.
7. The pupils ..... mustn't leave the room before 12 o'clock.

a. whose reports are excellent
b. where we do our projects
c. which you applied for
d. who are taking the test
e. when we took our final exam
f. who taught us maths last year
g. who won the prize

... / 7

2.2 Complete the second sentence so that it has a similar meaning to the first one, using the words in brackets.

1. It isn't necessary for us to wear a uniform. (have)
   We.....a uniform.
2. Don't miss any more classes. (must)
   You ..... any more classes.
3. It's possible we will make presentations. (may)
   We..... presentations.
4. Perhaps we will go on excursions abroad. (might)
   We ..... excursions abroad.
5. I advise you to borrow some books. (should)
   You ..... books.
6. We should help mum with the chores. (ought to)
   We ..... chores.
7. You must hand in your assignments by the deadline. (better)
   You..... by the deadline.

... / 7

3. Everyday English

Expand the questions to ask for permission and give or refuse permission in an appropriate way.

1. can / borrow/ history book? (yes)
   .....
   .....
2. could / invite friends / for the weekend? (no)
   .....
   .....
3. is it OK / go cycling / after school? (yes)
   .....
   .....
4. may / use / your phone? (yes)
   .....
   .....

... / 8

4. Writing

Write a short report for a teen magazine on what facilities there are in your local sports centre and what you think should be done to improve those facilities (about 100 words).

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

... / 10

0-15: 💣	16-20: ☹	21-25: 😐	26-30: ☺	31-35: ✶	36-40: ✶✶

Tips to learn

Work by yourself and tick the sentences that are true for you. You can discuss your answers in class.

Listening

When doing a listening activity in English,

- ☐ I read the information given to prepare for what I am going to hear.
- ☐ I think about the topic to predict what the listening text is going to be about.
- ☐ I try to understand the main ideas.
- ☐ I listen carefully for the information I need to find.
- ☐ I don't worry if I miss some important information. I try to get it the second time I listen to the text.
- ☐ I think that listening work helps me improve my pronunciation and intonation.
- ☐ other .....

Look back at the listening work you did in Unit 4. Was it difficult or easy to do? Did you enjoy it? Why / Why not? How can you improve your listening ability?

Reflecting on your Learning

Tick the sentences that are true for you.

At the end of Lessons 10, 11 and 12, I think I can

- ☐ compare my school with other schools
- ☐ talk about changes in education
- ☐ ask for, give and refuse permission
- ☐ write a report
- ☐ act out a role-play to reach a common decision
- ☐ give advice
- ☐ define people and things and offer details
- ☐ make suggestions
- ☐ participate in a debate
- ☐ express obligation, prohibition, necessity and possibility

UNIT 5

THE ARTS!

Read what some famous people said about different forms of art. Discuss in class.

"I try to apply colours like words that shape poems, like notes that shape music".

Joan Miro,
1893-1983, *Spanish painter*

"I dream my painting and then I paint my dream".

Vincent Van Gogh,
1853-1890, *Dutch painter*

"Everyone wants to understand painting. Why is there no attempt to understand the song of birds?"

Pablo Picasso,
1881-1973, *Spanish painter*

"Music and rhythm find their way into the secret places of the soul".

Plato, 428 BC-338BC,
Ancient Greek philosopher



"Life imitates art far more than art imitates life".

Oscar Wilde,
1854-1900, *Irish author*

"Every artist was first an amateur".

Ralph Waldo Emerson,
1803-1884,
American philosopher

A flag in celebration of the arts used to promote an Annual High School Art Show in the spring of 2008

- Which arts are represented in the flag above?

"Music expresses that which cannot be put into words and cannot remain silent".

Victor Hugo,
1802-1885, *French poet and novelist*

"Art is not what you see, but what you make others see".

Edgar Degas,
1834-1917,
French painter and sculptor

In this Unit you will:
- read about famous paintings, music and the theatre
- talk about styles of art and kinds of music
- listen to famous pieces of classical music
- write a biography
- do a project on famous artists
- dramatise a scene

At the end of this Unit, you should be able to:
- ask for and give an opinion
- describe processes
- talk about rules
- talk about different styles of art, music, and types of drama

Lesson 13 Quite an Art!

Listen & speak 1 Art is...

1.1 Look at the painting, read the poem and listen to the music. Which common theme do you think was the source of inspiration for these artists? Fill in the blanks with one word.



"....." by Jean-François Millet

COUNTRY ROAD,
..... WALK
by Frank Asch

Roll up the moon,
raise the sun,
time for a change of scene.
Look at a rose,
swim in its red.
Have you ever seen
such green?

Holes in my socks,
toes in my holes,
as plain as the day
on your face.
Dew in the grass,
sun in the dew,
shining all
over the place.



"....." by Antonio Vivaldi



"The Rite of ....." by Igor Stravinsky



1.2 How does each artist communicate his idea of the theme?

1.3 What other forms of art do you know? Complete the diagram below.



ART



speak 2 Puzzle it out!

2.1 The puzzle below shows two parts of a famous painting by Pablo Picasso. Work in pairs. Cut out the four missing parts on page 161 of your book and discuss with your partner where each piece fits in the painting. Reach an agreement and stick the pieces in the empty spaces to complete the painting.

Useful expressions

I think part ... fits in box number ... because it shows...
It seems to me that...
On the left side of the painting we can see...
In my opinion / view, ...
What do you think? / I think so, too.
I'm afraid I disagree.



2.2 Do you know the title of this painting?

Useful tip

Read the text before you listen. Try to guess what kind of information is missing. Look for this kind of information while listening.

listen 3 The story of a painting

3.1 You are at the Pablo Picasso museum. The following text is part of a leaflet about the story of the painting above. Some of the words have not been printed. Listen to the museum guide and fill in the gaps.

The artist's eye

It was 1937. Spain, Pablo Picasso's home country was suffering from a civil war, while he was living in (1) ..... On April 26th, the Spanish government sent planes to bombard a small (2) ..... in northern Spain called Guernica. Guernica was completely destroyed. (3) ..... civilians were killed. The next day, George Steer, a reporter working for (4) ..... revealed



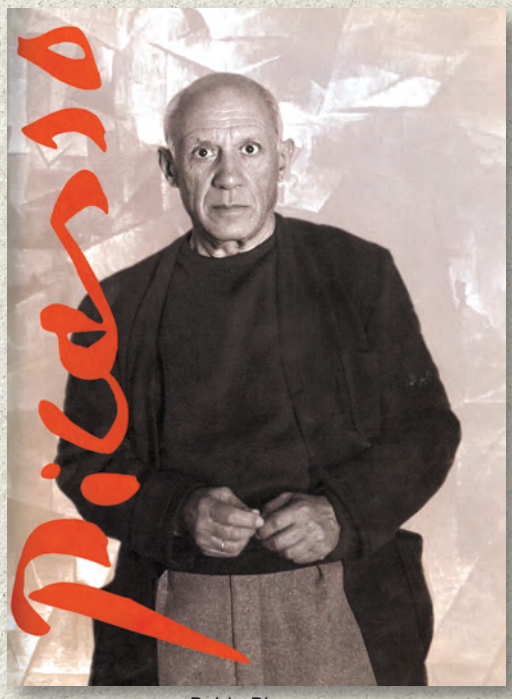
the destruction. By (5) ....., news of the massacre at Guernica had reached Paris. Eyewitness reports filled the front pages of Paris papers. Picasso was stunned by the (6) ..... photographs. He rushed to his studio, where he quickly sketched the first images for the mural he would call "Guernica".

3.2 Why do you think Picasso created "Guernica"?

Read 4 Picasso's "Guernica"

4.1 Read the rest of the leaflet and discuss what messages are communicated by this work of art.

The cubist painting by Picasso, called "Guernica", is an immense black and white mural painted in oil. The mural depicts a scene of death, violence, brutality, and helplessness. It shows the suffering people and animals experience in the violence and chaos of a war. The overall scene is within a room. There are humans, animals and buildings in this scene but there seems to be no background. On the left side of the painting we can see a mother holding her dead child. A wide-eyed bull stands over the woman. At the bottom lies a fallen soldier, still holding his broken sword from which a flower grows. In the centre above the soldier is a horse whose body is pierced with a spear. On the right, there is another woman trapped in a burning building.



Pablo Picasso

The painting is very large: 349 x 776 cm. Despite its great size, it was painted in less than two months. Picasso was so angry about what had happened in Guernica that he wanted everybody to immediately take notice of the brutal event. All the figures in the painting seem to be crammed together and their mouths are open as though they are crying out. We get the feeling that they can't get away from the horrors of war; they are trapped in their suffering.

Some people criticised Picasso's cubist style because they could not understand his symbolism. Picasso answered his critics, "It isn't up to the painter to define the symbols. The public who look at the picture must interpret the symbols as they understand them". Even though opinions about the exact meaning of the images of the painting are numerous, there is no doubt that the painting sends a strong antiwar message, not only about what happened in Guernica but about the kind of suffering that takes place in any war.

Adapted from: Picasso's Guernica in "What your sixth grader needs to know"

4.2 Reflect on the painting.

1. Why didn't Picasso explain his symbolism?
2. What feelings does the painting arouse in you?

portfolio 5 Mini project: War in Art



Massacre at Chios
(Eugène Delacroix, 1824, Louvre)

5.1 Do you know any other paintings or pieces of art that were influenced by violence or war? Ask your Art teacher, or use the Web and other sources to find such pieces of art and bring them to class. Discuss whether they evoke the same kind of feelings as Picasso's "Guernica".

5.2 Make a poster or make up a slogan that reflects your feelings about violence or war.

grammar 6 Language focus



6.1 Look at the following sentences and complete the rule.

1. *Security systems **are used** in all museums.*
2. *Touching the exhibits **isn't allowed** in the gallery.*
3. *Famous works of art **are kept** in museums all over the world.*
4. *Old paintings **are cleaned** carefully, **restored** and then **exhibited** in museums.*

The **Passive voice** in the **Simple Present** tense is formed with:
subject + ... + ...

We use the passive when:
a. the action is more important than who does it
b. we describe a process
c. we talk about rules

Can you match the examples above with an appropriate use from the box?

6.2 Look back at the text and find more examples of the Passive voice.

Grammar Reference, p. 173

speak 7 At the Art Centre

It's up to you p. 155



A new art centre has opened in your area. Your class wants to visit it and your teacher has asked you to call and get some information about it. Look at the notes you took over the phone and inform your class about the regulations of the art centre.

e.g. *Touching / paintings / forbid*
Touching the paintings is forbidden.

1. Children under 12 / not admit / without / adult
2. Tickets for concerts / book / in advance
3. No food / drink / allow
4. Exhibition books / sell / the entrance
5. Taking photos / not permit

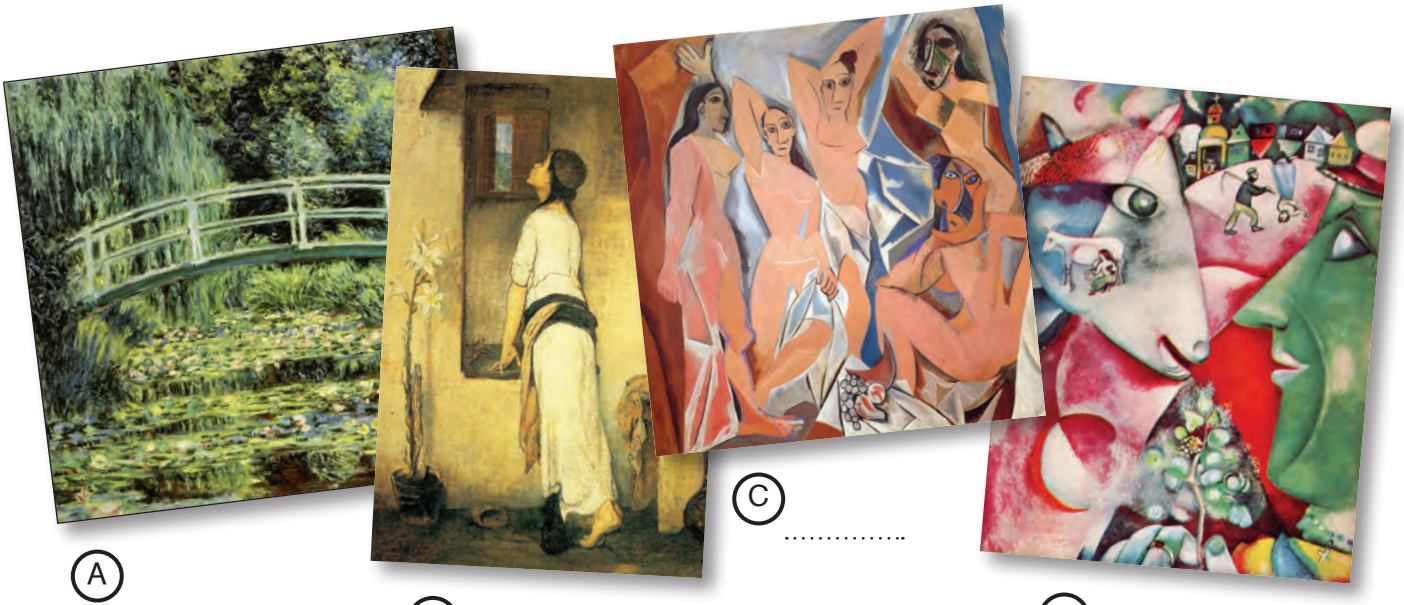
Listen 8 In a gallery



8.1 A group of students from an international school are visiting an art gallery. Here is the handout their Art teacher gave them to fill in during their visit. Match each style of art with its definition.

1. Cubism ☐	a. A style of art including many bright, colourful brush strokes. The paintings do not have a lot of detail and they are usually outdoor scenes like landscapes.
2. Realism ☐	b. A style of art that shows items painted in a colourful way. It is inspired by comic strips, advertising, popular entertainment and everyday objects.
3. Impressionism ☐	c. A style of art where the subjects remind us of basic geometric shapes.
4. Pop Art ☐	d. A style of art that shows things exactly as they appear in life.
5. Surrealism ☐	e. A style of art where the paintings are generally based on dreams. They are filled with familiar objects painted to look strange or mysterious.

8.2 Listen to the students' Art teacher as she guides them around the gallery discussing the exhibits. Look at the styles of art above and as you listen, try to match each painting with one of the styles. There is one extra style you do not need to use.



A ……..

B ……..

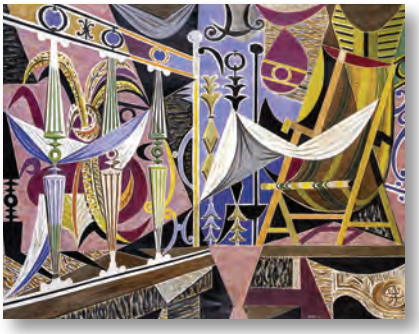
C ……..

D ……..

8.3 These are some other paintings the students saw at the art gallery. Can you match each one to its title? Write the titles under the paintings.



1. ……
by *Nicholaos Gyzis*



2. ……
by *Nikos Chatzikyriakos-Ghikas*



3. ……
by *Nikiphoros Lytras*

a. Seated Man
b. Historia
c. The Children's Concert
d. Athenian balcony
e. Sailor
f. The Straw hat
g. Two friends



4. ……
by *Dimitris Mytaras*



7. ……
by *Giannis Moralis*



6. ……
by *Giannis Tsarouchis*



5. ……
by *Georgios Iakovides*

Speak 9 Game

Your teacher will give you one piece of a painting. Walk around the classroom trying to find 3 more students with the remaining pieces of your painting by describing your piece, or asking details about their pieces. You **must not** show your piece to anyone! When you have found the students with the other pieces, get together and decide where each piece should go. The group to finish first is the winner.



Lesson 14 It's Music to my Ears



Listen 1 Music is feeling



1.1 Listen to some of the types of music below and number them in the order you hear them. The first one has been done for you.

Folk	☐	Disco	☐
Pop	☐	Reggae	☐
Hard rock	☐	Jazz	☐
Rap	☐	Soul	☐
Latin	☐	Techno	☐
Classical	1	Classic rock	☐

1.2 Which of these types of music are you familiar with?

Listen 2 Music is communication

2.1 In what ways is music communication? Work in groups and write down at least two ideas.

2.2 Listen to a radio programme about a science project in which experts decided that the best way to communicate with aliens would be with music. What reasons did the experts give for choosing music as a means of communication? Take down notes.

2.3 Listen again and decide if the following statements are True (**T**) or False (**F**).

1. Voyager 1 and 2 were launched in 1970. ☐
2. Scientists decided to send mathematics into space. ☐
3. The disc consisted of both songs and instrumental music. ☐
4. Scientists chose music from all continents. ☐
5. The disc was made of gold. ☐
6. The disc will last a century. ☐



2.4 Work in groups. If you were to choose pieces of Greek music for this disc, which ones would you choose and why?

Speak 3 Music is culture



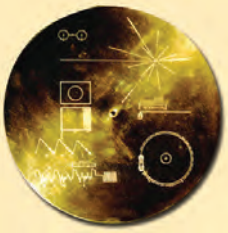
1. What are some of the things that may influence the music of a country?
2. What musical instruments and music are common to your culture?
3. How do you feel about current musical trends and/or hits in Greece?

Fernando Botero, "The Musicians", 2001

Grammar 4 Language focus

4.1 Look at the following sentences and complete the rule.

- This question **was posed** to a committee.
- 'The Magic Flute' **wasn't composed** by Beethoven.
- Messages of greeting **were carried** by two American spacecraft on a disc.
- The disc **was made** of gold-plated copper.



The **Passive voice** in the **Simple Past** tense is formed with:
subject + ... + ...

4.2 How do we form the passive voice in the **present perfect** and the **simple future** tenses? Complete the table below.

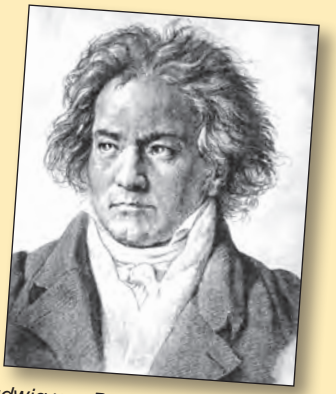
Simple Present	Millions of CDs	are	sold every day.
Simple Past	Many concerts	were	held last year.
Present Perfect	This singer	(1)	awarded three prizes so far.
Simple Future	The festival	(2)	held next month.

4.3 Look at the examples.

- The "Choral Symphony" was composed **by Beethoven**.
- The songs for the contest are written **by the students**.

What word do we use after a passive verb to say who does the action?

Grammar Reference, p. 173



Ludwig van Beethoven (1770-1827)

write 5 Famous people

It's up to you p. 155

Make sentences combining the information from the lists.

e.g. 'The Umbrellas' was painted by August Renoir.



1. The '*Mona Lisa*' and '*The Last Supper*' / paint
2. The role of '*King Lear*' / perform
3. More than 100 sonnets / write
4. '*Carmen*' and '*Madame Butterfly*' / sing
5. The song '*Imagine*' / compose
6. '*Hermes*' / sculpt

- ☐ a. Maria Callas
- ☐ b. Shakespeare
- ☐ c. Praxiteles
- ☐ d. John Lennon
- ☐ e. Emilios Veakis
- ☐ f. Leonardo Da Vinci

listen 6 Great composers

Hello! I'm an expert on classical music and I'm here to lead you on an exciting journey into the world of classical music. Listen and enjoy powerful pieces from some of the greatest composers in the world!



6.1 Listen and match the classical compositions below with their composers.

1. Bach (1685-1750)	a. Fifth Symphony
2. Mozart (1756-1791)	b. Arabesque No. 1
3. Beethoven (1770-1827)	c. Eine Kleine Nachtmusik ("A Little Night Music")
4. Tchaikovsky (1840-1893)	d. Well-Tempered Clavier
5. Debussy (1862-1918)	e. Sleeping Beauty

6.2 These master composers belong to different periods of classical music. Listen again and match each period with its main characteristics.

1. The Baroque Period (1600-1750) ☐
2. The Classical Music Era (1770-1830) ☐
3. The Romantic Era (1805-1910) ☐
4. The Modern Classical Era (1900 - today) ☐

a. During this period, common people began to go to concerts and so the music was written for everyone to enjoy. It was not very complicated to play and expressed the new age, the Age of Reason.
b. Only kings and the church heard the music composed during this era. Composers were influenced by the art and architecture of this period.
c. Many types of music came together and inspired the composers of this period. New techniques were used and original ideas appeared to create a novel kind of music.
d. Pieces composed in this era were dramatic and emotional. They were often sad stories of love, or myths and fantasies.

6.3 Memory quiz



How much do you remember about the composers? Compare your answers with your partner's.

Which composer
1. wrote music for the ballet? .....
2. lost his hearing? .....
3. became famous 100 years after he died? .....
4. could write from memory a work that he had composed entirely in his head? .....
5. wrote music which is played on the piano but creates the sound of a harp? .....

6.4 Find representatives of classical music in Greece and play their music in class. Ask your Music teacher for help.



Project time: Art throughout time!!!

Invite your Art and / or Music teacher to give a short talk about artists (painters or musicians) who were representative of their times and inspired new artistic movements. After this presentation, get into groups and choose one of the artists presented or any other artist you would like to learn more about.

1. Research the artist's life and the era he/she lived in. The following questions might help you.

- What country was the artist from?
- When did the artist begin to paint / play music?
- What other artists or movements inspired this artist?
- How does the artist's work reflect the places, people, or events in his / her life?
- What was unique, innovative, or impressive about the artist's work?



2. Explore the works of this artist in order to create a visual timeline of his / her art and life. Go to page 161 of your book to see what a timeline looks like. Your timeline should include at least 5 works from different periods of the artist's life.

3. Once you have selected the works of art you want to present, make copies of the paintings or tape the pieces of music. Create a label for each one that includes the title, date and description. The description should answer some of the questions in step 1.

4. Have an 'Artist Day' in your class. Present your timelines to the rest of the class and display them on your bulletin board.

Lesson 15 Acting Up!...

puzzle 1

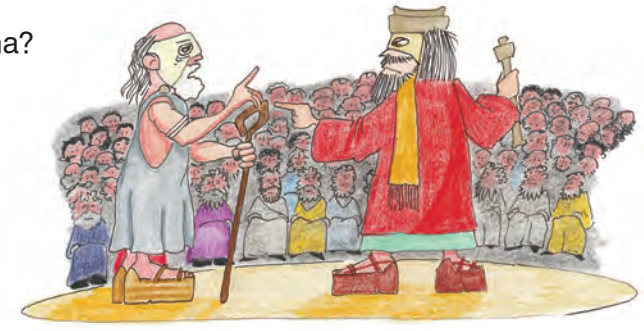
Greek drama



Hello! I'm Jason and I'm going to be your guide to the wonderful world of drama. Ever since the days of ancient Greece, people have created, watched and participated in drama. Drama makes events and emotions come to life before your very eyes! As you read through this unit, you'll explore the exciting world of drama as it was in the past. Let's begin our journey in ancient Greece...

1.1 How much do you know about ancient Greek drama? Do the puzzle to find the hidden word.

1.
2.
3.
4.
5.



1. Competitions among Greek playwrights were held for centuries as part of religious celebrations dedicated to ....., the god of wine.
2. The chorus danced and sang in the ....., a round area at the foot of the theatre.
3. Greek plays were performed in large, outdoor, semicircular ..... that held as many as 15,000 people.
4. All actors wore ..... over their faces.
5. Female roles were performed by ..... actors.

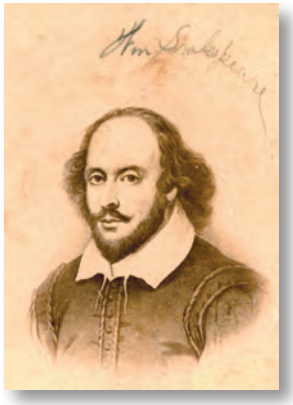
1.2 Which great ancient Greek playwrights do you know?

listen 2

Elizabethan drama

It's up to you p. 155

William Shakespeare was a famous British playwright who is known as one of the greatest dramatists and finest poets of all times. His plays exemplify the drama written during the time of Queen Elizabeth I of England (1558-1603). Shakespeare wrote tragedy, comedy and history. He wrote about the lives and actions of kings, queens and other highborn characters.



William Shakespeare (1564-1616)

- What else do you know about Shakespeare?
- Do you know any of his plays?

2.1 Read the sentences below about William Shakespeare. Guess whether they are True (**T**) or False (**F**).

1. Shakespeare died on his birthday. ☐
2. Shakespeare could speak Latin at the age of 8! ☐
3. Shakespeare didn't go to university. ☐
4. His wife was 8 years older than him. ☐
5. He wrote a play that takes place in Athens. ☐



2.2 Now listen to see if you guessed right.

2.3 Listen again and complete the gaps.

William Shakespeare was born in 1564 and died in (1) ..... . His father's name was (2) ..... and his mother's (3) ..... . He often helped his father in the (4) ..... . He married Anne Hathaway when he was only (5) ..... . A few years later, he went to (6) ..... to work as an actor and playwright. (7) ..... of his plays exist today. In August 1596, his son Hamnet (8) ..... . In Shakespeare's days everyone loved his plays, even the (9) ..... often went to see them. All actors in those days were (10) ..... .

read & listen 3

The story of Romeo and Juliet



3.1 Do you know what happens in Shakespeare's well-known drama "Romeo and Juliet"?

3.2 Read the summary of the story to find out if you were right.

Long ago in the city of Verona, lived two noble families, the Capulets and the Montagues. For as long as anyone could remember, there was much hatred between the two families. Romeo, the son of Montague, was the only one who wanted to make peace.

One day, Romeo heard there was going to be a feast at the house of Capulet. He decided to go, but in disguise so that no one would know who he was. When Romeo arrived there, he looked around the room, and caught sight of a girl so beautiful that he could think of nothing else. When he found out that she was Juliet, Capulet's daughter, he was stunned. Juliet also fell in love with the young man. When she heard that he was Romeo, the only son of Montague, she could hardly believe her misfortune. "My only love sprung from my only hate!" she said.

Later that night, Romeo was walking past the Capulets' garden when he suddenly stopped. "Can I go forward when my love is here?" He decided to climb over the wall and meet Juliet. Then he saw her standing on the balcony. Juliet had not seen him. "Romeo, Romeo!" she said to herself. "Why are you Romeo? Refuse your name and I'll no longer be a Capulet". Romeo was filled with joy.

Romeo and Juliet confessed their love to each other and married in secret the very next day. While Romeo was coming back from the secret wedding, he came across Tybalt, Juliet's cousin, who had been arguing with Romeo's friend Mercutio. In the fight that followed, Tybalt killed Mercutio and then fell dead from Romeo's sword. Romeo had to escape from the city of Verona. Juliet's parents told her that she should marry another man. Filled with despair, Juliet went to the priest who had married them to ask for help. He had a plan. He would give her something to drink, which would make her sleep for forty hours. Her family would think she had died. Meanwhile, the priest would send a letter informing Romeo, who would then take Juliet away with him.

Adapted from: The Random House Book of Shakespeare Stories

3.3 Answer the questions.

1. Why did Romeo wear a disguise?
2. Why do you think Romeo was stunned to find out that Juliet was Capulet's daughter?
3. Why did Romeo stop as he was walking past Juliet's garden?
4. Why did Juliet want to refuse her name and Romeo's too?



3.4 How does the story end? Listen to find out.

Grammar 4 Language focus

4.1 Look at the examples below.

*Agatha Christie **wrote** the "Mousetrap".*

*The "Mousetrap" **was written** by Agatha Christie.*

*Andrew Lloyd Webber **directs** the musical "Cats"*

*The musical "Cats" **is directed** by Andrew Lloyd Webber.*

How can an active sentence change into a passive sentence?

- Which is the object of the active sentence? What happens to it?
- What happens to the active verb?
- Which is the subject of the active sentence? What happens to it?



4.2 Which of the examples above do you think are more formal?

Grammar Reference, p. 173

Write 5 The ancient Greek theatre



You have gathered the notes below on the ancient Greek theatre. Use them to finish the short paragraph in the box for your school magazine.

- Ancient Greeks performed plays in an outdoor theatre as part of religious festivals.
- Playwrights never put more than three actors on stage.
- Men played both male and female roles.
- Actors wore special shoes called 'kothorni'.
- They didn't show violence on stage.
- They used masks to show the emotions of the characters.

It's up to you p. 156

THE ANCIENT GREEK THEATRE

Attending a tragedy or a comedy in 5th century BC Athens was in many ways a different experience from attending a play in Athens in the 21st century.

In ancient Greece, plays were performed in an outdoor theatre as part of religious festivals. .....

.....

.....

.....

Portfolio 6 Writing a biography

6.1 Odysseas Elytis is one of the most significant Greek poets. Read his biography and talk about what you learnt about his life and work. Do you know anything else about him?

6.2 Read the questions below and answer them as you go through the text again.

1. What is the main idea of each paragraph?
2. Which words show when and in what order the events happened? Underline them.
3. What are the main characteristics of a biography? Compare your answers with your partner's.

6.3 There is going to be a section dedicated to famous poets in your school's English magazine. Choose the poet whose biography you want to include in the magazine.

Write down notes and make a plan. Think about what kind of information will be interesting for the reader. The following questions can help you:

- *Where did the person grow up?*
- *What was his / her family like?*
- *What was his / her childhood like?*
- *What / When did he study?*
- *What inspired this person to become the important figure he / she did?*
- *Why do you admire him / her?*
- *What has he / she accomplished?*

6.4 Write the biography.

6.5 Reread your work and think about the following:

- Did you include enough facts in your biography to make the reader understand the importance of this person's life?
- Did you tell the events in chronological order?
- Did you use linking words to make the order clear?
- Are the grammar, spelling and vocabulary correct?

If not, rewrite your biography to improve it.



Odysseas Elytis

Odysseas Elytis was the pen-name for Odysseas Alepoudelis. He was born in Herakleion, Crete in 1911. In 1914, his family, which originally came from Lesvos, moved to Athens, where Elytis began to study law after leaving school.

After some years, however, he broke off his studies and devoted himself entirely to his literary and artistic interests. He got to know the poet Andreas Embirikos, who became his lifelong friend. As time went by, he was inspired by Embirikos and the Greek-Byzantine cultural tradition. In 1935, he published his first poems in the magazine 'Nea Grammata'. He also took part in the first international Surrealist exhibition arranged that year in Athens.

Experiences from the war lie behind the work that made Elytis famous. He is known as one of the most prominent poets of the Greek resistance and struggle for freedom. After the war, Elytis was busy with various public assignments and he published very little in the following ten years.

The poetic cycle 'To Axion Esti', which began in 1948 but did not appear until 1959, is recognised as Elytis's greatest work. It has been translated into several languages and in 1960 was awarded the National Prize in Poetry. It was set to music by Mikis Theodorakis in 1964.

Odysseas Elytis was awarded the Nobel Prize for Literature in 1979. He died in 1996.

Useful tips

1. Make notes before you write.
   Cover important events in this person's life.
2. Read your notes and decide on an order for them.
3. Put different information in different paragraphs.
4. Don't forget to use linking words such as: *then, later, after that, during this time, because of this, as a result, finally*.
5. Check your biography or ask your partner to check it.

speak 7 A tribute to a leading theatre director

The man in the picture was a Greek theatre director widely known and praised throughout Europe for his lively and successful staging of ancient Greek plays. He founded the experimental Art Theatre (Theatro Technis) in 1942. He also put on works by famous European playwrights such as Bertolt Brecht and Luigi Pirandello. In 1962, his production of 'Birds' ('Ornithes') by Aristophanes won first prize at an international festival in Paris. Do you recognise him?



portfolio 8 Project time: Stage it!!!

A group of South African students are coming to your school for an exchange visit. As part of a cultural evening, your class has decided to produce a play based on Homer's 'Iliad'.

1. Work in groups to select 4 or 5 scenes from Homer's 'Iliad', which run 3-5 minutes reading time each. Ask your Literature teacher for help.
2. Rewrite the scenes in English. Be sure to preserve the original meaning of the scenes.
3. Assign roles among yourselves. If you need extras*, ask students from other groups or classes to help you.
4. You should attempt to memorise your part and speak your lines with feeling that is both appropriate and convincing.
5. You may use simple props and costumes if you wish, but they are not required. Clear body language is the best prop of all! Be creative!
6. When you rehearse your scene, try to remember never to have your back towards the audience in order to be audible and visible.
7. Decide on the piece of music you would like to accompany your scene. Think in terms of what emotion(s) you want this music to arouse in your audience. Ask your Music teacher for help.
8. Make a poster to advertise your play and invite other classes to your performance. Your poster should be professional in appearance and include the following: the name of your play, the names of the actors, the date and time of the performance, suitable artwork and a short description of the plot.
9. Act out your scenes in front of the audience in the order they appear in the 'Iliad'.
10. Ask someone to videotape your performance.

* an extra: a person who plays a minor part in a film or play (*e.g. in a crowd scene*)

Unit 5 Review

1. Vocabulary

1.1 Cross the odd word out.

1. clay, stone, metal, landscape
2. harp, flute, drummer, violin
3. realism, cubism, scenery, pop art
4. stage, percussion, reviews, set
5. violence, brutality, joy, suffering
6. folk, band, classical, jazz
7. painter, composer, audience, actor

... / 7

1.2 Complete the sentences with a suitable word from the box below.

critic	interpret	choir	inspired
compose	came across	playwright	

1. Shakespeare was a ..... and a poet.
2. Can you ..... the meaning of this song?
3. The effects of the war ..... Picasso to create Guernica.
4. We're going to ..... a song for the school music competition.
5. She works as a ..... of plays and films, and writes reviews.
6. He ..... an old book of poems in a drawer.
7. I'm a member of the school ..... so I've learnt lots of new songs.

... / 7

2. Language focus

Read the letter below and turn the active sentences into passive and the passive sentences into active.

Dear Mrs. Weber,
I am writing to give you information about the art exhibition which takes place in our school every May to raise money for charity.

1. All the works of art are created by the students.
.....
2. Music is performed by the school orchestra.
.....
3. The art teachers give short speeches.
.....
4. Last year, the drama club students performed a play.
.....
5. This year, we will hold a party after the exhibition.
.....
6. Refreshments and snacks are always provided.
.....
7. We sell posters of famous paintings every year.
.....
8. Books were sold last year.
.....
9. So far, the money has been given to the local hospital.
.....
10. This year, we will offer the money to the Children's Home.
.....

We are looking forward to seeing you there this May.
Yours sincerely,
The President of the students' committee.

... / 10

3. Everyday English

Complete the exchanges with phrases from the box.

a. I think	b. your opinion of	c. do you feel
d. my view	e. do you think of	f. your view

- A: What (1) ..... the musical?
  B: Personally, (2) ..... it's great! I'm sure it'll be a success.

- A: What's (3) ..... on buying pirated CDs?
  B: I know many people do it, but I disagree.

- A: How (4) ..... about the painting exhibition?
  B: It's very interesting, although I'm not keen on modern art.

- A: What's (5) ..... the show?
  B: Well, in (6) ....., it's extraordinary!

... / 6

4. Writing

Write a short biography of a person you admire. It can be a famous pop star, athlete or even a family member (about 100 words).

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

0-15: 💣	16-20: ☹	21-25: 😐	26-30: ☺	31-35: ✶	36-40: ✶✶	... / 10

Tips to learn

Work by yourself and tick the sentences that are true for you. You can discuss your answers in class.

Reading

When reading in English,

- ☐ I read the title of the text and look at the pictures to guess what it is about.
- ☐ I read through the text once quickly to understand the main idea.
- ☐ I read the text and focus on the information I want to find.
- ☐ I don't worry about unknown words. I go on reading and try to guess the meaning from the context.
- ☐ other .....

In Units 1-5 you read a lot of texts and did different types of reading activities. Did you enjoy them? Why / Why not? What can you do to improve your reading skills? Share your answers in class.

Reflecting on your Learning

Tick the sentences that are true for you.

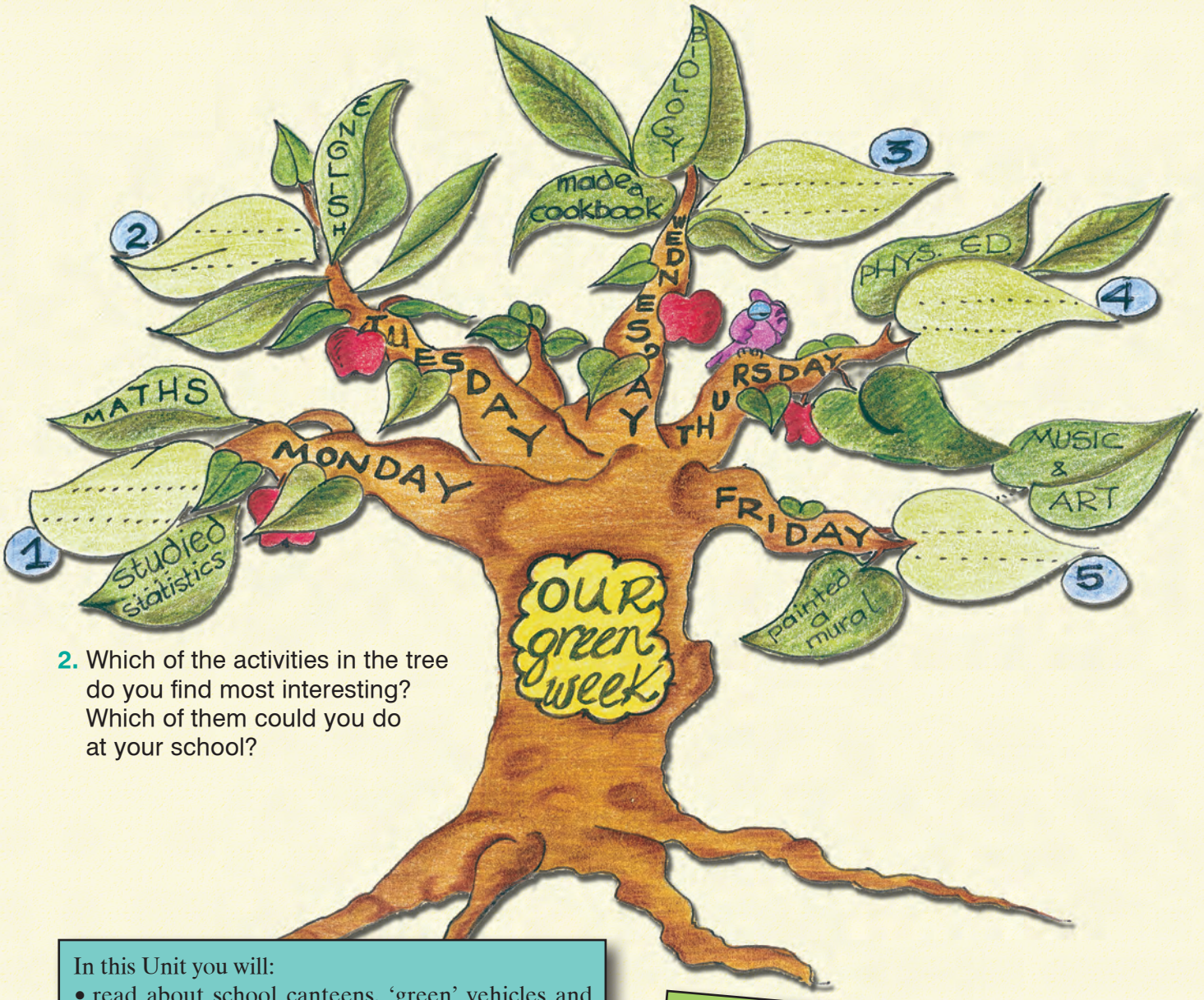
At the end of Lessons 13, 14 and 15, I think I can

- ☐ talk about works of art, music and the theatre
- ☐ identify and talk about styles of painting and types of music
- ☐ talk about famous artists
- ☐ ask for and give an opinion
- ☐ describe processes and talk about rules
- ☐ write a biography
- ☐ do research on artists and movements
- ☐ dramatise a scene

UNIT 6

HEALTHY LIVING

1. What would a 'Green Week' at school be like? Listen to some students talk about their 'Green Week' and complete the tree below with the activities they did on each day.



2. Which of the activities in the tree do you find most interesting? Which of them could you do at your school?

In this Unit you will:
- read about school canteens, 'green' vehicles and 'green' schools
- talk about healthy eating habits, fitness and ecology
- listen to students talk about how they saved energy in their school
- write an e-mail to a friend and a haiku
- make a questionnaire
- do a project to make your school 'greener'

At the end of this Unit, you should be able to:
- talk about possible future situations and imaginary situations in the present
- ask for, give and accept advice
- express result and purpose
- talk about the results of a survey

Lesson 16 You are What you Eat

Speak 1 A food project

1.1 Children from a High school in Melbourne, Australia, are taking part in a 'Healthy Living' project. One of the groups is working on the kinds of food European teenagers eat and has asked your school for help. Read the survey below about Greek students' eating habits at school and complete the table.

ΤΙ ΤΡΩΝΕ ΤΑ ΠΑΙΔΙΑ ΣΤΟ ΣΧΟΛΕΙΟ (ΕΡΕΥΝΑ ΙΝΚΑ)		ΤΙ ΕΠΙΤΡΕΠΕΤΑΙ ΝΑ ΠΟΥΛΑΝΕ ΤΑ ΚΥΛΙΚΕΙΑ
ΕΙΔΟΣ	ΝΑΙ	ΕΙΔΟΣ
Τυρόπιτες	45%	Σάντουιτς / Τοστ
Γαριδάκια	56%	Ψωμί και απλά αρτοσκευάσματα
Σοκολάτες	36%	Σταφιδόψωμο
Παγωτά	65%	Τυρόπιτα ή σπανακόπιτα
Κόκα-κόλα	53%	Τυριά
Γάλα-γιαούρτι	21%	Γάλα
Μη φυσ. χυμούς	57%	Γιαούρτι
Μπισκότα	48%	Φρούτα Εποχής
Τοστ	57%	Ξηροί Καρποί
Χυμοί	38%	Τσάι
Πατατάκια	49%	
Ξηροί Καρποί	37%	
Καραμέλες	32%	

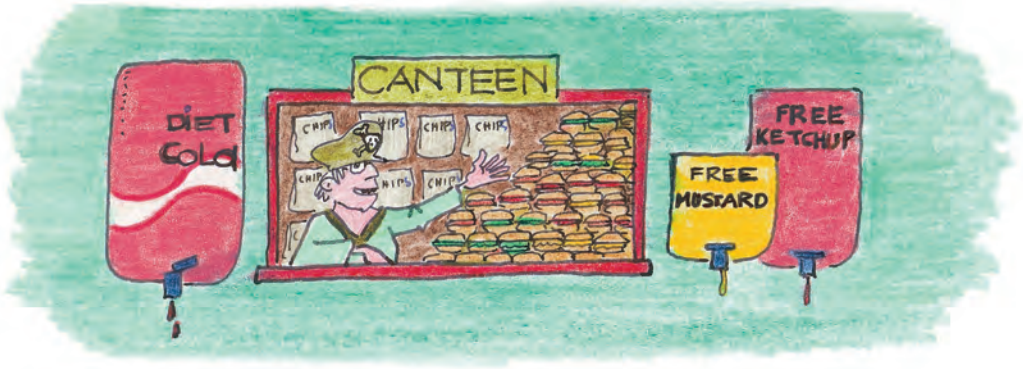


Most popular choices	Least popular choices	What canteens are allowed to sell

- Which of these choices are healthy in your opinion? Which are not? Discuss.

1.2 Talk about your school:

- What do you usually eat during school breaks?
- Does your school canteen offer a variety of snacks to choose from?



Listen 2 School lunches around the world

It's up to you p. 156

2.1 BBC takes a look at what students from other countries eat during their lunch breaks. Listen to the radio programme and fill in the missing information in the boxes below.

1)..... **school lunch**



- Open sandwich
- 2).....
- Yoghurt or fruit

UKRAINIAN school lunch



- Borscht
- Sausage or 3)..... and mashed potatoes
- 4)..... or syrki

5)..... **school lunch**



- Burger and chips
- Fizzy drink
- 6).....

FRENCH school lunch



- Grapefruit starter
- 7)..... and green beans
- 8)..... and rice pudding

From: BBC NEWS 'Education - School dinners around the world'

2.2 Which of the foods above are healthy and which are not? Discuss and complete the table below. Is what you eat similar to what students from the above countries eat?

COUNTRY	HEALTHY FOOD	UNHEALTHY FOOD

2.3 What factors affect people's eating habits?

read 3 'Feed me better'

3.1 On the radio programme you have just listened to, the speaker refers to the celebrity British chef Jamie Oliver and his 'Feed me Better' campaign. What do you think his campaign was about? Was it successful? Read the text below to find out.

Nowadays, junk food dominates school menus. Children are not getting the right nutrients to help them grow, concentrate at school and stay healthy in adult life. Scientists stress that if children do not have a balanced diet they have behavioural and health problems.

In February 2005, Jamie Oliver, concerned with the poor nutritional value of the food served up in schools, decided not to put up with it any longer. He launched the 'Feed Me Better' campaign, which would try to improve school food in Britain. He presented a 4-part series on TV called "School Dinners".

Jamie worked with the dinner ladies at Kidsgrove School, Greenwich, to provide better meals at a cost of 37p per child. It was very hard work. The dinner ladies and Jamie did not agree. The kids cried and parents slipped burgers to them through the school gates. By the end of the show though, Jamie proved that schools can offer fresh, nutritious meals like pasta, vegetables and soups that kids enjoy eating. However, what was really needed was more money from the government. So, Jamie wrote his 'Feed Me Better' manifesto with the top five things which the government needed to change, and put it on the Internet.

Jamie's 5-step manifesto



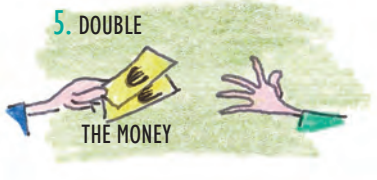
Suddenly, up and down the country, parents and children were sharing Jamie's disgust at the state of school dinners. The headlines in the papers were deafening. Jamie was on the front pages of all the papers: *The Guardian, the London Evening Standard, The Daily Mail.*

Four days after the broadcast of the last episode, Jamie delivered his petition of 271,677 signatures to the Prime Minister at 10 Downing Street, who thanked Jamie for his remarkable work and announced that the government would take immediate action over school meals.



School kitchens would be rebuilt, dinner ladies trained, parents would become involved. All this would be supported by a £280 million funding package. The average cost per meal was almost doubled.

Jamie ended by saying: "If we follow a healthy diet and take regular exercise, our kids will be healthy adults. What came out today will make a difference to every kid in this country".



Adapted from: www.feedmebetter.com



3.2 Put the following sentences in chronological order. Then use them to write a summary of Jamie's campaign.

..... a. Jamie started a campaign and presented a TV series.
..... b. The website petition hit 270,000.
..... c. Jamie met the Prime Minister.
..... d. The government gave money.
..... e. Jamie wrote his manifesto and put it on the web.
... 1 ... f. Jamie was worried about the poor quality of food at schools.
..... g. In the beginning, parents and kids were against his effort.
..... h. People from all over Britain supported him.



3.3 How would you promote a 'healthy eating' campaign in your school? Work in pairs to make a list of ideas.

3.4 Work in groups. Find detailed information in your Home Economics book or other sources about how your diet during adolescence can affect your health in later life. Use a diagram from pages 161-162 to organise your information and present it to your classmates.

3.5 Mini project: Questionnaire

Your teacher has asked you to prepare a 'Health and Fitness' questionnaire to investigate the eating and exercise habits of the students in your school.

Step 1: Work as a class to generate a list of questions for the survey.
e.g. ***Question 1****:*
What is the most important meal of the day?
a. breakfast *b. lunch* *c. dinner*



Step 2: Edit and print the questionnaire.

Step 3: Visit other classes to conduct the survey. Try to visit as many classes as possible, because the more data you have, the more accurate your results will be.

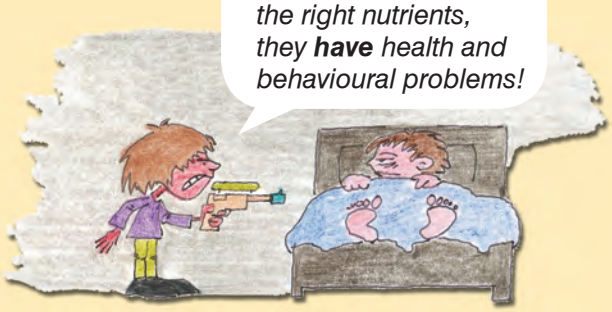
Step 4: When the survey is complete, make a bar graph or a pie chart with the results. Your Maths or IT teacher can help.

Step 5: Discuss the results in class. Do the students in your school have good or bad eating and exercise habits? Why?

Step 6: Inform other classes about the results of your survey. If these results show bad eating and exercise habits, you might want to do something about it. Look at the Unit Project (page 118) for ideas.

Grammar 4 Language focus

4.1 Read the examples and complete the rules.



*If children **do not get** the right nutrients, they **have** health and behavioural problems!*

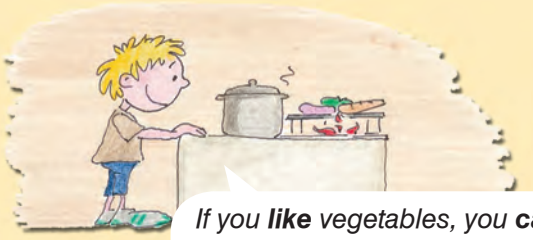


*You **keep** fit if you **take** regular exercise.*

*If you **follow** a healthy diet and **take** regular exercise, you **will be** a healthy adult!!!*

We form **'Type 0' conditional** with: **If** + ..., ...





*If you **like** vegetables, you **can eat** them boiled or grilled.*



*If you **are** allergic to fish, **avoid** seafood!...*

We form **'Type 1' conditional** with:
If + ..., ... / ..... / .....

4.2 Which type do we use to talk about: a. something that is always true .....
b. a possible future situation .....

Grammar Reference, pp. 173-174

Speak 5 Talking about food

5.1 Look at the prompts below and make sentences, using 'Type 0' or 'Type 1' conditionals.

e.g. exercise a lot / eat as much as you like
If you exercise a lot, you can eat as much as you like.

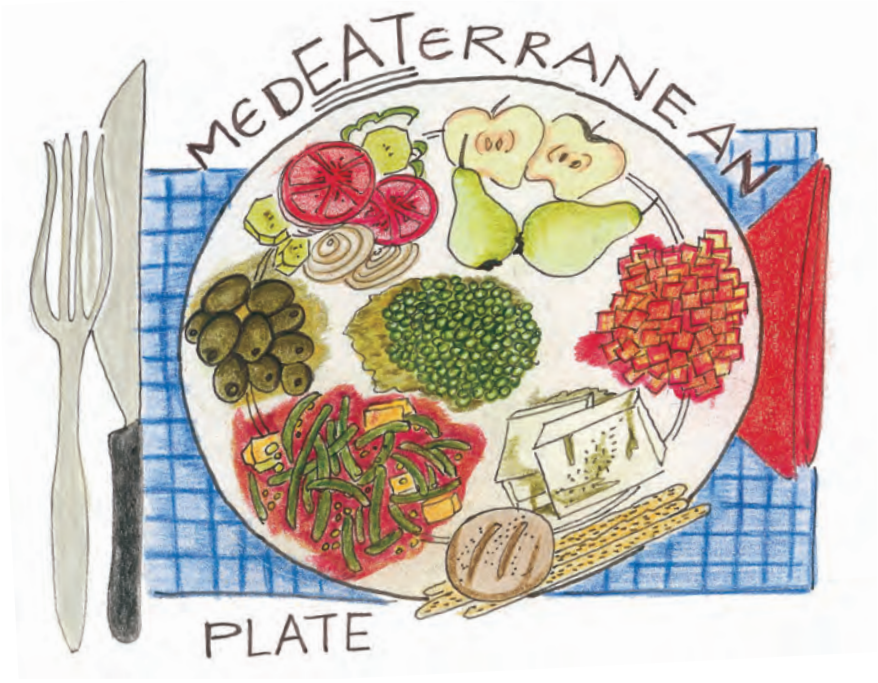
1. not eat fish or meat / be a vegetarian
2. skip meals / not lose weight
3. the label of product say "low fat" / be a good choice
4. take vitamins / not have to worry about eating fruit and vegetables
5. allergic to milk / not eat dairy products

5.2 Which of the above are food 'myths' and which are food 'facts'? Justify your answers.

6 Thinking about your health

6.1 Look at 'The MedEATerranean plate' and answer the questions.

- What are the characteristics of the Mediterranean diet?
- Why do you think it is considered healthy?



6.2 A healthy diet and regular exercise contribute to our good health. Make a list of everything you eat and the activities you do in one day. Then look at your Home Economics book, calculate approximately how many calories you consume and how many you burn, and estimate whether there is a balance between the two considering your size and age.

	Food	Calories consumed	Activities	Calories burnt
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

6.3 What steps should someone take if there is no balance between the calories they consume and the calories they burn? Write down some suggestions.

.....

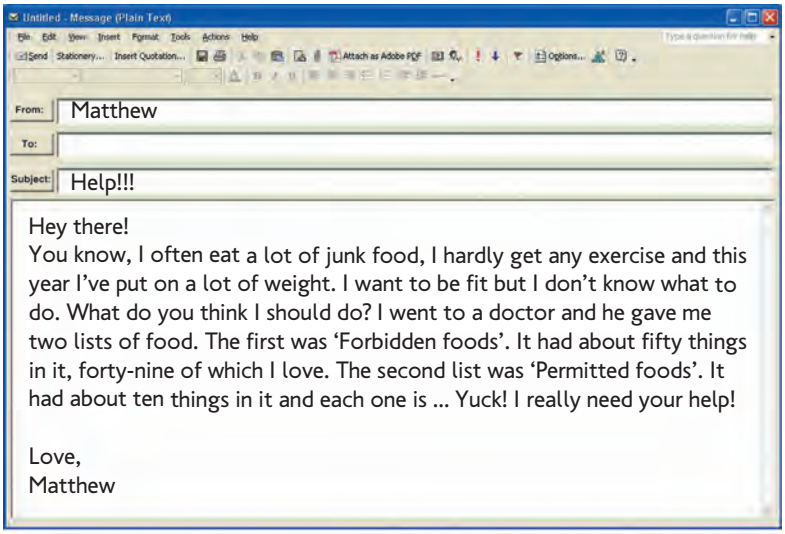
.....

.....

portfolio 7

Writing an e-mail

7.1 This is an e-mail you have received from a friend. Read it and answer the questions. Compare your answers with your partner's.


Untitled - Message (Plain Text)

From: Matthew

To:

Subject: Help!!!

Hey there!
You know, I often eat a lot of junk food, I hardly get any exercise and this year I've put on a lot of weight. I want to be fit but I don't know what to do. What do you think I should do? I went to a doctor and he gave me two lists of food. The first was 'Forbidden foods'. It had about fifty things in it, forty-nine of which I love. The second list was 'Permitted foods'. It had about ten things in it and each one is ... Yuck! I really need your help!

Love,
Matthew

1. Who is sending this message?
   .....
2. Who is this message for? .....
3. What is this person's problem?
   .....
   .....
4. What does he want to do?
   .....
5. Why did this person choose to write an e-mail instead of a letter?
   .....
   .....

7.2 You want to help Matthew with his problem. Here is a leaflet with information on eating well. Go through it carefully and underline 2 or 3 pieces of advice that you want to give Matthew. You can also get useful ideas from your Physical Education Book to help Matthew start exercising.

ΟΔΗΓΟΣ ΣΩΣΤΗΣ ΔΙΑΤΡΟΦΗΣ

1. Τρώτε φρούτα και λαχανικά. Περιέχουν βιταμίνες, που σας χαρίζουν υγεία και φυτικές ίνες που σας κάνουν να πεινάτε λιγότερο.
2. Πίνετε πολύ νερό. Σας χορταίνει, ενυδατώνει το σώμα και συμβάλλει στην αποβολή των τοξινών.
3. Αποκτήστε νέα χόμπι. Έτσι θα απασχολείστε μερικές ώρες την ημέρα και δεν θα σκέφτεστε το φαγητό.
4. Μην παραλείπετε το πρωινό. Έρευνες έχουν δείξει ότι όσοι τρώνε το πρωί, διατηρούν πιο εύκολα σταθερό το βάρος τους.
5. Εντάξτε την άσκηση στη ζωή σας.
6. Κλείστε την τηλεόραση την ώρα των γευμάτων. Εάν τρώτε παρακολουθώντας ταυτόχρονα την αγαπημένη σας εκπομπή, είναι πιθανό να παρασυρθείτε και να φάτε περισσότερο από όσο πραγματικά θέλετε.

USEFUL TIPS

1. Use an appropriate greeting and ending. (Hi, Hello, Hey, Dear + first name / Love, Best wishes+ first name)
2. Start a new paragraph to write about a new topic.
3. Write short sentences.
4. Finish the e-mail with set phrases like: Talk to you soon, See you soon, Keep in touch, Write soon.
5. When we write e-mails to a friend we can use abbreviations like:

AFAIK	as far as I know
BFN	bye for now
CUL8R	see you later
HAND	have a nice day
HTH	hope this helps
KIT	keep in touch
PCM	please call me
RUOK	are you okay?
WU	what's up?
X	kiss
2DAY	today
BW	best wishes

7.3 **Write an e-mail to Matthew, giving him advice and encouragement.**

It's up to you p. 156

Lesson 17 The 'Greenest' Way to School

1 Travel to school

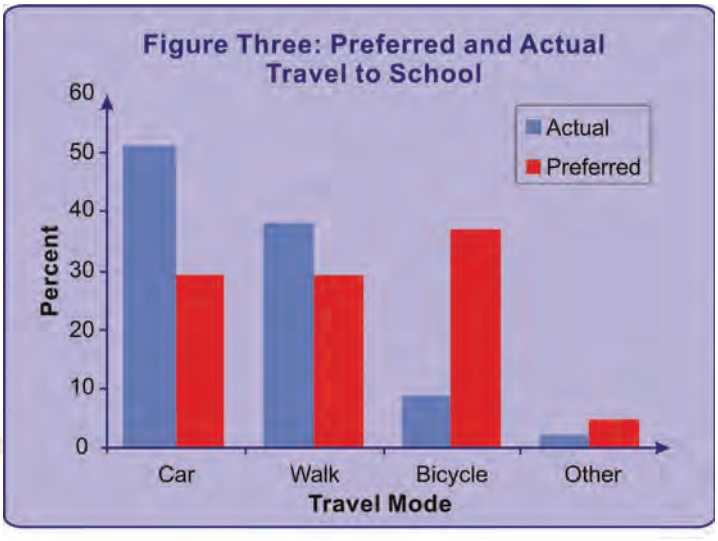
1.1 How do you usually get to school?

1.2 The graph below shows how some students from New Zealand get to school and how they would prefer to get to school. What are the results of the survey? Discuss.

e.g. Fifty per cent of the students get to school by car, whereas only thirty per cent would like to.







2 Bike to school

2.1 Listen to a radio announcement about a 'Bike-to-School Week' in England. What is the purpose of this announcement?

2.2 Read the information leaflet that was handed out to students for the 'Bike-to-School Week'. Underline the benefits of getting to school by bike. Then write them in the list on the next page in order of importance, starting with the most important one for you.

BIKE-TO-SCHOOL WEEK

Cycling kids are confident kids, more independent and brainier! Just 15 minutes cycling to and from school could make a real difference to your fitness, and the planet's future.

1. A Smarter Generation
Cycling makes you fitter, more alert and cleverer. A more active lifestyle, would greatly improve your chance of living a long and healthy life. But cycling and daily exercise have many immediate benefits as well. You will enjoy improved bone strength, muscle tone, increased alertness and improved school performance. Teachers often comment that children who walk or cycle to school arrive brighter and more ready to learn than those driven by car.

2. On your Own
Cycling encourages independence. If children are allowed to make their own way to school, they become more confident and independent. The school journey is an ideal opportunity for them to learn road safety awareness and other life skills. For many children, cycling is simply more fun and more sociable than going to school by car, and they love the feeling of freedom it gives them.

3. Taking the First Step
Cycling is good for the planet. If more children cycled to school, it would be good for the environment. There would be less traffic congestion, less pollution and fewer of the emissions that cause global warming. If more people decided to cut out the school run, the streets would also be safer and it would be easier to encourage others to do the same.



4. Thinking about Tomorrow
We are all aware by now that our planet's resources are slowly drying up and there is no way the earth can keep up with the demand. Cycling to school - and anywhere else for that matter - will ensure that our planet's valuable resources are not exhausted. Remember these resources 'belong' to everyone - future generations, too.

Adapted from: www.bikeforall.net

Benefits of cycling

1. .....
2. .....
3. .....
4. .....
5. .....

2.3 Think of some reasons why young people in your town do not walk or cycle to school. Discuss.

It's up to you p. 156





Grammar 3 Language focus



3.1 Read the examples and complete the rule.

If more children cycled to school, it would be good for the environment.
If streets were safer, children could cycle to school.
If students were allowed to make their own way to school, they would become more independent.

We form **'Type 2' conditional** with:
If + ..., ... / .....+ infinitive

3.2 Circle.

We use 'Type 2' conditional to talk about
a. an imaginary situation in the present or future.
b. an imaginary situation in the past.

3.3 Look at the sentences. Is there a difference in meaning?

- *If I were you, I'd cycle to school.*
- *I think you should cycle to school.*

We use **'If I were you..., I would...'** to give .....

NOTE
We can use **were** / **weren't** or **was** / **wasn't** for **I**, **he**, **she** and **it**.

Grammar Reference, p. 174

write 4 People would walk or cycle if...



What things would have to change in your town to make cycling easy and safe for everyone?

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

write 5 Game

Get into pairs. One of you writes out the if-clause of a 'Type 2' conditional on a piece of paper and the other one writes the main clause of a 'Type 2' conditional on another piece of paper. Don't show each other what you have written. Then combine your clauses to make sentences and read them aloud in class. Do any of them make sense?

mediation 6

Cycling around

It's up to you p. 157

The students of a German school want to write a report on the use of bicycles in your country. They have sent you the following e-mail to ask for your help.

New Message

To:
Cc:
Subject:

Hey there! We're the students of class B2 in a school in Berlin and we're doing a project on the use of bicycles around the world! We need your help! We're looking for cities where people use bicycles a lot. So far, we've talked to people in Copenhagen, Amsterdam and Paris. We wonder if you could help us with info about your country. Anything you find would be helpful!

Here are some questions that may help you:

- How many people use bicycles in this city?
- Why do people use bicycles in this city?
- Do more men or women cycle?
- What age groups use bicycles most?
- Do the cyclists face any problems?
- What are their suggestions for the better use of bicycles?

E-mail us as soon as you can! Thanks a lot.

The students of class B2

You have come across a survey concerning the use of bicycles in the city of Karditsa. Read the survey carefully. Use the information to write an e-mail to the German students answering their questions.

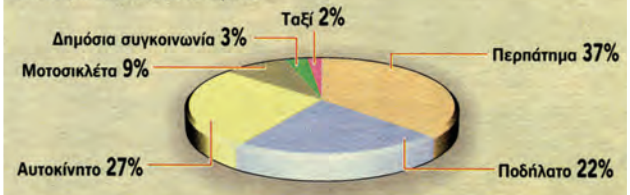


ΕΡΕΥΝΑ: Το ποδήλατο στην Καρδίτσα

Τα πρώτα αποτελέσματα έρευνας αξιολόγησης του ΕΜΠ – ΣΑΤΜ με μετρήσεις, ερωτηματολόγια και βιντεοσκοπήσεις

Ευρ. Επιτρ./Υπ. Παιδείας, Πρόγραμμα ΕΠΕΑΕΚ ΙΙ, «ΠΥΘΑΓΟΡΑΣ», 2004-2006

Η Καρδίτσα είναι μια πόλη επίπεδη, μικρή και χωρίς διαμπερείς κινήσεις. Η μετακίνηση δεν είναι πρόβλημα, αλλά ευκαιρία για λίγη βόλτα, για να συναντήσεις γνωστούς. Οι δρόμοι είναι ζωντανοί και ευχάριστοι. Οι μετακινήσεις πολλές. Αντιστοιχούν σε πέντε μετ/μετακινούμενο/ημέρα (στην Αθήνα δεν είναι ούτε τρεις). Περπάτημα και ποδήλατο είναι οι κυρίαρχοι τρόποι μετακίνησης. Καλύπτουν το 60% του συνόλου των μετακινήσεων. Η δημόσια συγκοινωνία για τις αστικές μετακινήσεις είναι σχεδόν ανύπαρκτη.



Ποιοι κάνουν ποδήλατο	
Άνδρες	66%
Γυναίκες	33%

Ηλικίες

Οι μισοί ποδηλάτες είναι μεγαλύτεροι των 50 ετών. Στους άλλους μισούς κυριαρχούν οι μαθητές.

Αποτελέσματα ερωτηματολογίου στους ποδηλάτες της Καρδίτσας

Τα προβλήματα των ποδηλατών

Πιο μεγάλο πρόβλημα οι πεζοί παρά τα αυτοκίνητα.

Οι πεζοί που περπατούν στους ποδηλατόδρομους	23%
Η στάθμευση των αυτοκινήτων στους ποδηλατόδρομους	13%
Η συμπεριφορά των οδηγών στις διασταυρώσεις	7%
Τα παπάκια που κινούνται στους ποδηλατόδρομους	3%
Η επιδείνωση του κυκλοφοριακού	2%

Οι προτάσεις των ποδηλατών

Να επεκταθεί το δίκτυο ποδηλατόδρομων	25%
Να αστυνομεύονται οι ποδηλατόδρομοι (για τις σταθμεύσεις αυτοκινήτων)	5%
Να εντατικοποιηθεί η πολιτική προώθησης του ποδηλάτου	3%
Να θωρακιστούν καλύτερα οι ποδηλατόδρομοι (απέναντι στις σταθμεύσεις των αυτοκινήτων)	2%

Καθημερινή, "Πάμε με ποδήλατο", Σεπτέμβριος 2005

Lesson 18 Going 'Green'

Speak 1 'Green' schools

1.1 Every day you do things that affect the environment in different ways. Work in pairs to think of the activities you do and what kind of impact they have on the environment.

e.g. Leaving the lights on when you leave a room wastes energy.
Going to school on foot saves energy.

1.2 What do you think a 'green' school is? Is your school 'green'? Why / Why not?

Listen & read 2 Steps towards a 'greener' school

2.1 Listen to three students who participated in eco-projects talk about what they did to make their schools environmentally friendly. Match the speakers with the areas they worked on. There is an extra one you do not need to use.

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

a. School Grounds
b. Healthy Living
c. Saving Water
d. Waste and Recycling

2.2 A group of students from the 2nd High school of Komotini worked on the theme of saving energy. They started their project by identifying the problems. Can you guess what problems they found?

2.3 Listen to a reporter from an international environmental newspaper interview the students about the project and the steps they took to complete it. Take down notes on the problems they found in their school. How many of the problems did you guess?

STEP 1: Identifying the problems

1. .....
2. .....
3. .....
4. .....
5. .....



2.4 Read the rest of the interview and complete the "tree diagram" with notes on what the students did at each step.



Reporter: Great! Now after identifying the problems, what was your second step?

Tina: Well, we had to do a lot of research to get detailed information. For example, we found electrical bills and studied how much energy was consumed in the school. We estimated its value and then made charts and diagrams with our results.

Reporter: That must have kept you busy! So, I gather the next step was taking action. Am I right?

Vicky: Yes. We really got working! We wrote down a report and we announced it to students and teachers. We made sure the lights were turned off when classrooms were empty and we started to monitor the use of the lift. Only students who really need to, use it.



Lena: You forgot to say about the windows. We now keep them closed in the winter and we make sure that all our classmates are involved!

Reporter: Well, then I guess your job is done! Great work kids! Well done!

Markos: That's not all. There was one final step. You see, after all the work we did, we wanted our community to know... we wanted to get everyone involved. Everyone has to be sensitised!

Reporter: Of course! So, what did you do?

Markos: First of all, we organised a drawing competition to involve students from other schools and we worked with our teachers to make bookmarks with ecological messages which we gave out. We also distributed lots of leaflets with information. Our school newspaper also ran articles about what we did and the local radio station interviewed us.

Reporter: It must really be satisfying to know that with just a little effort, you have made a difference. Congratulations to you all.

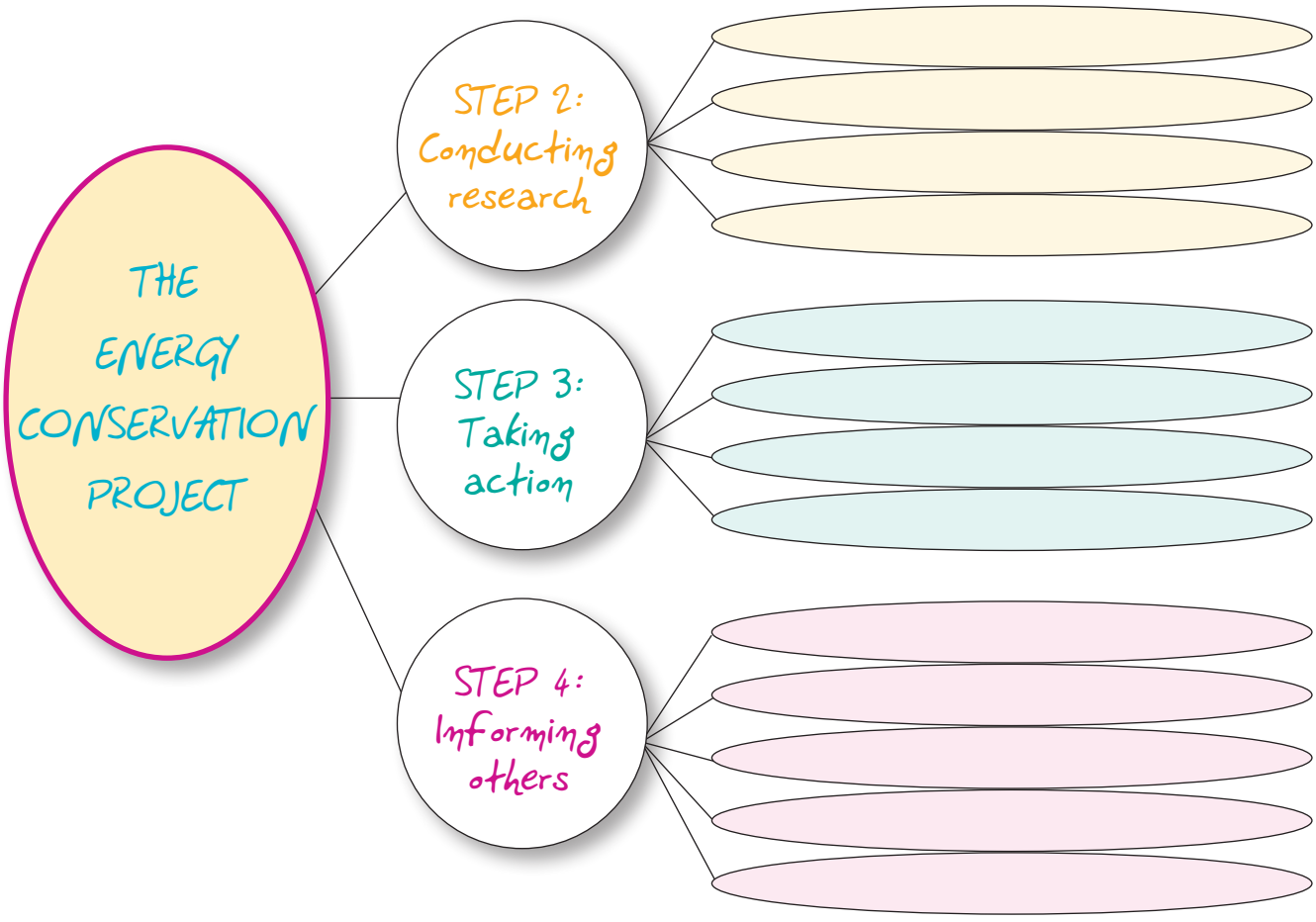




Adapted from: www.eco-schools.org

It's up to you p. 157-8





2.5 The students have to write an eco-code to put up in their classrooms. Can you help them?

School Eco-Code

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



It's up to you p. 158

Grammar 3 Language focus



3.1 Look at the following sentence.

- *Unless we realise the importance of saving energy, we will run out of natural resources soon.*

This is a 'Type 1' conditional although it has no 'if' in it.
Guess which part is the if-clause and underline it. Which word means 'if ... not'?

3.2 Match column A with column B to make correct 'Type 1' conditionals using **unless** instead of **if ... not**.

A	B
1. If people don't use water wisely	a. the world / not become a better place
2. If we don't use public transport	b. we / cut down all our forests
3. If we don't recycle paper	c. we / not save petrol
4. If people don't use bikes more often	d. our cities / suffocate
5. If people don't stop polluting their environment	e. it / run out soon

e.g. (1e) - Unless people use water wisely, it will run out soon.

2. .....
3. .....
4. .....
5. .....

3.3 Read the following sentences.



- *Huge forest areas are burnt every year. **As a result**, many animals lose their habitats.*
- *We should plant trees **in order to** make cities look better.*
- *We should use environmentally friendly products **to** protect the ozone layer.*
- *People don't recycle as much as they should. **Therefore**, natural resources will run out soon.*

Look at the words in bold. Which ones are used to show result? .....
Which ones are used to show purpose? .....

3.4 Can you complete the sentences below?

1. Install solar panels on your roof in order to .....
   .....
2. Plant a large tree near your home. As a result, ...
   .....
3. People don't use public transport much. Therefore, ...
   .....
4. Use recycled products to .....
   .....



Grammar Reference, pp. 173-174

portfolio 4

Celebrate the beauty of nature



A school in Ireland participating in the Eco-Schools project worked on the conservation of the environment. As part of the action they took, they wrote haikus celebrating the beauty of nature.

Haiku is a type of poetry from the Japanese culture. Haiku poets write about everyday things and their themes include nature, feelings or experiences. They use simple words and grammar.

A Haiku has 3 short lines. The first line contains 5 syllables, the second line contains 7 syllables and the third line 5 syllables. Haiku doesn't rhyme. It must 'paint' a mental picture in the reader's mind.

Look at the following Haiku and try to mark the syllables with your pencil.

RAIN
Soft whispers of rain (5 syllables)
Falling from white, cotton clouds. (7 syllables)
They touch the earth's face. (5 syllables)

Now, look at some more Haikus. One has the 7-syllable line missing and the other has one 5-syllable line missing. Use your imagination to fill them in.

Yellow sunflowers
.....
Moving in the wind.

Cool ocean water
Splashing and pounding the shore,
.....

WRITING A HAIKU

Now it's your turn to write your very own haiku.

THEME
- Pick your theme. Nature is an easy theme to begin with, since it has many images. Look at pictures of nature to get inspired!

MOOD
- What is the 'mood' or feeling you want to create? Happy? Sad? Reflective?

LANGUAGE
- Think of images and descriptive words that describe your theme. Use all your senses! Jot down the words as they come into your mind.

THE POEM
- The final step is to put your ideas on the haiku 'frame': 3 lines, 5, 7 and 5 syllables. When you are satisfied with the result, read it aloud. Can you 'see' a picture in your mind?

PUBLISHING
- Type your haiku in a font that you feel suits it, or write it out clearly. Illustrate your poem, or if you are computer 'talented', draw it on your computer.

portfolio 5

Project time: Towards a healthier, fitter and 'greener' school!!!



What can you do to make your school a healthier, fitter and more beautiful place for everyone?

1. Get into groups and choose the topic you want to work on. Consider the following:



- Health and eating habits
- Sports and exercise
- Waste and litter
- Energy
- School grounds



2. Go round your school and identify areas that are problematic. If possible, take photos that clearly show the problems.

3. Discuss with your group what you can do about the problems. Make an action plan.



4. Take action to make a difference. You can:

- organise a healthy eating day / week
- make organic compost for your school garden
- organise 'active breaks'
- plant flowers and trees
- install recycling bins
- make and put up banners to inform other students about the problems



5. Inform the community. You can:

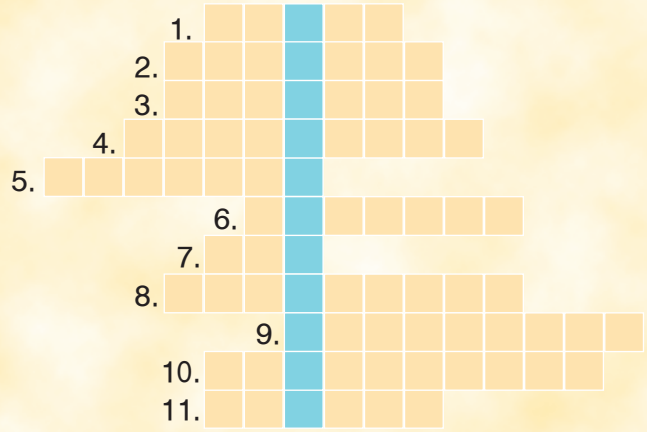
- take photos that show how the situation has improved. Exhibit your 'before' and 'after' photos side by side onto posters and accompany them with captions that describe the action you took.
- compile your work onto a CD-Rom and present it on your web site.



Unit 6 Review

1. Vocabulary

Read the sentences and complete the puzzle. What's the hidden word?



1. Exercising makes you fitter and more ..... .
2. Good eating habits contribute to your health and ..... .
3. Fish ..... us with necessary proteins.
4. Eco-programmes ..... young people about environmental issues.
5. These are special cameras that ..... the speed of vehicles on highways.
6. Try to ..... plenty of fruit and vegetables each day.
7. We should ..... the use of cars in the historical centre of the city.
8. Everyone in the ..... should get involved in recycling.
9. The use of natural gas will help reduce carbon dioxide .....
10. There is a lot of ..... in the centres of all major cities.
11. You should be ..... in order to keep fit.

... / 11

2. Language focus

2.1 Find the mistakes and correct them. There is one correct sentence.

1. He would be fitter if he takes some exercise.
2. What did you eat if you were a vegetarian?
3. If you have breakfast, you feel energetic during the day.
4. Unless we don't use public transport, the smog in our city will not decrease.
5. If we didn't pollute our oceans, the fish wouldn't die.

... / 5

2.2 Put the verbs in brackets in the correct tense.

1. The town ..... (be) cleaner if we don't litter.
2. If she had time, she ..... (cook) dinner tonight.
3. What would you do if you ..... (have to) lose weight?
4. I ..... (come) to the restaurant if I could, but I'm very busy.
5. If he ..... (not / change) his diet, he'll have health problems.

... / 5

2.3 Combine the sentences using the words in brackets.

1. We buy environmentally friendly products. We want to save the environment. (in order to)

.....

2. We are using up all our natural resources. Our planet is in danger. (as a result)

.....

3. Seals are killed for their skin and meat. They're becoming extinct. (therefore)

.....

4. He wants to keep fit. He takes regular exercise. (to)

.....

... / 4

3. Everyday English

Complete the exchanges with phrases from the box.

a. What should I do	b. What's the matter
c. If I were you	d. I'll try that
e. you should see	

A: You don't look well. (1) ..... ?
B: My back hurts. I worked on the computer for three days.
A: Oh dear! Did you get any rest?
B: I did, but it still hurts. (2) .....?
A: (3)....., I'd take a warm bath.
B: Yes, (4) ..... .
A: I also think (5) ..... a doctor. He'll tell you what to do.
B: Yes, that's a good idea. Thanks for the advice.
A: Not at all. Get well soon.

... / 5

4. Writing

Your English-speaking friend is taking end-of-term exams. He / She can't sleep at nights because he / she feels very stressed and finds it difficult to concentrate in the morning. Write a short e-mail to your friend to give him / her advice and encouragement (about 100 words).

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

0-15: 💣	16-20: ☹	21-25: 😐	26-30: ☺	31-35: ✶	36-40: ✶✶

... / 10

Tips to learn

Work by yourself and tick the sentences that are true for you. You can discuss your answers in class.

Learning Grammar

When learning new grammar,

- ☐ I study example sentences with the new grammar structure.
- ☐ I work out the rules and study them to learn the new form and its uses.
- ☐ I look at the Grammar Reference to learn more about the new structure.
- ☐ I write some example sentences to practise it.
- ☐ I do a lot of activities to practise it.
- ☐ I use it as often as I can.
- ☐ I don't worry if I make mistakes. They are part of the learning process.
- ☐ other .....

Look back at the grammar you did in Lessons 16, 17 and 18. Did you have any problems? Was it easy or difficult to use? What can you do to learn grammar easily? Discuss in class.

Reflecting on your Learning

Tick the sentences that are true for you.

At the end of Lessons 16, 17 and 18, I think I can

- ☐ talk about eating habits
- ☐ talk about environmental issues
- ☐ talk about possible future situations and imaginary present situations
- ☐ organise information in a tree diagram
- ☐ analyse the results of a survey
- ☐ write an e-mail to a friend to give advice and make suggestions
- ☐ write a haiku
- ☐ take action to improve my school environment

UNIT 7

EMBRACING OUR WORLD

***August 5** was **International Friendship Day** for 2007, time to recognise your friends and their contribution to your life. Friendship helps to bring peace and positivity to the globe – a great reason to celebrate!*



Did you know?

Have you heard of great friendships that passed the test of time? Match the friends.

1. Damon	a. Mercutio
2. Achilles	b. Phinteas
3. Alexander	c. Patroclos
4. Romeo	d. Hephestion

Kostas has made a poster to celebrate International Friendship day as part of a project he is working on with his class. Look at how many languages he found the word 'friend' in. Which ones are similar to the English word?

"Only your real friends tell you when your face is dirty."

Sicilian Proverb

Afrikaans	vriend
Dutch	vriendje
Danish	ven
French	ami
German	freund
Greek	φίλος
Indian	dost
Italian	amico
Irish	cara
Persian	dust
Spanish	amigo
Swahili	rafiki

«Στις ευτυχείς περιστάσεις οι φίλοι πρέπει να εμφανίζονται μόνο ύστερα από πρόσκληση, στις στιγμές δυστυχίας, χωρίς κάδεσμα.

Ισοκράτης

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Read the quotes about friendship. What qualities do they suggest a real friend must have? Find two more quotes to help Kostas complete the poster.

In this Unit you will:
- read about friends and people who care for others
- read and listen to poems
- listen to stories about amazing people
- talk about friendship
- write an e-mail to a school partner
- learn how to participate in an eTwinning project

At the end of this Unit, you should be able to:
- discuss the topic of friendship and people in need
- thank someone and respond to thanks
- report statements, orders, requests and questions

Lesson 19 Against the Odds

speak & listen 1

Being a friend is...

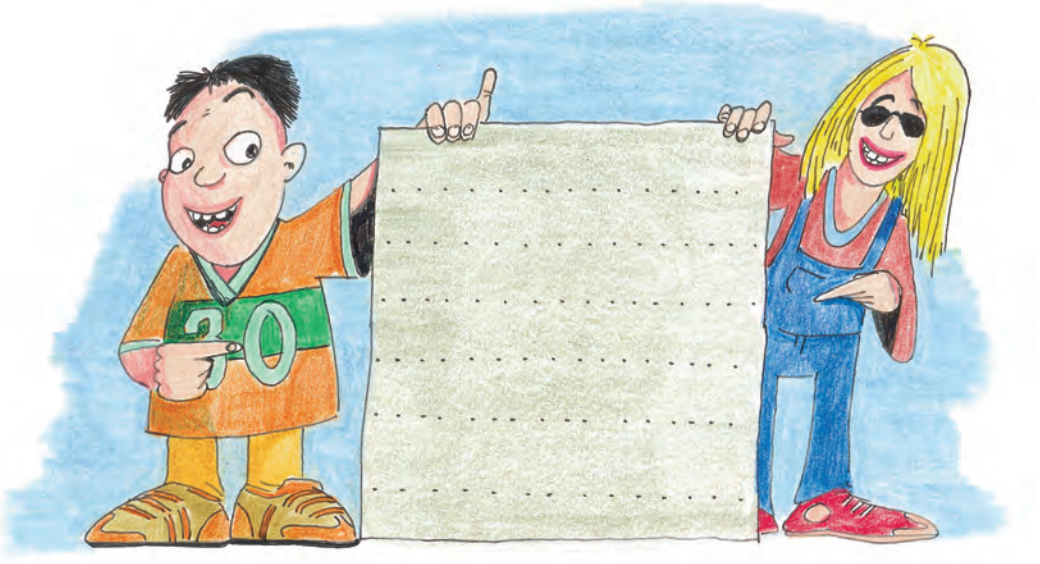


1.1 There are all kinds of friends: school friends, e-friends, penfriends, and many more. What activities or experiences come to mind when you think of your friends? Fill in the spider diagram.





1.2 Isocrates said that friends are compassionate and considerate. What qualities do you look for in a friend? Make a list.



To have good friends, you have to be a good friend (old saying)

1.3 Ashley's poem is all mixed up. Work in pairs to put it back together again based on what qualities **you** consider most important in a friend. Then listen to Ashley's original poem and compare it with your version.

I HAVE A FRIEND
by Ashley

1. I have a friend
Who is perfect for me
She listens to all my problems
No matter how dumb they may be

2. → ☐
3. → ☐
4. → ☐
5. → ☐
6. → ☐
7. → ☐

8. I am thankful for that friend of mine
Our friendship will never end
And she will always be there
For she is my best friend

a
We would talk about love and life
And discuss what we wanted to be
She knew just how I felt
And how happy I could be



b
She likes herself for who she is
And never tries to change
She tells me to be myself
And that I should never change



c
She listens to me patiently
But never judges what I do or say
She helped with all my problems
And never went away

d
She was shy on the phone
But she would still call
And we would talk for hours
About nothing at all





e
I never once felt judged by her
How much that meant to me
That I could tell her all my dreams
And she would listen to me

f
My friend never goes and tells
What is dear to me
She keeps it all bottled up inside
And doesn't spread it like a bee



1.4 What qualities does Ashley's friend have? Discuss.

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1.5 Work in groups. Find a book, a film, a song or any other work of art about friendship and bring it to class to share with the rest of your classmates.

read 2 Helping a friend

2.1 Look at the title of the text below and the photo of two friends, Edna (left) and Amanda. What do you think the story will be about?



2.2 Read their story to see if you guessed right.

A Fearless Friend!

To celebrate the end of their first week as ninth graders at a high school in Orlando, Florida, Edna Wilks, her friend Amanda Valance and some other students decided to go for a moonlight dip in a lake near Edna's house. "It's a very safe lake," said Edna, then 15, "and we're good swimmers".

But as they waded and splashed in the water the night of August 18, 2001, something broke the surface of the lake and grabbed Edna's left arm. "I thought it was someone playing around," she said. "When I saw the alligator's head, I didn't have enough time to scream. He just pulled me under and started spinning me over and over. I thought that this was the end".

For a brief instant, the deadly alligator loosened its grip and Edna burst to the surface and cried out for help. "I saw everyone swimming away," she said. "All the kids were heading for the shore. I screamed, 'Come back! Please, don't leave me'! "

But everyone did – except for her best friend Amanda, who didn't panic and paddled towards her on a surf board. "I was a bit scared for a moment," said Amanda. "Then I thought, no, I can't leave my best friend out here to die." When she reached Edna, the gator surfaced and seemed to glare at her. Amanda pushed Edna onto the board, and towed her steadily towards the shore 50 metres away. The alligator began to approach them. Although she was petrified, Amanda kept comforting Edna. "I told her, 'Don't give up... you must try... you can make it...' I was crying."

When they reached the shore, Edna's mother and paramedics were anxiously waiting to rush her to hospital. Miraculously, the reptile had only snapped Edna's upper arm bone. "We all look up to Amanda. If it weren't for her incredible bravery, Edna wouldn't be here today," said Edna's mum. Edna added, "Amanda's biggest fear was being attacked by a shark or alligator, yet she still took the risk and saved me. She's a courageous, amazing friend and she definitely qualifies as a hero!"

Adapted from: 'Amazing Stories of Survival' People Magazine, June 2006

2.3 Complete the 'chain of events' diagram below with the main events of the story in your own words.

1. They went for a swim in the lake.
2. ....
3. Edna cried for help.
4. ....
5. ....
6. They reached the shore.
7. ....





2.4 Read the text again and put together Amanda's profile.

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e.g. Although Amanda's biggest fear was being attacked by a shark or alligator, yet .....

.....

grammar 3 Language focus

3.1 Look at the bubbles below. Answer the questions and complete the boxes.

Which bubble has got Edna's actual words? ☐

Which bubble has got words used to tell somebody what another person said? ☐

This is ..... **speech**.

This is ..... **speech**.

a.



b.



3.2 Compare the sentences above and circle the changes you can see.

3.3 Look at the text and complete the **direct speech** in the table below.

Direct speech		Reported Speech
Simple Present (1) "Amanda ..... as a hero".	→	**Simple Past** Edna said that Amanda **qualified** as a hero.
Present Continuous (2) "Someone ..... around".	→	**(a)** ..... Edna thought someone **was playing** around.
Simple Past (3) "She ..... the risk".	→	**(b)** ..... Edna said that Amanda **had taken** the risk.
Can (4) "I ..... my friend out here to die".	→	**(c)** ..... Amanda said she **couldn't leave** her friend out there to die.
Must (5) "You ..... try".	→	**(d)** ..... Amanda told her friend she **had to** try.

3.4 How have the verbs changed from direct to reported speech? Complete the tenses and forms in the table above.

3.5 Do you notice any other changes?

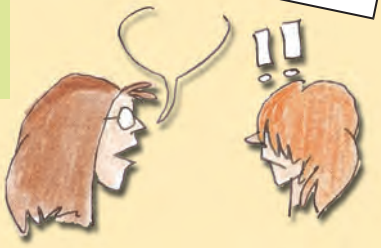
3.6 Look at the sentences below and find Edna's exact words in the text.

Direct speech	Reported speech
.....	Edna told her friends to come back.
.....	Edna asked her friends not to leave her.

How do we report orders and requests?

Grammar Reference, pp. 175-176

NOTE
SAY or TELL
He said (that) ...
She told **me** (that) ...
BE CAREFUL!
We never say: She said me ...



write 4 What a night!

A reporter interviewed some of the children that were swimming with Edna on the night of the attack. Read his notes and help him finish his story.

- "I'm not a very good swimmer and I panicked" (Jimmy)
- "Please, leave me alone. I can't talk to you. I'm still trembling" (Mary)
- "I'm sorry I left her alone" (Jason)
- "We must tell her father what happened" (Helen)

It was a terrifying moment for all these children. I saw some of Edna's friends on the shore immediately after the attack and they talked to me. Jimmy, a 14-year-old classmate of Edna's said that .....
.....
.....
Mary .....
.....
.....
.....
.....
Thankfully, Edna was taken to hospital very quickly and her injuries were not very serious. It was a night these children will never forget.

Lesson 20 Seeing through a Friend's Eyes

1 Sounds of a day

Listen & speak

1.1 Listen to the sounds and try to guess what is happening. Take notes as you listen and share your answers in class.

1.2 Now listen to a young boy talking about the beginning of his day. Do you notice anything unusual? How does he experience the world around him?

1.3 How is the boy's life different from yours? Why are sounds and touching so important in his life?

2 Making a new friend

Listen & read



2.1 Listen to an extract from the same story. How do the boy and Abram meet and how do they become friends?

I am sitting on the bench tapping my good luck song with my shoes when I hear the bells of an ice cream truck. I feel the money in my pocket. I have the dime and I also have a bigger one. I know I have enough for an ice cream bar. I walk out to the curb, touching the cages around the trees. I wait until the bells sound near, and I wave. He stops. He is near enough to me to touch his cart. Now I feel him seeing me.

"Here," I say, but he does not take my money. "Guess what?" he says, and his voice is soft and kind as fur. "Every tenth kid wins a free ice cream bar, and you're the lucky one today."

I can feel him getting off his cart and going around to open the place where he keeps his ice cream bars. I can feel him putting one near my hand and I take it. I start back to my bench.

"You gonna be okay by yourself now?" the ice cream man calls. I sit on the bench. I listen for the sound of his cart starting up, and his bells ringing, but I can only hear the other sounds, the regular ones. Then I hear him walking over to my bench. I am sorry, because I only want to feel the ice cream and see how long I can make it last. I do not want anyone to sit with me now. I may dirty my clothes and I am afraid he will see me.

He starts to talk. His name is Abram. He tells me about the park. My sister says the trees are in cages because if they weren't in cages they wouldn't stay in such a terrible park. Abram says the trees are in cages to keep them safe so they can grow up to be big and tall.

My sister says the park is ugly and dirty. Abram says there are a few little bits of paper, and a couple of cans and some bottles, but he says he can squint up his eyes and all those things lying around shine like flowers. Abram says you see what you want to see.

My sister says the park is just for poor folks, and that no one would ever come here if they had a chance to go anywhere else. Abram says the park is just for lucky people, like him and me. He says the people who come to this park can see things inside themselves, instead of just what their eyes tell them.

After a while Abram goes away. He says, "I will come back and look for you tomorrow". I hear his ice cream bells go farther and farther away until I do not hear them anymore. While I am waiting for my sister to come for me, I fall asleep on the bench. I have a good dream. I dream that Abram lifts me so I can touch the leaves of a tree. All of the leaves are songs, and they fall around me and cover me. I am warm and soft under the songs. My sister shakes me awake. "You'll catch cold lying here," she says.

The next day while I am sitting on my bench, I hear the ice cream bells and I walk out to the curb, touching the cages of the trees as I go. Abram gives me an ice cream bar and we walk together back to the bench. I do not have to touch the cages because I am with him. I have made a good friend.

Adapted from: "Sound of Sunshine, Sound of Rain", by Florence Parry Heide

2.2 Work with your partner and answer the following questions.

It's up to you p. 159

1. What kind of a person does Abram seem to be?
2. "Abram says you see what you want to see". Why do Abram and the boy's sister 'see' the world around them differently?
3. Whose view do you think the boy prefers and why?

speak 3 What do you think?



3.1 Look at the photos. All of these people need help. What can you do to help them? Complete the table below. Add more ideas of your own.

People in need	Type of help
e.g. the disabled	doing the shopping



3.2 "Dogs are man's best friend". Discuss friendship between people and animals. Find a story that clearly illustrates the bond between man and animals or share your own experience with the rest of the class.



Grammar 4 Language focus

4.1 Look at the following reported statements. Find the actual words of the boy and Abram in the text and complete the **direct speech** list below.

Direct speech		Reported Speech
Present Perfect (1)	→	**Past Perfect** The boy said he **had made** a good friend.
will (2)	→	**(a)** ..... Abram said he **would come back** and look for him the next day.
may (3)	→	**(b)** ..... The boy said he **might** dirty his clothes.

4.2 How have the verbs changed from direct to reported speech? Complete the table above.

4.3 The verbs 'say' and 'tell' are most commonly used as introductory verbs in reported speech. Other verbs that we can use are:

Reported statements	Reported requests and orders	Reported questions
• tell • say • add • reply • think • answer • explain	• tell • ask • warn • order • advise	• ask • wonder • want to know

NOTE
Words and expressions that change in reported speech:
this – that
here – there
now – then
ago – before
today – that day
tomorrow – the next day
yesterday – the day before
last week – the previous week
next month – the following month

4.4 Put the sentences from the text in reported speech using the introductory verb in brackets.

1. "Every tenth kid wins an ice cream bar" (explain)
   Abram .....
2. "You are the lucky one today" (add)
   Abram .....
3. "The park is just for lucky people" (think)
   Abram .....
4. "You will catch cold lying here" (warn)
   His sister .....

Grammar Reference, pp. 175-176

read & listen 5 What do you think?

5.1 Read the poem below. Can you guess which word is missing from both the title and the poem? Listen to check your answer.



THE BLIND MEN AND THE .....

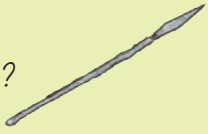
by John G. Saxe

It was six men of Indostan
To learning much inclined,
Who went to see the .....
(Though all of them were blind),
That each by observation
Might satisfy his mind.

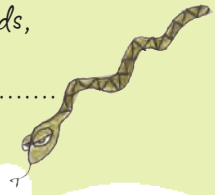
The First approached the .....,
And happening to fall
Against his broad and sturdy side,
At once began to bawl:
"God bless me! but the .....
Is very like a wall!"



The Second, feeling of the tusk,
Cried, "Ho! what have we here
So very round and smooth and sharp?
To me 'tis mighty clear
This wonder of an .....
Is very like a spear!"



The Third approached the animal,
And happening to take
The squirming trunk within his hands,
Thus boldly up and spake:
"I see," quoth he, "the .....
Is very like a snake!"



The Fourth reached out his eager hand,
And felt about the knee.
"What most this wondrous beast is like
Is mighty plain," quoth he;
" 'Tis clear enough the .....
Is very like a tree!"

The Fifth, who chanced to touch the ear,
Said: "E'en the blindest man
Can tell what this resembles most;
Deny the fact who can,
This marvel of an .....
Is very like a fan!"



The Sixth no sooner had begun
About the beast to grope,
Than, seizing on the swinging tail
That fell within his scope,
"I see," quoth he, "the .....
Is very like a rope!"



And so these men of Indostan
Disputed loud and long.
Each in his own opinion
Exceeding stiff and strong,
Though each was partly in the right,
And all were in the wrong!



5.2 What is the point the poet is trying to make? How does this point relate to the story of the blind boy?

5.3 Draw the animal described above based on the opinions of the blind men. What does it look like?

Did you know?

The Blind Cow Restaurant in Zurich, Switzerland, offers up a different dining experience: Guests eat in complete darkness and are served by blind or visually handicapped staff!

speak 6 Play a game

Put on a blindfold or close your eyes. Describe the object your teacher gives you only by smell, touch or taste. Reflect on what it felt like to be 'blind'.

Lesson 21 Friends without Frontiers

speak 1 A different kind of friend

How can you make new friends? Are there any ways today that didn't exist in the past?

read 2 Friends from afar

2.1 Read the e-mails below and answer the questions.

1. Who wrote them?
2. Why did they write them?
3. Who did they send them to?

A

Untitled - Message (Plain Text)

From: Lin S. – Singapore

To:

Subject:

We are 30 students in the 2nd Grade of high school in Singapore. Our first language is English. We also learn Malay and Chinese as our second languages. We are a vibrant class of 14-year-olds who enjoy writing about our lives here in sunny Singapore. Singapore is a multi-cultural society and there is much to share about this small, bustling, colourful city. We would like to learn about life in any European / American cities. How often can you exchange e-mails or postcards with us? How about once a fortnight? By the way, have you ever been to Singapore? We are a class of creative, imaginative and well-informed 14-year-olds who would love to meet you!

B

Untitled - Message (Plain Text)

From: Melina O. – Brazil

To:

Subject:

We are students from a Public School in Fortaleza, a city in the northeast of Brazil. We are 11-15 years old and we want to improve our English as much as possible. We would be happy to find a school somewhere in Europe to start making penfriends. We would also like to invite you to our country so we can meet each other. We like sports, going to the cinema and of course writing e-mails, but we also want to make a positive impact on the lives of other children and families in need. We are concerned about the hardships and tragedies faced by other children around the globe and we want to help. Right now we are trying to organise some fundraising events to help the children who suffered the terrible earthquake in China. If anyone from anywhere in the world would like to join our project, please get in touch. I'm sure it'll be a great experience for everyone!





Adapted from: www.epals.com

2.2 Read the e-mails again to find who:

1. wants to exchange e-mails every 2 weeks. .....
2. wants to take action to help other people. .....
3. suggests other ways of communication besides e-mails. .....
4. lives in a city full of people and noise. .....
5. would like to meet their e-pals. .....
6. would like to work with others on a project. .....

3 An eTwinning project

A student writing an article about school partnerships is interviewing Giuseppe Bonano, a teacher responsible for an eTwinning project at a secondary school in Milan, Italy. Listen to the interview and tick the right answer.

1. Is there only one way to find a school partner?
2. Is it easy to find a school partner if your school is an English-speaking one?
3. Is it always possible to find a school partner?
4. Does participating in eTwinning cost anything?
5. Can anybody register?
6. Is there a registration form that you have to fill out?
7. Do you have to send your registration form by post?
8. Is communicating through eTwinning safe?

YES	NO
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....



4 Language focus

4.1 Study the examples below and circle the changes you can see.

Direct speech		Reported Speech
"Do you want to find a school partner?"	→	She asked them if they wanted to find a school partner.
"Have you ever taken part in an eTwinning project?"	→	He asked them if they had ever taken part in an eTwinning project.

What changes do we make when we report Yes / No questions? Answer the questions below.

Yes / No reported questions

- Which is the introductory verb? .....
- What extra word do we use in the reported question? .....
- Is the auxiliary verb 'do' used? .....
- Are other auxiliary verbs omitted?.....
- What happens to word order? .....





4.2 Study the examples below and circle the changes you can see.

Direct speech		Reported Speech
"Where do you live?"	→	She asked them where they lived.
"How often can you exchange e-mails?"	→	He asked them how often they could exchange e-mails.

What changes do we make when we report Wh-questions? Answer the questions below.

Wh-reported questions

- Which is the introductory verb? .....
- Are question words like 'where' and 'how often' omitted? .....
- What happens to word order? .....

Grammar Reference, p. 176

write 5 What did he say?

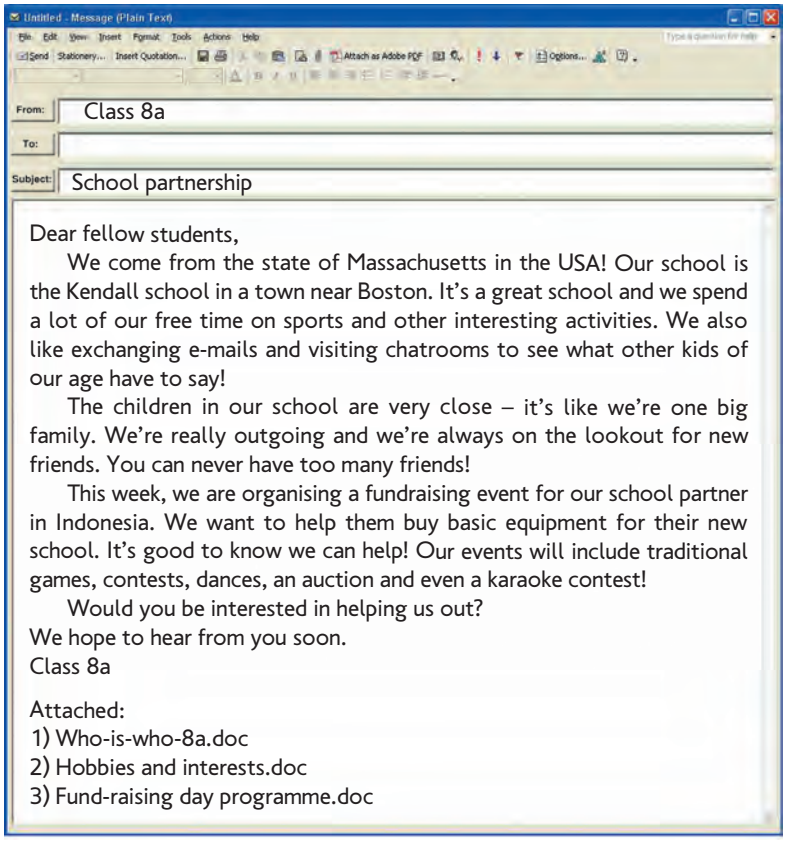
Spyros got himself into a bit of trouble for being late after school last week. What did he tell his friend Jenny about it when she asked him?



portfolio 6

Writing an e-mail (2)

6.1 This is an e-mail you've received from a school partner. Read it and answer the questions. Then compare your answers with your partner's.



Untitled - Message (Plain Text)

From: Class 8a

To:

Subject: School partnership

Dear fellow students,

We come from the state of Massachusetts in the USA! Our school is the Kendall school in a town near Boston. It's a great school and we spend a lot of our free time on sports and other interesting activities. We also like exchanging e-mails and visiting chatrooms to see what other kids of our age have to say!

The children in our school are very close – it's like we're one big family. We're really outgoing and we're always on the lookout for new friends. You can never have too many friends!

This week, we are organising a fundraising event for our school partner in Indonesia. We want to help them buy basic equipment for their new school. It's good to know we can help! Our events will include traditional games, contests, dances, an auction and even a karaoke contest!

Would you be interested in helping us out?

We hope to hear from you soon.

Class 8a

Attached:

1) Who-is-who-8a.doc
2) Hobbies and interests.doc
3) Fund-raising day programme.doc

1. Who is sending this e-mail?

.....

2. What is each paragraph about?

.....

.....

.....

.....

.....

.....

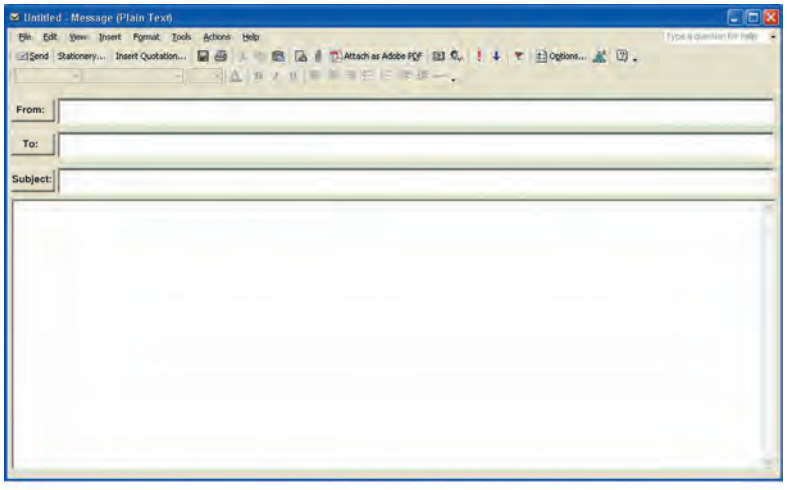
3. What information is there in the attached files?

.....

.....

.....

6.2 Suppose you want to start a school partnership with the class that sent you this e-mail. Work in groups and make a list of ideas you want to include in your e-mail.



Untitled - Message (Plain Text)

From:

To:

Subject:

USEFUL TIPS

1. Make notes and plan your e-mail.
2. Write in an appropriate style since your new friends are the same age as you.
3. Keep your e-mails brief and attach longer texts.
4. Proofread your e-mail for mistakes.

6.3 Write an e-mail replying to Class 8a. Give them information about your school and your class and suggest how you could help them raise more money.



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read & write 7

Project time: An eTwinning project!!!

7.1 Your Australian friend Jennifer, who is on holiday in Greece, wants to know more about the eTwinning programme you are involved in. Here is some information on it. Could you tell her about it?



Η δράση eTwinning δημιουργήθηκε για να δώσει στα σχολεία την ευκαιρία να μάθουν μαζί, να μοιραστούν τις απόψεις τους και να δημιουργήσουν καινούργιες φιλίες. Προωθεί αντίστοιχα τη συνείδηση του ευρωπαϊκού πολυγλωσσικού και πολυπολιτισμικού κοινωνικού μοντέλου. Μέσω του eTwinning, σχολεία των κρατών της Ευρωπαϊκής Ένωσης αλλά και της Νορβηγίας, της Ισλανδίας, και πρόσφατα της Βουλγαρίας και της Ρουμανίας, υποστηρίζονται στην «αδελφοποίηση» σχολείων μέσω του Internet.

7.2 Below are some comments from your classmates' portfolios about the benefits they gained from participating in the eTwinning project. Write down the benefits and tell Jennifer about them.



I was never really good at using my computer. I felt I had no computer skills at all. Now, I'm fast and most important of all, I can use my computer with ease for many other things.

Helena



eTwinning is really great! I exchange e-mails with so many people, that I feel I now have new friends all over the world.

Jason

The eTwinning project made me work harder on my English! I'm much more fluent and I don't find writing in English difficult any more.

Claire



.....

.....

.....

.....

.....

7.3 Suppose you want to find a school partner to collaborate on school projects, practise foreign language skills and establish international friendships. How will you get started? Follow the steps below:

How can you get involved in eTwinning?

It is very simple.

- Decide on the profile of your school partner.
- Register your school.
- Find your school partner.
- Connect with your school partner.
- Decide on your project.
- Register your project.
- Work with your school partner.
- Develop your partnership.

To get more details on the process,
visit **www.etwinning.gr** or send an e-mail to **etwinning@sch.gr**



Advice for Safe "Surfing"

- ✔ Remember: "virtual" friends may be different from what they seem.
- ✔ Don't upload pictures of your friends on the Internet without their permission.
- ✔ Avoid giving out personal information such as your address or your mobile phone number.
- ✔ If someone makes you feel uncomfortable, inform your parents or a teacher immediately.

Unit 7 Review

1. Vocabulary

1.1 Cross the odd one out.

1. brave, courageous, scared, fearless
2. yell, whisper, shout, scream
3. slam, sigh, bang, crash
4. soft, smooth, rough, fluffy
5. grasp, grip, snap, grab

... / 5

1.2 Unscramble the letters and find the words to complete the sentences.

1. I'm ..... to cooperate with students from other countries. **egrea**
2. He took the ..... and rescued her. **rski**
3. Her friends have a positive ..... on her. **ipctam**
4. Don't ..... at me. It's not my fault! **garel**
5. She tightened her ..... on my arm. **gipr**

... / 5

1.3 Choose the right word to complete the sentences. There is one extra word.

bravery	look after	hardship
exchange	fundraising	approach

1. Don't worry about her. She can ..... herself.
2. I ..... e-mails with my e-friend twice a month.
3. Our school often organises ..... events to help people in need.
4. She's been through a lot of ..... in her life, but she seems strong and courageous.
5. ..... is a quality I've always admired.

... / 5

2. Language focus

2.1 Report the statements and questions.

1. "I've called my best friend twice today", she said.
.....
2. "Our community is sponsoring a concert for people in need", they said.
.....
3. "Do you cooperate well with each other?", she asked us.
.....
4. "Where were you last night?", he asked me.
.....
5. "We'll always be friends", she said.
.....

... / 5

2.2 What did the teacher say?

1. The teacher explained that we would do an e-project.
.....
2. She asked us to write short e-mails and not to include many details.
.....
3. She wanted to know if we were interested in participating.
.....
4. She added that we could choose the topic of the project.
.....
5. She thought that it would be a great experience for everyone.
.....

... / 5

3. Everyday English

Complete the exchanges.

1. - Thank you for helping me with my suitcase.
   - ..... all.
2. - I really..... your help.
   - My pleasure.
3. - You left your purse in the shop. Here it is.
   - That's .....
4. - Thanks for the informative e-mail.
   - ..... I could do.
5. - That was really nice of you.
   - Don't .....

... / 5

4. Writing

A friend of yours has helped you through a difficult time. Write an e-mail thanking him/her and expressing your feelings (about 100 words).

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

... / 10

0-15: 💣	16-20: ☹	21-25: 😐	26-30: ☺	31-35: ✶	36-40: ✶✶

Tips to learn

Work by yourself and tick the sentences that are true for you. You can discuss your answers in class.

Doing an e-project

When doing an e-project in English,

- ☐ I improve my language skills.
- ☐ I improve my computer skills.
- ☐ I make new friends.
- ☐ I share problems with my peers.
- ☐ I have the chance to offer my help to others.
- ☐ other .....

In Unit 7 you did an e-project. Did you enjoy working on it? Why / Why not? Were there any difficulties? Any rewarding moments? Share your answers in class.

Reflecting on your Learning

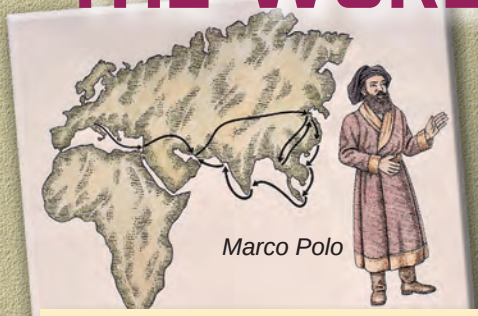
Tick the sentences that are true for you.

At the end of Lessons 19, 20 and 21, I think I can

- ☐ discuss the topic of friendship and caring for others
- ☐ write an e-mail to a school partner
- ☐ participate in an e-project with other schools
- ☐ talk about how I can help people in need
- ☐ thank someone and respond to thanks
- ☐ report statements, questions, requests and orders

UNIT 8

WELCOME TO THE WORLD



Marco Polo



Amelia Earhart



Christopher Columbus



Ferdinand Magellan

Sir Francis Drake





James Cook

Marco Polo's Odyssey

During the Middle Ages, most people in Europe spent their entire lives in the village where they were born. But in the 13th century, a young Italian named Marco Polo travelled all the way to China! Marco was only seventeen years old when he left Venice. It took him almost four years to cover the vast distance over steppes, deserts and mountains before he finally reached the palace of Kublai Khan, the Mongol emperor.

When he arrived, Marco found a shining palace of marble and gold. The walls of the palace ran for miles and enclosed a vast park full of animals and over two hundred kinds of birds. China was full of riches that Europeans were eager to buy. Kublai Khan was impressed and sent Marco Polo on many important missions to distant parts of the empire.

When Marco Polo returned home to the city of Venice, he talked about the wonders he had seen in China. The story of Marco Polo's travels became popular all over Europe, even though many people thought Marco had made up a lot of the wonders he described. One person who read Marco's book believed it all. In fact, he was so excited that he wanted to find a fast sea route to China. His name was Christopher Columbus...

1. What impact did Marco Polo's journey have on the world of his time?
2. Look at the pictures of other important people whose love for travel and adventure broke the boundaries of their world. Work in groups to choose one of these people and make a 5Ws chart about them. Then, present the information to your classmates based on your chart.



In this Unit you will:

- join some students on a journey round the world
- look at interesting photos and learn about people and places
- plan an afternoon out with your friends
- send a virtual postcard
- read a poem

At the end of this Unit, you should be able to:

- discuss the content of pictures and where they come from
- propose a plan and reach a common decision about what to do with your friends
- express your opinions, wishes, likes and dislikes

Lesson 22 Breaking the Boundaries

Speak 1 Setting off



In 1271, 17-year-old Marco left his hometown of Venice to embark on an adventure that was to last 24 years, and which took him to places that Europeans had never heard of until then! Travelling today is much easier, but just as exciting!

Why do you think people still see travelling as an adventure?

Read 2 A tour of Europe

2.1 A group of B class students who participated in an eTwinning project won a trip around the world as first prize. One of the students, Stefanos, is writing a letter to his penfriend to tell him about the first part of their journey.

Read the letter and trace the route the students followed on the map.

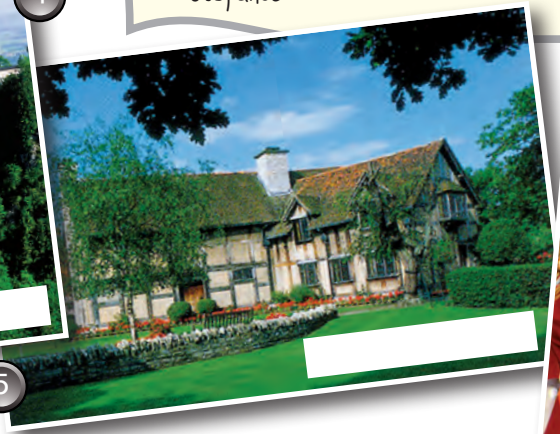














Dear Frank,

I know I promised to send you a letter right away, but we've been on the go non-stop – we've barely had time to catch our breath!

Anyway, here we are in London, sitting in a pub on the banks of the river Thames, eating fish and chips and watching the people go by. I'm still pinching myself! ... London is everything we thought it would be, and more! Tomorrow is going to be a busy day... Some of us are visiting Shakespeare's house in Stratford-upon-Avon and the others are going to Thorpe Park – if it doesn't rain!...

But let me start at the beginning. Our adventure started 10 days ago when we set off from Thessaloniki. After a brief stop in Italy, we flew to Madrid. We spent a marvellous 3 days going from football matches to flamenco dances to tasty tapas bars and of course the Prado Museum. We had to queue for two hours to get in! Phew! ...

After that, we zipped on to France, driving through the Pyrénées where we got a bit lost going up and down and all around! The French countryside is 'magnifique' my friend, but the highlight was Paris, of course, and the boat ride on the Seine (...not as blue as in the postcards, 'mon ami'!).

We crossed over to Dover through the Chunnel and we have been in London for the past few days, having a ball! Our train leaves for Germany the day after tomorrow, where we're going to meet up with another class of winners. They're going to show us around. Hopefully, we'll get to eat some real sausage and sauerkraut, and maybe see a castle or two!

After Germany, we will be flying to our last destination on this leg of our journey, which is Helsinki, in Finland. Too bad it's summertime... Santa Claus will probably be on holiday somewhere hot! Crete maybe, or Florida!

Okay, have to go now! It's almost time for 'me tea, dearie'! (Did that sound British?). I'll send you your next update from Helsinki and I'll try to fit in some pictures!

Lots of love,

Stefanos

2.2 The pictures on this page come from Stefanos's photo album. Read the letter again, find the places he visited and label the pictures to help him remember where he went.

2.3 What means of transport do you think the students used in order to move from one place to the next? Look at the map and the letter for clues.

Listen 3 A school reporter



3.1 Gregory, another student, has brought along his brand new mini recorder and is recording his impressions of the countries the class is travelling through in order to write an article for his school newspaper. Listen and help him decode his recordings.

1. It is ..... in the evening.
2. First, our friends visited the ..... .
3. They felt sick from the ..... and the ..... .
4. Georgia was stung by a ..... and the others got ..... .

3.2 Listen again and write True (**T**) or False (**F**).

1. People throw food into the fountains for the ducks.
2. The four friends visited museums in Venice.
3. Joanna didn't want to eat hamburgers.
4. They all wanted to try the horsemeat.
5. They took a taxi which was brand new.
6. The four friends are going to eat outdoors.

T	F



Speak 4 An afternoon out

4.1 Work in groups. Imagine you are students from class B4 and you are now in Hastings, a seaside town near Dover, in the area of East Sussex. You have a free afternoon and you want to decide what to do. Look at the choices on the next page and the tips in the boxes below, and plan your outing. Take into consideration the time available, the prices, your interests, etc.

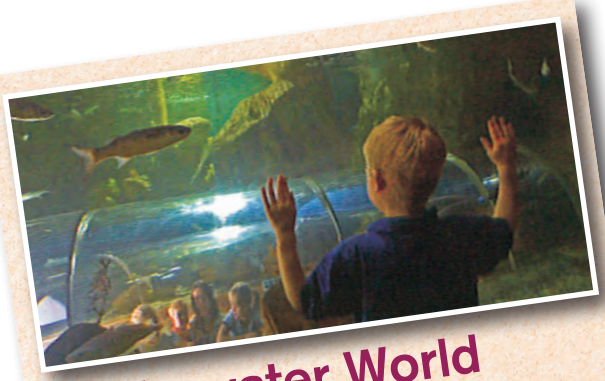
Negotiation tips:

- Negotiating is about reaching an agreement.
- Try not to view negotiation as a contest that must be won.
- It is important to maintain control. Try not to get emotional.
- Try to understand the other person's needs and wants. Remember! You are trying to find a solution acceptable to all parties.
- Try to create a spirit of cooperation among all those involved.
- It is important to state not only **what** you want, but **why** you want it.

Useful expressions

Don't you agree that ...?
Don't you think so?
Do you really think that?
I see your point, but ...
Yes, but on the other hand ...
No, but look ...
That's agreed then!
Well, that's settled then.





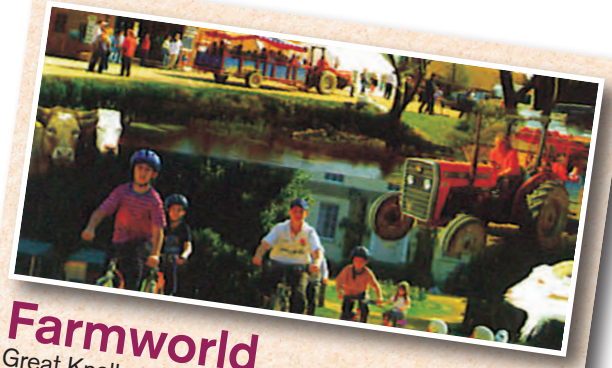
Underwater World

Rock-a-Nore Road, Hastings TN34 3DW
01424 718776 / www.discoverhastings.co.uk

Your journey starts in the theatre which will introduce you to the wonders of the deep. Then, experience the many areas of our seascape from rockpools, a nursery and the sandy seabed, to a 15-metre tunnel beneath the ocean depths, finishing in a tropical paradise.

Open: Easter – Oct: 10am – 5pm
Oct – Easter: 11am – 4pm

Save money at 3 great Hastings attractions – visit this attraction and save 1/3 at Hastings Castle and Smugglers Adventure.

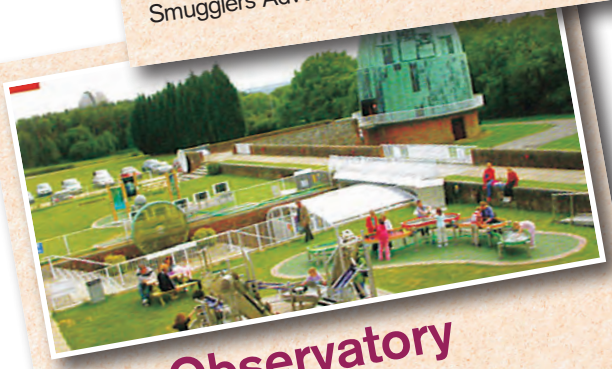


Farmworld

Great Knelle Farm, Whitebread Lane, Beckley, Rye TN31 6UB
01797 260321 / www.farmworld-rye.co.uk

Farmworld delights in visitors taking part in the working day on a traditional Sussex Farm. Feed the lambs and calves, bed down the cows, watch the wild boar and squirt the pigs with water. Thirty minute tractor & trailer ride with commentary on modern conservation-led farming. Visit the farmshop selling our own sausages, meats and pies. BBQ.

Open: Easter – Oct: 11am – 5pm until July, then 2pm – 6:30pm
Prices: Adult £6 / Senior Citizen & Child £5 / Family £20



The Observatory Science Centre

Herstmonceux, Hailsham BN27 1RN
01323 832731 / www.the-observatory.org

With its domes and telescopes, the centre is part of the former home of the Royal Greenwich Observatory. Savour the unique atmosphere of a place where astronomers studied the heavens from the 1950s to the 1980s. Set amid beautiful Sussex countryside, the copper domes of the centre provide a unique environment for all ages.

Open: April – Sept: 10am – 6pm (5pm in Jan, Feb, Mar, Oct, Nov, Dec)
Prices: Adult £6.80 / Seniors £5.25 / Child £5 / Family (4) £20.50, (5) £23.40



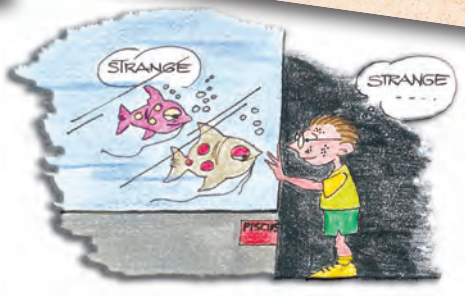
1066 Battle of Hastings, Abbey & Battlefield

High Street, Battle TN33 0AD
01424 773792 / www.english-heritage.org.uk/visits

Discover the site of the Battle of Hastings and find out what really happened on the most famous date in English history. Take the inclusive audio tour of the battlefield and atmospheric abbey ruins, built by William the Conqueror to atone for the bloodshed. See events brought to life in the new visitor centre with state-of-the-art displays and café.

Open: 1 April – 30 Sept: 10am – 6pm / 1 Oct – 20 Mar: 10am – 4pm / closed 24-26 Dec and 1 Jan
Prices: Adult £6.30 / Concession £4.70 / Child £3.20 / Family £15.80

4.2 What did you decide to do? Why? Was it easy to reach a common decision? Report in class.



Lesson 23 It's a Small World after All

read 1 Messages back home



1.1 Our friends are halfway through their journey now and they want to share their experiences with Ms. Petridou, their English teacher back home. Read their postcards and match them with the pictures.

1 ☐ 2 ☐ 3 ☐ 4 ☐

1

Dear Ms. Petridou,

Well, we promised to keep you updated and so here is our first postcard! After Helsinki, we flew straight to Moscow, Russia. We thought it would be cold, but the weather is actually nice and mild. The people are quite friendly and they keep speaking Russian to us! We saw an amazing ballet performance and a concert and we went sightseeing in the famous Red Square. We also ate blinis with sour cream and tasted some borscht.
We'll write soon,
Class B4.







2

Dear Ms. Petridou,

On from Russia and through India, to finally reach China. Our reservations were at a lovely hotel in Beijing, which is a beautiful, lively city. The inhabitants ride their bicycles everywhere and they are probably the politest people on earth! We had healthy Chinese food with lots of vegetables, although we couldn't use the chopsticks at all! North of Beijing, we visited the Great Wall of China which winds its way from mountaintop to mountaintop. Its total length is around 6,500 km and it took nearly 1,000,000 men to build it! You can't really tell how big it is from the postcard. You have to see it to believe it!
Everyone sends their love,
Class B4.



3

Dear Ms. Petridou,

After two days in China, we packed our bags and headed for Japan. Tokyo looks a lot like a big American city – chaotic and noisy! There are so many people everywhere! Imagine: there is even a special uniformed man who pushes and squeezes people onto the underground! We didn't have time to visit any of the islands, but we managed to see the majestic Mt. Fuji in the distance with its snow-covered peak! We also had some great sushi wrapped in sea weed. Yum!
See you soon,
Sayonara,
Class B4.





c

d





4

Dear Ms. Petridou,

Our next destination was Australia, where we are now. Did you know that the seasons here are reversed and it is now winter? We have already been to the famous Opera House where we saw our very first opera and tomorrow we are going to visit a wildlife reserve and hopefully we'll get our first glimpse of kangaroos and koala bears. We hope all is well with you. Have to go now; we're going to buy some souvenirs! We'll bring you a shark tooth necklace that we saw ... if anyone can understand the currency here! ...
Lots of love from everyone,
Class B4.





1.2 What were the things the students considered important enough to write about to their teacher? Read the postcards again and complete the table.

Name of country	see	hear	taste	feel
1.				
2.				
3.				
4.				

write 2 A virtual postcard

Send a virtual postcard to your friends from a city of your choice. Visit http://xenios.cti.gr/English/default.htm. Click on 'skills' and then on 'Send a postcard'. There, you will find a variety of virtual postcards. Click on http://cardengland.com/ and then on 'send a card'. Choose the picture you like best and fill out the details required. Write your card and send it!

POSTCARDS FROM ENGLAND

Home

Send a Card

Get Your Card

Links

Bookshop



Send This Card:



Recipient's name:

Recipient's e-mail:

Your name:

Your e-mail:

Card title:

Your Message:
(250 characters max)

Lesson 24 A World without End



quiz 1 Guess where!

1.1 Our friends are now on the last leg of their journey and they are visiting the final three countries. Read the clues below to see if you can guess the remaining countries and write the name of each country in the box provided.

1. _ _ _ _ _ _

Clues:

- This country is in the same hemisphere as Australia but in a different continent.
- Its flag is green and yellow.
- It has a world famous football team.
- Every year an amazing carnival takes place there.

2. _ _ _ _ _

Clues:

- This country is in yet another continent.
- In ancient times, the Greeks had visited it.
- It had an amazing civilisation just as important as our own.
- The longest river in the world runs through it.

3. _ _ _ _ _ _

Clues:

- This country has dozens and dozens of islands.
- The southernmost point of Europe is found in this country.
- It is not in the same continent as the previous country although they are very close to each other.
- It is known as “The Cradle of Democracy”.

1.2 Look at the pictures and guess which country each one comes from. What helped you decide?

portfolio 2 ‘On top of the World’

Work in groups. Visit http://xenios.cti.gr. Click on ‘by computer to England’, then on ‘Language practice’ and on ‘London map’. Click on the link http://www.lonelyplanet.com. Select a continent, then a country and some popular places in this country. Open the photo gallery, choose the pictures you like best, print them and make a collage portraying different aspects of this country. Write captions under the pictures and display your collage in class.

Read & Speak 3 The end of a magical journey

3.1 Melina sent her friend Lydia a final e-mail telling her about what this amazing journey with her friends meant to her. Read her e-mail to see what conclusion she came to about people all over the world.

Untitled - Message (Plain Text)

File Edit View Insert Format Tools Actions Help

Send Stationery... Insert Quotation... Attach as Adobe PDF Options...

From: Melina

To: Lydia

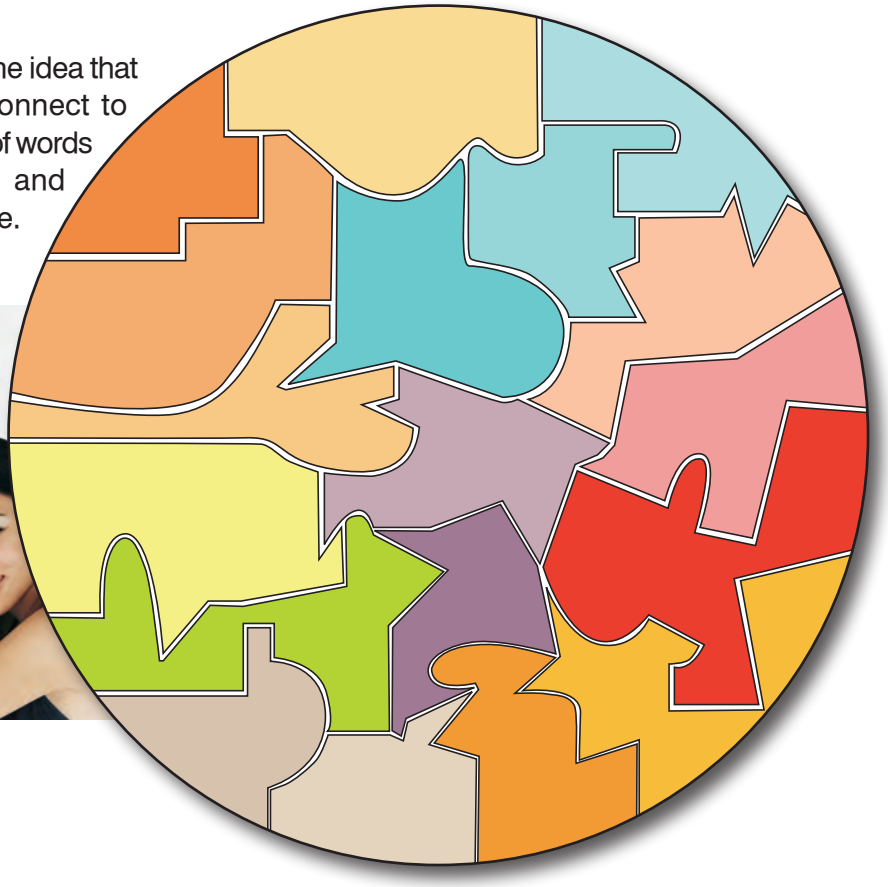
Subject: An amazing journey

Dear Lydia,
After two lovely days in Athens, I'm all packed and ready to go. I'm waiting for the rest of the group to come down, so I'm writing this final e-mail before we come back home. At last! It's been an amazing trip, an unforgettable experience, the journey of a lifetime. It was extraordinary seeing the endless variety of cultures, customs and traditions, and the differences that exist in the ways people look and behave. And although we couldn't agree on what country was the best, or where we had the most fun, we did all agree on one thing: no matter where they come from and despite their endless differences, people everywhere are basically the same, with the same needs, fears and hopes for the future ... It's a comforting thought, I think ...
See you in a few hours!
Melina

3.2 Do you agree with Melina's point of view? Go back to page 9 of your book and discuss how her final comment relates to the idea of 'Unity in Diversity'.

3.3 Look at the globe. It represents the idea that many diverse pieces can interconnect to form a harmonious whole. Think of words that represent this idea for you and write them down within the globe.





4 A magnificent poem

Kavafis is one of the most prominent Greek poets whose poems have been translated into English, French, Italian, German, and several other languages. Read his poem "Ithaca" and discuss why the 'journey' is more important than the 'destination'.

ITHACA



As you set out for Ithaca
hope that your journey is a long one,
full of adventure, full of discovery.
Laistrygonians and Cyclops,
angry Poseidon-do not be afraid of them:
you'll never find things like that on your way
as long as you keep your thoughts raised high,
as long as a rare sensation
touches your spirit and your body.
Laistrygonians and Cyclops,
wild Poseidon-you won't encounter them
unless you bring them along inside your soul,
unless your soul sets them up in front of you.

Hope that your journey is a long one.
May there be many summer mornings when,
with what pleasure, what joy,
you come into harbors seen for the first time;
may you stop at Phoenician trading stations
to buy fine things,
mother of pearl and coral, amber , ebony,
sensual perfume of every kind-
as many sensual perfumes as you can;
and may you visit many Egyptian cities
to learn and learn again from those who know.



Keep Ithaca always in your mind.
Arriving there is what you're destined for.
But do not hurry the journey at all.
Better if it lasts for years,
so that you're old by the time you reach the island,
wealthy with all you have gained on the way,
not expecting Ithaca to make you rich.
Ithaca gave you the marvelous journey.
Without her you would not have set out.
She has nothing left to give you now.

And if you find her poor, Ithaca won't have fooled you.
Wise as you will have become, so full of experience,
you'll have understood by then what these Ithacas mean.

Translated by
Edmund Keeley & Philip Sherrard

Unit 8 Tips to Learn

Work by yourself and tick the sentences that are true for you. You can discuss your answers in class.

Speaking

1. When doing a speaking activity in English,
   - ☐ I think about the topic, the purpose and the audience.
   - ☐ I choose appropriate vocabulary and syntax.
   - ☐ I use correct pronunciation and intonation.
   - ☐ I don't worry if I make mistakes, as long as I make myself understood.
   - ☐ I present what I say clearly.
   - ☐ other .....

2. When I participate in a pair or group discussion,
   - ☐ I take up different roles to suit the situation.
   - ☐ I make contributions that are relevant to the topic.
   - ☐ I make sure that we all take turns in the discussion.
   - ☐ I respond to others appropriately, taking into account what they say.
   - ☐ I express my ideas in English.
   - ☐ I deal politely with opposing points.
   - ☐ other .....

Look back at the speaking activities you did in Units 1-8. Were they difficult or easy to do? Did you enjoy them? Why / Why not? How can you improve your speaking skills? Share your answers in class.

Reflecting on your Learning

Tick the sentences that are true for you.

At the end of Lessons 22, 23 and 24, I think I can

- ☐ discuss the content of pictures and where they come from
- ☐ talk about people and places from all all over the world
- ☐ plan an afternoon out with my friends
- ☐ send a virtual postcard
- ☐ discuss the main ideas of a poem
- ☐ express opinions, wishes, likes and dislikes

IT'S UP TO YOU

UNIT 1 – UNITY IN DIVERSITY

LESSON 1 – PEOPLE AND PLACES

*** Activity 2.2, p. 11**

Nikos, a student reporter, interviewed an anthropologist about the way people look. Complete the table below with information from the article Nikos wrote for his school newspaper.

people's characteristics	scientists' opinion
(1) ..... skin / hair	Protection against the sun and the heat.
Fair skin	(2).....
(3) ..... faces / noses	Protection against the cold.
Tall and thin bodies	Protection against (4) .....
(5) ..... bodies	Protection against (6) .....

*** Activity 6, p. 14**

You have decided to enter a creative writing competition. The title of the competition entry is the following: **"Describe an interesting person you know or a person who makes you happy"**.

Use the ideas below as a general plan for your writing.

Paragraph 1:
Write about this person's physical details (eyes, hair, face), size and body.
e.g. She's got small, slanted eyes, and long, straight hair. / He's short and thin.

Paragraph 2:
Write about his / her family and background.
e.g. She comes from ... / He has got a large family ...

Paragraph 3:
Write about the person's hobbies and interests.
e.g. She loves chess. / He's keen on computer games.

Paragraph 4:
Write about the person's character. Try to give an example to show what you mean.
e.g. She's very polite. She always gives up her seat to the elderly. / He's very patient. He helps everybody without a word of complaint.

Paragraph 5:
Write your general opinion about this person.
e.g. I'm really happy she's my best friend. / I really like him. He always makes me laugh.

LESSON 2 – JOINED IN OUR DIFFERENCES

*** Extra – Vocabulary, Activity 1.2, p. 15**

Match the words with their definitions and then use them to complete the sentences below.

1. diversity	a. allowing people to do or believe what they want
2. unity	b. when different types of things or people are included in something
3. harmony	c. agreement of feelings, interests, opinions
4. tolerance	d. being joined together as a group

1. They can live together in ..... although they come from different countries.
2. National ..... is essential in time of war.
3. In this country there is racial ..... They respect other people's opinions, customs and beliefs.
4. Some countries like the USA have a great deal of cultural ..... .

***** Extra - Organising information, Activity 3.1, p. 16**

Choose an appropriate diagram from pp.161-162 to organise the information you've read in the texts about the Japanese and the French.

LESSON 3 – DIFFERENT PLACES – DIFFERENT BUILDINGS

*** Activity 2.3, p. 21**

You are a member of a committee preparing the questions for a quiz show about famous buildings. Read the answers and write the questions. Don't forget to include the name of the building in each question.
e.g. When was Agia Sophia built?
It was built after the riots of AD 532.

1. What .....?
   Its most striking feature is its huge, shallow dome.
2. How .....?
   It's over 45m tall.
3. Where .....?
   It is in Italy.
4. How many .....?
   It has got 294 steps.
5. Where .....?
   It is in Australia.

UNIT 2 - ECHOES OF THE PAST

LESSON 4 – MYSTERIES OF OUR WORLD

**** Extra - Reading, p. 32**

Read the text and fill out the 5Ws chart below with the relevant information. Then work in pairs and use the chart to ask and answer questions about the statues.

How did the Easter Island sculptors create their statues?

Hundreds of gigantic statues - some standing on stone platforms, others buried up to their necks in the soil or lying broken on the ground - dominate a small remote Pacific island. The island has been known to the outside world as Easter Island since it was discovered by Europeans on Easter Day in the year 1722.

The statues were carved by inhabitants of the island to decorate coastal temples. It has been estimated that a team of 90 men would have taken about 18 months to carve each statue and get its position! The statues were apparently created over a period of several hundred years, ending about 200 years before the first Europeans arrived in the 18th century.

There are about 1,000 of the giant Easter Island statues. They range from 3ft (1m) to 70ft (21m) high and probably represent famous chiefs or long-dead ancestors of the islanders who erected them. The statues were carved from stone composed of compressed volcanic ash using primitive tools.

Who?	**When?**
Where?	**What?**
Why?	

LESSON 5 – ACROSS THE AGES

**** Activity 2.2, p. 34**

Read the text on page 34 of your book and answer the questions.

1. What were some of the occupations of the citizens of Pompeii?
2. How did people entertain themselves?
3. What happened to Pompeii after the volcano had erupted?
4. When did excavations begin?
5. What did the archaeologists find inside the houses?

**** Extra - Language focus, Activity 6, p. 37**

Read the text about Spartan boys and girls in ancient Greece to find out what they used to do. Write 6 sentences.

Spartan boys were sent to military school at age 6 or 7. At school, they were taught survival skills to become great soldiers. School courses were very hard and often painful. They walked barefoot, slept on hard beds, and did a lot of exercise and other physical activities such as running, jumping, javelin and discus throwing, swimming, and hunting. At 18, Spartan boys became military cadets and learned the arts of war.

In Sparta, girls also went to school at age 6 or 7. The girls were taught wrestling and gymnastics. The Spartans believed that strong young women would produce strong babies. At age 18, if a Spartan girl passed her skills and fitness test, she would be assigned a husband and allowed to return home. If she failed, she would lose her rights as a citizen, and become a member of the middle class.

1. .....
2. .....
3. .....
4. .....
5. .....
6. .....

*** Activity 8, p. 38**

Match the words on the left with their meanings on the right.

1. ειδώλια	a. clay vessels
2. κοκάλινες φλογέρες	b. bottles
3. πήλινα αγγεία	c. beads
4. μαγειρικά σκεύη	d. markings
5. φιάλες	e. figurines

6. κοσμήματα	f. wooden tablet
7. χάντρες	g. bone flutes
8. κοχύλια	h. shells
9. ξύλινη πινακίδα	i. jewellery
10. σήματα	j. utensils

Now use the vocabulary to answer Bjorn's first question.

LESSON 6 – LIFE ON THE WATER

**** Activity 2.4, p. 41**

Read the article and tick whether the statements are True (**T**), False (**F**) or Not Mentioned (**NM**).

	T	F	NM
1. There are other civilisations that lasted longer than the Egyptian.			
2. The water of the Nile made the fields very fertile.			
3. The Sphinx was dedicated to their Gods.			
4. The Egyptians practised medicine.			
5. The pyramids were guarded against thieves.			
6. Only mummies were placed in the pyramids.			

**** Extra – Language focus, Activity 5, p. 42**

Write the part of your article that refers to the ancient Celts. Number the sentences to put them in the right order.

Mining for salt

☐ They [put] many pine torches in their backpacks so they [can] light their way / they [start] going deep into the earth (before)

☐ The miners [prepare] themselves carefully and they [wear] special leather caps to protect their heads / they [enter] the dark tunnels (after)

☐ The miners [strike] the hard rock carefully with their picks / they [remove] blocks of salt that [weigh] about 12 kg each (after)

UNIT 3 - TIME OUT!

LESSON 7 – GET ON BOARD!

**** Extra - Vocabulary, p. 49**

Match the items in list A with the ones in list B. You can check your answers in the text on p. 49 of your book. There may be more than one correct combinations.

1. tropical	a. safari
2. exotic	b. crafts
3. rapid	c. heat
4. scorching	d. destinations
5. haunted	e. plains
6. exciting	f. paradise
7. icy	g. safari
8. handmade	h. towns

LESSON 8 – WHAT AN EXPERIENCE!

**** Extra – Writing, pp. 53-54**

Choose one of the following:

1. Theme parks, cinemas, sports centres are entertainment facilities. How good are entertainment facilities in your area?
2. Some people believe that leisure should be looked on as a challenge and not as a chance to do nothing. Do you agree? Why / Why not?

LESSON 9 - ...LET THE GAMES BEGIN!

***** Activity 2.2, p. 59**

Look back at the text on pages 57-58 of your book and write three questions of your own for your partner to answer.

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

*** Extra – Reading, Activity 4, p. 59**

1. Look at the titles of the articles below and guess what the articles are about.

2. Read the extracts from the articles and answer the following questions:

a. What section of the newspaper are they from?
b. What is the first article about?
c. What is the second article about?

Banned Irish rider to be considered for Beijing

Showjumper, Michael Hutton, stripped of an Olympic gold medal over a horse-doping scandal, will be considered for the Irish team which will travel to the Beijing Games in 2008. Hutton was stripped of his gold medal from Athens and given a three-month ban after an International judicial committee ruled his horse had tested positive for two drugs.

Adapted from: The Scotsman, 29.3.2005

Seven Players to donate $1,000 a point for tsunami victims

Tracy McGrady, Kobe Bryant, Jermaine O'Neal and four other NBA players have promised to donate $1,000 for every point they score in a game later this week to help victims of the Indian Ocean tsunami. "I first talked about it with Jermaine and Tracy right before New Year's. We talked about different ideas, and that's how it started," said agent Arn Tellem, who said he would match the highest donation made by any of the players.

Adapted from: Stars and Stripes, 6.1.2005

UNIT 4 – LET'S CHANGE OUR SCHOOLS

LESSON 10 – LOOKING AT OTHER SCHOOLS

*** Activity 4.3, p. 67**

Complete the following sentences to compare your school with the Strömberg School.

Similarities
Like my school, the Strömberg School
.....
Both the Strömberg School and my school
.....

Differences
The Strömberg School ..... whereas my school .....
The Strömberg School .....
However, ...
The Strömberg School ..... but my school .....
The Strömberg School ..... My school, on the other hand, ...

LESSON 11 – CHANGE THROUGH TIME

*** Activity 7.3, p. 75**

The headmaster of your school has asked you to write a short report suggesting what new equipment your school needs. As member of the student committee, write your report describing the present situation and suggesting what equipment you would like to have. Justify your choices. The following plan will help you write your report.

Our school
Paragraph 1:
Write what your report is about.
e.g. The purpose of this report is to suggest .....

Paragraph 2:
Describe the present situation. Write about what equipment your school already has.
e.g. To begin with, our school has ..... . Furthermore, ... However, a common complaint is that ..... For example, many students .....

Paragraph 3:
Write your suggestions about what equipment your school needs.
e.g. Some students also mention that ....., so it would be a good idea to ..... Moreover, ... most students also ....., that is why we need ..... It might also be a good idea to have ....., where students could ..... Finally, we would like to suggest .....

Paragraph 4:
Summarise the things you want to emphasise.
In conclusion, everyone ..... and we all hope to make our school a better place.

LESSON 12 – CHANGE: AN ONGOING PROCESS

**** Extra - Language focus, Activity 6, p. 79**

Complete the following sentences. The words in brackets might help you.

1. My best friend is a person .....
   (make / me / laugh / all / time).
2. English is a language .....
   (help / people / all / over / world / communicate).
3. Do you remember the year .....
   (we / first / meet)?
4. My home is a place .....(relax).
5. A scientist is a person .....
   (interested / natural / physical laws).

6. A dictionary is a book .....
(contain / list / words and their meaning).
7. This school is only for children .....
(first language / not Greek).
8. The place .....
(we / spend / our holidays / wonderful).

UNIT 5 – THE ARTS!

LESSON 13 – QUITE AN ART!

**** Activity 7, p.87**

A new art centre has opened in your area. Your class wants to visit it and your teacher has asked you to call and get some information about it. Look at the notes you took over the phone and inform your class about the regulations of the art centre.

e.g. Touching / paintings / forbid
Touching the paintings is forbidden.

1. Children under 12 / not admit / without / adult
2. Tickets for concerts / book / in advance
3. No food / drink / allow
4. Exhibition books / sell / the entrance
5. Taking photos / not permit
6. Pets / not / allow / on / premises
7. Smoking / forbid / in all areas / art centre
8. Mobile phones / not permit / in / concert hall
9. Teachers / kindly request / to confirm group arrivals one day / advance

LESSON 14 – IT'S MUSIC TO MY EARS

Extra – Language focus, Activity 5, p. 92

* 1. Make full sentences using the prompts below.

1. Mount Everest / climb / Sir Edmund Hillary.
2. The Inca and Maya civilisations / destroy / Spanish explorers.
3. Hamlet / perform / Sir Lawrence Olivier.
4. The Parthenon / design / Iktinos and Kallikrates.
5. "The Odyssey" and "The Iliad" / write / Homer.

*** 2. Combine the information from the list and the box below to make true sentences. You will have to provide the verbs yourself.

Brutus Michelangelo Jogh Pemberton (1886)	Nikolaos Mantzaris the ancient Greeks the Great fire of London

1. The Capella Sixtina
.....
2. Julius Caesar
.....
3. The first tragedies and comedies
.....
4. The Greek National Anthem
.....
5. Coca Cola
.....
6. St. Paul's Cathedral
.....

LESSON 15 – ACTING UP!

**** Extra – Reading, p. 94**

THE BARD FACTS

Read the text about Shakespeare quickly to find out what the following numbers refer to.

The next time you see a production of Shakespeare's 'Hamlet' remember: In this, the longest of the bard's plays, the actor playing the hero has to speak 1,530 lines - a total of 11,610 words. By comparison, 'Comedy of Errors', Shakespeare's shortest play, is only 1,778 lines long, less than half the length of Hamlet (3,931).

Between about 1590 and 1610, Shakespeare wrote over 100,000 lines of drama and brought to life 1,277 characters. His vocabulary was one of the richest of any English writer and there are over 30,000 different words used in his works, double the average vocabulary for an educated individual in the late 20th century.

1,277	1.	1,530	6. ....
1,778	2.	1590	7. ....
(over) 30,000	3.	3,931	8. ....
11,610	4.	100,000	9. ....
1610	5.		

**** Extra - Language focus, p. 96**

Choose an appropriate verb from the lists below and put it into passive form to complete the 'Did you know' facts.

think	call	believe	consider	curse

A. Did you know that 'Macbeth (1) ..... an unlucky play? It (2) ..... that the text includes a magic spell and that it (3).....! Even the name of the play (4) ..... to be unlucky. Many times it (5) ..... 'the Scottish play' instead!

find	write	bring
murder	discover	

B. Did you know that the oldest known play is a religious drama which (1) ..... in ancient Egypt in 3200 BC, more than 5,000 years ago? It tells the powerful story of how the god Osiris (2) ..... by his brother Seth. His body (3) ..... by his wife Isis and his son Horus and he (4) ..... back to life. The text of this drama (5) ..... by archaeologists at Luxor in 1895.

UNIT 6 – HEALTHY LIVING

LESSON 16 – YOU ARE WHAT YOU EAT!

***** Extra – Vocabulary, Activity 2.1, p. 103**

The underlined words in the sentences below are idioms about food. Read them carefully and match each food idiom to its meaning.

1. You'd better stay away from Peter. No one trusts him; he's a bad egg.
2. I'm furious! I paid a lot of money for this car and it's a lemon.
3. I'm trusting you with my secret. Please promise me you won't spill the beans by mistake.
4. Mark is nuts about his new computer! He sits in front of it all day and doesn't let anyone touch it.
5. Using this new appliance is a piece of cake. A baby could do it.
6. Don't tell the whole story. Give it to me in a nutshell.

a. to reveal a secret: .....
b. briefly, in a few words:.....
c. something worthless: .....
d. very easy:.....
e. not a nice person:.....
f. to really like something: .....

*** Activity 7.3, p.108**

Look at the following set of phrases and choose the ones you would like to include in your reply. Write your reply.

How to begin:
- Dear .....
- I was sorry to hear about your problem but don't worry. Here is my advice.
- You know I had a similar problem. It wasn't easy to deal with but I'm sure my advice will help you.
- You asked for my advice. Well, I thought about your problem and here's what you can do.

How to give advice:
- First of all, you should/ you'd better .....
- The next thing you can do is .....
- Why don't you .....
- If I were you, I would also .....
- Finally, it would be a good idea to .....

How to give encouragement
- If you follow my advice, you will soon feel better.
- Don't worry so much. Every problem has its solution.
- I'm sure everything will go well.

How to end:
Write soon to tell me how you're doing.
Let me know if my advice worked.
Waiting for your next e-mail.

LESSON 17 – THE 'GREENEST' WAY TO SCHOOL

*** Extra - Reading - Activity 2.2, p. 110**

Read the text below and answer the questions.

Walking School Bus - it's great fun walking to school

There are so many good reasons to encourage children to walk to school. Walking school buses help families work together to make it happen.
Just like a real bus, a walking school bus follows a pre-determined route. It's 'driven' by parents who ensure children are safe on their way to school. It's entirely up to the families on the route whether the same parents will drive the bus every time or whether families on the route will take turns. Walking school buses can be flexible, as they can run on one day or up to five times a week.

1. What is a walking school bus?
2. What are the advantages of the walking school bus?

*** Activity 6, p. 112**

Your computer has mixed up the **problems** that cyclists in Karditsa face with the **suggestions** they have made to solve these problems. Can you unscramble them and write them under the appropriate headings?

1. The behaviour of drivers at crossroads.
2. The police should not allow drivers to park on the special lanes.
3. Too much traffic.
4. The community should persuade more people to use bicycles.
5. Many pedestrians use the special bicycle lanes.
6. Motorbikes use the bicycle lanes.
7. Many drivers park their cars on the bicycle lanes.
8. More bicycle lanes should be constructed.
9. Bicycle lanes should be made inaccessible to cars.

PROBLEMS	SUGGESTIONS
.....	
.....	
.....	
.....	
.....	
.....	
.....	
.....	
.....	

Now use the above information to write your e-mail to your German friends.

LESSON 18 – GOING 'GREEN'

***** Extra – Reading, p. 114**

1. Read the article below to find out which vehicles

a. run on electricity .....
b. keep people healthy .....
c. cost little to maintain .....
d. produce less or no pollution .....

ALTERNATIVE VEHICLES

Virtually all cars, trucks, and buses on the road today are designed to operate using gasoline or diesel fuel. These are non-renewable fossil fuels that won't last forever. Finding alternatives is a sensible way to plan for future transportation needs. Unless we realise the importance of using a means of transport that is friendly to the environment, big cities will slowly suffocate. Alternative fuel vehicles are designed to run on fuels other than gasoline or diesel fuel. Some of these vehicles are already on the road. Others are still in the research and development stage.

A. Battery Electric Vehicles
Electric vehicles (EVs) run on electrical energy. Instead of a fuel tank, batteries store the electricity that is used to operate them. In order to charge these batteries, you plug the vehicle into a charging station or a 220V outlet at a home or office. EVs have a top speed of 25 mph and are perfect for short trips in the traffic of a large city. Most importantly, though, driving an EV produces no pollution at all.

B. Hybrid Electric Vehicles
A hybrid vehicle is any vehicle that uses two or more power sources. The most common hybrids on the road today are gasoline-electric hybrids. A gasoline engine and an electric motor power these vehicles. Hybrid EVs use more efficient gasoline engines than conventional vehicles and also burn less fuel. As a result, they produce fewer pollutants. Hybrids don't have to be plugged in. Their batteries are charged by the gasoline engine and the electric motor or generator.

C. Biodiesel Vehicles
Biodiesel is a cheap fuel that can be made from vegetable oils, recycled cooking oils from fast food restaurants, and certain animal fats. Biodiesel can be used in any diesel engine in place of diesel fuel. Biodiesel is easy to make and store, and is safer to transport than diesel fuel. It helps increase engine life. Compared to diesel fuel, biodiesel produces almost no pollutants and significantly reduces carbon dioxide emissions. It's also more pleasant to use, as the exhaust from a biodiesel vehicle often smells like popcorn or French fries!

D. People-Powered Vehicles
Some vehicles run solely on people power. Wheelbarrows, rickshaws, and bicycles are just a few examples of transportation devices powered by people. In many parts of the world, especially in places where vehicles and fuel are expensive and difficult to obtain, people depend on their own two feet for transportation. Using people power whenever possible makes a lot of sense. Walking and bicycling produce no pollutants and help keep the environment healthy. They also contribute to personal health - getting plenty of exercise can lengthen a person's life span and help avoid health

problems. And people are easy to fuel - all it takes is food!

Adapted from:
www.midamericanenergy.com

2. The text mentions some of the advantages of using alternative fuel vehicles. Can you think of any disadvantages? Work in pairs to complete the table below.

DISADVANTAGES
.....
.....
.....
.....
.....

3. Choose one of the two words to fill in the blanks in the sentences below. Make a sentence of your own using the other word. The words are from the text on page 157.

1.	**store**	You need to ..... the battery of the car with electricity.
	charge	.....
2.	**plug**	We have to find out how these machines ..... .
	operate	.....
3.	**exhaust**	Many ..... are released into the atmosphere by the power stations.
	pollutants	.....
4.	**efficient**	The city's transport system is one of the most ..... in Europe.
	conventional	.....
5.	**hybrid**	An animal that comes from parents of two different species is called a .....
	fossil	.....
6.	**emissions**	..... from cars are dangerous because they contain carbon dioxide.
	devices	.....
7.	**obtain**	You can ..... more information on alternative vehicles from the Internet.
	suffocate	.....
8.	**fuel**	Some alternative forms of energy increase the life ..... of a car's engine.
	span	.....

**** Extra – Writing, p. 115**

Make a pledge (a serious promise) about how you will use your school building in a more environmentally friendly way. You can write your pledges on green paper leaves and display them in your classroom.

UNIT 7 – EMBRACING OUR WORLD

LESSON 19 – AGAINST THE ODDS

**** Extra – Vocabulary, p. 123**

Match the idioms about relationships with their meaning.

1) We get on well with each other	a. We are really alike
2) We don't get on	b. I find him irritating
3) He gets on my nerves	c. We're completely different
4) We're like chalk and cheese	d. We have had an argument
5) We're like two peas in a pod	e. We have a friendly relationship
6) We have fallen out	f. We had an argument but now we're friends again
7) We have made up	g. We don't have a friendly relationship

***** Extra – Writing, p. 125**

Write about the following topic. Your partner can read it and give you feedback. Rewrite it if necessary.

Write about one of the characters from your favourite TV programme. Is that person a good friend to any of the other characters? Explain. Would you like to have this character for a friend? Why or why not?

LESSON 20 – SEEING THROUGH A FRIEND'S EYES

***** Activity 2.2, p. 128**

Answer the following questions.

1. Why do you think Abram gave the boy a free ice-cream?
2. What do you think the boy's dream symbolises?
3. At the end of the extract, why does the boy feel that he doesn't need to touch the cages any more?

***** Extra – Writing, p. 128**

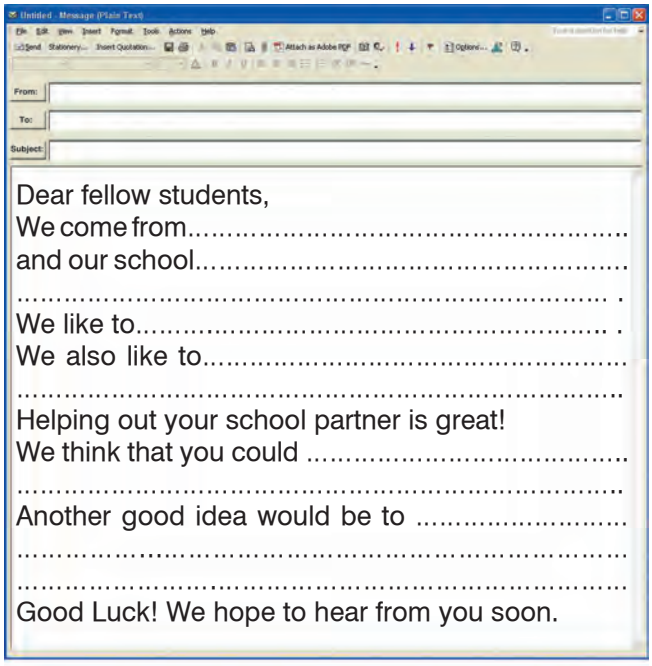
Choose one of the following topics to write about.

1. Imagine that you have just inherited 20,000 € and you want to spend it all to help other people. What would you do with it, and why? What effect would it have on the people you would be helping?
2. Describe the most caring thing anyone has ever done for you. What effect did that have on you?
3. What are the benefits of having friends who are different from us?

LESSON 21 – FRIENDS WITHOUT FRONTIERS

*** Activity 6.3, p.134**

Write an e-mail replying to Class 8a. Give them information about your school and your class and suggest how you could help them raise more money. The following plan will help you write your e-mail.



UNIT 4 – Lesson 12, p. 80

Debate

HELPFUL TIPS

- Speak clearly and loudly so that you can be heard by everyone.
- Be polite and stay calm. Respect your opponent and your opponent's position.
- Give good reasons for your point of view. Use opinions and facts.
- Try to avoid monotone. If you want to make an important point use your voice to stress it. Slowly increase the stress as you go through your speech.
- Keep eye-contact with the audience.
- Use your arms and facial expressions to back up your speech.
- Use humour to help win over the audience.

JUDGING

Some of you will be the judges. During the debate, you will fill in the judging form below. Study it carefully before you listen to the speeches. At the end of the debate you will add up the scores and announce the winner. Remember: you must be objective!

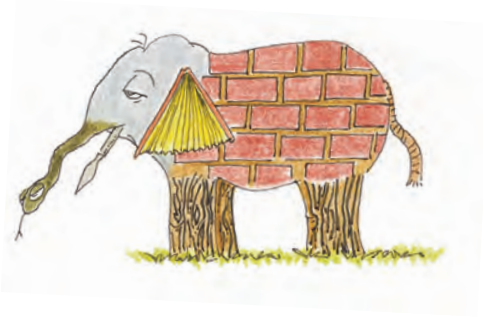
CLASSROOM DEBATE EVALUATION FORM				
	Levels of Performance			
Criteria	**Low level (1)**	**Fair (2)**	**Good (3)**	**Very good (4)**
1. Organisation and Clarity: speeches are presented both clearly and orderly				
2. Use of Arguments: reasons are given to support or oppose opinion				
3. Use of Examples and Facts: examples and facts are given to support reasons				
4. Use of Final Speech: arguments made by the other teams are responded to and dealt effectively				
5. Presentation Style: tone of voice, use of gestures, and level of enthusiasm are convincing to audience				

UNIT 5 – Lesson 13, act. 2.1, p.85

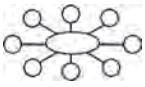




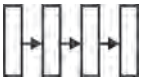

UNIT 7 – Lesson 20, act. 5.3, p.130



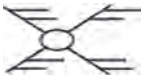
DIAGRAMS FOR ORGANISING INFORMATION



STAR: Use a star diagram if there are a number of different characteristics or "sub-topics" associated with your main topic. Example: *Finding methods to help someone improve his fitness (have a balanced diet, exercising more, etc.)*



CHAIN: Use a chain of events diagram if your topic involves a series of events, with a beginning, a middle and an end. Example: *Analysing the plot of a story*.



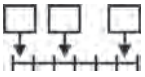
SPIDER: Use a spider diagram if there are a number of different characteristics or "sub-topics" associated with your main topic but you must also get some more details on each of these "sub-topics". Example: *Finding methods to help someone improve their diet and investigate each point in detail.*



FISHBONE: Use a fishbone diagram if you have to investigate many causes and effect factors and how they are related to each other on a complex topic. Example: *Explaining the Greenhouse effect.*



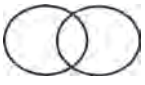
CLOUD/CLUSTER: Use a cloud diagram if you have to generate a "web" of connected ideas based on a main topic. Example: *Brainstorming.*



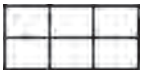
TIMELINE: Use a timeline if your topic has definite beginning and ending points and a number of sequences in between. Example: *Displaying key points of the civilisation of a country.*



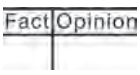
CLOCK: Use a clock diagram if your topic involves a clock-like cycle. Example: *Recording the events in someone's day.*



VENN: Use a Venn diagram if your task involves finding the similarities and differences between 2 or 3 items. Example: *Comparing your country with another one.*



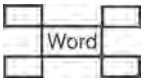
CHART/MATRIX: Use a matrix graphic organiser if you must organise information about the characteristics of many items. Example: *Creating a display of important discoveries. Who discovered them, When, Where, How, etc.*



FACT/OPINION: Use a fact / opinion chart if you must separate the facts from the opinions in a theme or text. Example: *Separating the facts from the opinions in a news article.*



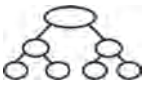
PIE CHART: Use a pie chart if your task is to show divisions within a group. Example: *Showing what percentages of the students of your class also speak English, German, French and Italian.*



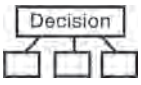
VOCABULARY MAP: Use a vocabulary map if you want to learn new vocabulary. Example: *List the word, its part of speech (noun, verb, adjective, etc.), a synonym, an antonym, a drawing that represents the word and a sentence using it.*



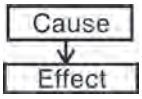
5 Ws: Use a 5 Ws chart if you have to analyse the five Ws (Who, When, Where, What, Why) of a story or event. Example: *Understanding the major points of a story.*



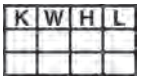
TREE: Use a tree diagram if your topic involves a "chain of events", one event happening after another with many outcomes at each "branch". Example: *Outlining an "Action Plan" and the detailed steps involved.*



DECISION MAKING: Use a decision making diagram if your topic involves making a decision, mentioning possible alternatives and their pros and cons. Example: *Deciding on what course of action to take on a specific issue.*



CAUSE AND EFFECT: Use a cause and effect diagram if your task is to examine possible causes and effects in a process. Example: *Talking about what causes pollution and its effects to the environment.*



KWHL: Use a KWHL diagram if you have to analyse and organise what you know and what you want to learn about a topic. K stands for what you already KNOW about the subject. W stands for what you WANT to learn. H stands for figuring out HOW you can learn more about the topic. L stands for what you LEARN as you investigate the topic. Example: *Investigating the legend of Atlantis.*

GIVING PEER FEEDBACK

Choose a partner to work with. Read your partner's work. Try to answer the following questions.

✓**CONTENT / IDEAS**

1. Do you like the piece of writing? Why? Why not?
2. Is there something more you would like to know?
3. Is there anything that is not clear or difficult to understand?
4. Can you suggest a more suitable beginning or ending?
5. Do you think it is too long or too short?
6. Is there anything unnecessary?

✓**PURPOSE AND ORGANISATION**

1. Has the writer written what (s)he was asked to do?
2. Are the thoughts of the writer well-organised?
3. Does the written work have a clear beginning, middle and end?
4. Are there parts that need to be reordered or rewritten?
5. Are there paragraphs?

✓**LANGUAGE**

1. Are there any words / phrases that are not clear to you?
2. Can you suggest any better words for saying what the writer has in mind?
3. Are there any grammar mistakes?
4. Are there any spelling or punctuation mistakes (capital letters, full stops, etc.)

UNIT 1 – Self-assessment, pp. 25-26

1. VOCABULARY

1.1

Skin: slanted
Hair: slim
Body: fair
Character: pale
Landscape: pillar
Climate: region
Buildings: modest

1.2

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

2. LANGUAGE FOCUS

2.1

1. They don't usually visit museums.
2. Does he often go out to restaurants?
3. She is never rude.
4. They are looking at the paintings now.
5. She looks wonderful today.
6. Is Maria coming to the theatre tonight?
7. My friend practises judo twice a week.

2.2

1. the highest
2. more colourful
3. more
4. as old
5. better

3. EVERYDAY ENGLISH

Suggested answers:
Pretty good. Thanks. And you?
This is (my friend...)
Nice to meet you Helen.

4. WRITING

Consider the following:

- Have you written about the person's specific physical details, character details, interests, family? Give yourself **4 points**.
- Have you mentioned special incidents / your general opinion about this person? Give yourself **1 point**.
- Have you used an interesting beginning or ending? Give yourself **1 point**.
- Have you put the information into paragraphs? Give yourself **1 point**.
- Do you have few grammar / spelling mistakes that do not stop the reader from understanding what you want to say? Give yourself **3 points**.

UNIT 2 - Self-assessment, pp. 45-46

1. VOCABULARY

1.1

1. eruption
2. challenge
3. prove
4. collapse
5. location
6. construct
7. remarkable
8. discovery

1.2

1. broke into
2. broke out
3. broken up
4. broke down

1.3

Suggested answers:
1. Oh, no. What a shame!
2. That's a great relief!
3. That's a pity!
4. How terrible!

2. LANGUAGE FOCUS

2.1

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

2.2

1. ✓
2. for three years
3. visit
4. arrived
5. ✓
6. didn't read / didn't use to read

3. WRITING

Consider the following:

- Have you given specific information about when, where and how your story took place? Give yourself **3 points**.
- Have you used an interesting beginning? Give yourself **1 point**.
- Have you used time words to show the order in which the events happened? Give yourself **1 point**.
- Have you used past tenses? Give yourself **1 point**.
- Have you described your feelings? Give yourself **1 point**.
- Have you used dialogue, action and detailed description to make your story more vivid? Give yourself **1 point**.
- Do you have few grammar / spelling mistakes that do not stop the reader from understanding what you want to say? Give yourself **1 point**.

UNIT 3 - Self-assessment, pp. 63-64

1. VOCABULARY

1.1

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

1.2

1. resort
2. book
3. variety
4. spectacular
5. destination
6. accommodation

1.3

1. court
2. pitch
3. court
4. track
5. gym

1.4

1. racket
2. boots
3. club
4. trainers
5. gloves

2. LANGUAGE FOCUS

1a, 2b, 3b, 4b, 5a, 6a, 7a, 8a, 9b, 10b

3. EVERYDAY ENGLISH

1. Do you enjoy doing
2. am keen on rafting
3. would like to try
4. Do you fancy coming
5. I would love to join
6. would rather/'d rather try

4. WRITING

Consider the following:

- Have you used an appropriate greeting and ending? Give yourself **1 point**.
- Have you stated the reason why you are writing in the opening paragraph? Give yourself **1 point**.
- Have you included all the information concerning your arrangements? Give yourself **4 points**.
- Have you put the information into paragraphs? Give yourself **1 point**.
- Do you have few grammar / spelling mistakes that do not stop the reader from understanding what you want to say? Give yourself **3 points**.

UNIT 4 - Self-assessment, pp. 81-82

1. VOCABULARY

1. motivating
2. progress
3. conventional
4. take in
5. cooperate
6. attend
7. underestimated
8. disciplined

2. LANGUAGE FOCUS

2.1

1f, 2b, 3a, 4c, 5g, 6e, 7d

2.2

1. ... don't have to wear ...
2. ... mustn't miss ...
3. ... may make ...
4. ... might go on ...
5. ... should borrow some ...
6. ... ought to help mum with the ...
7. ... 'd better hand in your assignments ...

3. EVERYDAY ENGLISH

Suggested answers:

1. Can I borrow your history book?
   Yes, of course. I don't need it today.
2. Could I / we invite some friends for the weekend?
   No, I'm sorry. I'm very busy this weekend.
3. Is it OK if I go cycling after school?
   Yes, that's fine, but don't be late.
4. May I use your phone?
   Yes, go ahead.

4. WRITING

Consider the following:

- Have you written about the facilities there are in the sports centre of your area? Give yourself **2 points**.
- Have you mentioned what needs to be done to improve the sports centre? Give yourself **3 points**.
- Have you put different ideas into different paragraphs? Give yourself **1 point**.
- Have you given your report a general title? Give yourself **1 point**.
- Have you used formal language? Give yourself **1 point**.
- Do you have few grammar / spelling mistakes that do not stop the reader from understanding what you want to say? Give yourself **2 points**.

UNIT 5 - Self-assessment, pp. 99-100

1. VOCABULARY

1.1

1. landscape
2. drummer
3. scenery
4. percussion
5. joy
6. band
7. audience

1.2

1. playwright
2. interpret
3. inspired
4. compose
5. critic
6. came across
7. choir

2. LANGUAGE FOCUS

1. The students create all the works of art.
2. The school orchestra performs music.
3. Short speeches are given by the art teachers.
4. Last year, a play was performed by the drama club students.
5. This year, a party will be held after the exhibition.
6. We always provide refreshments and snacks.
7. Posters of famous paintings are sold every year.
8. We sold books last year.
9. So far, we have given the money to the local hospital.
10. This year, the money will be offered to the Children's Home.

3. EVERYDAY ENGLISH

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

4. WRITING

Consider the following:

- Have you written enough facts about this person's life to make the reader understand why you admire him / her? Give yourself **4 points**.
- Have you mentioned special incidents / your general opinion of this person? Give yourself **1 point**.
- Have you put the information into paragraphs? Give yourself **1 point**.
- Have you used linking words to show the order in which the events happened? Give yourself **1 point**.
- Do you have few grammar / spelling mistakes that do not stop the reader from understanding what you want to say? Give yourself **3 points**.

UNIT 6 - Self-assessment, pp.119-120

1. VOCABULARY

1. alert
2. fitness
3. provide
4. sensitise
5. monitor
6. consume
7. ban
8. community
9. emissions
10. congestion
11. active

Hidden word: environment

2. LANGUAGE FOCUS

2.1

1. ... if he took ...
2. What would you eat ...
3. ✓
4. Unless we use ...
5. ... wouldn't die.

2.2

1. will be
2. would cook
3. had to
4. would come
5. doesn't change

2.3

1. We buy environmentally friendly products in order to save the environment.
2. We are using up all our natural resources. As a result, our planet is in danger.
3. Seals are killed for their skin and meat, therefore, they're becoming extinct.
4. He takes regular exercise to keep fit.

3. EVERYDAY ENGLISH

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

4. WRITING

Consider the following:

- Have you used an appropriate greeting and ending? Give yourself **1 point**.
- Have you given your friend advice and encouragement to deal with the problem? Give yourself **4 points**.
- Have you put different ideas into different paragraphs? Give yourself **1 point**.
- Have you used expressions such as: *you should, If I were you..., You'd better* etc. Give yourself **1 point**.
- Have you used abbreviations? Give yourself **1 point**.
- Do you have few grammar / spelling mistakes that do not stop the reader from understanding what you want to say? Give yourself **2 points**.

UNIT 7 - Self-assessment, pp.137-138

1. VOCABULARY

1.1

1. scared
2. whisper
3. sigh
4. rough
5. snap

1.2

1. eager
4. glare

2. risk
3. impact
5. grip

1.3

1. look after
2. exchange
3. fundraising
4. hardship
5. bravery

Extra word: approach

2. LANGUAGE FOCUS

2.1

1. She said she had called her best friend twice that day.
2. They said that their community was sponsoring a concert for people in need.
3. She asked us if we cooperated well with each other.
4. He asked me where I had been the night before.
5. She said that we would always be friends.

2.2

1. "You will do an e-project", the teacher explained.
2. "Write short e-mails but don't include many details".
3. "Are you interested in participating?"
4. "You can choose the topic of the project".
5. "I think it will be a great experience for everyone".

3. EVERYDAY ENGLISH

1. Not at ...
2. appreciate
3. ... very kind of you
4. It was the least / This is the least
5. ... mention it.

Extra word: approach

4. WRITING

Consider the following:

- Have you used an appropriate greeting and ending? Give yourself **1 point**.
- Have you thanked your friend and have you talked about your feelings? Give yourself **4 points**.
- Have you put different ideas into different paragraphs? Give yourself **1 point**.
- Have you used expressions such as: it was very kind of you, I really appreciate your help, I'm grateful, etc.? Give yourself **1 point**.
- Have you used abbreviations? Give yourself **1 point**.
- Do you have few grammar / spelling mistakes that do not stop the reader from understanding what you want to say? Give yourself **2 points**.

UNIT 1

SIMPLE PRESENT

FORM

Affirmative	Negative
I live	I do not (don't) live
He lives	He does not (doesn't) live

Question	Short answers
Do you live?	Yes, I do /No, I don't
Does he live?	Yes, he does /No, he doesn't

USE: to talk about

- habits and routines
  *They usually **go** to concerts.*
- permanent situations
  *She **works** in a ship company.*
- general truths, facts
  *The sun **sets** in the west.*
- timetables
  *The film **starts** at 8:00.*

TIME EXPRESSIONS *

always, usually, often, sometimes, rarely, never, every day / week / month / year, in the morning / afternoon / evening, at night / the weekend, on Mondays, once a month, twice a year, etc.

* ADVERBS OF FREQUENCY

We use the Simple Present with Adverbs of Frequency to express habits and routines:
always, often, usually, sometimes, rarely, never, seldom, frequently, occasionally, etc.

WORD ORDER

The adverbs of frequency come **after** the verb 'to be'
*(He is **always** late)*
and **before** all the main verbs
*(They **never** go out late)*

Note: every day, week, etc., are used at the beginning or at the end of the sentence.

PRESENT CONTINUOUS

FORM

Affirmative	Negative
I am (I'm) living	I am not (I'm not) living
He is (he's) living	We are not (aren't) living

Question	Short answers
Are you living?	Yes, I am /No, I'm not
Is she living?	Yes, he is /No, he isn't

USE: to talk about

- actions in progress at or around the time of speaking
  *Listen! They **are singing** a traditional song.*
- temporary situations
  *Where **are you staying** at the moment?*
- developing and changing situations
  *The population of the world **is growing**.*
- future arrangements
  *We **are moving** house next month.*

TIME EXPRESSIONS

now, at the moment, at present, today, these days, nowadays, tonight, etc.

STATIVE VERBS

Stative verbs describe a state rather than an action, so they do not usually have a continuous tense. Some of these verbs are:

- like, want, wish, love, hate, prefer
- hear, see, smell, taste, feel
- agree, believe, know, understand, think, mean, suppose
- look, seem, appear
- belong, contain, need, own, have

!!! NOTE

Some stative verbs can be used in continuous tenses but there is a difference in meaning.

SEE
*I **see** someone in the park. Is it Mark?*
(I can see him)
*I'**m seeing** my dentist tomorrow.* (I'm visiting)
HAVE
*I **have** a flat.* (I own)
*We'**re having** dinner.* (We are eating - expression)
THINK
*What **do you think**?* (What's your opinion?)
*What **are you thinking**?* (What's on your mind?)
TASTE
*The cake **tastes** delicious.* (It has a flavour)
*She **is tasting** the food.* (She is trying)
SMELL
*The rose **smells** nice.* (It has the smell)
*He **is smelling** the rose.* (He is sniffing)
LOOK
*You **look** tired.* (seem)
*You'**re looking** out of the window.*

COMPARISONS

FORM

- **One syllable** adjectives and **two-syllable** adjectives ending in **-ly**, **-y**, **-w**.

We add **-er** for the Comparative form and **the -est** for the Superlative form.
old - older (than) - the oldest (of / in)
narrow – narrower (than) – the narrowest (of / in)

SPELLING

*big – bi**gg**er – bi**gg**est*
*tidy – tid**ier** – tid**iest** (consonant + y)*

- **Two or more syllable** adjectives.
  We add **more (less)** before the comparative adjectives and **the most (the least)** before the superlative adjectives.
  *beautiful - **more** / **less** beautiful - **the most** / **the least** beautiful*
- The comparative is followed by **than** to introduce the other element in the comparison.
  *I'm younger **than** you.*
- The superlative is preceded by **the** and is followed by **of** or **in** (especially with places)
  *It's **the** most interesting **of** all the subjects.*
  *It's **the** noisiest place **in** Europe.*
- **Irregular adjectives**
  good – better – best
  bad – worse – worst
  much / many – more – most
  little – less – least
  far – farther / further – farthest / furthest

USE:

We use the **Comparative** to compare one person / thing with another. One is viewed as separate from the other.
We use the **Superlative** to compare one person / thing in a group with the other persons / things in that group.

!!! NOTE

- (not) so / as + adjective + as
  *He's not **so** / **as tall as** his brother.*
- (not) nearly as + adjective + as
  *It is **nearly as cold as** it was yesterday.*
- much + comparative + than
  *She's **much** cleverer than her friends.*

AS / LIKE

We use **as** to say what someone really is.
He works as a teacher.
We use **like** to show similarity.
He works like a slave (He isn't a slave).

UNIT 2

PRESENT PERFECT SIMPLE

FORM (have + past participle)

Affirmative	**Negative**
I have ('ve) worked	I have not (haven't) worked
He has ('s) written	He has not (hasn't) written

Question	**Short answers**
Have you worked?	Yes, I have / No, I haven't
Has he written?	Yes, he has / No, he hasn't

USE: to talk about

- things that started in the past and continue up to the present
  *She**'s been** in Rome since December.*
  *I**'ve known** her for 5 years.*
- an action that happened in the past but we do not know 'when'
  *They**'ve bought** a new house.*
- finished actions that have results now
  *He**'s lost** the map. Now he can't find the way.*
  ***Have you heard?** They**'ve found** new artifacts.*
- actions repeated in an unfinished period of time
  *He**'s been** to Asia several times this year.*
- recent actions
  *I **have just finished** my school project.*

TIME EXPRESSIONS

for (to talk about length of time), since (to say when something started), already, always, just, ever / never, lately, recently, so far, today, still, yet (at the end of the sentence), this year, How long ... ?

!!! REMEMBER

go – went – gone / been
*He's **gone to** Italy (He isn't home. He's in Italy)*
*He's **been to** Italy (He went to Italy but he's back now)*
*He's **been in** Italy (He lives in Italy)*

SIMPLE PAST

FORM

Affirmative	**Negative**
I worked	I did not (didn't) work
I wrote	I did not (didn't) write

Question	**Short answers**
Did I work?	Yes, I did / No, I didn't
Did you write?	

USE: to talk about

- finished actions at a definite time in the past. The time is stated, known or implied
  *He **left** at 7 o'clock yesterday.*

- actions that happened immediately one after the other in the past
  *She **came** into the room and **turned on** the light.*
- actions of people who are no longer alive
  *Papadiamantis **wrote** many books about his island.*
- habits or states in the past
  *They **went** out a lot when they were younger.*

!!! NOTE

- **Used to + verb** can replace the **Simple Past** for habits or repeated actions in the past that are no longer happening.
  *When I was younger, I **went** to school by bike.*
  *When I was younger, I **used to go** to school by bike.*

PRONUNCIATION

There are three ways to pronounce '**-ed**' at the end of the regular verbs in the Past Simple:
- verbs ending in sounds /t/, /d/ are pronounced /id/
  start – started
- verbs ending in /k/, /p/, /s/, /ʃ/, /tʃ/ are pronounced /t/
  stop – stopped, watch - watched
- all the other verbs are pronounced /d/
  learn – learned

TIME EXPRESSIONS

yesterday, a week **ago**, a long time ago, when I was ..., **last** year / week / month, **in** 1990, **When** ...?

PAST CONTINUOUS

FORM (was / were – ing)

Affirmative	**Negative**
I was working	I was not (wasn't) working
You were writing	You were not (weren't) writing

Question	**Short answers**
Was I working?	Yes, I was / No, I wasn't
Were you writing?	Yes, you were / No, you weren't

USE: to talk about

- an action that was in progress around a particular time in the past
  *At the time of the eruption some children **were playing**.*
- an action that was in progress when another action interrupted it
  *As they **were walking** in the ruins, a rock **fell** off.*
- for two or more actions happening at the same time in the past
  *I **was digging** in the garden while my mum **was making** lunch.*
- to describe the setting of a story
  *Jason **was sitting** at his desk. Suddenly, ...*

TIME EXPRESSIONS

when, while, as, all day / morning / week, etc.

!!! REMEMBER

Some verbs are not used in continuous forms.
*He ~~was seeming~~ / **seemed** happy when I met him.*

PAST PERFECT SIMPLE

FORM (had + past participle)

Affirmative	**Negative**
I had worked	I had not worked
He had written	He hadn't written

Question	**Short answers**
Had you worked?	Yes, I had / No, he hadn't
Had he written?	

USE: to talk about

- an action that happened before another action or before a certain time in the past (the second action is in the **Simple Past**)
  *After he **had finished** his homework, he **realised** how tired he was.*
- an action that finished in the past and the result was visible then
  *She was very happy because she **had met** an old friend of hers.*

TIME EXPRESSIONS

by, by the time, before, after, for, since, already, just, never, till / until, etc.

UNIT 3

EXPRESSING PREFERENCE / LIKES / DISLIKES

General Preference

I like
I enjoy
I'm fond of
I'm keen on
I love
I'm crazy about

I dislike
I can't stand
I hate

I don't mind

+ ing

*I like **visiting** museums.*
*I love **staying** at hotels.*
*I enjoy **sunbathing**.*
*I'm fond of **doing** water sports.*
*I'm keen on **playing** tennis.*

*I hate **being** in overcrowded places.*
*I dislike **shopping**.*
*I can't stand **listening** to loud music.*
*I don't mind **travelling** by coach.*

Specific Preference

- would like to + verb
  *I **would** like **to make** a reservation.*
- would rather + verb
  *I **would rather** (I'd rather) **stay** home than go out tonight.*
- would prefer to + verb
  *I'd **prefer to read** rather than watch TV.*
- fancy + ing
  *I **fancy eating** out tonight.*

VERB + -ing

The **-ing form** can be used as a verbal noun (gerund) to talk about things we do in the following cases:

- as the subject or object of a sentence
  ***Reading** is fun.*
  *I like **swimming**.*
- after prepositions and verbs followed by prepositions
  *He left **without saying** a word.*
  *She **gave up teaching**.*
- after certain verbs:
  enjoy, like, prefer, hate, fancy, mind, avoid, deny, involve, suggest, finish, risk, keep (continue)
  *I **suggest going** out tonight.*
  *Don't **keep looking** at me.*
- after certain expressions:
  be used to, can't help, can't stand, it's no fun/good/use, it's worth, spend/waste time/money
  ***It's worth having** a look at this monument.*
- after **go** and **come** when used in expressions connected with sports and activities
  *I **go shopping** every week.*
  *Why don't you **come skiing** with me?*

!!! NOTE

Common verbs and expressions followed by an infinitive:
agree, arrange, afford, decide, want, manage, refuse, can't wait, expect, would like, would love, would hate
*I **can't afford to buy** this video camera.*
*We **managed to climb** to the top of the mountain.*

SIMPLE FUTURE

FORM (will + verb)

Affirmative	**Negative**
I will (I'll) work	I will not (won't) work
Question	**Short answers**
Will I work?	Yes, I will / No, I won't

USE: to talk about

- things you decide to do at the time of speaking
  *"We are going out". / "Great! I'**ll come** with you".*
- things that are certain to happen (will definitely happen in the future and we cannot control)
  *It'**ll be** winter soon.*
  *He'**ll be** 20 next April.*
- promises, offers, threats, warnings, hopes
  *I **will buy** you a present.*
  *I **will help** you with the housework.*
- predictions (usually with: think, believe, expect, be sure, probably, perhaps, etc.)
  *I'm sure she **will be** very successful one day.*

TIME EXPRESSIONS

tomorrow, next week / month / year, in a week / month, the day after tomorrow, soon, tonight, etc.

BE GOING TO + VERB

FORM

Affirmative	**Negative**
I am going to work	I am not going to work
Question	**Short answers**
Am I going to work?	Yes, I am / No, I'm not
Is he going to work?	Yes, he is / No, he isn't

USE: to talk about

- future plans and intentions
  *She'**s going to book** a ticket tomorrow.*
- predictions based on what we see / know, especially when there is evidence something is going to happen
  *Look at those clouds! **It's going to rain**.*
  *Look out! **You're going to fall**.*

!!! REMEMBER

- **Time words** such as **before, after, when (όταν), till / until, as soon as, once, by the time,** etc. are not followed by Simple Future. Instead, we use **Simple Present** or **Present Perfect Simple**.
  *He will call you **as soon as** he **comes** home.*
  *They will watch TV **after** they **have finished** lunch.*
- Use **shall** with **I** or **we** to make suggestions or ask for information.
  ***Shall we go out** tonight?*
  *Where **shall I park**?*

!!! NOTE

- The **PRESENT CONTINUOUS** is often used for **fixed arrangements** in the near future.
  ***We're having** a party on Saturday evening. Would you like to come? (everything is arranged)*
  ***I'm seeing** the doctor next week. (we have an appointment)*
- The **SIMPLE PRESENT** is also used with future meaning for **timetables or programmes**.
  *His flight **arrives** at 6:00 tomorrow morning.*
  *Christmas Day **falls** on a Sunday this year.*

TOO / ENOUGH

Too and **enough** are adverbs of degree. **Too** expresses an excessive degree and **enough** expresses a sufficient degree.

- **too** + adjective / adverb + to -infinitive
  *I'm **too** unfit **to do** windsurfing.*
- **too** + adjective ... for (somebody) (+ to -infinitive)
  *This sport is **too** demanding **for me** (to do).*
- adjective / adverb + **enough** + to -infinitive
  *He's strong **enough to win** the game.*
- **enough** + noun
  *I've got **enough** money **to go** on holiday.*

!!! NOTE

*This car is **very** expensive, but I'll buy it.*
*This car is **too** expensive. I can't afford it.*

SO / SUCH

So and **such** can be used as adverbs of degree. They express a high degree of intensity. In this case the sentences with so and such are followed by an exclamation mark.
*His story was **so** funny!*
*It was **such** a funny story!*
*She has **such** beautiful eyes!*

So and **such** are also used with **that** to express cause and effect.

- **such** a / an + adjective + countable noun (singular) [+ that ...]
  *It was **such** an exhausting day that I went straight to bed.*
- **such** + adjective + countable (plural) / uncountable noun [+ that ...]
  *There were **such** noisy parties that we complained to the police.*
  *It was **such** cold weather that we cancelled the race.*
- **so** + adjective / adverb [+ that ...]
  *She's **so** determined that she will succeed.*
  *He runs **so** fast that no one can compete with him.*

So is used with quantifiers like: much, many, few, little. However, we say: such a lot of...
*I'm sorry I'm late. There was **so much** traffic.*
*I'm sorry I'm late. There was **such a lot of** traffic.*

QUESTION TAGS

FORM

We form question tags by using the **auxiliary verb** of the statement (if there is not one, we use **do** / **does** for Simple Present and **did** for Simple Past) and the appropriate **personal pronoun**.
*She **can** dance well, **can't she**?*
*The boys **like** football, **don't they**?*

USE:

We use **question tags** to ask for agreement.
After **positive** statements we use negative question tags and after **negative** statements we use positive question tags.
*The match **was** great, **wasn't** it?*
*They **will not** reserve tickets, **will** they?*
*She **likes** tennis, **doesn't** she?*

!!! NOTE

*I **am** clever, **aren't** I?*
***Let's** have a break, **shall we**?*
*He **has got** a boat, **hasn't** he?*
*He **has** tennis lessons every week, **doesn't** he?*
***Don't** tell anyone, **will you**?*
***This is** a thrilling sport, **isn't it**?*

UNIT 4

MODAL VERBS

OBLIGATION / DUTY / NECESSITY

- **must:** expresses strong obligation to do something, duty and strong necessity
  *I **must** do my homework.*

- **have to:** expresses necessity, an obligation caused by an external authority or circumstances
  *I will **have to** go soon.*
  *You **have to** stop when you see that sign.*
- **mustn't:** expresses prohibition
  *You **mustn't** drink and drive.*
- **don't have to:** expresses lack of necessity, absence of obligation
  *You **don't have to** come with us if you don't want to.*
- **should** / **shouldn't** / **ought to** / **oughtn't to:** expresses advice, weak obligation in the sense of something that is good or right to do
  *He **should** see a doctor if he's not feeling well.*
  *They **shouldn't** buy expensive clothes if they can't afford them.*
  *They really **ought to** visit their grandparents.*

POSSIBILITY

- **can:** expresses general possibility
  *The city **can** be dangerous at night.*
- **may:** expresses possibility in a specific situation
  *Father **may** be late today.*
- **might, could:** express possibility in a specific situation (less possible than **may**)
  *This painting **might** be worth a lot of money one day.*
  *It **could** get colder later on.*

PERMISSION

- **can, could, may:** are used to ask for permission
- **can, may:** are used to give permission
  ***Can** I use your pen? - Yes, you **can**.*
  Could** I call you tomorrow? - Yes, of course you **can.
  ***May** I leave now? - Yes, you **may** go.*

When we refuse permission we use expressions like **sorry** / **I'm afraid** and **actually.**
– Can I borrow your CD?
*– **Sorry** but you can't. **I'm afraid** I've already promised it to someone else.*

REQUEST

- **can, could:** are used to make requests
  ***Can** you lend me one euro?*
  ***Could** you turn down the radio?*

ABILITY

- **can:** expresses ability in the present or the future
  *I **can** speak English but I **can't** speak German.*
- **could:** expresses ability in the past
  *He **could** play the violin when he was 8.*
- **be able to:** expresses ability. It is used to refer to ability in situations where there are no equivalent structures with **can**/**could** (infinitive, perfect tense)
  ***Have** you **been able** to solve the problem yet?*
  *I **can**/**will be able to** do it tomorrow.*

!!! NOTE

- **could**: expresses general ability in the past
  *He **could play** the piano when he was 5.*
- **was able to**: expresses ability in a specific situation in the past.
  *I **was able to repair** my car yesterday.*

!!! REMEMBER

Modal verbs are followed by a bare infinitive.
*She **must** go on a diet.*
*They **may** come to the party.*
*He **has to** work late. He can't come with us.*

RELATIVE CLAUSES

Relative clauses are used to give more information about nouns. They are introduced with a relative pronoun or a relative adverb.

RELATIVE PRONOUNS

- **who** / **that** is used for people
  *The man **who** lives next door is a doctor.*
- **which** / **that** is used for animals and objects
  *The car **which** was stolen was very expensive.*
- **whose** is used for people, animals and objects to show possession
  *The woman **whose** cat is missing is very sad.*

!!! NOTE

- **who**, **which** and **that** can be omitted when they are the object of the relative clause
  *The boy (**who** / **that**) you saw at my house is my best friend.*
- **who**, **which** and **that** cannot be omitted when they are the subject of the relative clause
  *The dog **which** / **that** is running is not mine.*
- **whose** is never omitted
  *The teacher **whose** students broke the window was fired.*

RELATIVE ADVERBS

- **when** / **that** is used to talk about time
  *The day **when** I was born was a Sunday.*
- **where** is used to talk about a place
  *The restaurant **where** we usually have dinner is not far from our house.*
- **why** is used to give a reason
  *The reason **why** she's crying is because she fell off her bike.*

UNIT 5

PASSIVE VOICE

FORM

verb '**to be**' (in the appropriate tense) + past participle

*The 'Mona Lisa' **is kept** in the Louvre.*
*This seat **isn't taken**.*
*Hip hop music **was played** at the concert.*
*A new bridge **will be built** soon.*
***Has** the house **been sold**?*
*The radio **had been turned off**.*
*The letters **must be delivered** tomorrow.*

USE

We use the **passive voice** when:

- the action is more important than the person who does it
  *The painting **will be displayed** at the National Gallery next month.*
- the person who does the action is unknown or obvious
  *The statue **was stolen** last week. (unknown)*
  *The play **will be performed** in an open-air theatre. (by the actors – obvious)*
- we want to avoid saying who did something wrong
  *The CD player **is broken**.*

Passive voice tends to be used more in writing and in formal speech.

CHANGING FROM PASSIVE TO ACTIVE

- the **object** of the sentence in the active becomes **subject** in the passive.
- the passive structure is formed by using the verb **be** in the same tense as the verb in the active sentence followed by the **past participle** of the active verb.
  *play – **is** / **are played***
  *sang – **was** / **were sung***
  *has / have painted – **has** / **have been painted***
  *will direct – **will be directed***
  *is / are composing – **is** / **are being composed***
  *was / were collecting – **was** / **were being collected***
  *had sculpted – **had been sculpted***
  *(must) rehearse – (must) **be rehearsed***
- the **subject** of the active sentence is introduced using the preposition **by**. This person, thing, organisation, etc. is called the agent.

ACTIVE: *Vivaldi **composed** 'The Four Seasons'.*

PASSIVE: *'The Four Seasons' **was composed** **by** Vivaldi.*

!!! NOTE:

- Only verbs that have an object (transitive) can be turned into passive voice. Here is a list of some verbs that do not have passive forms:
  look, happen, occur, (dis)appear, vanish, seem, consist of, emerge, resemble
- We use **by + person**
  with + instrument / material
  *The painting was painted **by Salvatore Dali**.*
  *The painting was painted **with watercolours**.*
- The **by-agent** can be omitted when the subject in the active voice is *he, they, someone, people,* etc.
  ***Someone** stole an expensive work of Art.*
  An expensive work of Art was stolen.
- With verbs that have two objects we have two passive forms.
  My friend gave me a new CD on my birthday.
  *I was given **a new CD** on my birthday. (more common)*
  ***A new CD** was given **to me** on my birthday. (less common)*
- When a verb in the active voice is followed by a preposition, the preposition goes immediately after the verb in the passive.
  *The students **put up** a Christmas play.*
  *A Christmas play was **put up** by the students.*
- When we ask about the person who does something, the passive question form is:
  *Who **was** this piece of music **composed by**?*
- The verbs **made** and **let** change as follows:
  *My mother **made** me tidy my room.*
  *I was **made to** tidy my room.*
  *My teacher **let** me go out.*
  *I **was allowed to** go out.*

UNIT 6

CONDITIONALS

TYPE 0

FORM

If / When + Simple Present ⟶ Simple Present

USE

Type 0 is used to express a general truth or a scientific fact.
*If you **leave** ice in the sun, it **melts**.*

TYPE 1

FORM

If + Simple Present ⟶ Simple Future, imperative, can / must / may, etc. + infinitive

USE
Type 1 is used to express a real situation in the present or future.
*If she **invites** me, I **will go** to the cinema with her.*

!!! NOTE
Unless = If not: expresses negative conditions
*I won't go shopping **unless** you come with me.*
*I won't go shopping **if** you **don't** come with me.*

!!! REMEMBER
The verb is usually affirmative after unless.

TYPE 2

FORM
If + Simple Past ⟶ would, could, might + infinitive

USE
Type 2 is used to express an unreal or imaginary situation, something unlikely to happen in the present or future.
*If they **had** more free time, they **would go** to the art exhibition.*

!!! NOTE
In Type 2 conditional **were** is often used instead of was.
*If I **were** you, I would tell them the truth.*

TYPE 3

FORM
If + Past Perfect ⟶ would, could, might + perfect infinitive (have + past participle)

USE
Type 3 is used to express an imaginary situation in the past, something that can no longer happen in the present or future. It is also used to express regret.
*If I **had known** your phone number, I **would have called** you. (I didn't know it so I didn't call you)*
*If I **had studied** more, I **wouldn't have failed** the test.*

!!! REMEMBER
When the **If-clause** is before the **main clause** we separate them with a comma. When it is after the main clause we don't put a comma.
If it rains, I will stay home.
I will stay home if it rains.

CLAUSES OF RESULT
They are introduced with:
- **so**
  *I was ill, **so** I didn't go to school yesterday.*
- ***such (a / an) + adjective + noun (that)***
  *It was **such** a nice day that we went for a picnic.*
  *They were **such** expensive clothes that we didn't buy them.*
- **so + adjective / adverb (that)**
  *She was **so** tired **that** she went to bed early.*
  *He plays the piano **so** well **that** we all admire her.*
- **As a result**
  *People hunt animals. **As a result**, some animals are in danger.*

CLAUSES OF REASON
They are introduced with:
- **the reason for + noun**
  ***The reason for** his delay was the bad weather.*
- **the reason why + clause**
  ***The reason why** he was late was the bad weather.*
- **because of + noun**
  *He was late **because of** the bad weather.*
- **because + clause**
  *He was late **because** the weather was bad.*

CLAUSES OF PURPOSE
They are introduced with:
- **to + infinitive**
  *They studied hard **to** pass the exams.*
- **in order (not) to + infinitive**
  *They studied hard **in order to** pass the exams.*
  *I shut the door quietly **in order not to** wake him up.*
- **so as (not) to + infinitive**
  *They have used new systems **so as to** improve road safety.*
- **so that + can / will / could / would**
  *He sent us a map **so that** we could find the way easily.*
- **in order that + can / could / might / should**
  *They sold the old house **in order that** they should have some cash available.*

CLAUSES OF CONTRAST
They are introduced with:
- **but**
  *She was very tired, **but** she went to the cinema.*
- **although + clause**
  ***Although** she was tired, she went to the cinema.*
- **However**
  *She was tired. **However,** she went to the cinema.*

- **Despite** + noun phrase / -ing form
  Despite *her illness, Mary went to school.*
  Despite *being ill, Mary went to school.*
- **In spite of** + noun phrase / -ing form
  In spite *of his terrible headache, he still studied until late.*
  In spite of *having a terrible headache, he still studied until late.*

UNIT 7

DIRECT / REPORTED SPEECH

USE

Direct speech is the exact words someone said. The sentence is put within quotation marks ('...')
Ann: 'It's very cold outside.'

Reported speech is the exact meaning of what someone said, but not his / her exact words. The sentence is not put within quotation marks. There is an introductory verb (say, tell), after which we can put the word **that** or we can omit it.
Ann said (that) it was very cold outside.

SAY - TELL

'Say' and 'tell' are used both in **direct** and in **reported speech**. **Tell** must be followed by an indirect object. **Say** is not followed by an indirect object but can be followed by **to + personal pronoun or noun.**

*She **said**, 'I'm tired'.*
*She **said (that)** she was tired.*

*She **said to me**, 'I'm tired'.*
*She **said to me (that)** she was tired.*

*She **told me**, 'I'm tired'.*
*She **told me (that)** she was tired.*

EXPRESSIONS WITH 'SAY' AND 'TELL'

SAY: *good morning, hello, something / nothing, a few words, so, a prayer, goodbye, etc.*
TELL: *the truth, a story, a lie, a secret, the time, somebody the way, the difference, a joke, etc.*

REPORTED STATEMENTS

In reported speech:

- personal / possessive pronouns, and possessive adjectives change according to the meaning of the sentence.
  *Jerry said, '**I** don't want to go out with **my** parents'.*
  *Jerry said (that) **he** didn't want to go out with **his** parents.*
- When the introductory verb is in a past tense, the tenses in the reported sentence change as follows:

DIRECT SPEECH	REPORTED SPEECH
Simple Present → Simple Past	
'My dance class starts at 7:00.'	*She said (that) her dance class started at 7:00.*
Present Continuous → Past Continuous	
'I'm moving house very soon.'	*He said (that) he was moving house very soon.*
Present Perfect → Past Perfect	
'We have finished our homework.'	*They said (that) they had finished their homework.*
Simple Past → Simple Past / Past Perfect	
'Dad came home early today.'	*He said (that) Dad had come home early that day.*
Past Continuous → Past Continuous / Past Perfect Continuous	
'I was sleeping'	*She said (that) she had been sleeping.*
Simple Future → Conditional (would)	
'We will have a party soon.'	*They said (that) they would have a party soon.*

- The same rule applies to modal verbs, if they have a past form:
  can → could
  may → might
  shall → should
  will → would
- Certain words and time expressions change according to the meaning of the sentence as follows:

now	→	then
today	→	that day
yesterday	→	the day before, the previous day
tonight	→	that night
tomorrow	→	the next / following day
this	→	that
last month	→	the previous month, the month before
next week	→	the following week, the week after
ago	→	before
here	→	there
come	→	go

NOTE!

- The verb tenses do not change when the introductory verb is in the present, future or present perfect.
  *Jim says, 'I **am** very tired'.*
  *Jim says (that) **he is** very tired'.*
- The verb tenses may not change when we report a general truth.
  *Georgia said, 'It **rains** a lot in March'.*
  *Georgia said that it **rains** a lot in March.*
- **could, might, should, ought to, had better, would, used to** remain unchanged
  *'I **could** do it'.*
  *He said he **could** do it.*
- **must** can remain unchanged or be replaced by **had to**
  *'I **must** leave'.*
  *She said she **must** leave / **had to** leave.*

REPORTED ORDERS / REQUESTS

- When we report orders, we use the introductory verbs: 'tell', 'order' + someone + (not) to -infinitive.
  'Get into groups and don't make a lot of noise', the teacher told us.
  *The teacher told us **to get** into groups and **not to make** a lot of noise.*
- When we report requests, we use the introductory verb 'ask' + (not) to -infinitive and we omit words such as 'please'.
  'Help me carry this desk, please', the teacher told me.
  *The teacher asked me **to help** her carry that desk.*

REPORTED QUESTIONS

- Reported questions are usually introduced with the verbs / expressions: ask, wonder, inquire, want to know.
  'What time does the play start?'
  ***He wanted to know** what time the play started.*
- When the direct question begins with a question word (who, where, why, when, how, etc.), the reported question is introduced with the same word.
  *'**What** time does the play start?'*
  *He wanted to know **what** time the play started.*
- When the direct question begins with an auxiliary or modal verb (be, do, can, etc.), the reported question starts with 'if' or 'whether'.
  *'**Do** you like helping others?'*
  *He asked me **if** / **whether** I liked helping others.*
- The word order is the same as in an affirmative sentence. The verb tenses, pronouns and time expressions change as in statements. The question mark is omitted.
  *'What time **does the play start**?'*
  *He wanted to know what time **the play started**.*

INTRODUCTORY VERBS

- Here is a list of verbs used to introduce reported statements:
  explain, mention, point out, reply, state + (to + personal pronoun / noun) + that...
  'It's about 10 km away'
  *He **explained (to me) that** it was 10 km away.*
  believe, think, imagine, suppose
  'It's an easy job'
  *She **believed** it was an easy job.*
- Here is a list of introductory verbs used to report advice, agreement, commands, suggestions, etc.

VERB + (NOT) TO -INFINITIVE

- agree
  He agreed to help me with my project.
- demand
  Dad demanded to tell him the truth.
- offer
  She offered to pick me up from the airport.
- promise
  They promised not to make too much noise.
- refuse
  The boy refused to go inside.

VERB + SB + TO -INFINITIVE

- advise
  My friend advised me to eat healthy food.
- ask
  He asked his teacher to explain again.
- encourage
  Mary encouraged her son to try harder.
- invite
  We invited them to spend the weekend together.
- remind
  She reminded me to pay the bills.
- warn
  Mum warned me not to cross the street.

VERB + -ing FORM

- accuse sb of
  They accused us of cheating in the test.
- apologise for
  He apologised for breaking the CD.
- suggest
  She suggested going to the cinema the next day.

UNIT 1

LESSON 1

absorb
adaptation
altitude
barren
diversity
evolve
eyelids
frostbite
harsh
insulation
layer of fat
marshes
plains
rays
regions
scorching heat
sturdy
substance
surroundings
survive
terrain

LESSON 2

appreciate
body language
bordering
bow
chopsticks
convey a message
cuisine
customs
joined
landmarks
lyrics
mats
mural
physical contact
producers
thrive
tolerance
tribe
unity
wrestling

LESSON 3

arch
awe-inspiring
breathtaking
concrete
construction
distinctive
foundations
granite
install
limestone
marble
massive
piers
pillars
remarkable
shallow dome
soil
spectacular
stable
storeys
striking feature
vertical

UNIT 2

LESSON 4

appalling
challenge (v)
eruption
excavate
inspire
locate
long to
named after
preserve
proof
sanctuary
seek out
site
tidal wave
volcanic ash
wash away
wealth

LESSON 5

artifact
break out
calendar
clay
collapsed
commercial
excavations
exhibit
geologist
gladiators
harden
lava
lively
plaster
potters
pour
tremendous
turn into

LESSON 6

accountants
crane
dawn
decay
fertile
internal organs
mud
observatories
overflow
recede
remove
sophisticated
superb
surgeons
tombs
valley
wrap

UNIT 3

LESSON 7

bargaining
canoeing
confident
destination
eye-catching
haunted
head for
hiking
maze
package holiday
sledging
sunbathing

LESSON 8

admit
attractions
dimension
firework display
giggles
sensational
slides
spin
thrills
tumble down
unlimited
vary
water rides

LESSON 9

achievement
alleys
amateur
broom
concentric
demanding
financial reward
granite
grip
lanes
professional
referee
slide off
sweep
teammates
violation

UNIT 4

LESSON 10

aquarium
campus
depressing
discipline
elect
extract
extracurricular
handicrafts
impact
journal
jumpy
keep sb in line
mob
overcrowded
pick and choose
underestimate

LESSON 11

digital
gadget
innovative
interactive whiteboard
lifelong learning
motivate
projector
reduce
tablet PC
tech devices

LESSON 12

advance
carvings
consumers
convenient
conventional
convert
cuneiform
debate

deliver
durable
estimate
format
goldsmith
mankind
movable
printing press
revolutionise
time-consuming

UNIT 5

LESSON 13

brutality
civil war
civilians
crammed
cubist
define
eyewitness
helplessness
imitate
immense
impressionism
interpret
massacre
pierced
realism
restore
reveal
stunned
surrealism

LESSON 14

committee
compose
distinctive
era
gold-plated
launch
percussion

LESSON 15

chorus
confess
dedicate
despair
hatred
in disguise
make peace
misfortune
noble
playwright
prominent

UNIT 6

LESSON 16

affect
balanced diet
campaign
deafening
disgust
dominate
nutrients
promote
take action

LESSON 17

alert
awareness
benefits
brainy
congestion
dry up
emissions
exhausted
global warming
independent
keep up with
resources

LESSON 18

conservation
distribute
ecological
give out
impact
involved
monitor
natural resources
recycle
research
run out
sensitise
solar panels
value
waste

UNIT 7

LESSON 19

compassionate
considerate
contribution
deadly
dip
give up
instant
miraculously
petrified
qualify
spin
surface (v)
take the risk

LESSON 20

cart
curb
dime
dispute
eager
folks
inclined
tap (v)

LESSON 21

attach
bustling
chatrooms
fundraising
hardships
register
vibrant
well-informed

UNIT 8

LESSON 22

consensus
embark on
emotional
highlights
last (v)
negotiation
observatory
set off
that's settled
trace
vast

LESSON 23

currency
majestic
mild
recipient
updated
virtual

LESSON 24

encounter
hemisphere

BRITISH AND AMERICAN ENGLISH

VOCABULARY





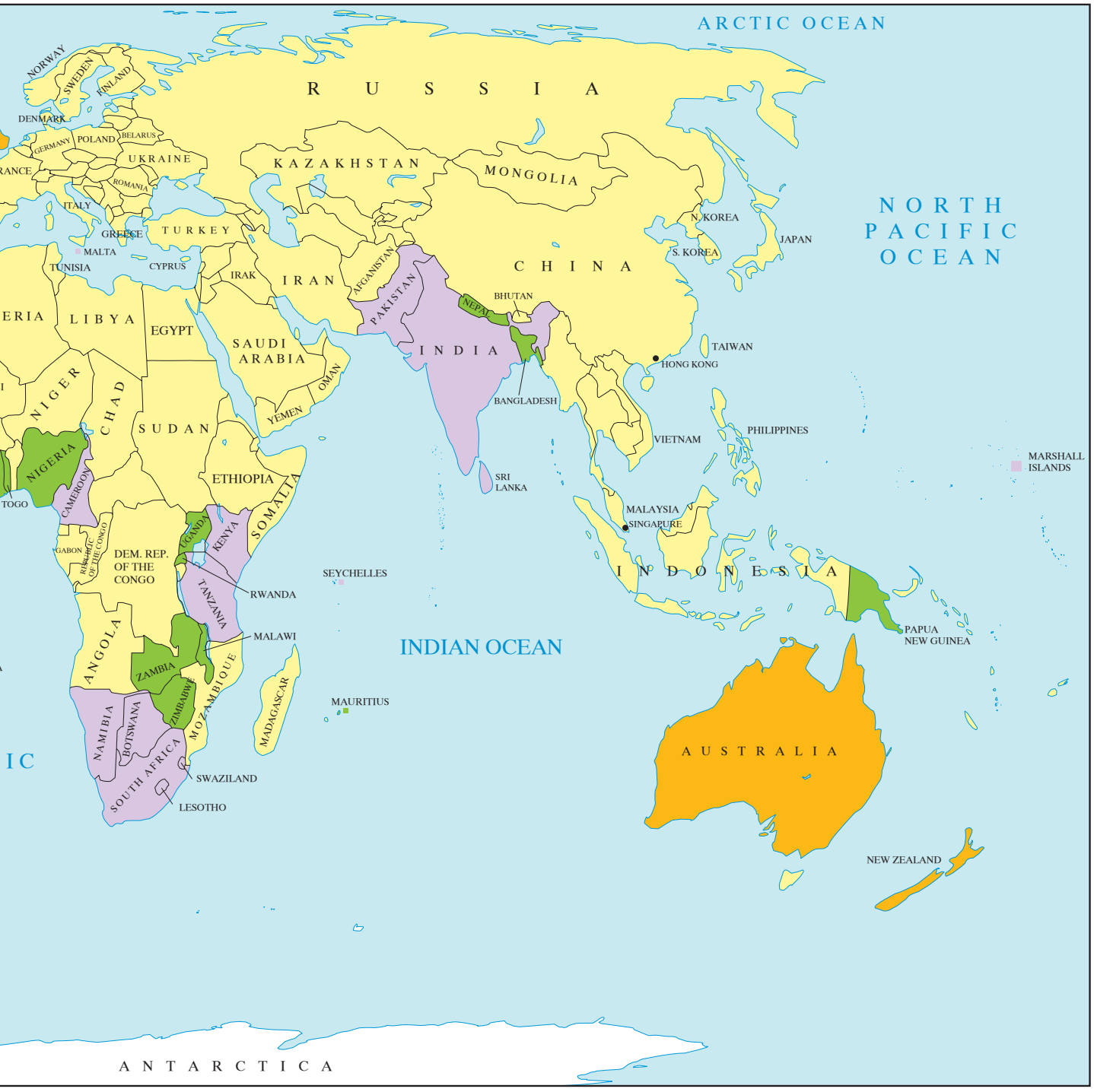
aerial	antenna
angry	mad
bill (restaurant)	check
biscuit	cookie
car park	parking lot
chemist	pharmacy
chips	french fries
city centre	downtown
clever	smart
crisps	chips
cupboard	closet
flat	apartment
garden	yard
handbag	purse
holiday	vacation
lift	elevator
lorry	truck
mad	crazy
mark	grade
motorway	highway
pavement	sidewalk
petrol	gas
post	mail
queue	line
rubber	eraser
rubbish	garbage
shop assistant	sales clerk
sweets	candy
tin	can (of food)
torch	flashlight
trousers	pants
underground	subway

SPELLING

centre / theatre	center / theater
cheque	check
colour / humour	color / humor
jewellery	jewelry
licence	license
practise (v)	practice (v)
programme	program
realise	realize
travelling	traveling

INFINITIVE	PAST	PAST PARTICIPLE	INFINITIVE	PAST	PAST PARTICIPLE
be	was / were	been	lie	lay	lain
become	became	become	light	lit	lit
begin	began	begun	lose	lost	lost
bite	bit	bitten	make	made	made
blow	blew	blown	meet	met	met
break	broke	broken	pay	paid	paid
bring	brought	brought	put	put	put
build	built	built	read	read	read
burn	burnt (burned)	burnt (burned)	ride	rode	ridden
burst	burst	burst	ring	rang	rung
buy	bought	bought	rise	rose	risen
can	could	(been able to)	run	ran	run
catch	caught	caught	say	said	said
choose	chose	chosen	see	saw	seen
come	came	come	seek	sought	sought
cost	cost	cost	sell	sold	sold
cut	cut	cut	send	sent	sent
deal	dealt	dealt	set	set	set
dig	dug	dug	shake	shook	shaken
do	did	done	shoot	shot	shot
dream	dreamt (dreamed)	dreamt (dreamed)	show	showed	shown
			shut	shut	shut
drink	drank	drunk	sing	sang	sung
drive	drove	driven	sit	sat	sat
eat	ate	eaten	sleep	slept	slept
fall	fell	fallen	speak	spoke	spoken
feed	fed	fed	spend	spent	spent
feel	felt	felt	stand	stood	stood
fight	fought	fought	steal	stole	stolen
find	found	found	swim	swam	swum
fly	flew	flown	take	took	taken
forget	forgot	forgotten	teach	taught	taught
forgive	forgave	forgiven	tell	told	told
get	got	got	think	thought	thought
give	gave	given	throw	threw	thrown
go	went	gone	understand	understood	understood
have	had	had	wake	woke	woken
hear	heard	heard	wear	wore	worn
hide	hid	hidden	weave	wove	woven
hit	hit	hit	win	won	won
hold	held	held	write	wrote	written
hurt	hurt	hurt			
keep	kept	kept			
know	knew	known			
lay	laid	laid			
learn	learnt (learned)	learnt (learned)			
leave	left	left			
lend	lent	lent			
let	let	let			


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BOLIVIA
PARAGUAY
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SOUTH ATLANT OCEAN
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FALKLAND ISLANDS
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English as official language
English as one of the official languages


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Norwegian Sea
North Sea
Baltic Sea
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Shetland Islands
Prime Meridian
Outer Hebrides
Highlands
Scotland
Atlantic Ocean
North Sea
Inverness
Aberdeen
Ben Nevis
Edinburgh
Northern Ireland
Glasgow
Sunderland
Londonderry
Belfast
Carlisle
PENNINES
United Kingdom (UK)
Leeds
Irish Sea
Dublin
Liverpool
England
Ireland
Cambrian Mts.
The Fens
Birmingham
Ipswich
Wales
Oxford
London
Bristol
130 mi
130 km
Celtic Sea
Cardiff
Thames
Portsmouth
Dover
Plymouth
Exeter
Channel Tunnel
Falmouth
English Channel
France

Προέλευση φωτογραφιών

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