Think Teen!

2nd Grade of Junior High School

STUDENT'S BOOK

ΣΤΟΙΧΕΙΑ ΑΡΧΙΚΗΣ ΕΚΔΟΣΗΣ

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Ευρωπαϊκό Κοινωνικό Ταμείο
ΕΠΙΧΕΙΡΗΣΙΑΚΟ ΠΡΟΓΡΑΜΜΑ ΕΚΠΑΙΔΕΥΣΗ ΚΑΙ ΔΙΑ ΒΙΟΥ ΜΑΘΗΣΗ
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ΕΙΔΙΚΗ ΥΠΗΡΕΣΙΑ ΔΙΑΧΕΙΡΙΣΗΣ
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ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ
ΙΝΣΤΙΤΟΥΤΟ ΕΚΠΑΙΔΕΥΤΙΚΗΣ ΠΟΛΙΤΙΚΗΣ

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ΑΝΑΔΟΧΟΣ ΣΥΓΓΡΑΦΗΣ **Μιχαήλ Λεβής Α.Ε.**



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

2nd Grade of Junior High School
Student's book

ΙΝΣΤΙΤΟΥΤΟ ΤΕΧΝΟΛΟΓΙΑΣ ΥΠΟΛΟΓΙΣΤΩΝ ΚΑΙ ΕΚΔΟΣΕΩΝ «ΔΙΟΦΑΝΤΟΣ»

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UNIT 1

I'm only human



Grammar:
Present Simple and *Present Continuous;*
State verbs: (*like, want, believe, have, see, feel, look*);
Infinitive of purpose

Functions:
Describing people and life routines

Vocabulary:
about geography: places, tribal items, lifestyles.
Adjectives: increasing degree;
-ing adjectives
tough, gentle, kind, traditional, tropical, natural, national, fresh, foreign, colourful, Amazonian.
Linking words: such as, like.
Fixed expressions: to express feelings.

Learning strategies:
When I read or listen I...
- use my general knowledge to help me with a language task
- learn grammar rules by finding differences in use
- scan visuals to get a general idea of the topic before listening to a text
- imitate a language model to produce the language I need (written or spoken).

Lesson 1

AIMS

- To compare the lives of tribes with the lives of people in the modern world
- To learn about life in a forest

Lead-in for reading

1. Look at the picture on the right. What is the name of the river which runs through this region?

2. Tick the box next to the things you like eating.

figs	☐	nuts	☐
tomatoes	☐	pepper	☐
potatoes	☐	sugar	☐
lemons	☐	vanilla	☐
avocados	☐	grapefruit	☐
chocolate	☐	oranges	☐





Where do you think these products come from originally?

Check your answers at relevant sites on the internet which can be found on p.190 of your book.

3. Now look at the facts below. How do you feel and what do you think when you read these facts? Use adjectives from the box.

Examples: I feel disgusted. / I think it is disgusting.

a) We are losing 130 species of plants, animals and insects every day

b) The rain forest now covers only 6% of the world's surface

c) Amazonia has an area the size of Australia

d) Over 3000 different kinds of fruit grow in the tropical rain forest

e) Every three months the Amazon loses an area of forest the size of Greece

shocked - shocking

disappointed - disappointing

amazed - amazing

fascinated - fascinating

worried - worrying

frightened - frightening

Task 1 - Mini project

In pairs, use your geography book from last year to find or work out the answers to the following questions:

a) Find out how many square kilometres of forest disappear each year in Amazonia. It is the same as four times the size of Greece.

b) Look at your geography book or on the internet to find out where potatoes come from.

c) What facts do you know about the Amazon rain forest? Check your geography book from last year or look on the Internet. Compare your facts with your partner to see who has got the most.

Task 2

Look at the picture of life in Amazonia. Ask your teacher questions about the people in the picture. Use the following verbs:

eat	travel	play
work	wear	do
use	have	sleep

For example:
What is... wearing?
How do they travel?
What kind of food do they eat?





Vocabulary

1. In pairs look at the words in the box below and label the objects in the picture above. Which similar objects can you see where you live?

plants	spears	seeds	vegetation
fruit	necklaces and beads	fires	huts

wear	plant
boil	build
collect	burn
light	use

2. In pairs, match a verb from those on the right with the objects above. Now, use these pairs to make a sentence with the phrases in the box below.

to eat	to keep warm	to look attractive
to hunt animals	to clear the forest	to grow vegetables
to live in	to make medicine	

Example:
They use spears to hunt animals.

3. In pairs, try to guess the meaning of the words in italics.

a) Cars and factories cause air *pollution*. _____
b) The tribes *slash* the vegetation with huge knives. _____
c) The jungle is the *natural habitat* for many wild animals. _____
d) Many daily *products* like coffee and sugar come from the forests. _____
e) The Yanomami tribe is *unique*. They have no contact with others. _____



Reading

Task 1 - Read the text

1. Read the text on page 4 quickly and find the answers to the following questions:

a) Where do the tribes live? b) What is happening to where they live?

2. In pairs, find the answers to the following questions:

a. Line **1**: who or what does '**they**' refer to?
b. Line **9**: who does '**they**' refer to?
c. Line **13**: what do '**these**' refer to?

Lesson 1



TRIBES of the forest

The tropical rain forests of the world play important roles in our daily lives. They help to recycle water and oxygen, and control air pollution around the world. Tropical rainforest plants provide 25% of the medicine in the world. The forest is also home to many different tribes like the *Kayapo, Xicrin, Assarini* and *Yanomami*. The *Yanomami* tribe lives in the rain forests of Brazil and Venezuela. The fact that it does not have contact with the outside world makes it unique. The people in the tribe need the forests to hunt for their food and a place to build their huts to live in, but unfortunately other people destroy their forests every day. They don't wear shoes and have tough skin on their feet. The *Yanomami* stay in an area until the land does not support them anymore. They use huge knives like swords to clear parts of the forest. They use a technique that they call the "*slash and burn*" method. This means that they cut down the tall vegetation and trees in a small area. They slash and burn just enough of the forest to plant seeds and make "gardens" for themselves. These provide 70% - 80% of their food and medicine. They boil plants to make their medicine. Sadly, the tribes are disappearing because of the terrible destruction of their homes and natural habitats by companies that are cutting down trees to make roads and to use the wood for paper and other products. These companies do not care about the Indian tribes and are driving them out of the jungle. They need our help. In some countries children are writing letters to their governments to ask them to stop the companies who are destroying the rainforests. To help raise money, children in the UK buy and sell beads and necklaces that the tribes make.

Task 2 - Answer the questions

Now, read the text carefully and underline the answers to these questions.

a. Why are the tribes disappearing?
b. Find one reason why the rain forests are important for the tribes.
c. Why are companies cutting down the trees in the rain forests?
d. Why do the tribes need our help?
e. What are young people doing to help?
f. Find and underline verbs in the text which i) talk about something which is generally true; ii) describe something that is causing a change.

Compare your answers with your partner.

Grammar
Present Simple and Present Continuous

There are different uses of the **PRESENT CONTINUOUS.**

1. to describe something that is happening at the moment you are speaking
2. to show that an action is only temporary
3. to describe changes over a period of time

Which one does the writer use to describe what is happening in the forests? Compare your answer with your partner.

There are different uses of the **PRESENT SIMPLE**.

1. to refer to a general truth
2. to talk about habitual actions
3. to talk about the general present including the present moment.

NOTE THIS DIFFERENCE: We use the **Present Simple** to describe something which **does not change**.
Example: The Amazon River flows into the Atlantic Ocean.

We use the **Present Continuous** when something **is changing**.
Example: The rain forests are disappearing.

Practice

1. Find a sentence in the text which:
a. is a general truth
b. describes change over a period of time.
Compare your answer with your partner's.

2. In pairs, match the following two sentences to the correct use of the Present Continuous and the Present Simple in the green boxes above.
a. The tribes are disappearing.
b. The tribes build huts of sticks and leaves.

REMEMBER

1. The 3rd person in Present Simple Tense always takes an '**s**' at the end of the verb.
To ask a question in the 3rd person singular use '**does**'. Use '**doesn't**' to make negative sentences. You must not use '**s**' at the end of the verb when you use **does** or **doesn't**.
Examples: Does Joanna live in Crete?
Where does Joanna live?
She doesn't live in Athens.

2. It is not always necessary to use a time phrase with the verb.

3. We do not use some specific verbs in the **-ING** form: e.g. like, see, hear, care, need (see the complete list in *Appendix II - Grammar File*)

Speaking

Look at the sketches of the two children from an Amazonian tribe. Do you think these children live like this or not? Why? Discuss your answers as a class.





Student A: The men in this tribe don't watch TV.

Student B: Yes, and they don't wear jeans.

Lesson 2

AIMS
- To listen to recognise sequence
- To listen to recognise the speaker's attitude

Listening & Speaking

Pre-listening

Before you listen, look at these pictures. In which picture can you see the following: an axe, a spear, a hut, a canoe, a loin cloth, a bow and arrow, sticks, a head dress?











Task 1 - Listen to the radio interview

You are going to hear an interview on the radio with the travel writer David Green. Listen to the interview and put the 5 pictures above in the order that David mentions them. Write the numbers in the correct order as you listen.

☐ ☐ ☐ ☐ ☐

Task 2 - Listening for information

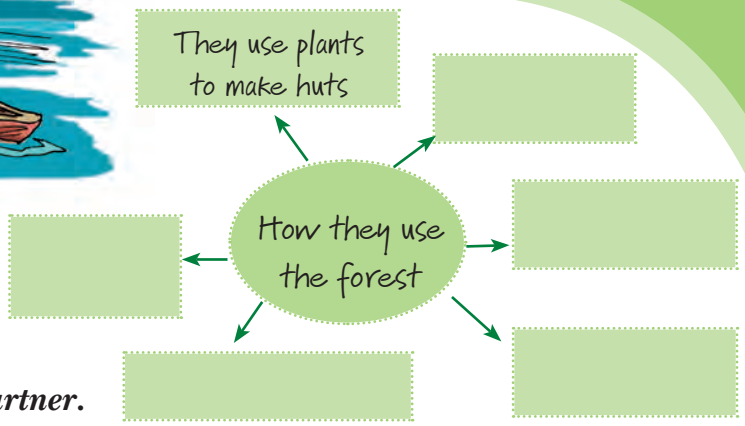
Listen to the interview again. Tick TRUE, FALSE or WE DON'T KNOW, according to what you hear.

	TRUE	FALSE	WE DON'T KNOW
1. The forest and river are very important in the life of the Indians.			
2. The whole family works together to build the huts.			
3. When the Indians travel long distances they use the Amazon River.			
4. The Indians live in the same house all their lives.			
5. The Indians do not have easy lives.			



Task 3

From what you remember and by looking at the picture, complete the spidergram opposite. There's an example for you:
Compare your answers with your partner.



Task 4 - Pair work

Discuss two of the following questions with your partner. Then report your answers to the class.

a. David says he wants to help the Indians. How does he want to help them?

b. David feels that modern things from our world are not good for the Indians. Why does he feel this? Do you agree with him?

c. David says *'It is wrong when others want to change the Indians' way of life'*. Do you agree or not?

d. What do you have in your life that the Indians don't have?

e. Do they need the same things as you do to have a good life?





Listening 2

Who's that boy?



Lina and Eleni are talking about a boy from Latin America at school. Read and listen to their dialogue to complete the gaps with the missing words.

Lina There's a new boy in my class and I think he **1**..... you.

Eleni Oh, who?

Lina I'm not **2**..... you!

Eleni Oh, go on!

Lina No, but he **3**..... got black straight hair and dark eyes.

Eleni Is it Marios?

Lina No. He isn't Greek. He **4**..... from Latin America.

Eleni **5**..... he play basketball with John?

Lina Sometimes.

Eleni Is he **6**..... out with Anna at the moment?

Lina No. He **7**..... have a girlfriend.

Eleni Oh, I don't **8**..... who it is. Tell me.

Lina He likes Olympiakos.

Eleni So, what **9**..... that tell me?

Lina It's someone who **10**..... behind you in the Geography lesson.

Eleni You're **11**..... my leg.

Lina No, seriously, he **12**..... you a lot.

Eleni But I don't like him!

Lina Oh, now you sound angry.

Eleni I am!

Lesson 2





Task 1 - Practice

1. Read the completed dialogue to find the answers to the following questions.

a. Are the girls in the same class at school?
b. Does Lina tell Eleni the name of the boy at once?
c. Why doesn't she tell Eleni the name of the boy?
d. Who is the boy going out with at the moment?
e. Is Lina joking about the boy?
f. Does Eleni want to go out with the boy?
g. How does Eleni know who likes her?

Compare your answers with your partner.

2. Now, practise the dialogue with your partner.

Task 2 - Phrases

i. Which phrase means 'I don't believe you'? _____
ii. Which phrase asks if he has a girlfriend at the moment? _____
iii. Which phrase means, 'please tell me'? _____
iv. Which phrase means that you are not telling me something new? _____

Task 3 - Interview

Go round the class and ask questions to:		NAME
i)	Find someone who likes Geography.	
ii)	Find someone who lives near someone from another country.	
iii)	Find someone who knows how to speak another language.	
iv)	Find someone who has got a friend in another country.	
v)	Find someone who is thinking of going abroad soon.	
vi)	Find someone who is planning to go to Latin America one day.	

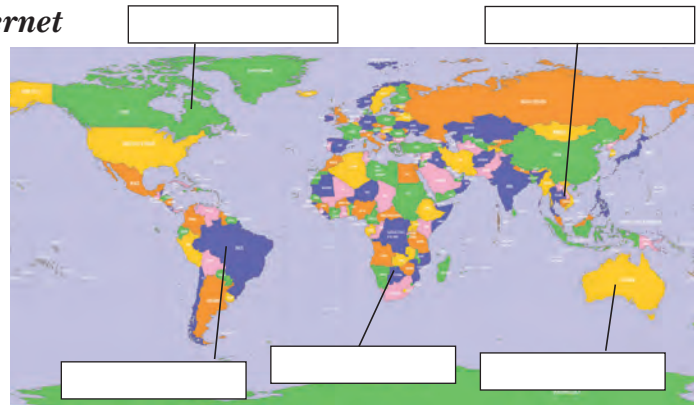
Use your completed chart to tell your partner what you discovered. Collect your findings as a class and make a bar-chart to show your class's preferences.

Mini Project

1. Write the names of these tribes in the correct place on the map: Aborigines, Pygmies, Yanomami, Lapps, Asian tribe.

2. In pairs, use your geography book or internet sites to find the following information:

a. a tribe who lives in South Africa and keeps cattle
b. what a Zulu tribesman uses to hunt
c. a tribesman who wears feathers on his head
d. a tribe who lives in Brazil
e. a tribe who uses camels as transport
f. an object which the Pygmies use to cook
g. a tribe who believes in the forest gods
h. a tribe who uses boomerangs and paints dream sequences on cave walls



Writing

Lead-in



Christos and *Nefeli* have a new pen-pal from a Zulu village in Africa. They are reading her letter.
What do you think the pen-pal tells them in the letter? What things does she ask them?
In pairs, write three things you think she asks about and three things she tells them. Read the letter below to check if you are right.

Over to you

Below is a letter from a Zulu girl and she is describing her life. She asks you to describe your life in your country. Read her letter to see if you have got anything in common.

Dear Penpal,

As I don't know how to speak English, Mr. Greene is helping me to write this letter. He tells me that life in your country is different from here in the forest.

I'm from the Zulu tribe in South Africa and I live in the countryside. We live in small houses which we make from mud and leaves. I help my mother to do all the work around the house. I don't go to school but my father says that I need to learn to read and write.

Because I don't know you, I have some questions I want to ask you. For example, where do you live, and what do you do every day? Do you go to school or do you spend your day in the forest? Do you have many brothers and sisters? What are they like? Also, what does your father do every day? Does he hunt animals or does he meet with the other men in your tribe in the evenings? Tell me about your mother. Does she collect berries and nuts and plants from the forest near your house? I always help my mother when she goes to the forest. Do you? This means that I am always busy.

I hope to hear from you soon. Best wishes,

Naraneti

Task 1 - The correct order

Read Naraneti's letter again and underline the parts where she:

a. asks questions about the family
b. explains why she is writing the letter
c. gives information about her home
d. talks about her free time
e. says she wants a reply to the letter.

In which order do they appear in the letter?

Compare your answer with your partner.

Task 2 - Write your letter

Write a letter in response to Naraneti's letter giving as much information about yourself as you can. Use her letter and the order of the information in it to help you organise your answer.

Start your letter like this:

Dear Naraneti,
Thank you for your letter.....

Lesson 3

Save the tribes

Project work - Jigsaw activity

1. Look at the three pictures carefully and find ways that the modern world is affecting the way of life for the people in each tribe.



a. .....



b. .....



c. .....

NAME OF TRIBE:				
Location	**Food**	**Transport**	**Problems**	**Tools / Weapons**

2. Use the information in the Unit to help you to match the pictures to the tribe name. Write the name in the space provided

Yanomami Aborigines Zulu

3. Work in groups of three and choose one of these tribes. Ask and answer questions to complete the chart about the tribe. For example: Where do they live? How do they travel around?

4. Decide which tribe seems the most threatened.



Act up - A poster

You decide to take part in a European Project to save the threatened tribes. Work in pairs to **draw a poster and inform the people in your area about the threatened tribes**.

Use the information from the **JIGSAW ACTIVITY** above and your Geography book to make your poster convincing. Use A3 paper and any photos you can find on the Internet or in your books.

Bring your poster to the class. Which, of all the posters convinces us that the tribe faces serious problems?

Activity A

Complete the following sentences by choosing an appropriate word from each pair in the box. The pairs of words are not in the same order as the sentences.

species / people
kinds / size
area / pollution
rubbish / habitat
homes / tribes



1. Each year a(n) …… of rain forest the …… of Greece disappears in Amazonia.
2. The …… that people throw out causes terrible problems of …… .
3. The natural …… of many wild animals and the …… of many tribes are disappearing all the time.
4. Some of the …… of Amazonia have never met …… like you.
5. The Lecythidaceae tree is a …… of tree which only exists in the Rain Forest, but there are many different …… of other trees.

___/5 points

Activity B - Collocations

Match a noun from the box on the right with an adjective on the left.

a)	tough	i)	fruit
b)	tropical	ii)	animals
c)	natural	iii)	language
d)	foreign	iv)	skin
e)	wild	v)	world
f)	fresh	vi)	actions
g)	colourful	vii)	forest
h)	modern	viii)	habitat
i)	habitual	ix)	feathers



___/4 ½ points

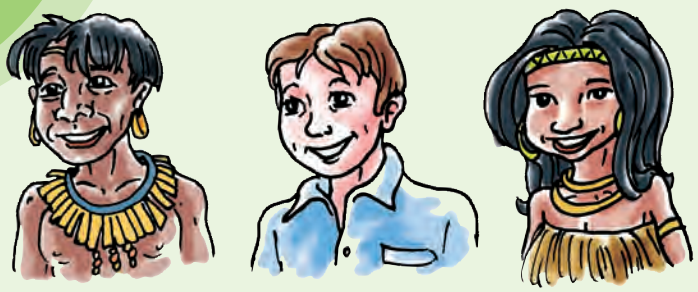
Activity C

Answer the questions using information from page 4 in the STUDENT'S BOOK.

1. Why do the Yanomami light fires? To_____
2. Why do they plant seeds? _____
3. Why do they build huts? _____
4. Why do they boil plants? _____
5. Why do they burn vegetation? _____
6. Why do they wear beads? _____
7. Why do they use spears? _____

___/3 ½ points

Self-evaluation



Activity D

Tick the things these three people have.

	A TRIBESMAN	A STUDENT IN GREECE	A GIRL IN A TRIBE
hut			
necklace			
basin			
canoe			
sandals			
head-band			
earrings			
iPod			

___/4 points

Activity E

Complete the following sentences by choosing the correct form of the verb in brackets.

1. My Geography teacher (believe) _____ that it is important to know about indigenous tribes.
2. She (say) _____ that we can learn a lot from these people and their way of life.
3. At the moment, in our Geography class, we (do) _____ a lesson on the Aborigines from Australia.
4. My friend Anna (not find) _____ this to be an interesting lesson but I disagree with her.
5. Anna (not believe) _____ that the Aborigines are the original people in Australia.
6. When our Geography teacher (tell) _____ her that she is wrong, she (get) _____ angry and then (not do) _____ her homework for the rest of the week.

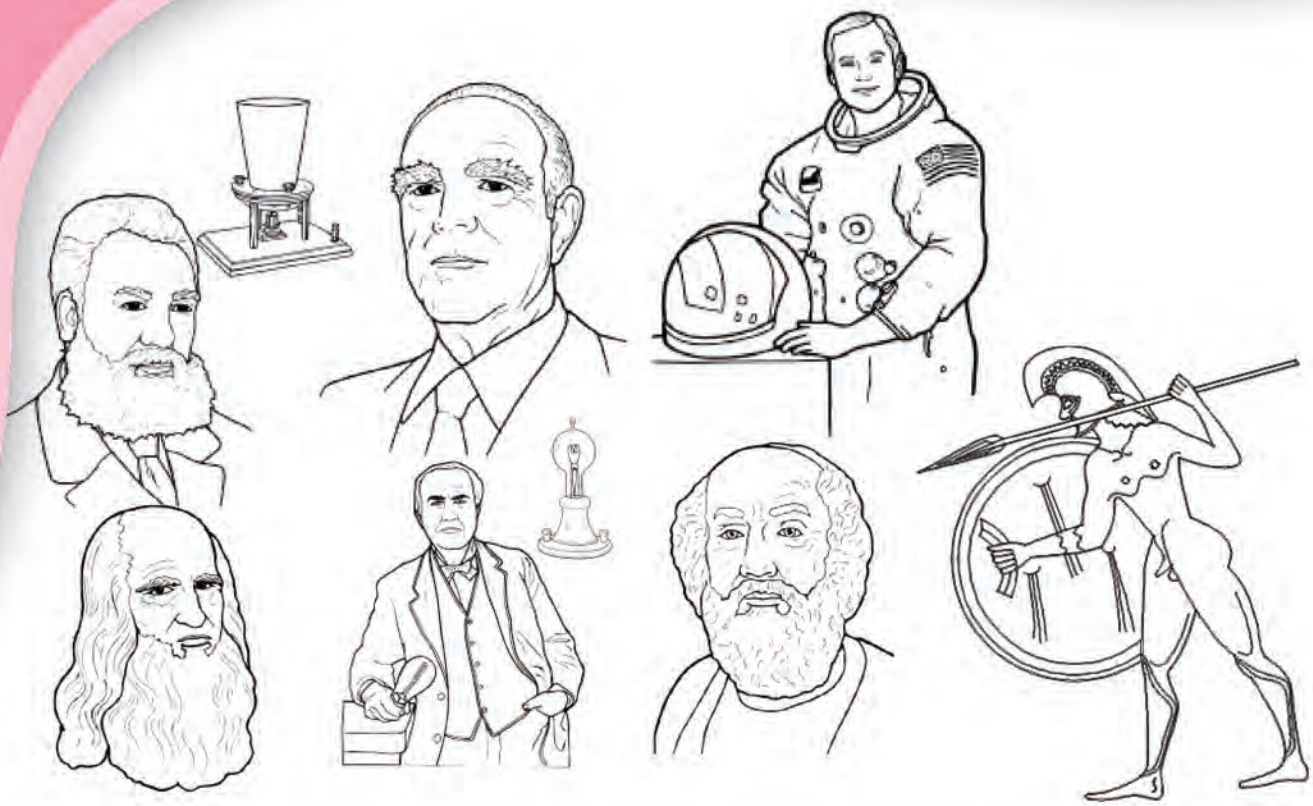
___/3 points

Now tick how well you can do the following:



		With difficulty	Quite well	Easily
√	I can read a text to find facts	☐	☐	☐
√	I can listen to a radio interview to get the gist of what the people are talking about	☐	☐	☐
√	I can talk about native tribes and the way they live, and compare it with the way we live	☐	☐	☐
√	I can write a letter in response to another letter giving personal details	☐	☐	☐

UNIT 2 Making a difference



Grammar:
Past Simple (affirmative, negative and interrogative)
Regular and Irregular verbs
Time words

Functions:
Describing people and their past actions

Vocabulary:
Highly frequent adjectives: *generous, gentle, wonderful, kind, marvellous, lonely, poor, busy, desperate, brave*

Learning strategies:
If I want to understand natural language, I...
- guess the meaning of adjectives I don't know
- use phrases from a listening text to express my own opinion
- transfer information from my schoolbooks (e.g. history book) to use it in English
- associate adjectives with jobs.

Lesson 1

AIMS

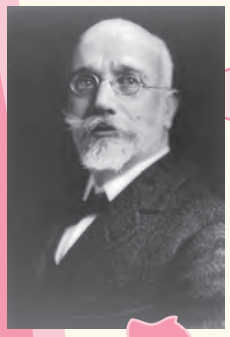
- To identify and learn new verbs in the past simple form
- To raise awareness of text coherence and cohesion
- To guess the meaning of adjectives from the text
- To raise awareness of verb+noun phrases

Lead-in

1. *Write down the names of three famous people. Compare the names with your partner's list.*
2. *Choose one of the names and tell your partner what you know about this person.*
3. *Why is this person famous?*
4. *Compare the names you have on your list with the famous people below to see if any names are the same.*

Task 1

Look at the cards A-G below and match them with the correct sentence 1-7 below to make accurate sentences for each famous person. Then write in how old each person was.



A
Eleftherios Venizelos
1864 - 1936

G
Pyros Dimas
1971 -

1. ___ **discovered** radium and radioactivity in 1898 **when she was _____ years old**.
2. ___ **wrote** the play Romeo and Juliet in 1595 **when he was _____ years old**.
3. ___ **became** Prime Minister of Greece in 1910 **when he was _____ years old**.
4. ___ **won** a gold medal in the Olympic Games in 1996 **when he was _____ years old**.
5. ___ **painted** 'The Mona Lisa' in 1503 **when he was _____ years old**.
6. ___ **began** composing music in 1761 **when he was _____ years old**.
7. ___ **made** her first record in 1982 **when she was _____ years old**.

F
Marie Sklodowska Curie 1867 - 1934



B
Wolfgang Amadeus Mozart 1756 - 1791



C
William Shakespeare
1564 - 1616

D
Madonna
1959 -

E
Leonardo da Vinci
1452 - 1519



Vocabulary

1. Match the people in Task 1 to the profession given in the box below.

scientist	playwright	politician	singer
artist	weightlifter	composer	

Compare your answers with your partner.

2. **Word pairs:** *With your partner, join two words from the box on the right to make compound words.*

charity	lonely
desperate	organisation
marvellous	people
brave	woman
idea	famous
life	world

3. In pairs, match the verbs on the left with nouns in the box on the right.

save	die
feed	look after
pay	collect
become	

a citizen	respects
the sick	in peace
the hungry	lives
money	



Reading

Pre-reading

1. What makes someone famous? Do you know of anyone who became famous because they helped people?

2. Look at the photograph of a famous person. What can you tell about her?



Task 1 - Read the text

3. Now, look at the pictures beside the text on page 16 and try to imagine the life of this person. What kind of things do you think she did in her life? In pairs, make a list.

4. Read the text on the following page to find out if you guessed right, and complete your list.

5. Does she deserve to be canonised (declared a saint)? Explain why.

Lesson 1

Her work touched many...

1
She became an Indian citizen later that year. This allowed her to do more wonderful work. In 1950, she started a charity organization in Calcutta to feed the hungry and look after the sick. She never once refused anyone help, and her work *made a difference* to the lives of the desperate people she lived beside.



2
At the age of twelve, she *made a decision* to become a nun. Her ambition was to help all those in need. Her father agreed that it was a marvellous idea, but explained to her that her life as a nun might mean a lonely life in a monastery. She told him that she didn't mind this and so, some years later, when she was eighteen, she went to Ireland and became a nun.



3
At the Nobel Prize winning ceremony in 1979, where she wore her famous blue sari, she asked the Nobel organization not to have a dinner for her and to use the money "to feed 400 poor children in India for a year".

4
During this time, she saw many cases of poverty and suffering and knew that she had to do something to help. So, she asked for permission to leave the school and spend her life working among the poorest of the poor in the streets of Calcutta. Her love of people *made an impression* on everyone who met her as she took care of them in their suffering and pain. Although she was always busy she still *made time* for everyone.



5
After a few months of training in Dublin, the Church sent her to Calcutta in 1931. When she first went to India, she wanted to work with poor people but the Church didn't let her. So, she taught in St. Mary's High School until 1946.

6
Though Calcutta was the centre of her charity, and the place she called home, her work reached the four corners of the earth. Throughout her life she has become world famous for the hundreds of centres she has helped to build in 120 countries all around the world. Wherever people needed help and comfort, she was there, among the hungry in Ethiopia, or in the ruins of Armenia's earthquake where she saved thousands of lives.



7
In the winter of 1948 she began her work by bringing hungry and dying people into a home where they could find love and care and finally die in peace.



8
This act showed what kind of generous person she was. In 1997 she caught pneumonia and when she died some time later famous people from all over the world came to pay their respects to a brilliant and brave woman.

9
Born to Albanian parents in Skopje on August 27th 1910, Agnes Gonxha Bejaxhiu, spent her life with the poor in India. As a child, she was extremely kind and gentle and helped whoever she saw in need. At a very young age she *made a promise* to her father that she would always help others in need.

Task 2 - Who's that person?

"kind words can be short and easy to speak,
but their echoes are endless"

Discuss with your partner what the saying in bold above means? What kind of person might say this? Why? The nun in the picture said these words. What is her original name? Read the text carefully to find what her family name was before she became a nun.
If you do not know, search on the internet by writing in her original name.

Task 3 - Find the verbs in the past

Underline all the verbs in the text which refer to the past. Compare your answers with your partner.
Check with your teacher to make sure you know the meanings of the verbs. Write the new verbs with their Greek meaning in your notebook.

Task 4 - Answer the questions

Look at the following questions 1-8 and find out which question word is used in all of them. Does the word refer to the Present or Past?
Then, with your partner, find the answers to the following questions.

1. In what year did she become a nun?
2. What did she use to talk to her father about?
3. Did she work with the poor when she first went to India?
4. Where did she start the charity to help the poor?
5. When did she win the Nobel Peace Prize?
6. Did the Nobel Prize dinner in her honour cost a lot of money? Why do you think this?
7. How did she die?
8. What kind of things did she do to help people?



Now, use your answers to create a timeline of her life. Mark any great historical events on the timeline that happened during her lifetime.

Task 5 - Put the paragraphs in the correct order

Read the text again and find the correct order for paragraphs 1-9. Use the pictures to help you. Ask your partner to check if you were right in your choice.

Task 6 - Speaking: Charities

1. Look at the list of non-profit organisations which offer help around the world. Discuss with your partner what these organizations do.

Hellenic Red Cross	Doctors Without Borders
Greenpeace	SOS Children's Village
Reto Hellas	Volunteer work Athens

Discuss why it might be a good idea to become a member of a charity organization like these.

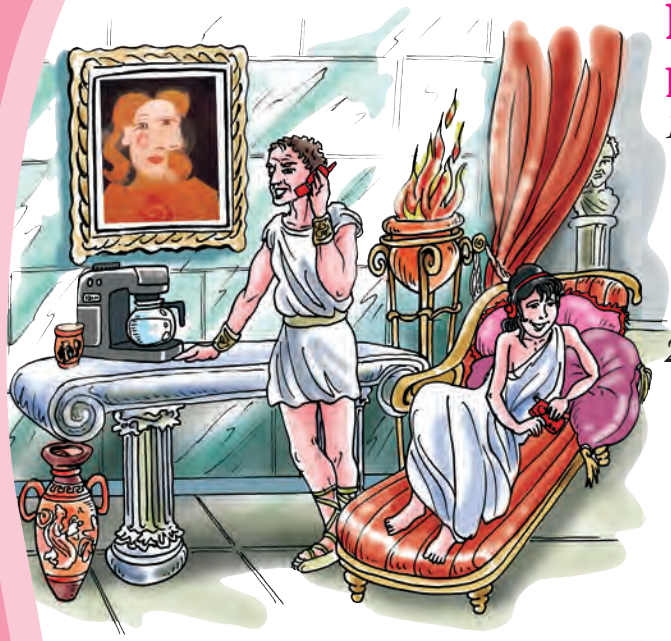
2. ROLE PLAY

Imagine you want to become a member of one of these organizations. Decide on an organization and ask your partner for information. Your partner can find information about the organisation on p.156 of this book to give you the information you need. Take it in turns to ask and give information about each charity.

Lesson 2

AIMS
- To listen for specific details
- To listen for phrases which express attitude

Listening & Speaking



Pre-listening 1

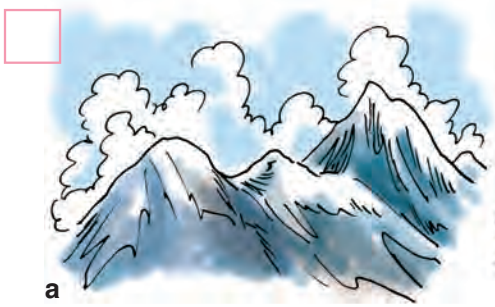
Lead-in

1. *Look at the picture taken from a historical film. In which historical period is the story? How do you know? Find unusual things in the picture and then compare your answers with your partner.*
2. *Do you know anything about a man called Spartacus? Read the Greek text in Appendix II (p.157) about the slave revolt in Ancient Rome and summarise it in English (relevant sites can be found on page 190).*

Task 1 - Listening for detail

a) Listen to the monologue about a historical film called *'Spartacus'*.

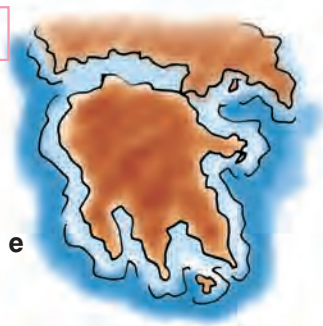
b) Put a number in the boxes beside each picture in the order they are mentioned.


a


b


c


d


e


f



Task 2 - The differences

In pairs, look at the picture and discuss what happened in this kind of place.

Listening 2 - Answer the questions

Listen to a dialogue between two friends discussing the film 'Spartacus' and answer the questions.

a. Did George like the film or not?
b. What was the film about?
c. What historical period did the film refer to?
d. Was the film exactly like the story in history?
e. How did Spartacus die?

Compare your answers with your partner.



Task 1 - The missing words

1. ***Listen to the dialogue again and complete these phrases with a missing word. Compare your answers with your partner and then read the listening text on p.155 to cross-check.***
2. ***Look at the phrases above and decide with your partner if they are positive or negative. Put a P beside the POSITIVE and N beside the NEGATIVE phrases.***

1. it wasn't _____ bad	☐
2. you must be _____	☐
3. I can't _____	☐
4. a bit _____	☐
5. far _____ long	☐
6. that's _____ stupid	☐
7. that's _____ wrong	☐
8. you're _____	☐

Task 2 - Extension: Using phrases from the listening

In pairs, use a suitable phrase from those in TASK 1 to respond to the following statements and questions.

Then, with your partner, recreate situations where you can use the responses from Task 1.

Example:
You and your parents went to a new Italian restaurant for dinner. When you met your friend he/she asked you how the food was:

A: Was the food any good?
B: It wasn't that bad!

1. Did you enjoy her biography?	☐
2. I saw 'The Fall of the Roman Empire' ten times!	☐
3. Constantine grew up in Troy.	☐
4. How long did the film last?	☐
5. What do you think of historical films?	☐
6. Was the lecture any good?	☐

Lesson 2





Task 3a - The play

Work in pairs: Use the following information to create a short dialogue between the two characters in the pictures.

- place: stadium
- event: Nika Revolt
- fact: Justinian wanted to leave Constantinople but Theodora persuaded him to stay as required by his role as Emperor.

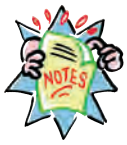
Task 3b

In pairs, imagine you have seen a play about the Nika Revolt. You can read more about it on the internet (a relevant site can be found on page 190). Write a review for your school magazine.
You can find useful material in Appendix II (Resource Material)

Task 4 - The research

Find as many films as you can about 'The Romans and Byzantium' and write the titles in your notebook.

The student with the most titles can consider himself or herself a very good researcher. Ask your teachers and use the internet to help your research.



Writing
Report writing

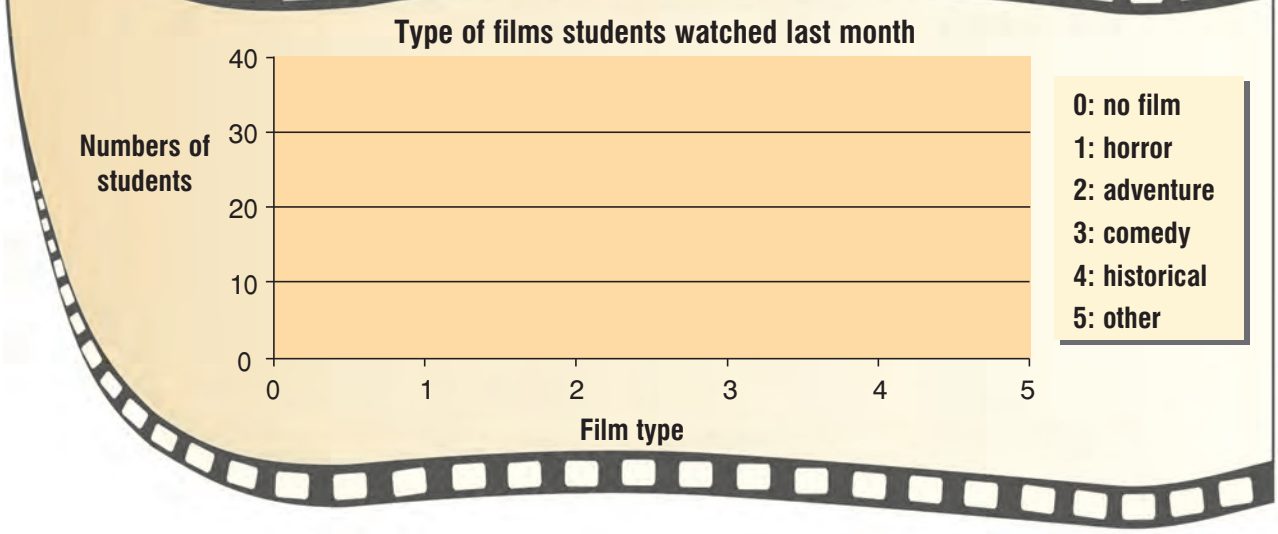
Your school council is organising a cinema night for the students of your class, but they don't know what kind of film to show.

Your job is to find out about the students' taste in films. You conduct a survey to find out about the films students saw recently.

Films		horror	adventure	comedy	historical	other
Number of students						
Opinion	very good					
	quite good					
	not good					
Main actor						

1. In pairs, go around the class and complete the chart.

2. Transfer the data from the chart to complete the graph below in order to show the relationship between the different kinds of films students watched.



3. Write a short report for the school council using the plan given below. Your aim is to report on the most popular kind of film and recommend which one you should see. Study the model below and use it to write your own report.

Films preferred

To: **The School Council**

Subject: **Films preferred**

I asked …… students in my class what films they saw last month and this is what I discovered.

Films seen:

…… saw …… films and they liked / disliked them very much. …… saw …… films but they didn't enjoy / and they enjoyed them.

…… students saw …… and said they thought they were quite good/ not bad/ terrible.

Main actors:

……

Conclusion:

Therefore, because …… liked …… films, I strongly believe that we should arrange to see a /an …… film.

4. How successful were you with your report? Ask your teacher to give you his/her opinion.

Lesson 3

A Show



Project work - A show

1. ***Your school wants to put on a show at the end of term. The theme is 'Famous people in history'. The show is called 'That was his/her life'.***
Your teacher will divide the class into groups of four. As a group, decide which person to have the show on; why he/she became famous, what were his/her talents, his/her special skills.
You might need to know:
- where the person was born;
- where the person lived as a child;
- where the person studied;
- what the person was like as a young man/woman;
- what kinds of things the person did which make him or her different.



2. ***Decide on different areas of responsibility for each member of the group:***

Student A can be responsible for collecting pictures and visuals and arranging the artwork.

Student B can be responsible for finding out about the person when they were young.

Student C can find out what great things the person did.

Student D can be responsible for presenting the information to the class.



Each group will present their report and the class members with the teacher will decide on which is the most interesting and well presented.

Use the fact file below to help you collect information about the person:

1. Full name _____
2. Place of birth _____
3. Childhood _____
4. Interests _____
5. Deeds _____



Activity A

Use the Past tense of the verbs on the left and match them with the nouns on the right to make phrases.

build	care of	.....
feed	their respects	.....
save	pneumonia	.....
make	her life	.....
take	lives	.....
ask	the hungry	.....
catch	centres	.....
spend	a difference	.....
pay	for permission	.....

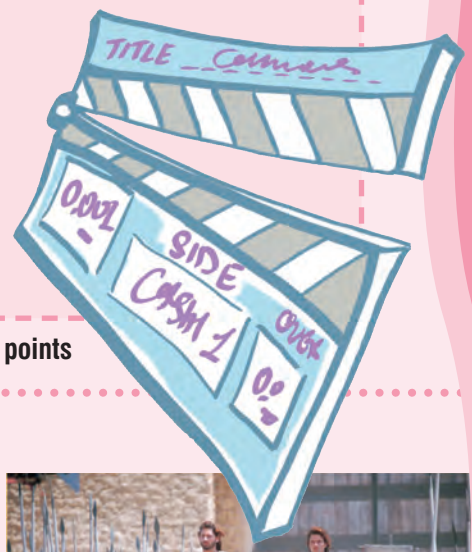
___/4.5 points

Activity B

Write a question (Q) for each of the following answers (A).

1. Q. _____
   A. Maria? She grew up in Bucharest.
2. Q. _____
   A. Yes, I think she did have a pet when she was young.
3. Q. _____
   A. She left her village at the age of fifteen.
4. Q. _____
   A. She became famous because she gave her life to the poor.
5. Q. _____
   A. She died in a plane crash.

___/2.5 points



Activity C

Decide on a historical film and report five differences between the film and the real facts. Ask your family members, friends and teachers in other subjects to help you. Also, you can find information about such differences on the internet site http://www.libraryspot.com/features/historyinfilm.html.



Self-evaluation

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

___/5 points

Activity D

Go on line to the internet site mentioned in Activity C and find the following information for the film Spartacus.

Stars _____

Director _____

Year of release _____

Producer _____

3 main Roman characters _____

___/2.5 points

Activity E

Read the text about Gandhi and put the verbs in parentheses into the correct past form.



Mahatma Gandhi 1.(be) ..... a political and spiritual leader of India. He 2.(want) ..... India to be free from England and he 3.(begin) ..... his campaign for India's freedom when he 4. (return) ..... from South Africa. Throughout his life he 5.(teach) ..... his followers that violence is wrong. He 6.(refuse) ..... to fight even when the British beat him on the ground. He was a student of Hindu philosophy and 7.(live) ..... a simple life. He 8.(make) ..... his own clothes and lived on a simple diet. He 9.(wear) ..... only the loincloth and shawl of the poorest members of society. He 10.(eat) ..... vegetables, fruit and goat's milk. On 30th January 1948, he 11.(die) ..... from a gunshot by a Hindu radical.

___/5.5 points

Now tick how well you can do the following:

		With difficulty	Quite well	Easily
✓	I can read a text and recognize time words or the way it is organized	☐ ☐	☐ ☐	☐ ☐
✓	I can listen to understand facts in a historical text	☐	☐	☐
✓	I can talk about different historical characters and about the kind of things they did to help people	☐	☐	☐
✓	I can write sentences using the Past Simple or a short report from data on a graph	☐ ☐	☐ ☐	☐ ☐

UNIT 3 Technology in our lives









Grammar:
Comparative and superlative adjectives
Relative clauses: *which, who, where, when*

Functions:
Talking about new technology and modern facilities

Vocabulary:
- shopping
- household gadgets and personal technology items
- quantity expressions

Learning strategies:
When I read a text, I try to...
- predict vocabulary by looking closely at the visuals in the unit

When I speak, I try to...
- recognise words which express opinion
- use set phrases to participate in a conversation
- use other people's opinion to make a decision

Lesson 1

AIMS
- To identify words to compare things
- To predict vocabulary
- To make students aware of the difference between fact and opinion
- To use the comparative and superlative.

Lead-in

1. Many people believe the phone was a good invention. What do you believe is the best invention? Why?

2. Look at the advertisements for three portable multimedia players. How are they different? Compare your ideas with your partner. Then, find the following information:

a. *Which has the biggest memory?*
b. *Which is the lightest?*
c. *Which two have longer lasting batteries?*
d. *Which has the best features?*







3. In pairs, read the description of each item and discuss the following: Why is C the most expensive? Which is the best buy? Why? Which has a better keyboard, A or B? Why? Why is C more expensive than A? Which has more features than the others?

4. We use CD for Compact Disc; GB means gigabyte; What do the following mean?

a) **SMS** _____ b) **MB** _____ c) **Mp3** _____
d) **DVD** _____ e) **www** _____ f) **e-mail** _____
g) **iPod** _____

Task 1

Read the statements below and then in pairs make similar statements about electronic items you have at home such as the television, the CD player, the video recorder, the mobile phone, the computer.

A is good but B is *better* and C is the *best*.
The batteries in A and B last *longer than* the battery in C.
B is *heavier than* A and C is *the heaviest.*
B is *more expensive than* A and C is *the most expensive*.
My phone is bad, but John's is *worse*, and Rena's is *the worst*. It doesn't work at all!



Grammar
Comparative and superlative adjectives

Look carefully at the example sentences in TASK 1 and in pairs complete the following grammar rules for the Comparative and Superlative forms.

You form the **comparative** by adding _____ to any one-syllable adjective. The following adjectives are exceptions to this rule:
- ***good*** becomes _____
- ***bad*** becomes _____

When the adjective is long (with two syllables or more) use _____ in front of the adjective.

To form superlative add _____ to any one syllable adjective at the end of the word. The following adjectives are exceptions to this rule:
- ***good*** becomes _____
- ***bad*** becomes _____

Any longer adjective (two syllables or more) use _____ in front of the word.
Usually we use _____ before the superlative adjective.

Task 2



Vocabulary

On a trip abroad, you went to an electronics shop at an international airport to buy an electronic item. You don't understand electronics jargon very well. Try to guess what the salesperson said and translate the words in bold italics into Greek. Then compare your answers with your partner. Write the meaning on the line provided.



a) I have got the iPod Nano. Which ***model*** do you want? _____

b) This ***mobile phone*** has got a video recorder. _____

c) When you buy two of the same product, you get a ***discount***. _____

d) You have to wait in the ***queue*** to pay. _____

e) If it's ***faulty***, you can take it to any shop in your country to replace it. _____

f) This stereo has a two-year ***guarantee*** and we repair it free of charge. _____

g) We sell a range of quality ***brand name*** products at reasonable prices. _____

h) We stock a variety of electronic ***gadgets***. _____

i) If it doesn't work, you can get a ***refund***. _____

Quiz: Let's buy it!

Reading

Do Part 1 of the following shopping quiz with your partner to find out who knows more about shopping. In order to find your score, give each answer a 1 point and each answer b 2 points. Check what the scores mean by looking at the scoring on page 29.

Compare your scores with your partner. Do you agree with the results of the quiz?

quiz quiz quiz quiz quiz QUIZ

What kind of shopper are you ?

Part 1

1 When you buy a new cell phone, you choose

a. A model which is better than your friend's
b. A model that isn't as expensive as your friend's

2 You believe that

a. Mobile phones are too expensive nowadays
b. Mobile phones are cheaper than a year ago

3 When something is faulty with something you bought, you

a. Feel too shy to go to the shop to complain
b. Go back to the store and ask for a refund

4 When shopping for something you really like, you

a. Ask for more discount than the shop is offering
b. Don't care how much it costs and buy it anyway

5 In a huge store, you

a. Queue up and wait your turn for someone to serve you
b. Push your way through to the front and ask for service

6 The last time you went shopping, what you bought was

a. The best model in the shop
b. The least expensive model in the shop

7 When buying presents for friends, you

a. Buy something because it has a brand name
b. Buy something which is not too expensive but looks okay

8 A family member gives you a new mobile phone which you do not like, you

a. Tell him it is wonderful
b. Take it back to the shop\and get it changed



9 When buying presents for family members, you

a. Buy the first thing you see
b. Spend a long time looking around



10 What is a good excuse for not buying your brother or sister a present

a. I didn't have enough money
b. What I wanted to get you was too expensive

Task 1

Tick the statements in PART 2 of the quiz that are TRUE for you. Are they TRUE for your partner too?

In pairs, read through the questions in PART 1 and the statements in PART 2 and explain to your partner the reason for your answers.

Task 2 - Comparison words

quiz quiz quiz quiz quiz QUIZ

Part 2 Tick the statements that you think are true

a. Cassette players are not as good as CD's.
b. Laptop computers are far too expensive for most young people to buy.
c. More people have mobile phones in Greece than in England.
d. I spend too much money on electronic goods.
e. I do not have enough time to play games on my computer.
f. Most high school kids don't know how to send an e-mail.
g. SMS messages are quicker than e-mails.
h. I know what SMS means.
i. Not so many people know what www means.
j. Watching television is a waste of time.



scoring

20 - 17 points
You are a very careful shopper and do not waste your money

16 - 13 points
You cannot live without electronic gadgets

12 - 8 points
You love shopping

7 - 3 points
You are not very good at shopping

1. *Circle the words in the quiz which compare size and number.*

   Compare your answers with your partner's.

2. *Think of three gadgets you have at home and compare them with three similar gadgets your partner has. Use the words you circled in the text to compare the gadgets.*

   Write your opinions in your notebook.

For example:
Is your... better/worse?
Was it more expensive?

Lesson 2



Listening &



Speaking

AIMS
- To listen for gist
- To listen for detail
- To recognise words which express opinion



Pre-listening

1. Look at the pictures of the electronic products above. Which countries produce these products?

2. Which do you think is the most useful for young people today?

Task 1 - Quiz

1. Your cousin got a new job with an electronics shop and she needs to become an expert in technology and its uses as soon as possible. Find out which of your classmates is the best to teach her.
Do the following quiz: Tick the facts about your knowledge of the different new technology items. You score a point for each one you tick.

I know how to:

☐	use a computer	☐	store addresses on mobile phones
☐	plug in a printer	☐	send SMS messages
☐	install a program	☐	change ink cartridges
☐	charge batteries	☐	copy images from phone to computer
☐	download music from the web	☐	copy images from internet
☐	log onto the internet	☐	find missed calls
☐	send e-mail messages	☐	download programs from internet
☐	copy files on a CD	☐	know what an mp3 is

Now, go around the class to find out who has the most points. Don't cheat!

2. Look at the pictures of the electronic items. Do you know what each one is? Discuss your ideas with your partner. Write down your ideas for each item.



Task 2a - Listen to the advertisements

Listen to the advertisement of each product and fill in the missing information on the chart below.

Product	Manufacturer	Model	Battery life	Price	Advantages
DVD Player					
Ipod					
Camera					
MP3					
MP3 Watch					

Task 2b - Listen again

a. Listen to the ads again. Choose the phrase which each speaker uses to make each item sound attractive.

Who says what?



Speaker **1**	☐	**a.** A truly valuable companion.
Speaker **2**	☐	**b.** The perfect item for all.
Speaker **3**	☐	**c.** An exciting new experience.
Speaker **4**	☐	**d.** A great buy at a really incredible price.
Speaker **5**	☐	**e.** The best you can buy at such a price.

b. Compare your answers with your partner.

Task 3

1. Look at the sketch of the boy. In pairs, find:

a) something that keeps him cool

b) something that he uses to play games

c) something that can help him at school

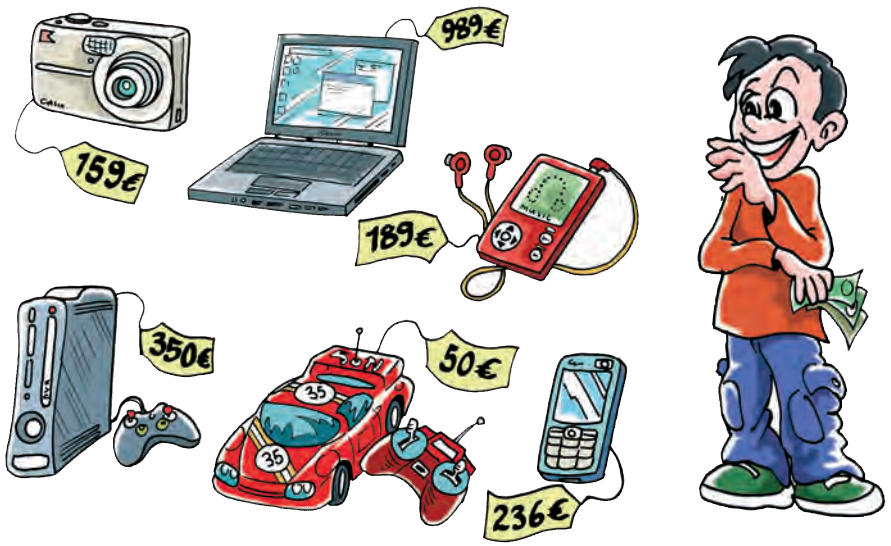
2. Decide with your partner what feature of the chair is most useful for a teenage student. Why?



Lesson 2

Task 4 - Speaking

You want to buy presents for your family. Look at the seven items in the photographs. With your partner, decide who to give each present to at Christmas. You only have €350 to spend. Try, as much as possible, to use the language given in the box below.



Suggestions:
How about... for...?
We could give...
Why not give...?
I think... would like the...
Has... got a...?
Well, what about the... for...?

Responses:
Hm... I'm not so sure, as she...
Ah yes, you're right!
Sure. She might like that.
I don't think so.
I think... would like...
Perhaps, but she...
Yes, that's not a bad idea!

Explain your choices for each. With your partner, make a list of the things you look for when you buy a new product.
Compare your answers with the rest of the class. Who's the 'smartest consumer' of all?

Writing

Pre-writing



Which electrical or electronic items might have the following problems?

- ✘ it doesn't start when you switch it on
- ✘ the sound from the speakers isn't very good
- ✘ the battery is always dead
- ✘ it stops with no reason
- ✘ the volume control doesn't work
- ✘ the screen/monitor is not clear
- ✘ it makes a noise when you turn it on
- ✘ the buttons stick
- ✘ the keyboard is very stiff
- ✘ the battery doesn't last long
- ✘ the hard drive crashes a lot

Task 1 - Writing a letter

1. In pairs, read the formal letter on the right. Decide why the person is writing:

- ✘ to say hello
- ✘ to ask for advice
- ✘ to complain

Dear Sir or Madam,

I recently bought a new DVD player which your assistant told me was the best on the market and excellent value for money. But when I brought it home and plugged it in, it didn't work. When I took it back to your shop, your assistant told me that there was no guarantee with this model and that there was nothing he could do. Obviously, I feel very angry with this situation and I would like an explanation.

I believe that it is your responsibility to refund my money or to replace the faulty DVD with a new one. I look forward to hearing from you.

Yours faithfully,
May Nicholls

2. In what order are the following points mentioned in the letter? Write 1, 2, 3 in the appropriate boxes.

Asking that the company does something about the problem ☐
Complaining and expressing feelings ☐
Explaining the situation ☐

Underline the expressions in the letter that the writer uses to complain.

3. How is a formal letter different from an e-mail? Discuss your answers in pairs. Use the information in the letter to write an e-mail. Compare your answers with your class.

4. Choose one of the problems in the PRE-WRITING activity and use the model letter to write an e-mail to complain about something you bought. Compare your letter with your partner. Does he/she feel your letter is good enough to get the manager to act?

Task 2 - Different lives

Look at the photographs below. Do you think life in this country is easier or more difficult than your life? Why? Why not? Why might a mobile-phone be a good present for someone who lives in this country?









Yuri is your pen-friend who lives in this country. Read his letter below to see what his problem is.

Dear Angelos,
Here are some photos of where I live. Although they are not very clear, I hope you like them.

In your last letter you suggested I buy my brother a mobile phone for his birthday but I don't know anything about them.

Can you help me please to decide which one to get him?

Best wishes,

Yuri.

Task 3 - Yuri's problem

Briefly discuss Yuri's problem with your partner.

Then decide which model of mobile phone you think is the best for him to buy.

Task 4 - Write a note

Write a short note to your pen-friend. Thank him for his letter and photographs and tell him why you think one cell-phone is better than another.

Start your note like this: Dear Yuri,
Thank you for ...

You can end your note with:
All the best for now,

Lesson 3 Making an advertisement

Project work - Make an advertisement

1. *An electronics company has asked your class to redesign some of their advertisements to make them more interesting and attractive for young people.*

   You must use the basic information about the items but write them to appeal to young readers/shoppers.

   You must decide which aspects of the product to include as you only have limited space.

2. ***Preparation***

   Work in groups of 4 and appoint an editor in each group. In your group choose some products and discuss the following questions to complete the chart.



New Advertisement

What product?				
Who for?				
What style?				
What theme?				
What photos?				
What words?				
What colours?				
What font?				

Use your notes to guide you to make an ad for one of these products.

3. ***Research***

   Look for similar ads in newspapers and magazines, on television or on the Internet. What techniques do they use to make the product attractive?

   List the techniques of persuasion and advertising used in the adverts. Which ads use the following:

   - music, humour, fame, guilt, stars, location, jingles, science
   - association of ideas; before and after, desires, needs.

4. ***The advertisement***

   Make your own advertisement using your notes and the findings from your research. When your advertisements are complete, decide as a class which is the most appealing.

5. ***Discuss with your partner the following question:***

Are adverts on TV more successful than adverts in magazines and newspapers? Why? Why not?

Activity A - Comparing electrical goods

Find out if the following are TRUE or FALSE. Look at a prospectus from an electronics shop, or ask your friends for their opinions.

	TRUE	FALSE
1. A DVD player can cost as much as an iPOD.		
2. A hard drive is bigger than a floppy.		
3. A computer keyboard is easier to use than a typewriter.		
4. A laptop is smaller than a notepad.		
5. The most expensive gadget is not always the best.		
6. Batteries in iPods last longer than batteries in mobiles.		

___/3 points

Activity B

Write five new facts about electronic gadgets. Then ask your partner if he/she thinks your facts are true or not. Ask him/her why.

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

___/2.5 points

Activity C

Complete the following conversation by choosing the correct phrase from the box.

Customer: I would like to see one of those new iPods please.
Sales Assistant: _____
Customer: Not really, just one that isn't too expensive.
Sales assistant: _____
Customer: Can you tell me something about it?
Sales Assistant: _____
Customer: Actually, I wanted something a bit better than that.
Sales Assistant: _____
Customer: Oh no, that's far too much. Maybe, I will leave it for a while.
Sales assistant: _____

- Okay, suit yourself. Bye.
- Oh, I see. Well, here's the cheapest model we have.
- How about this one? Only €350.
- Yes, sure. Any particular brand?
- Well, it plays music and that's about it.

___/2.5 points

Self-evaluation



Activity D

Match the solution to the problem with the computer. Look at the drawings and the text and match the solutions to the problems. Add one more problem that can happen with a computer system and find the solution.

Troubleshooting problems

1. The mouse doesn't move the cursor on the screen
2. When you type something, there is nothing on the screen.
3. You delete a file by mistake.
4. A message saying 'System Error' appears on the screen.
5. The printer doesn't print the document.
6. The cursor suddenly stops moving.
7. You can't save anything on the floppy disc.

Troubleshooting solutions

A. There is a software problem. Press Ctrl+Alt+Delete then End the task to close the program. Then try to move the cursor.
B. Check that the keyboard cable is connected to the computer.
C. The disk might be full or damaged.
D. Double-click the recycle bin icon. Select the file. Click on Menu and then click restore.
E. You might have no paper, or the paper is stuck. Check the paper and then check the connection.
F. Check that the mouse is connected properly.
G. Turn off the computer and then turn it on again. If it still doesn't work, install the program all over again.

___/7 points

Activity E

Complete the following questions with any suitable word or words from the Unit.

a. What is the …… gadget you have at home?
b. Do you think a digital camera is …… a camera with film?
c. Is the …… gadget always the ……?
d. Your phone cost €35. Is that the …… phone there is?
e. Which is ……; a CD or a DVD player?

___/5 points

Now tick how well you can do the following:

		With difficulty	Quite well	Easily
✓	I can read a text to select specific information	☐	☐	☐
✓	I can listen to dialogues to recognise attitude	☐	☐	☐
✓	I can take suggest and respond to ideas	☐	☐	☐
✓	I can write a letter to complain about a faulty item	☐	☐	☐

UNIT 4 Communication



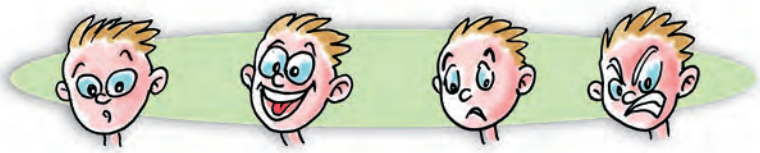


A.
Each picture tells a story. Can you tell which story is in each of them?
How do you know how each character feels? What do they use to show how they feel and think? Choose from one of the following:

a) 'head' language **b) 'eye' language** **c) body language**



B.
Make funny faces and ask your partner to say what you're thinking.



C.
Can you guess what the correct percentages for each of the following statements are? You can check your answers in the reading text on page 40.

7% 55% 38%

- ..... of our communication is through body language
- ..... of our meaning is through tone of voice
- ..... of our communication is through words



Grammar:
will, won't/ have to, don't have to/ should, shouldn't

Functions:
Using modal verbs to show promise, fact, threat, obligation, advice, suggestion

Vocabulary:
Body language

Learning strategies:
- I listen carefully to another speaker's intonation to understand what the purpose is
- I use visuals to help me make statements about people

When I learn new language,...
- I use mime to help me learn and remember new words
- I practise reading statements aloud to express different emotions

Lesson 1

AIMS

- To raise awareness of the importance of communication through body language
- To present and practise the modal verbs: will, won't have to, don't have, should, shouldn't.

Lead-in

Task 1

Do you ever judge people by the first impression you have of them? Is this a good or a bad way to judge people you don't know? Why?



Task 2

a. Look at the scene in the sketch. What is the relationship between the two people? How does the boy feel? How does the woman feel towards the boy? How do you know?



b. Now read the following statements and indicate if they show PROMISE, THREAT, OFFER, PREDICTION or FACT.

I'll tell your father if you do it again. _____

You know I'll always be there for you. _____

You'll have to start working seriously, for a change. _____

I'll help you if you want. _____

You'll fail if you don't study seriously. _____

Grammar



Task 1

Imagine yourself in the following situations. What do you say to your friend? Use the ideas in parentheses.

1. Your friend's phone doesn't work. (offer/ give yours)
2. Your friend is anxious you'll be late again. (promise/ be on time)
3. Your friend hasn't studied for the test tomorrow. (fact/ fail)
4. Your friend is a very good singer. (prediction/ become a star)
5. Your friend has shouted at you. (threat/ be angry/ do it again)

Task 2
Use 'should' or 'shouldn't'

Look at the picture. Find six things people should or shouldn't do in a cafeteria.



Task 3

Complete the dialogue with have to / don't have to.

A: Oh look! We …… to come to school on Monday.

B: Yes, but look at that! We …… to have lessons on Saturday.

A: No, you …… come for the lessons. Only if you want to.

B: I'll not be coming!

Pre-reading Task

Your friend Paula got a leaflet from a seminar she went to in Dublin recently. Look at the leaflet on the right and the ideas below to discuss in pairs what you will learn if you attend a seminar like this.

a) You will learn how to explain your problems
b) You will learn about the importance of smiling
c) You will learn how to describe a personal situation
d) You will learn the meaning of different hand movements
e) You will learn how to understand what someone means by the way they stand
f) You will learn the meaning of eye movement.

Do you want to know what "BODY LANGUAGE" is?
Do you want to learn how to communicate better with others?
Do you want to discover what's hidden behind gestures?

THEN THIS SEMINAR IS FOR YOU!

When: 25th November, 11:00 am
Where: Town Hall Seminar Room
Admission: **Free** to under 16 year- olds.

Lesson 1

BODY TALK

Reading

Read the extract from the leaflet to check for the answers to Task 2 on page 41 and then match the sketches to the body movement in the text. Compare your answers with your partner.













If you sometimes feel you do not explain yourself well, come to the local Town Hall next Saturday. You will learn how to become a better communicator. You will also learn to understand the way people use their body when they talk to you.

Communication goes on all the time, even when the people are not talking. It sounds amazing but did you know that nearly 55% of the way we communicate with others is through the way we use our body to show how we feel? This seems unbelievable but it is true. What do we do when the sun is in our eyes? We squint, and this shows that the situation is not very pleasant for us. When someone feels excited, their facial expressions are signs to show us. People can appear happy but they are in fact sad. When they are curious, they will stare at the person or object for some time. An angry look is when someone glares at you with that cold look. When we admire someone we gaze at him or her, and when you want to look at something quickly, you take a peep. People communicate with their body language. Most of us are not aware of it but we spend a lot of time trying to understand body language. In this course, you will learn to start thinking more about the meaning of a happy smile or an angry frown. We will show you what someone means when they **shrug their shoulders** to show that they don't care, or **nod their head** to agree, or **point their finger**. You will understand why people **raise their eyebrows**, **bite their lip** in anger or pain, **twist their face** when they are unhappy about something, or **squeeze their nose** at a bad smell, or **have their arms folded** when they listen to a teacher. We will teach you how to read the messages people give when they **clench their teeth,** when getting an injection, or when they clear their throat to get ready to talk to a group. These kinds of behaviour show how people feel. It seems unbelievable that only 7% of our communication is with words. The way we use these words through our tone and voice makes up another 38% of our communication tools. To show this in action in our course, you will practise watching people and learn to imagine their problems and their thoughts. To be a good communicator, you need to be a good reader of body language; to be able to get the message someone wants to send. All you need to do is watch! To be good at understanding the meaning of body language, you should watch the speaker carefully. You should show respect for the other person's point of view. You should use your own body to communicate your feelings and emotions too. The course begins at 11 am November 25th at the Town hall. Admission free to all students under 16.



http://changingminds.org/explanations/behaviors/body_language/mehrabian.htm

Task 1

Read the text again. Are these statements TRUE or FALSE? Circle your answer and then compare your answers with your partner.

1. We gaze at someone when we are angry. **T / F**
2. We frown when we are happy. **T / F**
3. The words we use are less important than our body language. **T / F**
4. The course will teach you how to clench your teeth. **T / F**
5. We shouldn't try to be better than the people we speak to. **T / F**

Task 2

Use the information in the text to complete the table on the right.

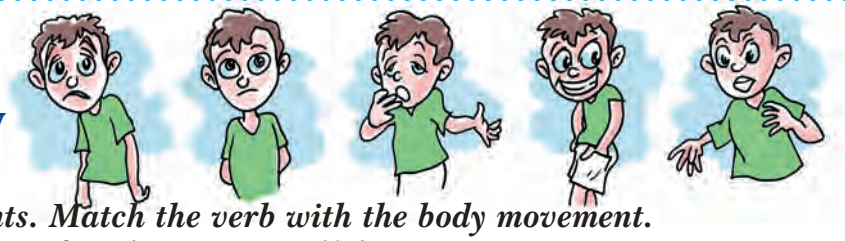
COMMUNICATION TOOLS	
body	%
words	%
other tools	%

Task 3

How many words showing feelings (e.g. excited) can you find in the text? In which situations do you feel this way?



Vocabulary



Task 1

Collocation - body movements. Match the verb with the body movement.

1. raise	a) the throat	2. nod	b) the nose
3. point	c) the eyebrows	4. squeeze	d) the teeth
5. bite	e) the arms	6. clench	f) the lip
7. clear	g) the finger	8. twist	h) the shoulders
9. fold	i) the head	10. shrug	j) the face

In groups of three, mime to your partners the action in task 1. Your partners will try to guess what the action means.

Task 2

a. In pairs, decide which word is correct to complete each sentence.

1. Yeuch! Tea with milk! That sounds ……
2. John ran all the way home and you can see he looks …… .
3. The children don't have to go to school today and they feel …… .
4. It seems …….. that he put out his tongue at the teacher.
5. The boy appeared …….. to hear that he was the winner.

disgusted
disgusting
tired
tiring
excited
exciting
shocked
shocking
surprised
surprising

b. Decide with your partner what kind of words these are: Are they NOUNS, ADVERBS or ADJECTIVES?
In pairs, circle the correct word to complete the rule below on how we should use the verbs in italics. The verbs 'sound', 'look', 'feel', 'seem', 'appear' take an ADVERB / ADJECTIVE.

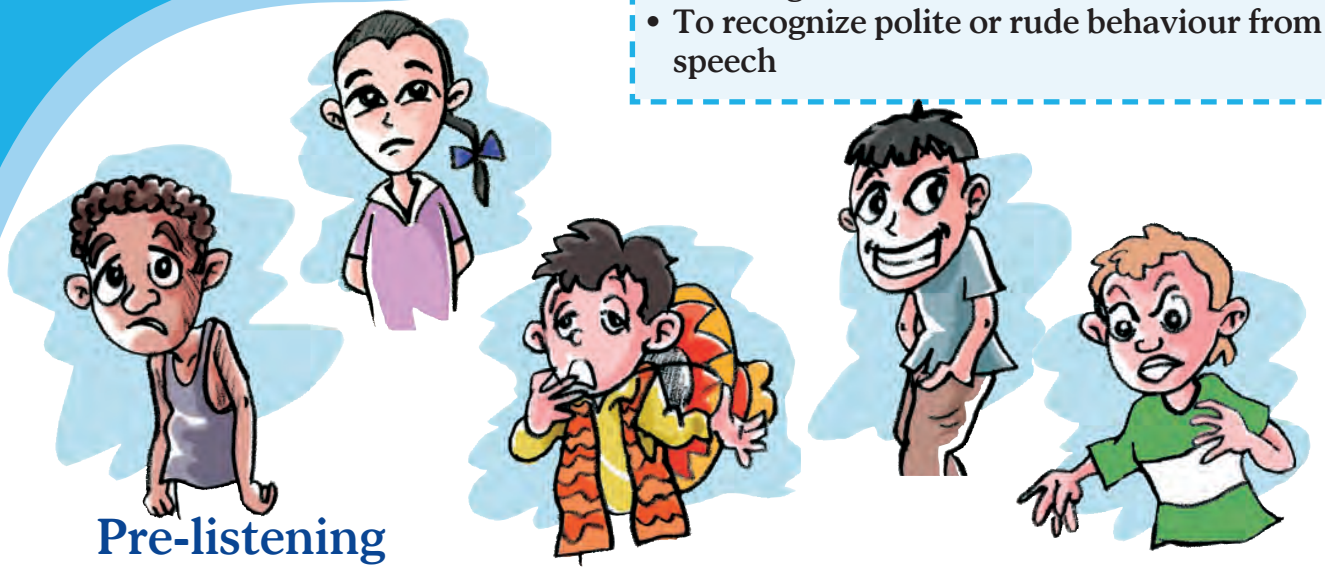
Task 3

How do you show the following emotions?
anger, fear, sadness, embarrassment, surprise, happiness
In pairs, think of two more emotions and show your partner your expressions. Show your partner what s/he did. How does your expression differ from your partner's? In pairs, discuss the differences or similarities.

Lesson 2

AIMS

- To recognise the use of intonation for meaning
- To recognize polite or rude behaviour from speech



Pre-listening

Look at the photographs of young people in different situations. In pairs, decide which scene shows you that one of the speakers is disappointed, apathetic, bored, guilty, jealous?



Listening



Task 1

Listen to the dialogue between two schoolmates and decide on answers for the questions.

1. How did Andy behave towards Clark?
   a) Andy failed to express himself clearly.
   b) Andy spoke too quickly.
   c) Andy didn't want to talk about it because he was angry or bored.

2. How did Clark feel?
   a) Clark felt sorry for Andy because he seemed bored.
   b) Clark wanted Andy to say more.
   c) Clark was unhappy that Andy liked the project.

3. How did Andy feel towards Clark?
   a) He had feelings of jealousy.
   b) He felt disappointed with Clark.
   c) He felt apathetic and didn't care about Clark.

Task 2

1. Listen to what Clark said to his mother after his meeting with Andy and decide what Clark thought about his chat with Andy.
   a) Andy didn't give him any details
   b) Andy was angry
   c) Andy didn't like Clark

2. What did Clark's mother tell him to do the next time?
   a) he should ask him questions
   b) he shouldn't hang out with Andy
   c) he should ignore Andy

3. Clark's mother felt that Andy was
   a) rude
   b) curious
   c) pleased



Speaking

Task 1

In pairs write one statement each and give it to your partner to read aloud in different ways to show different emotions.

Task 2

In pairs, discuss how you know when your best friend is: angry, afraid, sad, embarrassed, surprised, happy.

Task 3

In pairs, read the following situations and make a statement using will, won't, have to, don't have, should, shouldn't.

1. Your little brother is playing football in the sitting room.
2. Tomorrow is Saturday and there is no school.
3. You are ill and can't come to your friend's party on Saturday.
4. Your sister is sad because she hasn't enough money to go to the cinema.
5. Your friend didn't do his homework for school today.
6. Your friend broke the teacher's pen.

Task 5 - Role-play

Work in pairs. Think of a situation like the ones in Task 3 and tell your partner about it. Your partner then responds with a suitable answer using the words in italics below.

You/(s)he should(n't)...
I/We will...
You/(s)he'll...
I/you/(s)he will have to...
Don't worry! You/we don't have to...

Change roles and respond to your partner's situation.

Task 4a

Gestures in other cultures
What do the following gestures mean in a non-English speaking country?

- pressing the hands together and resting the head on the back of the hand?
- waving the hands flat up and down when someone sees a friend?
- taking the hand and making a circular movement over the stomach?

Task 4b

What do the gestures in the photographs from India, Turkey and Albania below mean?
In pairs decide on the country for each photograph.

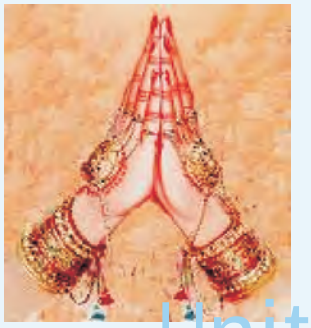
i.



ii.



iii.



Lesson 2

Dreams as Communication to Ourselves

Look at the photograph and the text below. Do you know anything about this man? Can you guess what a psycho-analyst does? Discuss as a class how a dream can be a message to ourselves.



Sigmund Freud (1856-1939) was a famous psycho-analyst who looked at the meaning of people's dreams. According to Freud, the analysis of dreams is an important tool in helping people to understand their lives. Freud also explained the dreams of people, who did not suffer from mental illness, in a psychoanalytic way. Today, many people use Freud's ideas to explain dreams to make people aware of how they feel and how to solve their anxieties.

Pre-writing

Years ago when people had dreams they looked at a Dream book to find out what the meaning was. Today, where can you find information about the meaning of dreams?

Task 1

Do you ever dream? Tell your partner about a dream you had recently.
What do you think your partner's dream means?



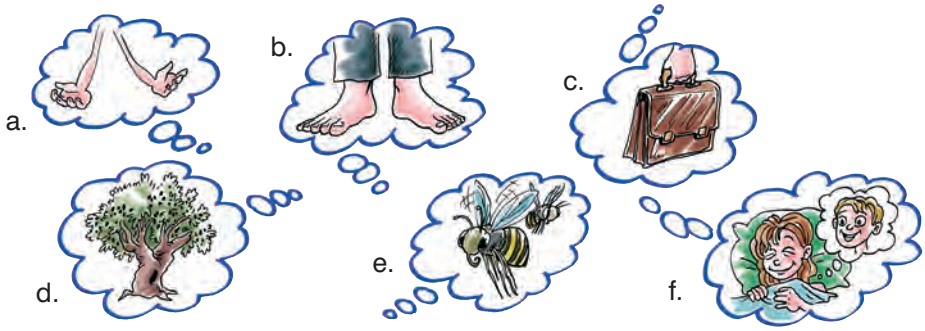
Task 2

Dreams are a form of communication with ourselves. What do your dreams mean? For example, last night you dreamed of a big fish.
What does that tell you?

Task 3

In pairs, match the sketches to the meaning of the dreams.

i) To dream of long arms means your friends will help you become rich.
ii) To dream that you are carrying a bag means that you will never be poor.
iii) To dream that you are not wearing shoes means that you will do well in your career.
iv) To dream of bees means that you will have a successful family life.
v) For a girl to dream of her brother, she will meet a new boy soon.
vi) To dream of olive trees means the person will have many children.



Task 4

Read the letters A, B, and C. Then, in pairs match the responses from Margie about what the dreams mean.

A. Letter A

Dear Margie, last night I had a dream that I went to school without brushing my teeth. I felt terrible because my breath wasn't fresh. What does this dream mean?

A. Letter B

Dear Margie, I usually have a dream where I am looking at myself in a mirror. My mum says that I have the dream because I think I am pretty. Help me please!

A. Letter C

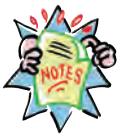
Dear Margie, I often have this terrible nightmare where I never have enough time to do my homework and I am afraid to go to school the next day. In my dream I decide to stay up late and finish the homework. It is true that I never manage to get all my homework done each night. Help!

Response 1
Dear Andrea, don't pay too much attention to the meaning of this dream. For sure you **don't have to** stay up late every night to do your homework. What I think you **have to** do, is to go to bed earlier and get up earlier, then you will have time for everything you want to do.

Response 2
Dear reader, first of all, you **shouldn't** worry too much about this dream. Lots of people have this dream all the time. You **should** think of this dream as a message to yourself to tell you to stop worrying about little things that are not really important.

Response 3
For a girl to dream of a mirror, it means she is shy and she is afraid her friends **will** see this side of her character. She is the kind of girl who **won't** talk about her secrets.





Task 5 - Writing

Write a short description of a dream you had recently. Exchange dreams with your partner and write what you think the dream means. Give your partner some advice (should, shouldn't, have to, don't have) about what to do about the things he or she dreamt about.





Lesson 3

Clothes and Communication

Clothes can be another form of communication

Lead in

In pairs, look at the words on the right and point to someone in the class that has or is wearing the items.

T-shirt	sweatshirt	earrings
makeup	plait	tracksuit
belt	necklace	bracelet
watch	chain	hairband
sandals	jeans	jacket
beads	wrist-band	head-dress

Task

Look at the short text below. In pairs decide which photograph the text refers to. What do the things the people wear say about them?





In one of the pictures there is a Japanese girl. Which one? Why? What has the girl got in common with the African girl?

Traditional dress and ornaments are very important for members of the Turkana tribe in Kenya. The things she wears show a lot about her status. The traditional hairstyle for a woman is a braided Mohawk.

Reading text adapted from the site:
http://changingminds.org/explanations/behaviors/body_language/mehrabian.htm





What similarities do you see in the things people wear in different parts of the world and what some people wear in Greece?

Look around the class to see what kinds of things people wear that tell you about them.

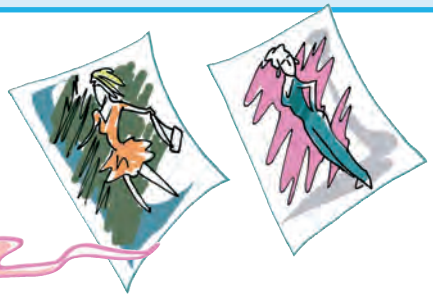
Project: Make your own clothes

The clothes and accessories we wear tell others things about us. In groups of three, design an outfit for a 13-year-old school student for a fashion magazine. Your teacher will judge the best outfit to send to the magazine.



Steps to follow:

1. Decide with your partners what items of clothing to design
2. Sketch the item on a long piece of paper (1 or 2m x 0.5m) or newspaper to create the clothes in real-life dimensions
3. Cut out the item and colour it
4. Choose a model to wear the outfit you created and show it to your teacher.





Activity A

Complete the sentences with the correct modal verb : will / won't, should / shouldn't, have to / don't have to.

a) Don't worry! I …….. be on time for the game.
b) Do I …….. do all these exercises tonight?
c) You …….. shout at your little sister. It's wrong!
d) You will help me with my mathematics homework, …….. you?
e) Because you have no school tomorrow, you …….. go to bed early tonight.
f) Jim wants to become a scientist, so he …….. study hard at school.

___/6 points

Activity B

Complete the sentences with the right expression.

shrug shoulders	clench a fist	bite a lip	raise eyebrows
fold arms	point a finger		

a) When I asked her who broke the window, she …….. at Jim.
b) Nobody knew the answer and they all …….. .
c) He was so angry that he …….. and wanted to punch someone.
d) The children sat down at their desks and …….. .
e) I saw that she was nervous. She …….. .
f) When the teacher asked him for money, he …….. in surprise.



___/3 points

Activity C

Complete the statements with one of the following verbs of looking.

gaze	stare	squint	peep	glare

i) Don't …….. at her. She will feel embarrassed.
ii) You don't have to …….. . Here, use my sunglasses.
iii) Can I have a …….. at what you have in your bag?
iv) Susan was so angry and we knew it from the …….. in her eyes.
v) Dan was in another world and he sat …….. out the window.



___/2.5 points

Activity D

Tick the box beside the different meanings this statement can have "I'll be there tomorrow"

offer ☐ **promise** ☐ **advice** ☐ **threat** ☐ **prediction** ☐

___/2.5 points

Self-evaluation



Activity E

Complete the statements by using words from the box.

terrible, nightmare, communicate, suit, facial, promised

1. That dress doesn't …… you. You should wear a lighter one.
2. I had a …….. last night and dreamed that my teacher lived in the same house as me.
3. Jim …… to help me clean up our garden next Monday.
4. Our …….. expressions tell people what we are thinking.
5. People use their body, voice and eyes to …… with others.
6. It is difficult to hide it when you feel …… .

___/3 points

Activity F

Match the people to their body language and the clothes they are wearing.

1. She is wearing a tracksuit and a pair of athletic shoes. She has a big smile on her face.
2. He is wearing an old T-shirt and jeans. He is holding his head in his hands.
3. S/he is wearing a hairband and has got lovely hair. Her hand is up to her mouth and she seems to be looking into the distance.

a) s/he is thinking about something

b) s/he is very relaxed and easy going

c) s/he is very worried about something

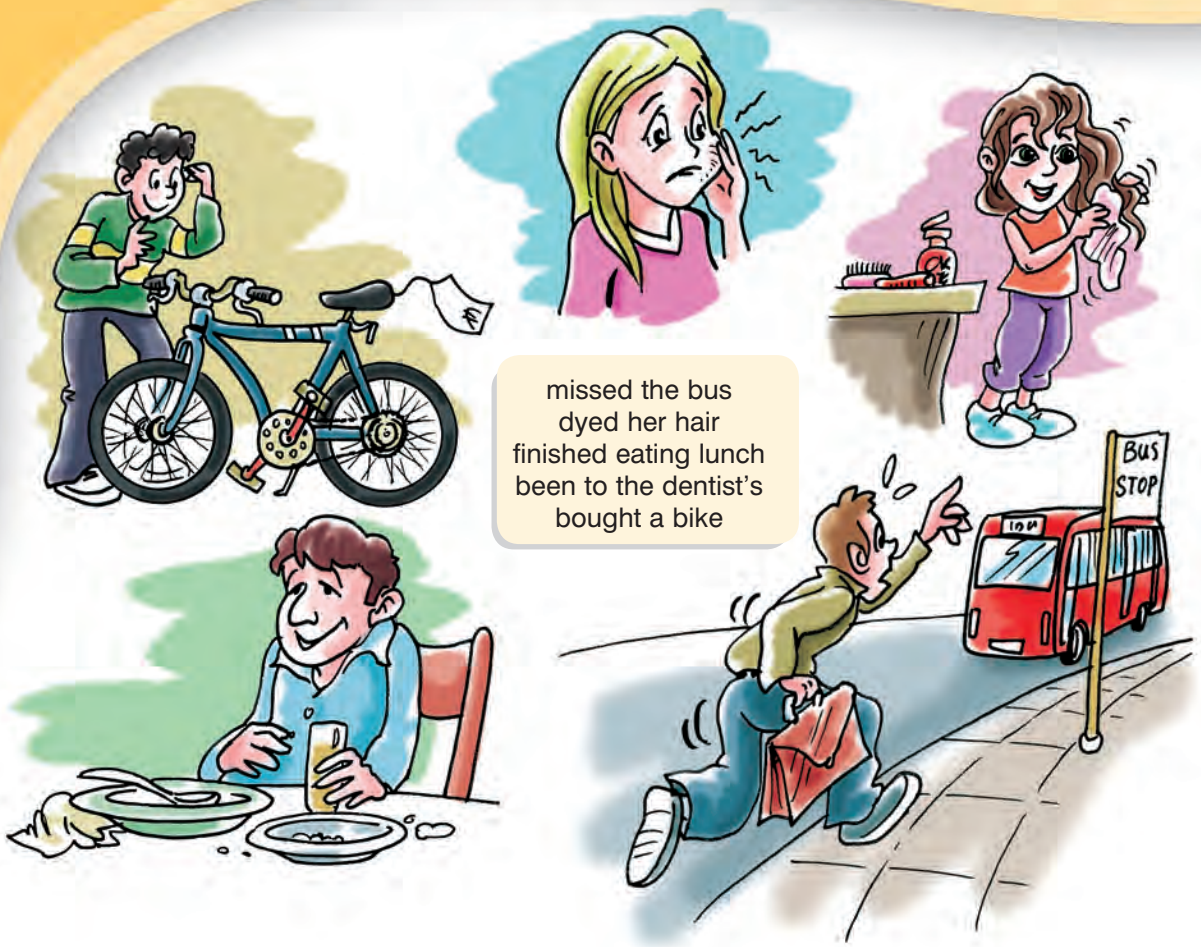
1. __ 2. __ 3. __

___/3 points

Now tick how well you can do the following:

	With difficulty	Quite well	Easily
✓ I can read a text and match the ideas to sketches	☐	☐	☐
✓ I can listen to a dialogue and understand how the speaker feels	☐	☐	☐
✓ I can say something in English and change my intonation to mean different things	☐	☐	☐
✓ I can write a short description of a dream	☐	☐	☐

UNIT 5 Change and experience



In pairs, look at the sketches and make the statements about each using the endings given in the box.

Grammar:
Present Perfect vs. Past Simple
Present Perfect for experiences and changes
'have been' vs. 'have gone'

Functions:
Expressing experience and description of change

Vocabulary:
Travel and holidays; museums; lexical phrases.

Learning strategies:
When I read a text in English ....

- I read all the text quickly to get the general idea
- I do not try to understand every word
- I use any visual support to help me guess what the text is about
- I use what I know in Greek about the topic to help me understand the text.

Lesson 1

Everyday experiences

Lead-in

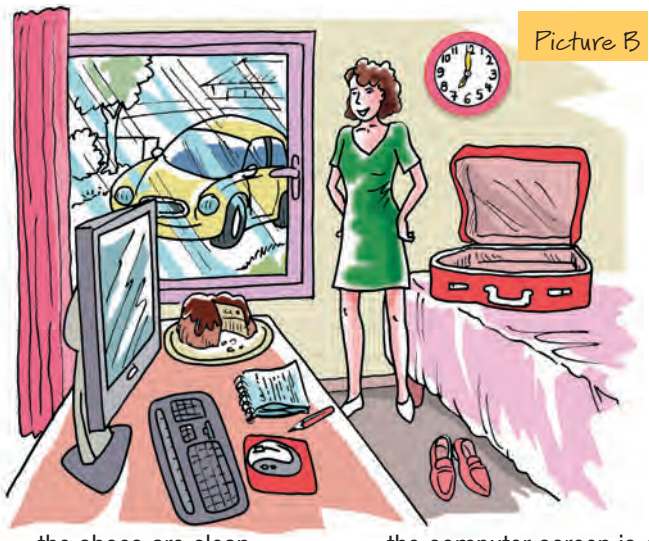
AIMS

- To introduce the form of Present Perfect
- to raise awareness of the difference between ''have been' and 'have gone'

Rose is getting ready to go away on a trip. She has had different things to do before she leaves at 7 o'clock. It is now 7 pm. Look at pictures A and B below and circle the things she has managed to do since 2 pm in picture B.



- the shoes are dirty
- her hair is long
- the suitcase is open and empty
- there is a full cake
- the computer screen is on
- the window is open
- a notepad on the desk is blank
- her dirty car is outside the window



- the shoes are clean
- her hair is short
- the suitcase is still empty
- the cake has a couple of pieces missing
- the computer screen is off
- the window is closed
- a notepad on the desk with a message
- her car is clean

Task 1

A. A game: Find the differences in the pictures A and B above.

B. Look again at Picture B. Match the two parts of each of the sentences below.

a.	She has cleaned	her computer
b.	She has cut	a note to Thanos
c.	She hasn't packed	her car
d.	She has eaten	her suitcase yet
e.	She has turned off	her shoes
f.	She hasn't closed	her hair
g.	She has written	some cake
h.	She has washed	the window yet

Compare your answers with your partner.



Task 2

Use the verbs in the note on the fridge door and write about things that you have already done or haven't done yet today.

Examples: I have already eaten lunch.
I haven't eaten lunch yet. It's only 11 am.

Task 3 Cultural experiences

Read the following sentences to decide where the speaker is in each case at the moment she is speaking. Where is your friend now? Which words tells you the answer?



a. "I have been to Rhodes but I prefer it here in Thessaloniki".

b. "Here I am at home, but my friend has gone to Santorini and I miss him".



have/has been to = *someone has been somewhere but they have returned*
have/has gone to = *someone has gone somewhere and they have not returned*

The Present Perfect has two parts:
have/has + past participle (affirmative); **have/has not + past participle** (negative); **Have/has... + past participle...?** (interrogative)

Circle the correct word in *italics* to complete the rules:

i. Words like **been, broken, eaten, had, lost, been, made, taken, found, given, heard, seen**, are ***regular/irregular*** **past participles**.

ii. Words which end in '**ed**' or '**d**' like walk**ed**, arriv**ed**, decid**ed**, us**ed**, studi**ed**, play**ed**, help**ed**, are ***regular/irregular*** **past participles**.

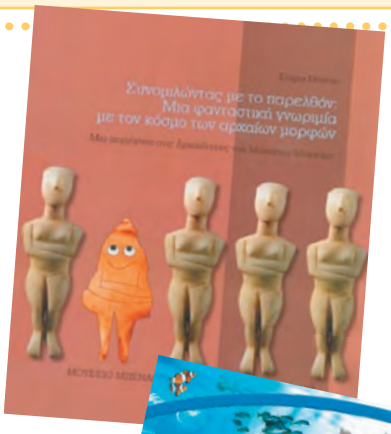
Pre-reading

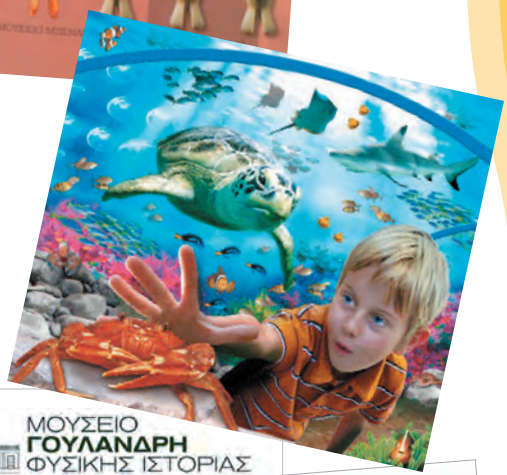
Task 4

Your pen-pal Paul is coming to Greece on a school trip to visit museums and galleries and learn about the Greek culture. He has asked for your suggestions.

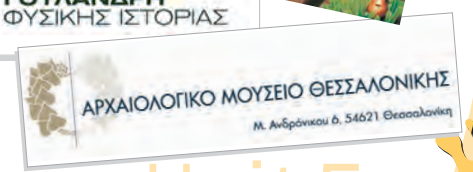
With your partner, look at the leaflets on the right and use the words in the box to discuss what Paul and his schoolmates can see there.

artifacts	**treasure**	**documents**
gallery	**paintings**	**collection**
jewellery	**displays**	**fossils**
exhibits	**souvenirs**	**minerals**
clothes	**photographs**	**coins**









Task 5 - Mini Project

You have decided to visit the Goulandris Museum of Natural History with Paul. Write him a note saying what you can see there.

Visit its site on the internet at http://www.gnhm.gr/MuseumSelect.aspx?lang=en-US.

Lesson 1

Task 6
Reading

a) Look at the pictures. They are from different kinds of museums. In pairs, find a museum for the following:

i) machines **ii) archaeology** **iii) nature**

Would you like to visit any of these museums? Why? Why not?

a. 

b. 

c. 

b) Read quickly through the texts in the leaflets below and match one of the pictures to the texts. Say which text mentions:

a. a Greek artist **b. a Russian Tsar** **c. a place to have a drink** **d. the price of a ticket**

This magnificent building houses important collections of minerals and fossils, natural history, eastern art, world wildlife, archeology galleries of works of art. In the past we exhibited great masters like El Greco.
The museum shop stocks a wide range of souvenirs and gifts, and the café offers refreshments in a beautiful environment.

Open: daily 10am -5pm, Schools FREE

Tel: 0117 922 3571
Website: www.bristol-city.gov.uk/museums
Email: general_museum@bristol-city.gov.uk

Access: Lifts to some floors; not art galleries or first floor displays. Ground floor toilet. Wheelchairs available.

Dazzling treasures of fantastic beauty from one of the world's most famous museums are on display to mark the 300th anniversary of Peter the Great's visit to England at the age of 25. This is the first time that all the Kremlin artifacts have come to London.
Focusing on the 17th and 18th centuries, the exhibition covers one of the most brilliant periods in the development of Russian art and works of silver and gold. Coins from the period are also on show.
Admission is included in the price of a ticket to the Tower of London. Tickets bought two days in advance are £1.20 cheaper than normal.

Task 7 - Comprehension

Work in pairs. Read one of the leaflets and your partner will read the other. Ask each other questions.

a) Why is Bristol a good museum for people with physical difficulties?
b) Which museum has shown works by a Greek painter?
c) What has never happened to the Kremlin works of art before?
d) How much cheaper is the ticket when you buy it before going to the Kremlin exhibition?

Task 8

Read the two postcards in pairs, and find an example of change in each.

Postcard 1

ENGLAND



Dear Thanassis,

I am having a great time here with my brother in the west of England. I think it is the most interesting place I have ever visited. As you know, Stephanos is at university here and so I am staying with him. He has been here for three years and he says the town is not the same since he first arrived here and things have changed. He says that when he first came here it was difficult to get around but over the years that has changed and now they have started new bus routes. As for my news, so far, I have been to the local museum and have learned a lot of things about natural history and wild animals. The paintings in the different rooms were wonderful too. And it didn't cost anything either! After walking around all the galleries, I had a soft drink and a snack. That was good too. I haven't bought any souvenirs yet, but perhaps I will get some tomorrow. Anyway, that's about all for now.

All the best,

Paris.

Task 9

In pairs, circle the different changes in each postcard. Then use two of the changes as examples to tell your partner about changes you have seen.

For example: They have started a new bus route in our area.

Postcard 2

LONDON



Dear Maria, I have just been to an amazing exhibition in the Tower of London. The curators of the museum have built a new room only for this exhibition. In fact, I have never seen anything like it before. It is full of all kinds of objects and statues. This is the first time these objects have been outside Russia until now. The exhibition includes priceless objects used in military processions. One of these is the Tzar's Jerico Cap (helmet), which is richly decorated with gold, silver and precious stones. It is exactly as it was when the Tsar wore it and nothing has changed. Admission is included in the price of a ticket to the Tower of London, so it's a good deal. Because I didn't want to queue up for ages, I bought the ticket in advance from the Underground tube station. I saved myself £1.50 by doing this. Anyway, I must go. Speak to you soon!

Gerasimos.

Task 10



Vocabulary

Complete the statements with a suitable expression:

for ages	as you know
in fact	all the best
that's about all	as for
for now	

a. ……, I have never been to the Acropolis museum.

b. Simon has visited Paris but …… his brother, I don't know.

c. I have nothing left to say so …… .

d. Let's go home. I have seen enough of this gallery …… .

e. It has been good to talk to you. …… .

f. Irene has never wanted to go to Paris. …… she dislikes France.

g. We haven't been to a museum …… .

Lesson 2

AIMS
- To listen in order to check information
- To provide practice in writing about experiences



Pre-Listening

A. In pairs, find examples in the reading texts of a present situation that has something to do with a past action or situation.

B. Match the two parts of each sentence.

i)	He has been to many places	so her album is almost full.
ii)	The student has lived in London	so she can't go abroad.
iii)	Dimitra has lost her passport	so he can speak English well.
iv)	Stella has taken lots of photographs	so he is very interesting.

Grammar rules

Look for the words 'for' and 'since' in the postcards opposite, and complete the Grammar rules below.

We use **ago** with the Simple Past to refer to a specific time in the past.

We use _____ with the Present Perfect to refer to a period of time.

We use _____ with the Present Perfect to refer to a specific time in the past.

Task 1 - Changes

In pairs, find the answers to the following questions about changes in your partner's life and in the area where you both live.

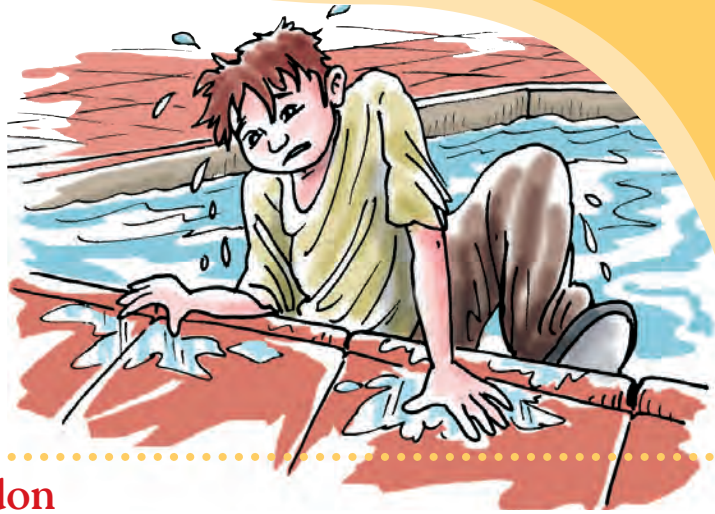
a) Has anyone built a new block of flats recently?
b) What new shops have opened in the last few months?
c) Have your parents changed anything in the house in recent months?
d) Have you bought any new clothes recently?
e) Have you bought any new gadgets in the last few months?
f) How did these changes affect your life?



Task 2

Look at the cartoon. What has just happened? How do you think this happened?

Now, tell your partner about a bad experience that you once had. Decide whose experience was worse.



Task 3 - Moving around London

A. With your partner, find these places on the map. Pick one and find out more information about this place. Use the internet and encyclopaedias. Which of them has something to do with Greece?

Trafalgar Square	☐
Tower Bridge	☐
Big Ben	☐
St Paul's Cathedral	☐
Statue of Eros	☐
Greenwich	☐
The London Eye	☐
HMS Belfast	☐
Tower of London	☐
Harrod's	☐
Buckingham Palace	☐
Madam Tussaud's	☐





B. Listen to a telephone conversation between two friends. One is telling the other what he has done in London on his trip there.

Put numbers in the boxes for each of the places you hear mentioned in the conversation.

C. Mark on the map which places Antonis has already visited ☑ and which ones he hasn't visited yet ☒.

Lesson 2



Speaking - Talking about your experiences

Task 1

A. Go round the class and ask the students questions to find someone who... Write the student's name in the space provided. Use the Past Simple with 'did' to ask the second question.

1. has visited Kastelorizo.	Name.....	When_____?
2. has bought a souvenir on holiday.	Name.....	How much _____?
3. has taken photographs of a famous site.	Name.....	Which _____?
4. has eaten foreign food.	Name.....	Where_____?
5. has lost something recently.	Name.....	What_____?

B. Report to the class what you have found out about some of your classmates.

Task 2

In pairs, ask each other questions using the pictures on the right and the prompts below. The possible answers are:

Yes, I have. or **No, I haven't.**
Yes, s/he has. or **No, s/he hasn't.**
If the answer is **"Yes"**, say **"when"**.

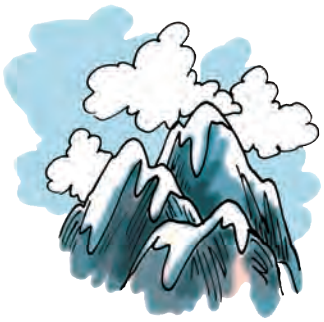
Example:
-Have you ever lost any money?
-Yes, I have. I lost 2 Euros last week.

a. ...you / walk...?
b. ...family member / eat...?
c. ...your friend / be to...?
d. ...you / play...?
e. ...you / see...?
f. ...you / hear...?
g. ...you / climb...?















Writing

Task 1

Before you read the postcard below, discuss these questions:
Why do people send postcards? What kinds of information do they include?

Task 2

Look at the expressions on the right. In pairs, tick which expressions you might find in a postcard to a friend?

Let me start with...	☐	What's up?	☐
To the best of my knowledge...	☐	How are you doing?	☐
It has rained every day...	☐	I bought you something yesterday...	☐
Hope to see you soon.	☐	Sorry I haven't written for so long...	☐
Bless you!	☐	Wish you were here...	☐
That's all for now...	☐	Could you pass me the salt, please?	☐
It seems so long since we met...	☐		

Task 3

Your English-speaking friends are on a European tour and have just come to Athens. Read their postcard to their friend Donna; find and correct the grammatical mistakes they've made.

GREECE

Dear Donna,

We just arrived in Athens but we haven't gone to the Acropolis yet. We have been to the Acropolis Museum though. It was full of works of art from all over Greece and I must say, we have had a great time there. In fact, everything seems lovely here and the sun makes it even better. The receptionist in the hotel says that the weather was very good recently and everyone hopes it stays that way. As for other news, I have heard that a new adventure park has just opened outside Athens, and perhaps we will go there later this week. By the way, I have bought some souvenirs when I was at the museum, so you can expect a gift when I get back home. After Athens we'll visit some other countries in Europe.

Love, Erica and Gerhard

Task 4

You are on holiday and have taken these photos. Use some of them to make your own postcard to send to your friend. Tell your friend about your experiences: write about the places you have been to, what you have seen, what you have done, what you have bought so far and anything else you want to say.
Remember to finish the postcard in a suitable way.



.....

.....

.....

.....

.....

Lesson 3 Famous people

Mediation

Your English-speaking friend wants to learn about El Greco and you have heard that they are making a new film about him. You have found this text from a newspaper. Use the information to write a short e-mail or note to your friend about the film.

Ξεκίνησαν τη Δευτέρα τα γυρίσματα της πολυαναμενόμενης ταινίας **EL GRECO** του **Γιάννη Σμαραγδή** πάνω στη ζωή και το έργο του οικουμενικού Κρήτα ζωγράφου **Δομήνικου Θεοτοκόπουλου**. Στο Ηράκλειο της Κρήτης -απ' όπου άρχισαν τα γυρίσματα- στο παλαιό τμήμα της πόλης, το ενετικό φρούριο Κούλε και η προβλήτα του παλιού λιμανιού "μεταμορφώθηκαν" για τις ανάγκες της ταινίας και μαζί με τα άγρια βουνά της Κρήτης θα αποτελέσουν τους φυσικούς χώρους όπου θα γίνουν τα γυρίσματα της υπερπαραγωγής.

Project - Famous people

A) In groups of three, look at the leaflet and pictures below. Who is the person in the leaflet? What can you tell about this person from the objects in the pictures?





B) The 6 wives of Henry VIII: Divorced, beheaded, died, survived. Put the wives in the correct order. Use the internet or ask your History teacher.

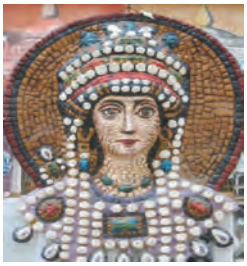
C) Famous Women in History: a Biography

Find information about one of the women on the right -or any other famous woman in history- and use it to write a short report about their lives and their role in history.

Steps to follow:

1) *Decide on the person you want to write about*
2) *Find information about the person (from your History books, your teacher, on the internet, etc.) and make notes*
3) *Compare your notes as a group*
4) *Write the biography of the woman and present it to the class.*







Irene the Athenian **Bouboulina** **Theodora**
Jeanne d'Arc **Marie Curie** **Mother Theresa**

Activity A

Complete the following sentences using have/has/haven't/hasn't + past participle.

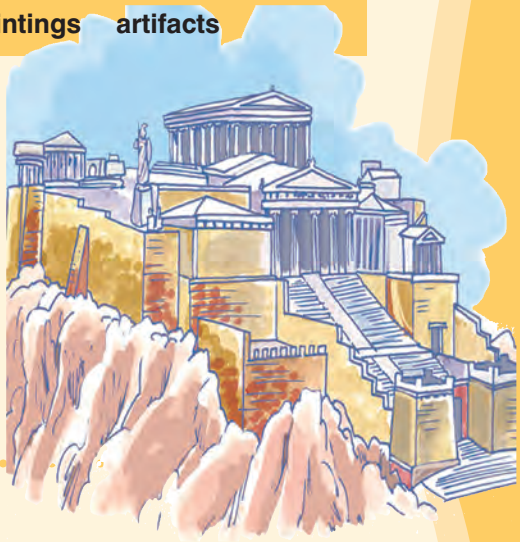
1. Thousands of tourists ……Greece in the past few years.
2. How long …… you …… the girl from Santorini?
3. My friend Thanassis …… many Greek islands.
4. Simon …… any photographs of his cousins in Karditsa.
5. We …… to a little village near Patras but not to the city itself.
6. Has …… ever …… a dolphin jumping out of the water?
7. My best friend Eugenia …… to visit her cousin in America and I miss her.
8. ..... you …… something silly while you were on holiday?

___/4 points

Activity B

Complete the postcard about a visit to the Acropolis Museum in Athens. There are two words you do not need to use.

statues **treasures** **fossils** **coins** **souvenirs** **paintings** **artifacts**



Dear Christine,

I have just been to the Acropolis museum and liked it very much. There are so many …… to see. For example, there are metal ……, which Athenians used for eating; there are gold …… which they used for money, and lots of amazing …… of Greek Gods and Goddesses. Oh, by the way, I have bought some …… from the gift shop.

Speak to you soon, Henrietta.

___/2.5 points

Activity C

a) Look at the following groups of words. Which preposition is missing?

collection ... ***works ... art*** ***development ...*** ***Tower ... London*** ***at the age ...***

b) Put the phrases into the sentences below.

1. There is a huge …… statues in the Parthenon Museum.
2. The …… was used as a prison for Henry's wives.
3. The Tsar visited London …… 25.
4. The Hermitage Museum houses …… from all over the world.
5. The exhibition shows the …… the culture of the country.

___/2.5 points

Self-evaluation

Activity D

Read the text below and complete the gaps with the correct form of the verb in parentheses.

The Greek island of Crete **1**.(become) …… a popular tourist destination in recent years. Many foreigners **2**.(discover)…… the wonders of this island and go back year after year. The Minoans first **3**.(inhabit) …… this island around 2500 years ago, and people **4**.(live) …… there ever since. It was in 1878 that Minos Kalokairinos **5**.(discover) …… two of the palace storerooms but the Turkish owners of the land **6**.(make) …… him stop digging. It wasn't until 1900 that the Minoan civilization **7**.(become) …… famous when Sir Arthur Evans excavated the site of a Minoan palace near Heracleon. The Palace today is different from what it was when Evans excavated it. The people who have restored it **8**.(use) …… materials that had nothing to do with the Minoan civilization. This method of restoration **9**.(receive) …… criticism from many Greek archaeologists, but it **10**.(help) …… many visitors who come to see the palace to understand the Minoan civilization.

___/5 points

Activity E

Complete the expressions with one of the words in the box.

1. To the best of my ……., Andreas has never seen the pyramids.
2. My dear friend Mary, it all seems so long since we last …… .
3. Don't forget, we …… to see you here soon!
4. We are having a wonderful time. I …… you were here!
5. Dear Markos, Sorry, I …… written for so long.
6. Hi! How are you ……?

hope
met
haven't
wish
doing
knowledge

___/6 points

Now tick how well you can do the following:

		With difficulty	Quite well	Easily
✓	I can read a postcard to understand how nice a place is	☐	☐	☐
✓	I can listen to check for correct information	☐	☐	☐
✓	I can talk about my experiences and changes	☐	☐	☐
✓	I can write a postcard to describe holiday experiences	☐	☐	☐

UNIT 6 What a waste!



These children from around the world want to know some things about waste and the environment. Try to guess the answers to their questions.
You can check the answers by doing the first Grammar activity on page 63.

Grammar:
Zero conditional, First conditional
Unless + first conditional = if not

Functions:
Stating a fact;
making statements about possible future situations

Vocabulary:
Pollutants, waste and recycling

Learning strategies:
When I study a written text, I...
- use my world knowledge to guess facts
- read texts in Greek to help me understand the concepts of the topic in the unit
- use the grammar in the lesson to test hypotheses
- use it for ideas to make my own suggestions.

Lesson 1

AIMS

- To teach the first and zero conditionals
- To teach 'unless'
- To predict key points of information in a text
- To find solutions in a text

Lead-in Task 1

What kinds of things do you and your family throw away? Write down six things and then compare your answers with your partner. Who do you think throws away the most rubbish in your family? Why do they do this? Discuss your ideas with your partner.

Look at the words in the box. How many of these items have you got on your list?

old tyres	boots	traffic cones	dolls	plastic bags	magazines
cans	bottles	umbrellas	old pieces of wood		plastic containers

1. *Where do you and your family put the old things that you don't use anymore?*
2. *How do you feel when you see litter like old cans, bottles, plastic and paper, on beaches and in the countryside? Why?*
3. *What do you do if you see someone dropping litter in the street or on the beach?*

Task 2

Look at the picture below. In pairs, find ten examples of things that people throw away in public places like rivers.

Make a list of the consequences from this behaviour.

Use the Internet to find examples of rivers which suffer from this kind of behaviour.

What a load of rubbish!



Grammar

Zero conditional

Look at the pictures below to help you match 1-5 with a-e and say what happens in each of the situations.


A.


B.


C.


D.


E.

1. If we recycle paper	*a) we see that most of it is paper*
2. If we reuse our plastic bags	*b) it takes a million years to decompose*
3. If we examine our waste,	*c) we save 1,000 trees a day*
4. If we throw away cans,	*d) it takes 300 years for them to decompose*
5. If we don't break up glass	*e) we save 5 cents on our shopping bill.*

First conditional

In pairs, use the pictures a-e to help you think of an answer to each of the questions:


A.


B.



C.


D.


E.

1. *What will happen if we don't clean the beaches?*
2. *What will happen if the headmaster sees you dropping litter in the school?*
3. *What will happen if we don't recycle?*
4. *What will happen if we throw plastic bags in the streets?*
5. *What will happen if we dump our junk like old wood and metal in the countryside?*

Unless

Look at the two example sentences. In pairs, underline the word which means 'if not'.

I can't have a school party unless the classroom is clean.
Unless I tidy my room, my mum won't let me go out.

Lesson 1



Conditional sentences

Zero Conditional:
If + Present → Present / Imperative
Unless + Present → Present
We use *Zero Conditional* to state a fact or a truth, and to give instructions.

First Conditional:
If + Present → will + infinitive
Unless + Present → will + infinitive
We use *First Conditional* to state or predict the future result of a present action.

Task 1

Match the grammatical form to the sentences below.

a) We will live in a rubbish dump unless we recycle now.
b) If you see litter on the street, pick it up and throw it in a rubbish bin.
c) If we recycle today, the world will be a cleaner place tomorrow.
d) If I eat an ice cream, I put the wrapping in the bin.

Task 2

Read the information and answer the questions in bold.

A. We use if + present to talk about possibilities in the future and their results
If + present tense → will + infinitive

Example: If we put our litter in the bin, the school yard will be clean.

What will happen if we don't put our litter in the bin?

B. We use if + present → present to talk about a fact or to give instructions.
If + present tense → present tense

Example: If you want more advice about recycling, ring our hotline 801 11 111111

What do you do to get more information?

Reading

Pre-reading

Task 1

The three teenagers below wrote letters to the local newspapers about problems caused by pollution and litter that exist in the area where they live.
In pairs, match the following statements according to the titles of these Greek newspapers.

1. Unless the new Mayor succeeds in his effort to restore the original architecture, the city will suffer.
2. Supermarkets and other shops will have to pay a huge fine if they dump their rubbish in the streets.
3. Many people will become ill and die if infected mosquitoes bite them.

A Επιδημία δάγκειου πυρετού
Θύμα του η νοτιοανατολική Ασία και «ένοχες» η αστυφιλία και η μετανάστευση...

B Τα Τίρανα πληρώνουν το τίμημα της περιβαλλοντολογικής ελευθερίας

C Μεγάλα πρόστιμα για τα σκουπίδια επιβάλλει ο Δήμος Αθηναίων

Task 2

Do you think the following statements are true or false? Why?

i) The Albanian government will not allow people in Tirana to use cars.
ii) The Albanian government will encourage people to throw away their old cars.
iii) There are clean toilets and washing areas in the Gypsy camps in Aspropirgos.
iv) You will pay 50 Yuan if a policeman sees you throwing rubbish in the street in Beijing.
v) People in Beijing will change their habits because of the Olympic Games.

Task 3

Read these 3 letters quickly to check if you are right. Then read the texts again and the possible solutions for each problem more carefully. In pairs, discuss the three solutions and then decide which you think the best solution for each problem is.

A. I'm called Agnieska and I live in the centre of Tirana. Some days on my way to school the smoke from the cars makes me feel dizzy and sick. It sounds incredible but in the1980's there were only 2000 cars in Tirana. Now there are 300,000 and most of them are in the city centre each day. Unless the government does something about the smoke and the smog, many people will have breathing problems. The result is terrible air pollution and some times during the day the air is so full of dirty smoke that we can't breathe. This is absolutely terrible and according to the European environment agency, traffic in Tirana produces 50kilograms of pollution for every Albanian each year. What people do not realize is that lead in fuel causes a decrease in intelligence and if the government does not test to see if this is the case with children in Tirana, the children will have problems in school. The mayor says that, if necessary, he will stop people driving old cars and make drivers pay fines if their car creates pollution. I quite like this idea and I think it will work. **Solutions: a) get newer cars b) ask the European environment agency for help, c) test children to see how much lead they have.**

B. I'm Marios and I live near the town of Aspropirgos outside Athens. There is a camp of Gypsies near us. The people who live there have to live under terrible conditions. For example, there is nowhere for them to put their rubbish and so it piles up. Some people throw litter out of laziness but others do it because there are no bins. There is so much waste like empty cans of coke, packets of crisps and other waste that even with a light breeze all the litter blows everywhere. There are no proper bathrooms or places to wash themselves and many children get ill. Over a period of time, this will get worse. It's a crying shame to see this in our country. If you walk around the camp, you see all kinds of things like empty tubes of toothpaste or old bars of soap lying on the ground. Sometimes when it rains the drains get blocked and the camp floods making the place a mess. Do the mayor and government not understand that people get ill if where they live is dirty? He even says that the people in the camps will have to pay a fine if they don't clean up the rubbish. This is not right and local people should write to the government or environmental organization and ask them for support. **Solutions: a) build a better camp, b) get the government to build bathrooms, c) encourage people in the area to take action to help.**

C. My name is Deng and I come from China. I live in Beijing, which is a city of over 15 million people. Just before dawn each morning, the streets are clean but by the end of the day there is enough litter to fill an Olympic sized swimming pool! Because of the Olympic Games in 2008 the government wants to make the city clean and it is trying to encourage people to change their bad habits and to be more responsible for their rubbish. Now it is a crime to throw rubbish or litter in the street. For example, if you drop litter or throw cigarette butts on the road, the police can fine you 500 Yaun on-the-spot. Although this is a good idea and they do it to help, I don't think it will change anything. In a big city people always think someone else will clean up the mess. This is a disgrace. They don't understand that it is everyone's responsibility to keep their city clean. Unless people learn to respect where they live, nothing will change and the problem will remain the same. We need to educate people about the importance of living in a clean environment. After all, it's for their own good, so why don't people want to change their bad habits? **Solutions: a) make people pay a fine if they throw litter in the street, b) tell people to stop producing rubbish, c) teach people about the importance of keeping their city clean.**

Task 4

Which child i) lives in a city which is bigger than Athens; ii) wants the government to help solve the problems; iii) likes the idea of fines; iv) talks about children in schools?

Lesson 2

AIMS
- To follow a sequence of instructions
- To express your opinion in letters

Lead-in

Task 1

In pairs, look through the Reading texts on page 65 and find 3 negative phrases which show how the children feel about the situation.

Task 2

Complete the sentences using the following words: loaf, slice, can, carton, packet, tube, bar. Then use the ideas in the statements to make an anti-litter slogan for a poster to keep the school tidy.



1. *Don't use chemicals! Buy a natural …… of soap on-line.*
2. *The fluoride in your …… of toothpaste may not be healthy.*
3. *When you finish eating your ……of crisps, put the bag into the rubbish bin.*
4. *You can use your empty …… of milk to make cardboard items like small toys.*
5. *At the bakery, a fresh …… of bread doesn't have a plastic wrapping.*
6. *Reuse your empty …… of coke to make a pencil holder for your desk.*
7. *Don't throw that ……of cheese on the ground. It will attract mice.*

Pre-listening

Look at the picture. What does the man have in his hands? What do you think he is doing? What kind of TV show do you think this is?

a) a show for adults
b) a show for old ladies
c) a show for young people





Listening

You are going to listen to a radio programme with someone explaining how to reuse old things that we have around the house.

Task 1

A. Which items in list A does the speaker mention. Tick the boxes.

List A	
Toothpaste tubes	☐
Aluminium cans	☐
Margarine tubs	☐
Cereal packets	☐
Shoe boxes	☐
Plastic bags	☐

List B	
a jar	☐
candle holders	☐
a mask	☐
box files	☐
a kite	☐
a book cover	☐

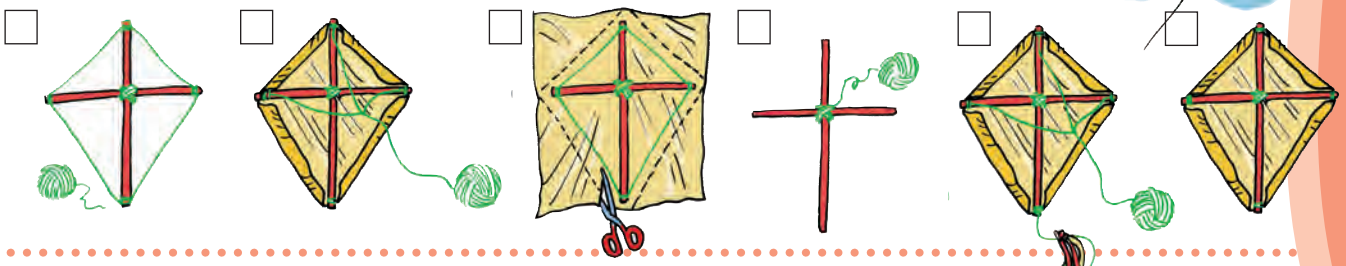


B. 'Be an Artist': Which two things in list B can you make with the materials in list A? Tick the boxes. Which of the things can you see in this recycled item from rubbish in the opposite picture?



Task 2

You are going to listen to the second part of the programme about making a kite from an old plastic bag. Listen and put the pictures 1-6 in the right order.



Task 3

Listen to a song and answer the following questions:



A. ***Listen to the song and tick the correct title.***

Don't Dream! ☐
Dream Time! ☐
Only a Dream! ☐

B. ***Discuss your answer with the class. What is the message in the song? Will it be an effective message to get people to stop throwing litter? Why? Why not?***

Lesson 3



Speaking

THE NEWS

i) Winter is coming, clean up all the rubbish in your area.

ii) Any solutions for the cardboard mountains?
People continue to chuck out boxes and cartons.

iii) Air pollution in our city is really terrible.
People can hardly breathe.

iv) How do we save paper at school?
The paper waste is a worry for all. We need to act now!

v) Tourists leave litter on beach!
The main reason is that there are no bins for people to put their rubbish!

Task 1

In pairs, read the newspaper titles and think about what you can do to help. Match the titles to the responses.

a) Yes, and if we don't do something about it, people will have breathing problems.
b) Good idea! If we don't, the drains will block and we'll have floods.
c) If the Town council puts more bins, the problem will stop.
d) Well, if we use the two sides of every page of paper, that's a start.
e) If people buy presents without wrapping, that'll help.

Task 2

A) Greece has an excellent record in environmental protection and people want this to continue. To help in this aim, an environmental group in Greece wants to make a poster with these photographs below. In pairs discuss the environmental problem each picture shows from other parts of the world. Then write a sentence for each picture saying what you think will happen if we are not careful with our own country.

ΑΡΧΕΑΩΝ

WWF

FERN

GREENPEACE



B) Look at the environmental organization titles and logos and match the organization to what they do.

C) In pairs, choose one of the problems that you want to support. You want to contact an international organization for information. Which organization will you contact?

Task 3

Problem - give the man solutions

A man has got some old rubbish in his yard. He has bottles, old tomatoes and cardboard boxes. He lives in a block of flats near the centre of the town. He is thinking of different solutions like:

A - burning everything
B - leaving it in a pile in the corner of his balcony
C - reusing everything

What will the results or consequences be? Use the example to make correct sentences.

Example:

If he /try to burn/ the glass / not burn. — If he tries to burn the glass, it won't burn

a) If he /burn/ the boxes / a lot of smoke _____
b) If he /leave / the tomatoes / smell _____
c) If he / not clean / the rubbish / neighbours complain _____
d) If he leave / boxes / attract mice _____
e) If he reuse/ the boxes / store other things _____
f) If he / reuse/ the bottles / create a piece of art _____
g) If he throw/ tomatoes / in garden / help the soil _____



Task 4

Complete the diagram below with waste items in the right bin.



GLASS	PLASTIC	PAPER/CARDBOARD	METAL
Bottles	**containers**		
		books	**computers**

Recycling - Pre writing

Task 1



Look at the photograph. Is there one of these bins near your house?
What does the poster tell people to do with their rubbish?
How does recycling help the environment?
What other advantages does recycling offer the local council?

Task 2

In pairs, look at the facts on recycling and decide what we SHOULD do to help the environment. What will the results be if we don't? Try to use 'if' and 'unless' in your statements.

FACT
More than half the paper and cardboard in the UK is made from recycled paper

FACT
Life in water is often most strongly affected because water spreads pollution easily and because we often dump our waste in water

FACT
The human race drinks six hundred million cans of coke a day! If an empty can weighs 2 grams, think of how many thousands of kilos that is each day.

FACT
Making an aluminium can from recycled material uses one twentieth of the energy needed to make a new can

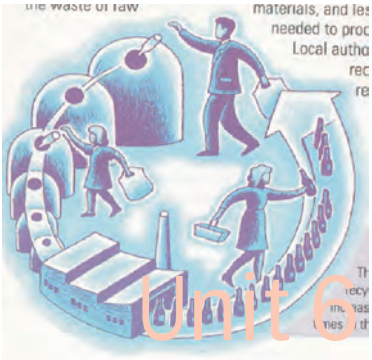
FACT
People in the UK recycle ten times more glass today than 5 years ago and the cost of drink in bottles is lower.

FACT
Less pollution is not only good for wildlife and nature - human health benefits from less pollution as well.
That means lower medical bills, and a better quality of life.



Writing
Task 3

An English-speaking friend is thinking of starting a recycling club in the area where s/he lives. Your friend wants to know if it is a good idea. Look at the leaflet and write a letter to give your opinion.



Lesson 3 Recycling as art

Project Task 1



Your class wants to get involved in the campaign to make people aware of the dangers our planet faces. Look at the pictures of environmental issues in different parts of the world, and a recycling idea. Decide as a group which idea you think will be most helpful. Decide in your group the roles you need to create an awareness campaign.

Example: • The Aral Sea will disappear. (See relevant site on page 190)

• You can recycle wherever you are; at home, school or outside. If each of us recycles, we can make a difference to our world.



Task 2



In the listening lesson, you heard about using old rubbish to create art. Look at this picture from the site: www.ecoart.gr. Discuss as a group the things the artist used to create a piece of art.



Imagine an English-speaking friend of yours wants to start creating art from junk. Write a short note to your friend telling him/her what you know about this kind of art (you can get ideas online at www.ecoart.gr or www.johndahlsen.com). In pairs, decide what the steps to follow are to create a piece of art from waste and junk.



Make your own work of eco-art.

Step 1: .....

Step 2: .....

Step 3: .....

Step 4: .....

Step 5: .....

Step 6: .....

Self-evaluation

Activity A

Find the missing words about the environment for sentences 1-8 in the word square. The first letter of each word is given.

1. If you want to help the planet r…… as much as you can.
2. Unless we reduce the p…… we create, the world will face problems.
3. Another word for things we throw out is w……
4. Each house in Greece throws out a hundred kilos of r…… each month.
5. If school kids put their l…… in the bins, the schools will be cleaner.
6. The Town Council collects all the old j…… people throw in the streets.
7. It is important to keep our e……clean.
8. After the heavy rain, the camp was a real m…… with litter and cans everywhere.

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

___/4 points

Activity B

Put the verbs in brackets into the correct form.

a) We (have) …… mountains of rubbish unless people become responsible for their environment.

b) If you want information about recycling, (ring) …… 801 11 111111

c) If someone (pollute) …… the environment, the police (fine) ……. him.

d) Unless we all do something soon, the world (suffer)…… from pollution.

e) People don't care about a problem unless it (affect) …… their lives.

___/6 points

Activity C

Complete the following sentences with one of the words from the box.

dawn	time	centre	good	laziness

i) She threw the wrapping on the ground out of ……

ii) The worst pollution is in the city …… .

iii) The problem of pollution will get worse over a period of ……

iv) People need to understand that a clean environment is for their own ……

v) There is no smoke or smog in the air just before …… .

___/2.5 points

Self-evaluation

Activity D

Words connected with litter.
Find the words connected with rubbish in the word-snake which are similar in meaning to the explanations in a-j.



a. What we put around a present
b. What lights a room
c. Where you find tomato sauce
d. Soft drinks come in these
e. Where you can put food for the fridge
f. A hard material made of paper
g. What you write a letter on
h. These are on the wheels of your bicycle
i. The supermarket puts food into these
j. Your aunt probably reads one of these each month

___/5 points

Activity E

Match the verbs on the left with the words on the right.

i)	educate	a)	clean
ii)	drop	b)	people
iii)	keep	c)	respect
iv)	change	d)	litter
v)	learn	e)	habits

___/2.5 points

Now tick how well you can do the following :

		With difficulty	Quite well	Easily
√	I can read a text and decide on a solution	☐	☐	☐
√	I can listen to a radio programme and follow instructions	☐	☐	☐
√	I can talk about the threat of pollution to our environment	☐	☐	☐
√	I can write a letter to express my opinion	☐	☐	☐

UNIT 7

Magnetism and the world we live in

A. What do the pictures a, b and c have in common?

i) they are all made of plastic
ii) they involve magnetism
iii) they are about enjoyment.



a.



b.



c.

B. Discuss the following questions:

i) Why don't the pieces of the pyramid fall?
ii) How do the roller coaster cars stay on the track?
iii) How does the item in picture 'c' work?

C. Look at the sketch of the world and say how magnetic fields influence our world. Make a list and compare it with your class.



Grammar:
Past Continuous
Used to
Past Continuous vs. Past Simple

Functions:
Narrating an event from the past

Vocabulary:
Science and *explanations*

Learning strategies:
When I want to remember new words I...

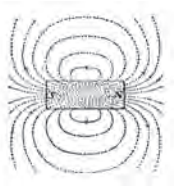
- associate new words with similar words in Greek
- imagine the words in a context
- put the word in a phrase or sentence
- repeat the word to myself in my room

Lesson 1

AIMS
- To listen for implied information
- To guess the main story from headlines

Lead-in

A. Match the pictures with the words in the box.

a. 

b. 

c. 

migrating animals

magnetic field

magnetism

B. Look at the picture on the right. What do you think the people are doing? Why?



Listening

A. Listen to the conversations between some teenagers and find out what the mystery in the picture is. You can find the answer written backwards below.











remmus hcae htron dna retniw hcae htuos ylf dna etargim yeht nehw msitengam esu sdrib

B. Listen to the children's conversation again and answer the following questions. You can also read the cartoon script in the Resource Material on p. 158.

1. Which of the boys probably lived in another country when he was small? What does he say that tells you the answer?
2. What did the old men in the village use to tell the boys about the birds?
3. Where were the birds going for the winter?

C. Think of some examples of people leaving where they live or moving around the world. For example, Africans taken to America for slavery; the Kurds in Iraq; moving to another city because of a job transfer; having to move because of a natural disaster.

Who?
When?
Where?
Why?

Use the words in the box to ask and answer questions about the migration of people.

Bring a photo to the class of a member of your family who has emigrated to another country. Tell his/her story to the class. Use the questions in the box to tell your story.

Grammar

Past Continuous

In pairs, find an example of something that was happening in the past in the cartoon script in the Resource Material on p. 158 in the Appendix.

Then use the dialogue examples to help you complete the rules below with the missing words and circle the correct word in italics.

Rule 1: We use **was/were + verb +** _____ when we talk about a *continuous* action in the past.

Rule 2: We use the **time** word _____ when we want to talk about an action that was happening at the same time as another action in the past.

Usage rules:

In pairs, circle the correct word in the following rules.

When is used to say that something *never/always* happens or happened in particular circumstances.

While is used to *combine/ separate* a continuous action in the past with a specific action.

Used to

In pairs, circle the verb used to in the cartoon script on p.158. Then complete the rules about when we use used to.

Rule 1: Used to is used to say that something happened *regularly /rarely* in the past but _____ happen now.

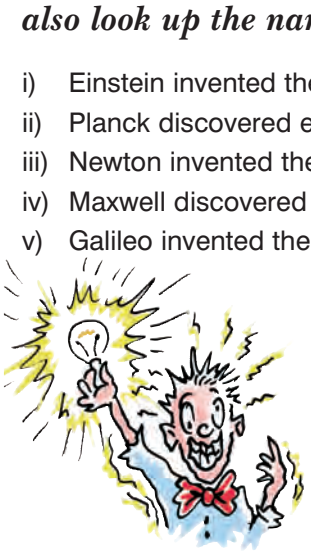
Rule 2: Used to describes *past / present* situations.

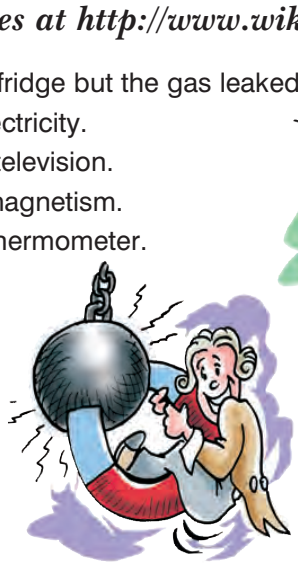
Game: Fact or Myth?

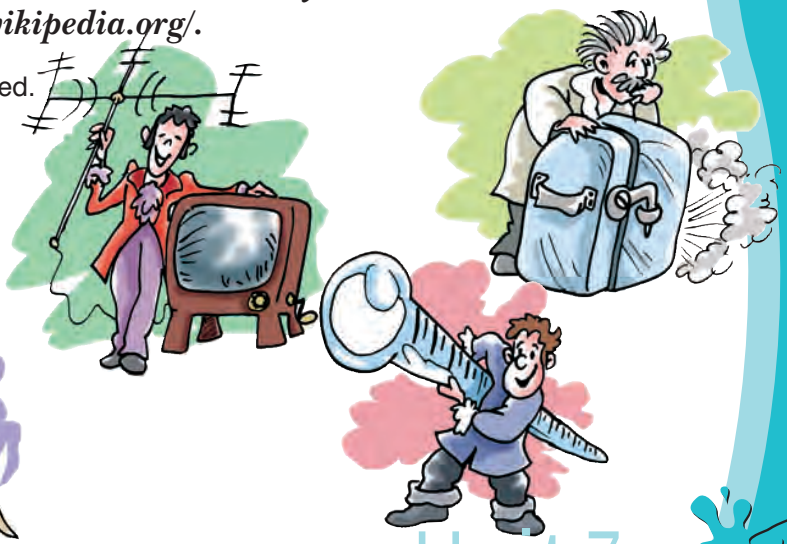
Task 1

In pairs, decide which of the following statements is a fact or a myth. Ask your physics teacher or do a web-search on the internet to check your answers. You can also look up the names at http://www.wikipedia.org/.

i) Einstein invented the fridge but the gas leaked.
ii) Planck discovered electricity.
iii) Newton invented the television.
iv) Maxwell discovered magnetism.
v) Galileo invented the thermometer.



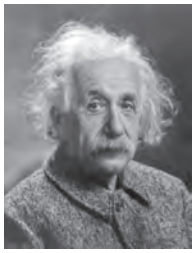




Lesson 1

Task 2

A. Match the names of the scientists in the box with the pictures below. Use the dates to help you. Then match the scientists with the statements 1-5 below.




Galileo
Newton
Planck
Maxwell
Einstein

a 1858-1947 **b** 1879-1955 **c** 1642-1727 **d** 1831-1879 **e** 1564-1642

1) He used to work in the Patent Office in Zurich before he developed E=Mc2. He did not agree with using the atomic bomb.
2) An Italian scientist who used to sing songs to measure short intervals of time. He proved that the earth revolves around the sun.
3) He used to have the nickname 'Dafty' Max when he was at school in Edinburgh. He described the laws of electricity and magnetism.
4) He used to teach in Cambridge before he moved to London in 1696. He invented the reflecting telescope in 1668.
5) He discovered that energy of electromagnetic waves consists of small packets. He used to wear his glasses in bed.

B. Listen to the guide in the Planetarium describing the life and work of the scientists and check your answers.

Why were these scientists important in world development? Find out how their work changed the world. Use the words in the word bank to help you.

WORD BANK
atomic power
improved telescope
laws of motion
light-bulbs
electric fields
magnetic fields

Task 3

Use photos of the scientist you admire most and present them in class. Tell the class where he used to work, where he spent his life, why he became famous.

Reading: Facts or Myths?

Lead-in

A. Look at the pictures below. What do you think they have to do with magnetism?

Clues:
What did sailors use in the past to find out which direction they were travelling in?
a) the sun b) the wind c) compass







B. What do you think the story for the following headlines is? Discuss your answers.

The Philadelphia Experiment

Turtles coming home

Plane disappears near Bermuda

C. Now read the short text below to check your answer for the ship.

The **Philadelphia Experiment** was a secret magnetic experiment by the American Navy on October 28th, 1943. Scientists used magnetic fields to make a ship called *The Eldridge* disappear. The American government said that the experiment did not happen but sailors on the ship said it did.

http://www.world-mysteries.com/philadelphia_e.htm

D. In small groups discuss if you think this story is real or if it is just a myth.

Task 1

Read the two texts below quickly and decide which of them is about:
i) magnetism ii) migration

Text A
Almost everyone who has used a compass knows that our planet has a magnetic field. On the earth's surface, it is weaker than the typical magnet you find on your fridge door. But even today, most people regard magnetism as a mystery which we know very little about. We see the affect of magnets in our everyday lives. It is common to see a television or computer screen shaking when a mobile phone rings next to it.

Text B
Scientists used to believe that animals used their instinct to migrate but now they know that they also use magnetic fields. Although it is a mystery, many scientists now believe that animals like turtles or the simple pigeon have a magnetic sense which they use for navigation to find their way. Cells in an animal's brain contain magnetite, an iron oxide crystal that aligns with magnetic north similar to a compass needle. This guides them when they migrate.

Task 2

A. Tell your partner if you think magnetism played a role in each of these stories. Why?

B. Read the two texts again carefully and discuss with your partner which text mentions: a) the negative effects of magnetic fields, b) the positive uses of magnetic fields, c) an electrical appliance in our kitchens.

C. In pairs, decide which of the texts mentions mysterious behaviour.
In **Appendix I** *(IT'S YOUR CHOICE)* you can find another article about a sea mystery to do with magnetism.

Task 3

Magnetic tapes (such as the VHS tape or a music cassette) use magnetism to record sound or pictures.
Look around your house and make a list of all the items that operate because of magnetism. Ask your Physics teacher for information about the magnetic materials used in different household items.

Lesson 2

AIMS
- To raise awareness of word origins
- To listen and label a diagram



Vocabulary

Task 1

A. Use your dictionary to make a word tree for each of the words: monotony, aeroplane, microscope. In pairs, complete the table:

Can you guess what scientific words come from Magnesia and Magnes?

-graph	(write)	Photograph
bi-	(two)	Bicycle
		Monotony
		Aeroplane
		Microscope

B. Match the words in the box to the origins.

physics	araba
Spartan	kutu
pullover	aerobic
house	mystery
irgat	hooligan
kasap	sandwich

Greek	Turkish	English

C. Read the text by Xenophon Zolotas (26/9/1957) in Appendix II (p.159) and circle all the Greek words in the text. Then, in pairs, write a sentence in English with 10 of these words. Compare your answers with the rest of the class.

Task 2 - Useful Words

A. Use your dictionary to help you complete the definition of the words in bold with words from the box.

attract
away
closer
compass
flow
force
iron
needle
poles
repel

magnetism: the (i)…… of substances like (ii)…… or some other metals to (iii)…… or (iv)…… each other because of electric charges.

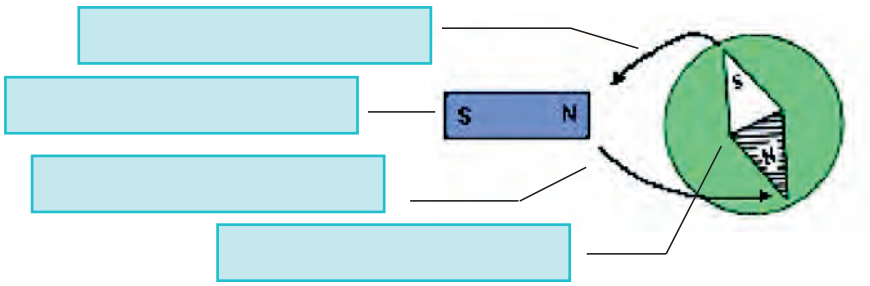
compass needle: a (v)…… which moves according to the (vi)…… of the magnet field. The (vii)…… needle tells us where north and south (viii)…… are.

attract: to make something come (ix) …… .

repel: to push something (x)…… .

B. In pairs, label the diagram with the words:

magnet, attract, repel, compass needle.



C. In pairs, look at the items on the right. Discuss how you can use these items to make a compass. Use your compass to find north. In which direction is your house from your classroom?





Listening & Speaking



Listening 1 - Magnetic Fields

Task 1

A. Match the list of natural phenomena a-e in the box to the pictures 1-5 below.

a) magnetic fields in mobile phones
b) the Aurora Borealis
c) magnetic balloons
d) migrating turtles
e) electricity in hair


1.


2.



3.


4.


5.

B In small groups discuss what causes hair to stand up in the morning when people get out of bed. Think of ways to control this static electricity in people's hair.

Task 2 - Static Electricity

Listen to the lecture on static electricity and tick the statements as TRUE or FALSE. Use the information in the table to give advice to your partner about static electricity.

	TRUE	FALSE
1. Because similar charges repel, every hair wants to leave your head.		
2. The northern lights are the result of two magnetic fields.		
3. When you separate newly washed clothes that are stuck, they make a popping sound.		
4. The air rubbed around a balloon feels strange.		
5. You can sometimes make a spark when you touch a doorknob.		

Lesson 2



Task 3 - A song

Listen to a song and, with your partner, decide what the song is about. Is the topic of the song a myth or a fact? How do you know?

What does she imply by some of the lyrics in the song?




Listening & Speaking

Sherlock Holmes and Dr. Watson are having a holiday in Cephalonia. They heard about the mystery of the missing turtle eggs on a beach nearby and decided to help the locals.

Task 1

A. Listen to the story and make notes about what each person was doing that day and try to find out who stole the eggs.




B. Role Play

The Missing Eggs

In groups of four take roles for i) Sherlock Holmes, ii) the Spanish tourist, iii) the stranger, and iv) Freddie.

You can use the sketches for ideas.

Sherlock asks questions like: What were YOU doing when...?



Speaking - Retelling a story

Look at the photographs below. In pairs, discuss what you can tell from each photograph about the people, the clothes, the items, the period in history.
In pairs, create a short story using the four pictures. Share your story with the class.






Tip: Think of **when, where, what, who, why, how.**

Writing

Task 1

Discuss in pairs how you think myths begin. For example: was the story of Heracles a myth or a fact or part myth part fact?

Task 2

In pairs, look at the speech bubbles from the sailors of a ship that found the Marie Celeste and find the differences between what the sailors said and the newspaper. Then compare your answers and report to the class.



a
When I entered the captain's cabin, I saw two cups of coffee sitting on his desk

b
While I was looking in the hold, I saw that the cargo was oranges and fruit

c
The crew's boots and jackets were lying on the deck but everything else was in perfect condition

d
The stove was still warm and so I think the cook was preparing lunch when they disappeared

e
The compass needle was working perfectly crazy and pointed North

f
Some ropes were hanging over the side of the ship. I counted them twice to double check

g
The ship's log said that the ship was heading for Italy

New York Herald **Feb 26th, 1873**

The Ghost Ship: the Mystery of the Mary Celeste

According to the captain's log, the ship was heading for Spain when the mystery occurred. It was carrying a cargo of alcohol. The captain liked to drink whiskey and this was probably the cause of the mystery. Reports from the first sailors on board said that there was no food on the ship and that everything was a mess. They said that clothes and books were lying on the deck. Many ropes were hanging over the side of the ship. Another sailor reported that the compass was working properly.

Task 3 - Story writing competition

In groups of three, find an unusual story that is reported in the news. Find two newspapers which report the same story. Each member of the group reads a different newspaper. Compare the stories in the newspapers to find the differences and similarities and then combine the facts from them to write your own account of the story for the school newspaper. Present it as a group to the rest of the class.

Lesson 3

Save the turtle

Task 1

Look at the map on the right. In which part of Greece is this place?

In groups of three, decide why the following are a problem for migrating turtles laying eggs.

beach parties **sun beds** **seabirds** **tourists** **fishermen**



Source: http://www.archelon.gr/index.htm

Task 2

Look at the photographs and decide which pictures show problems and which ones show things that people can do to help the turtles. Add any other ideas you have to help the turtles.



Task 3

In your group, decide if the pictures are good for a poster to help save the turtles. Why? Why not?



What photographs might be better for this project? Decide with your group and find photographs to make people more aware of the problems turtles face.
In what ways could we help the turtles? Make a list of your ideas to help save the turtles then read the ideas below to compare your answers.

Task 4

In your group read the information in the leaflet on 'How you can help'. Decide as a group how you can make a visual to add to a poster for each point in the box to attract people to help the turtles.

- Adopt a sea turtle
- Buy turtle products
- Make a donation of €5 each year
- Become a volunteer to write articles
- Get friends to sponsor a turtle
- Tell friends about the problem

Task 5

Make copies of the sponsor form in Appendix, p. 159 and go round your friends and family and ask them to sponsor a turtle. Use your poster to explain to your friends and family the problems turtles face and the solutions.

Each group then reports back to class how much money they have raised from sponsors.

Activity A

Put the verbs in parentheses into the past simple or past continuous.

While we (have)…… a physics lesson yesterday, the teacher (tell)…… us that it was Einstein who (invent)…… the fridge. We (think)…… he (joke)…… and that this was a myth. But then he (show)…… us a page from a web site which (prove)…… that this was not a myth but a fact. The site said that Einstein invented the fridge as he (try)…… to help his student Leo Szilard to make some money. When they (try)…… the fridge, there were problems because the gas (leak)…… .

___/5 points

Activity B

Complete the following sentences with 'invent' or 'discover'.

a) Newton …… the telescope.

b) No one has …… if the Philadelphia Experiment was fact or myth.

c) Alfred Nobel …… dynamite in 1866.

d) Max Planck …… the quantum nature of energy in 1899.

e) Marconi …… how to use electromagnetic waves to send radio signals.

___/5 points

Activity C

Match the following halves of the dialogues.

i) George used to like History.	a) They do now, though.
ii) Is it true that Newton used to play the violin?	b) No, we know they use magnetism.
iii) Did you use to live in Berlin?	c) No, Munich, actually.
iv) People didn't use to know much about magnetism.	d) But now he prefers physics.
v) People used to think animals used the stars to migrate.	e) Yes, and the piano too.

___/2.5 points

Self-evaluation

Activity D

Complete the following sentences with words from the box.

migrate
immigrate
emigrate
immigrants
emigrants

a) Thousands of Greeks …… went to live in America in the 1960s.
b) There are many …… who have come to live in Greece.
c) Many animals and birds …… each year in search of food or to lay their eggs.
d) There are different reasons why people …… from their country.
e) Some people from other countries have decided to …… into Greece in search of work.

___/5 points

Activity E

Match the pairs of words in the two lists:

i. compass	a) eggs
ii. iron	b) field
iii. radio	c) needle
iv. magnetic	d) message
v. turtle	e) ore



___/2.5 points

Now tick how well you can do the following:

		With difficulty	Quite well	Easily
✓	I can read and understand texts related to magnetism or two versions of the same incident and find differences	☐	☐	☐
✓	I can listen to and understand scientific talks and stories	☐	☐	☐
✓	I can talk about past situations	☐	☐	☐
✓	I can write a report of an incident using facts	☐	☐	☐

UNIT 8 Getting around

In which part of the world do you think the people in photograph A live? What can you say about photograph B?

A.



B.



Choose a caption to match the newspaper photograph A and give the reasons for your choice.

Can we give you a lift?

Room for one more...

Standing room only!

Grammar:
Question tags
isn't it / is he/ she? don't you? does he? doesn't he?
Revision of Relative pronouns: *who, which, whose, where, when*

Functions:
Adding extra information using relatives

Vocabulary:
Transportation and *ways of travelling* worldwide

Learning strategies:
When I read a text I...
- try to imagine I am talking to the writer
- imagine that I ask the writer questions
- read the text carefully to check for answers to the questions
- try to summarize what I read by thinking of headings for each paragraph.

Lesson 1

AIMS

- To read and identify topic vocabulary
- To read for detailed understanding and main ideas
- To raise awareness of idiomatic expressions about 'travel'

Lead-in

Imagine you are preparing a speech about people's use of different means of transport in your area.
Make a list of four ways people get around in your town or city and write down the main reason why they use this form of transportation.

Transportation	Reason
1.	
2.	
3.	
4.	

Task 1

Look at the situations 1-6 below and decide what the best means of transport for each person would be. Match the sketches to the descriptions below.



a) a young girl **who** lives in the centre of a big city
b) a father of three children **who** lives in a village in Macedonia
c) a young working mother **who** lives in a place **where** there are no buses
d) a young man **who** doesn't know **when** he will get a car
e) a 13 year old boy whose school is in a village **which** is 2 kilometres away
f) a man **whose** job takes him into the mountains a lot

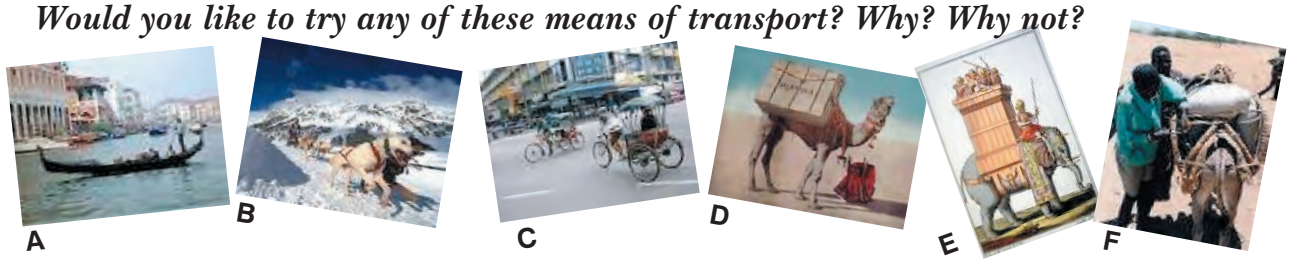
Task 2

A. Look at the photographs A-F below and decide what they have in common.

Complete the table on the right with examples of means of transport for each category.

most exciting	most unusual	most useful

Would you like to try any of these means of transport? Why? Why not?



B. Look at the word 'transport'. In pairs, decide what the two parts of the word are. In pairs, make a list of other words with 'port' in them and then compare your list with the class. What do you think 'passport' first meant?



Speaking

Task 3

In which countries do people use the means A-F in Task 2 to travel? Tell the class why these means of transport are best suited for each of the countries. Can you find these countries on the map in Appendix VI on p.186-187?

Example: The camel is best suited for the desert because it can travel long distances without water.

Task 4 - The 'principle'

A. In pairs, read the following statement and decide what the 'principle' is.

Nearly every machine built in the last 250 years involves a single, basic principle.

B. Which picture from A-F in Task 2 uses this principle?

Task 5 - Mini-project

Make your own poster: Changes in means of transport through time

In pairs, make a list of other means of transport that you can think of. Find photos about different means of transport and make a poster to use to talk about transportation.

Task 6 - Idioms

Look at the sketches 1-3 and match each one to an idiom about horses. Then match them to the explanation a-c.

1) Don't look a gift horse in the mouth!
2) Hold your horses!
3) Don't put the cart before the horse.
a) Don't rush.
b) Do things in the right sequence
c) Don't waste an opportunity.



1)



2)



3)

Task 7

Write a sentence to use each of the idioms and compare your answer with your class.

Example: The team management put the cart before the horse when they let Ronaldo go before finding a replacement first.

Pre-reading: Getting around

1. Complete the chart with three things that you think have been the most important mechanical inventions in the history of mankind (e.g. the wheel). Compare your answers with the rest of the class and find out which your class thinks is the most important. Discuss your answers as a class.

FIRST	
SECOND	
THIRD	

2. Answer the following questions:

a) What simple object exists in almost all mechanical devices?
b) How would our lives be different without the invention of the wheel?
c) In pairs, make a statement about the importance of the wheel to our lives.

Lesson 1


1


2


3


4


5

3. a) Look at the pictures 1-5. Put the wheels into a time sequence. Compare your answers with your partner.

b) Choose a title for the group of pictures:

i) The World Around us.
ii) The History of Man.
iii) The History of the Wheel.

c) One of the bicycles is called a Penny-farthing in the UK. Which one and why? Check your answers on the web at: www.britannica.com.

d) In pairs, complete the time chart using the areas in the box on the right.

England
USA
Germany
Mesopotamia
Rome

Mesopotamia invention of the wheel				
3,500 BC	**290 BC**	**1818**	**1885**	**1975**



Reading

Task 1

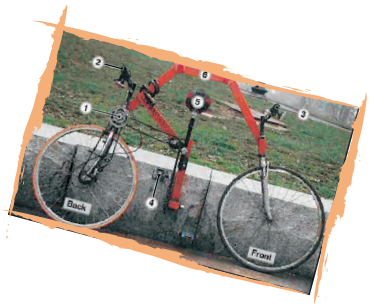
Look at pictures a-c. What does each vehicle have in common? Would you like to try any of these means of transportation? Why? Why not?

a




b

c



How is the bike in picture c different from an ordinary bike? In pairs, write down the differences and then read text A below quickly to check your answers.

A The Sideways Bike

An inventor has made a bike that travels sideways. It might drive some people crazy when they try to ride it, but they soon get used to it. The cyclist sits sideways and operates a wheel with each hand, and pedalling makes the whole bike travel sideways. But, hold your horses! It's very like snowboarding or sailing, isn't it? "Yes", says the inventor, Michael Killian who is an engineer from Dublin. "And it's not a normal bike, is it?" "No", he replies. Is this the end of the road for the ordinary bike? Perhaps not! It's just that this way of travelling by bike is much more fun. So, don't miss the boat, go and get one now!

http://news.bbc.co.uk/2/hi/uk_news/magazine/6375259.stm

Task 2

Read two more articles about transport and find out which of the three sounds the most exciting. Why?

Innovative means of transport

B Skateboarding

The good weather's here and you just want to get the skateboard out and hit the road, don't you? Well, go on! With your skateboard you're free to go wherever you want. You don't have any backseat driver telling you where to go. Another advantage is that you don't need to use public transport and it's good fun and keeps you fit, too. But you don't want to get hurt when you do those flips, do you? So, be careful and not take any risks doing complicated flips and turns at top speeds.

Adapted from: http://en.wikipedia.org/wiki/Skateboarding

C Biking on water

A new water bike which will not rock the boat in the shipping world, but will be a great form of enjoyment to many people, was tested in Portsmouth last week. No, I am not taking you for a ride. It sounds strange, doesn't it, but, a new invention means cyclists do not have to pedal for miles along a river bank looking for a bridge. Italian designers have created a plastic kit which, when attached to any bike, enables it to float and ride. It is not cheap but the invention gives a whole new meaning to treading water. Getting the bike ready for the water is plain sailing. So, next time you go on holiday, ask your travel agent for a beach resort with water bikes.

Adapted from: http://news.bbc.co.uk/2/hi/science/nature/93655.stm

Task 3 - Comprehension

Circle the answer for each statement. Right (A), Wrong (B), or Doesn't say (C).

1) The sideways bike is not a normal bike.
A **B** **C**

2) Riding a sideways bike is like riding a horse.
A **B** **C**

3) With the skateboard you go uphill easily.
A **B** **C**

4) You can take your skateboard on the bus.
A **B** **C**

5) A skateboarder uses the laws of physics to jump.
A **B** **C**

6) With the water bike, an ordinary bike sits on top of a sailing kit.
A **B** **C**

Compare your answers with your partner.

Task 4

Read texts A, B and C again and complete the table on the right with the advantages and disadvantages of these innovative means of transport.

	Advantages	Disadvantages
A		
B		
C		

Lesson 2

AIMS

- To raise awareness of sounds and their effect
- To provide a context for writing a report
- To introduce and teach idioms about travel and means of transport

Grammar

Relative Pronouns: *who, which, where, when, how*

Task 1

Complete the following sentences with a suitable word: when, where, how, which, who, whose. Then, match the sentences to one of the sketches a-f.

1. Mary, _____ sister is a pilot, lives in Crete, doesn't she?
2. Joe, _____ likes sailing, has got a boat, hasn't he?
3. You'll get the scooter _____ is smaller, won't you?
4. You know _____ Marcus keeps his car, don't you?
5. He didn't say _____ he learned how to roller-skate, did he?
6. Irene doesn't know _____ to ride a bike, does she?


a


b


c


d


e


f

Grammar rule

In pairs, complete the rule for the use of relative pronouns in the sentences for each of the sketches above.

Rule:
We use relative pronouns when we want to add extra information about the _____ or the _____ of the sentence.

Task 2

In pairs, complete the mini-dialogues 1-6 by writing the questions (A) for each of the responses (B).

A	B
E.g. Where does Marcus park his car?	I don't know where he parks his car.
1. _____	I don't know when the bus leaves.
2. _____	I don't know how to fix a puncture on a bike.
3. _____	I don't know whose car crashed into the wall.
4. _____	A bike or a skateboard? I don't know which is faster.
5. _____	I don't know where Anna goes on holiday.
6. _____	I don't know who owns the skateboard.

Grammar - Tag questions

Task 1

In pairs, look at the sentences i and ii below from the READING texts and use them to complete the rules for the use of TAG QUESTIONS in the box. Circle the correct option in italics for each rule.

i. And it's not a normal bike, is it?
ii. It sounds strange, doesn't it?

Rule:

a) When the first part of the sentence is *positive* / *negative*, the second part is *negative*/*positive*.

b) We use a tag question when we *expect*/*don't expect* the person we are talking to *agree*/*disagree* with what we are saying.

Intonation Rules

a) We use **falling intonation** in question tags when we *know*/*don't know* the answer to the question.

b) We use **rising intonation** when we *are*/*aren't* sure of the answer.

Task 2

In pairs, use the tags in the box to complete the following sentences.

a) This is your bus, _____

b) Your uncle drives a red car, _____

c) Your sister isn't a pilot, _____

d) Your dad doesn't have a Ferrari, _____

does he?
isn't it?
doesn't he?
is she?

Vocabulary

Task 3 - Idioms of travel

Look at the cartoons and match an idiom to each one. Match each idiom to its greek equivalent.

___ to take someone for a ride
___ drive someone crazy
___ hit the road
___ rock the boat
___ hold your horses
___ miss the boat

i) εκνευρίζω κάποιον
ii) χάνω την ευκαιρία
iii) ξεγελώ κάποιον
iv) συγκρατήσου
v) δημιουργώ αναταραχή
vi) ας ξεκινήσουμε

___
___
___
___
___
___


a


b


c


d


e


f

Lesson 2



Task 4 - Pre-listening

Look at the picture. What can you see in it? Is it like any means of transport that you have ever seen?

Fast Means of Transport

This is ***The Maglev*** train.
What word does '*Mag*' in *Maglev* come from?
'*Lev*' comes from the word *levitation* which means to raise something from the ground.



Listening 1

Listen to the dialogue between the man and the woman describing the world's fastest train and complete the chart with the missing information.

Top speed :	
Year :	
Airport :	
City :	
Countries :	
Distance :	



Listening 2

A. Listen to the noises from a busy street in a big city. What sounds can you hear? Tick the appropriate box for the sounds that you hear.

a) car horns	☐	110 dB	**f)** bike bell	☐	78 dB
b) train horns	☐	140 dB	**g)** train engine	☐	125 dB
c) helicopter	☐	75 dB	**h)** car engine	☐	45 dB
d) motor scooter	☐	115 dB	**i)** tram	☐	75 dB
e) skateboard	☐	70 dB			

Search your Physics book or ask your Science teacher to find out what the decibel level is where we start to feel pain.

B. Listen as a class for the different sounds you hear around you and write them down in your notebook. Rank the sounds in order of loudness. Which of these sounds are dangerous? What can you do about them?



Speaking



A. Look at the signs on the right. Do you know what they mean? You can ask your parents or friends to help you.

B. Complete the description of the signs with words from the box.

- Signs giving orders are mostly ……
- Signs with …… circles usually tell you what you must do.
- Signs with …… circles usually tell you not to do something.
- …… signs are usually triangular.
- …… signs usually warn of potential dangers ahead.
- …… signs usually contain information.

circular
red
warning
blue
triangular
rectangular

C. Mini Project

How many other road signs can you think of? In small groups, share your ideas and then make a poster with signs and their meaning and put it up on the school walls for the other students to see.

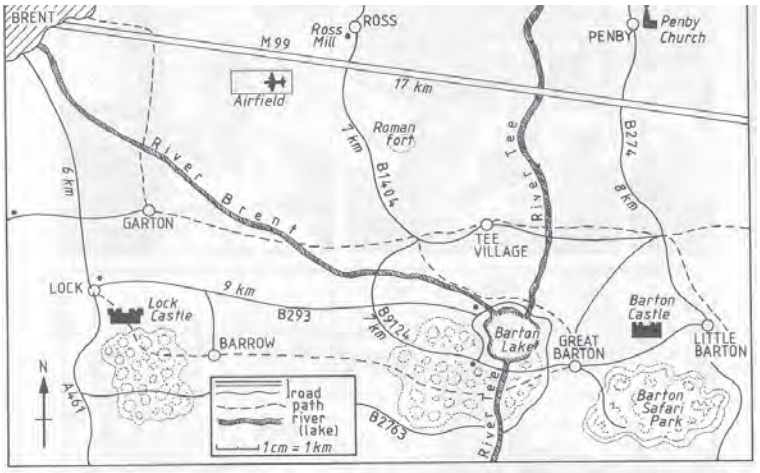




Writing - Find the way

Task 1

Look at the map on the right and list the kind of information we can get about this place.



Task 2

You are a tourist in Britain and you want to visit some places on the map. Mark the routes below:

A. How do you get from the airfield to Lock Castle?
B. What's the quickest way to go from Brent to Penby Church?
C. What's the most interesting route from Brent to Great Barton?

Task 3

You have recently received a letter from an English teacher who wants help to arrange a day trip for her class. Read the advertisement for a day out, on which you have made some notes.

Good time: fewer people
Learn about local history
Take sandwiches
Suitable clothes
Minimum 10 students



Then using your notes, write a semi-formal letter to her to say why you think this would be a good idea.

Lesson 3 Bikes for the world

Bikes for the World

Bikes for the World is a simple project that rescues unwanted bicycles and sends them to other countries.



Task 1

Work in groups and decide how Bikes for the World could help the people in Namibia. Make a list of your ideas *(a relevant internet site can be found on page 190).*

Task 2

Look at the World map in the Appendix and see where Namibia is. Find out as much as you can about Namibia (e.g. language, natural features, currency). People in Namibia face problems similar to those that people face in other countries. What kind of problems does Namibia have? How can a bike help to solve them? For more information and ideas check p.160.

Namibia has a population of 2 million people who live all over a very big country.

Project - How can we help people in Namibia to get more bikes?

In groups of three, think of the different steps you need to make a plan to get bikes for the people in Namibia. Compare your ideas with the steps below. Do you agree or disagree? Why?

Step 1: Create a questionnaire like the example below to ask your friends and neighbours about unused bikes in your area and then write a short report:

Name: _____

Circle the answer which best suits you.

- **Do you have a bike?** **Yes / No**
- **How often do you use your bike?** **Everyday/ Once a week / Very rarely/ Never**
- **Would you be willing to give it away for a good cause?** **Yes / No**
- **How much money can you give to this organisation?** **€0 / €1 / €2 / _____**

Step 2: Complete the chart:

…… people have bikes
…… people use their bikes ……
…… people would/ wouldn't give their bikes away
……people can give …… Euros to help.

Step 3: In your group, write your ideas and present them to the class. Include drawings, posters and photographs to support your project.

Activity A

Complete the sentences a-e with a suitable relative pronoun.



a) That's the girl …… won the skating championship.

b) Is that the boy …… father drives a tram?

c) Do you know …… the next train leaves for Drama?

d) The place, …… my dad parks his car, is next to the station.

e) Thanassis lives in a village …… is miles from anywhere.



___/5 points

Activity B

Match a suitable question tag to the statements.

1. You know where she lives,	a) do you?
2. Marina was here yesterday,	b) isn't it?
3. Bill got lost in the metro,	c) don't you?
4. The Maglev is the world's fastest train,	d) wasn't she?
5. You don't know the way,	e) didn't he?

___/2.5 points

Activity C

Write what each sign means.

1. 

2. 

3. 

4. 

5. 

_____

_____

_____

_____

_____

___/5 points

Self-evaluation

Activity D

Match the compound nouns.

i)	picnic	a) church
ii)	historic	b) park
iii)	Gothic	c) lake
iv)	scenic	d) building
v)	safari	e) area

___/2.5 points

Activity E

Complete the idioms.



i) Goodness, we're late!. Let's …… the road!
ii) Hey wait! Hold your ……!
iii) The noise from the traffic ……dad crazy.
iv) Do it now or you'll miss the ……!
v) Can you give me a ……to school, dad?

___/2.5 points

Activity F

You would like to go to the following places. How would you travel?



a) school _____
b) a Greek island _____
c) the local airport _____
d) the mountains _____
e) a foreign country _____

by boat
by plane
by car
by train
by taxi
on foot

___/2.5 points

Now tick how well you can do the following:

		With difficulty	Quite well	Easily
✓	I can read texts related to travel and understand travel idioms	☐	☐	☐
✓	I can listen to descriptions of public means of transport	☐	☐	☐
✓	I can talk about travel experiences and use tag questions	☐	☐	☐
✓	I can write a letter to express my opinion on places to see	☐	☐	☐

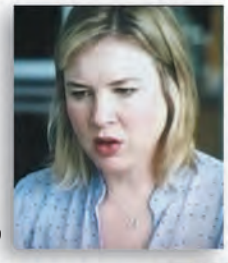
UNIT 9 'Keeping up appearances'

A. What do the photographs tell you about appearances?

B. What do you think each of the following sayings means?

1. Money talks!
2. Beauty lies in the eyes of the beholder
3. Plain Jane
4. A face only a mother could love


a


b


c


d

C. Choose a title for the article which goes with the 4 photos.

D. Read the following text and decide if the advice it gives says:

a) don't let friends upset you
b) don't let fashion models influence you

The Unreal Image

Do you care about what clothes you wear? Do you try to look good to please people? If your answer is **Yes** to any of these questions, read on.

Body image is a dangerous trap for teenagers. Young people are the victims of TV and advertisements and try to copy models and stars. But it is not necessary to wear fancy clothes for people to like you. If your friends are genuine, they won't care what you wear. And remember, what you see in the models is not real. It is all fantasy. If you saw the models before the make-up, you would think twice. Most photographs are the result of photo touch-up, wigs and expensive clothes.

Grammar:
2nd Conditional for imaginary situations
Wish + past simple for present desires

Functions:
Making hypotheses (unreal present situations) and *expressing desires*

Vocabulary:
Describing personality and *appearance*

Learning strategies:
When I speak to other people in English I ...

- listen carefully to key words in their speech
- look at their faces to try to understand how they feel
- use question words to ask for clarification
- use words in the speaker's questions to help me answer.

Lesson 1

AIMS

- To use adjectives to describe character
- To talk about hypotheses about how someone might feel
- To introduce expressions of agreement / disagreement

Lead-in

Task 1

A. Look at the pictures of the girl. Which of the two pictures do you think is more attractive? Why?
Use the adjectives to describe how the girl feels in each of the pictures.

i) _____

ii) _____

iii) _____

B. Look at Ann-Li's dream.

Ann-Li's dream









anxious
confident
cool
disappointed
excited
fashionable
old fashioned
relaxed
shy
stuffy
thrilled
trendy
unhappy

http://www.supersentai.com/database/2003_abaranger/allies.html



Have YOU ever felt like Ann-Li? What did you do about it?

C. Find out how many people in your class judge people by their appearance. Have they ever found that they were wrong?
Make a histogram of the results and discuss the findings in class.

D. Class Debate
Do you think it is right or wrong for us to stereotype people? Why?



Task 2

Does the way you dress show people how you feel about yourself? Use the adjectives below to talk about yourself and your self image.

Task 3

How do you think clothes make someone look to others? Tick the boxes:

☐ confident	☐ shy	☐ cool	☐ friendly
☐ aggressive	☐ nervous	☐ arrogant	☐ angry
☐ serious	☐ mature	☐ immature	☐ responsible

Show your answers to your partner and ask him or her if s/he agrees with you.

Task 4

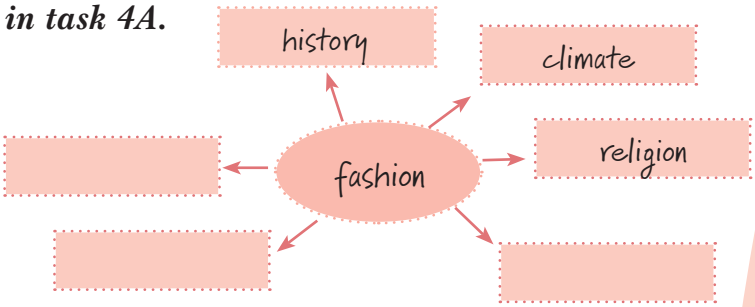
A. Look at the list of features from a magazine article called 'Looking Good'. Do you agree with this list of items which are 'in' and those which are 'out'? Why? Why not?

IN	OUT
knee length skirts	hipster jeans
waist high jeans	nose rings
plain tie	athletic shoes
smart trousers	jackets with zips
round-neck pullovers	sandals
long-sleeved shirts	T-shirts with slogans
spiked hair	gelled hair
two earrings	short T-shirts



B. Make a list of items that are the latest fashion for young people today. Compare your list with the 'IN' list in task 4A.

C. Complete the spidergram to show the things that influence fashion and what people wear. Use what you know to find examples. Are your examples stereotypes?



D. Tell your partner how your dad, your teacher, your grandmother, would react if you wore items from the 'IN' column above?

For example:
If I wore ..., my ... would be angry / happy / surprised / pleased / okay
would scream at me / hit the roof / be mad / not mind at all.

E. You have to go to your cousin's wedding. Look at the Resource Material (page 161) and choose the appropriate pieces of clothing.

Task 5 - Game

Work in groups.

a) Ask your partner what he/she would like to change about his/her appearance.
b) What items of clothing do you wish you could wear? Why?

Put all your answers for a) in one basket, and all b) answers in another basket. Try to combine a) and b) sentences to work out the cause and a solution for each.

For example:
I wish I wasn't so thin.
I wish I could wear short skirts.

Mini project

Look at the factors that influence fashion and what people wear in the spidergram in Task 4C.

Work in groups of four. Choose one factor and find as much information about it as you can. Present your findings to the class.

Make a poster about trends in fashion.

Lesson 1

Pre-reading

Task 1 - Look! Awful me!


1


2


3

A. Listen to the piece of a song and guess what the song is about. In pairs, make a list of the feature that people are "vain" about. Compare your list with your class.

B. Match these problems to the sketches 1-3.

a) My ears stick out b) I have greasy hair c) I have a spot on my nose

Task 2

With your partner look at the photographs **a, b, c, d** *and* **e** *and tell him/her why you would or wouldn't dress like the people in the photographs.*

a.



b.



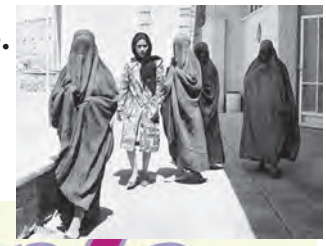
c.



d.



e.



Task 3

Listen to bits of songs and try to match the music to one of the styles in the pictures. Read the text on music types to check your ideas.

Fantasy Role



RAP

You just love yourself and are so trendy. No anorak and sweat-shirt for you! Everywhere you go, you are dressed to kill in the latest fashion. If you could, you would spend hours in front of a mirror. You could become a great piano player if you spent more time practising each day, but you are a bit lazy. You sometimes wish you had stronger fingers. You believe that if your fingers were stronger, you could play rap music on your keyboard. To become a success, you need to pull up your socks and get practising more.

POP

You're a sporty person who likes a challenge. You like to wear tracksuits and trainers, although you are not the sun-glasses type. If you were an actor or actress, you would be the Tom Cruise or Lara Croft-type who always loves adventure. You would be the one who goes in search of the Holy Grail which the Crusaders took from Constantinopole in 1095. You say that if you became super-rich, you wouldn't change very much about your life as you would miss your friends and family. Your friends think you are talking through your hat and that you would change. It's in your character, they say.

FOLK

The main characteristic about you is that you wear your heart on your sleeve and everyone knows what you are feeling. You prefer to be in the background. If you were a fantasy character, you'd be the one at the back of the group where the cameras couldn't see you. If you could, you would prefer to just make music in a studio and not perform in front of an audience. If the group was very successful, you would buy yourself a house in the countryside to get away from the cameras. As for your appearance, no jeans for you; always a pair of cotton or woolen trousers

ROCK

You're a rocking rebel! If you were in a rock group like the Rolling Stones, you would sound brilliant and drive everyone wild, although I wouldn't like to be in your shoes when stardom comes! It's not as easy as it looks. You love to be different and if you had a wish, you would wear bright colourful clothes and a long scarf around your neck. You like to stand out. If you played in a band, all the fans would be able to see you easily and you would become more famous. If you became famous, you would move to Hollywood and live in Beverly Hills.

Reading: Psychology in our lives

Do the quiz with your partner to find out how accurate or unrealistic magazine quizzes are about character and personality.

Task 1

Read the 4 texts to find if these statements are true or false.

	TRUE	FALSE
1. Pop fans like challenges and they are close to their family and friends.		
2. Rock fans prefer the casual look and shy away from the centre of attention.		
3. Folk fans love the spotlight and wearing the latest gear.		
4. The Hip-Hop fan is a little narcissistic and also lazy.		

Task 2

In pairs find which text mentions a music type who is:

a) a sensitive and shy person ☐
b) a dynamic person ☐
c) a person who likes change ☐
d) a person who likes attention ☐



Task 3

According to the text, which type a-d do you think you really belong to?

Do you agree or disagree with the descriptions of the four types of music fans? Why? Why not?

Choose one of the phrases from the box which shows your opinion.

I totally agree.
That's me, for sure.
That's a load of rubbish!
I don't agree at all with that.
There is some truth in that.
Perhaps I am a bit like that.

Task 4

What kind of music do you like? Do you dress according to the music idols you like? Do a survey of class members' preferences to see i) which music is the most popular; ii) how many students dress to suit their music.

Class discussion: ***Are there any problems among students because of appearances like Emo or Trendy? Why? How can you solve these problems?***

Lesson 2

AIMS

- To teach idioms about clothing
- To raise awareness of the meaning, use and symbolism of clothes in the past and today

Culture Corner

A. Look at the three pictures and write a sentence to describe each picture. Which picture shows a British student? How do you know? Tell your partner.

a) 

b) 

c) 

B. What do you think about school uniforms? Is it a good or bad idea?

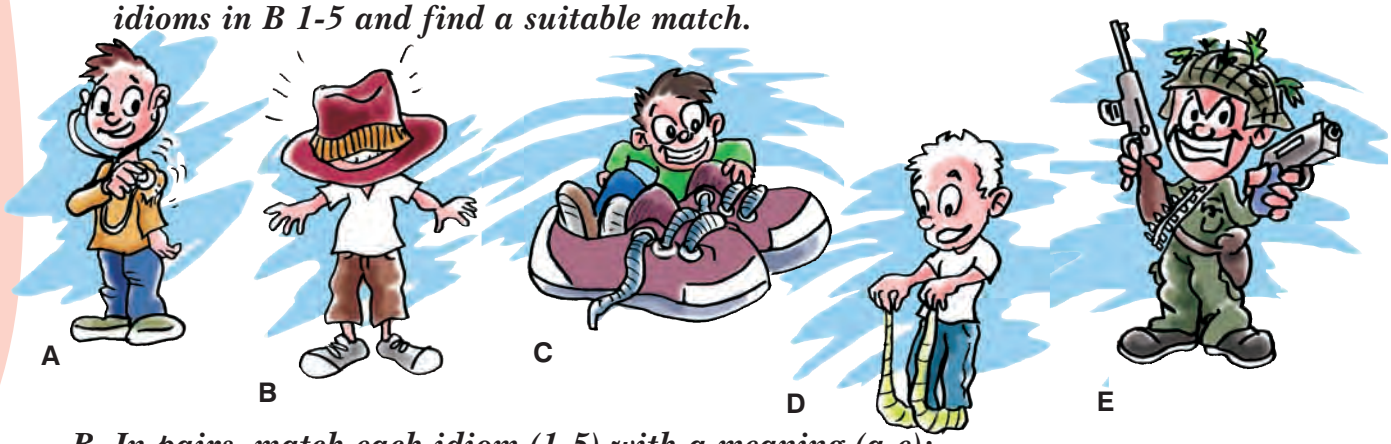
Apart from school, in what other situations is it necessary to wear a uniform? What are the advantages and disadvantages in each situation?

Advantages	Disadvantages



Vocabulary

A. The idioms below were in the reading texts. In pairs, look at the sketches and the idioms in B 1-5 and find a suitable match.



B. In pairs, match each idiom (1-5) with a meaning (a-e):

1. to talk through your hat ☐
2. to be dressed to kill ☐
3. to pull up your socks ☐
4. to wear your heart on your sleeve ☐
5. to be in someone else's shoes ☐

a) try harder
b) show feelings openly
c) say something without knowing the facts
d) in another's place or position
e) wear stylish and attractive clothes

C. Do you know any idioms in Greek about clothes? Make a list and compare your answers with your class.

Example: «Φύλαγε τα ρούχα σου νάχεις τα μισά»



Grammar

A. Use the examples below in the boxes to help you complete the rules by circling the correct words in italics and filling in the gap with a correct word.

Second Conditional:

Examples: If I had spots on my face, I would think I was ugly.
If I were tall, I would feel more confident.

1. We use the **second conditional** to talk about *real /imaginary* or *unlikely/possible* events.
2. We use '**would**' + ... to describe the result.

Wishes:

Examples: I wish I had blonde hair. I wish my parents weren't so strict with me.
I wish my dad would let me have a nose ring.

We use **wish** + ... to describe a desire for something we want *in the past / now*.
We use **wish** + ... + **infinitive** when we would like someone else to behave in a different way.

B. Match the two sets of comments:

1. I wish I had long hair.	**A.** If I hadn't, I could plait it.
2. I wish I had clear skin.	**B.** If I didn't, people wouldn't call me four eyes.
3. I wish my nose wasn't fat.	**C.** If I could, I would spike it.
4. I wish my parents weren't strict.	**D.** If I had, I could make a pony tail.
5. I wish I didn't have glasses.	**E.** If I had, I wouldn't need face cream.
6. I wish I could cut my hair short.	**F.** If it wasn't, I would have a sweeter face
7. I wish I didn't have curly hair.	**G.** If they weren't, I could wear knee-length jeans.



C. What advice would you give to people with these problems? Choose from the advice below:

a) if I were you, I would use *Clearasil* to get rid of it.
b) if I were you, I would grow my hair long to cover them.
c) if I were you, I would change my shampoo.



Listening
Pre-listening - A project: History of Fashion

How much do you know about fashion? Tick √ the correct statements and then add up your scores to see who knows the most in your class. Two marks for each correct answer.

1. In the time of Robin Hood, men wore a shoulder cape.
2. Women started wearing tights in the 1980's.
3. In the early 60's, Mary Quant created the mini-skirt.
4. It is not unusual to see women wearing leggings today.
5. Today, it is normal to see a man wearing a head-scarf in church.
6. A *chlamys* is a dress that people wore last century.
7. In the Middle Ages, soldiers wore tunics as part of their uniform.
8. Ladies in the 1300's wore floor-length dresses.

leggings	shoes
shoulder cape	floor-length
head-scarf	dress
cloak	knee-length
boots	tunic
sandals	baldric
tights	chlamys

Lesson 2

Task 1

Write the Greek equivalent for each of the items of clothing in the box on the previous page and check your answer with your partner.

Example: boots = μπότες

Task 2



A. In pairs, look at the drawings on the right and compete with your partner to see who can find and circle the items of clothing in the box on page 103 first. Compare your answers with your partner to see who has found the most.

B. Which clothes would best suit the following people in the Middle Ages? Tell the class which you chose and why.

a) a teacher _____

b) a school girl _____

c) a farmer _____

d) a rich lady _____

Task 3 - In the museum

A. Listen to the guide of the Byzantine Museum talking about the clothes that the people in the Byzantine period wore. Which icon 1, 2, 3, 4 or 5 is he referring to?











B. Listen to the recording again and write the number beside each person in the order you hear.

a. civil servant _____
b. low ranking soldier _____
c. citizens _____
d. high ranking soldier _____
e. governor _____

Speaking

Task 1

In pairs, discuss the following questions:

a) If you wore a chlamys today, would you look strange if you went on a bus?

b) Are there any accessories or clothes that people wear today that are similar to those people wore in the Middle Ages?

Task 2 - Role play: Buying clothes

Divide into two groups. Group A play the role of the shop assistant and group B are the shoppers. Group A try to persuade group B to buy a certain item of clothing from those in the sketch in Appendix on p. 161. Use the model dialogue:

Customer: These look nice.
Assistant: Yes, but, if I were you, I'd buy those. They are nicer.
Customer: Those are too expensive for me!
Assistant: You're right. But their quality is the best!

Task 3 - A guessing game

In pairs, decide where the girl would be going, if she wore the clothes a-g. Use the example for the question and answer:

A: If you saw a girl in ..., where would you think she would be going?
B: I would think she would be going to ...

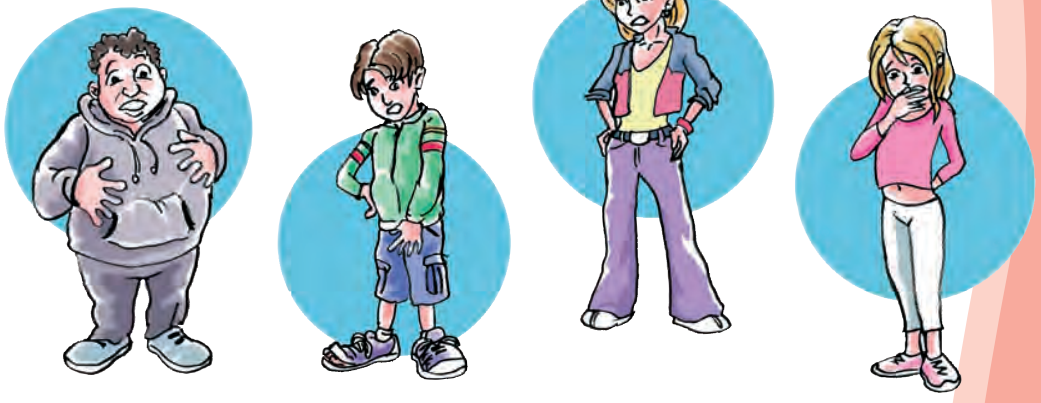
a) a suit with a shirt and tie
b) a tracksuit and athletic shoes
c) a long dress with high heel shoes
d) a T-shirt, clean jeans and trainers
e) a short skirt, a blouse and nice shoes
f) fancy clothes with lots of make-up
g) a uniform



Writing - 'Teen worries'

Task 1

In pairs, look at the cartoons and write down things that teenagers worry about concerning their appearance.



Task 2

A. Read the short texts i-iv from a teen magazine where young people write about their worries and then read the advice from the magazine columnist. In pairs, rate these worries according to how important you think they are.

1. very serious: ___
2. quite serious: ___
3. not very serious: ___
4. a little bit serious: ___
5. not serious at all: ___

i) Dear Liza,
There's a girl at my school who always copies what I wear. I don't know what to do. I am afraid that if I told her that I didn't like it, she would be upset. Help!
Ashley

ii) Dear Liza,
I wish I knew how to match my clothes. I can never get it right with the clothes to wear at parties. I need some help. Thanks!
Hannah

iii) Dear Liza,
My mum makes me feel awful about my hipster jeans and short T-shirt. I wish she didn't go on at me all the time. The thing is I agree with her but all the other kids in my class are wearing their clothes like this.
Suzanna

iv) Dear Liza,
I wish I looked different. I am thinking of getting four rings in my ears to look different from the rest of the kids but I am a bit scared. What do I do?
Gus.

B. Work in groups. Choose a problem from i-iv above, and write some advice for the problem. Use the example below to help you. Discuss your ideas with your group.

Dear ...,
If I were you I would think twice about changing the way you look. If you did something unusual, you would not be able to fix it later, so be careful.
Hope that helps. Liza.

Lesson 3

Byzantine and the Present

Task 1

From your history lesson, what can you tell about the people on the map? What kind of work did they do? How rich were they? Discuss your ideas in small groups and then look at your history books on Byzantine history to compare your answers.

As a group, find out as much information as you can for these people in the Middle Ages.

(you can also search online at a relevant site given on page 190).



Task 2 - Mediation

An Australian friend of yours, who wants to visit Athens, is interested in the Middle Ages and the Byzantine period. S/he wants to know what s/he can see at the Benaki Museum in Athens. Look at the museum leaflet and write a short note to tell your friend where the museum is and what kinds of things s/he can see there.

Μουσείο Μπενάκη

Βασ. Σοφίας & Κουμπάρη 1
Μετρό: Σταθμός Σύνταγμα





Εργαστήριο Υφάσματος

Στο εργαστήριο συντηρούνται υφάσματα της Κοπτικής, της Ισλαμικής, της Βυζαντινής και της Λαογραφικής συλλογής του Μουσείου.

Project

Modern fashion designers use motives from previous historical periods. The Benaki museum has invited young people to design their own outfits based on motives from previous periods of history and to send them to the museum. The three best outfits will be displayed for a year.

You have decided to send your own designs as a class to the Benaki Museum.

1. ***In groups of four, decide on the period of history on which you will base your designs.***
2. ***Research the period and find as much information as you can about the outfits worn in those days. Find pictures and sketches and cut out the relevant motives.***
3. ***Design your clothes using the cut-out motives. Present your designs to the class.***

As a class, choose the best outfit to send in for the competition.

Activity A

Match the two halves of each statement.

1. I wish	a) was taller.
2. I would never	b) I would get a new outfit.
3. If I had enough money	c) have a nose ring.
4. I could buy a new outfit	d) I didn't have curly hair.
5. James wishes he	e) if Dad gave me some money.

___/5 points

Activity B

Complete the following dialogues with responses from those in the box.

a) What size are you?

b) Does black suit you?

c) What size shoes do you wear?

d) Would you like to try on my jacket?

e) This pullover doesn't fit me.

i) I think it's too small.

ii) Yes, it looks lovely.

iii) Medium.

iv) 38.

v) Yes, and so does navy blue.

___/5 points

Activity C

Choose the word which best completes each sentence.



1. Angela wore the most …… T-shirt to the party.
   a) trendy b) handsome c) arrogant d) good-looking
2. Dimitris is a very …… student and his parents trust his decisions.
   a) pretty b) lovely c) mature d) attractive
3. If Daniel was more ……, he would feel really confident.
   a) lovely b) pretty c) cuter d) attractive
4. Celia is extremely …….. and would never sing in front of the class
   a) shy b) good-looking c) confident d) excited
5. Do you agree with the saying that beauty is only skin ……..?
   a) position b) deep c) level d) thick

___/5 points

Self-evaluation

Activity D

Match the two columns A and B.

A	B
a) spiked	i) trousers
b) nose	ii) hair
c) smart	iii) labels
d) designer	iv) shoes
e) athletic	v) ring

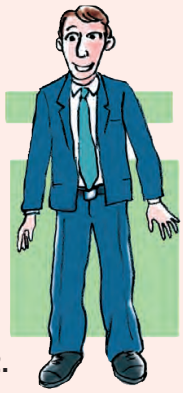
___/2.5 points

Activity E

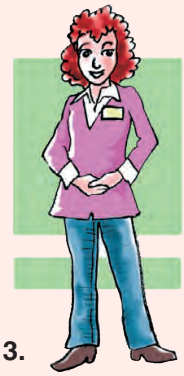
Match the situations a-e to the person 1-5 being described.



1. **sportsman**



2. **bank employee**



3. **shop assistant**



4. **school student**



5. **actress**

a) He likes wearing a shirt and tie with a dark blue suit.

b) He has three rings in his ears and one in his nose.

c) With the period costume and wig, you wouldn't recognise her.

d) He's always in his tracksuit and athletic shoes.

e) She wears denim jeans and a shirt under her work uniform.

___/2.5 points

Now tick how well you can do the following:

		With difficulty	Quite well	Easily
√	I can read a text in Greek and explain it in English	☐	☐	☐
√	I can listen to a talk and select which items the speaker mentions	☐	☐	☐
√	I can use English to persuade someone to buy something	☐	☐	☐
√	I can write a note to give advice	☐	☐	☐

UNIT 10 A Material World



Grammar:
Present Passive/ Past Passive (Affirmative, Negative, Interrogative)

Functions:
Focusing on the action rather than the person who did the action when using the Passive

Vocabulary:
materials and objects related to development and technology

Learning strategies:
In order to:

- be able to take part in a conversation with confidence I:
- listen carefully to key words in their speech
- look at their faces and try to understand how they feel
- use question words (How, Where, When, Why) to ask for clarification
- use words in the speaker's questions to help me answer

Lesson 1

AIMS

- To introduce the concept of focusing on what happens to something
- To relate materials people used in the past with how the same materials are used today

Lead-in



1. In pairs, look at the photo on the right. Which historical period is it from?



2. Look at the soldier's weapons and uniform. What are they made of? Choose among the materials in the box below.

Why did people use these materials? What was their function? Discuss it as a class.

wool	plastic	cotton	wood	aluminium
rubber	metal	glass	stone	leather

3. Which materials from the box did not exist in those times? Why not?

4. Where do you think these materials came from? What do people use these materials for today? Make a list with your partner.

5. Look at the items below. What materials do we use to make these items?



1



2



3



4



5



Pre-reading

1. ***Think about your home. What material is used for most things? Tell the class.***
2. ***Discuss the following question with your partner.***
   Is plastic a natural material that we can find growing on trees or is it a material that is made from some scientific process?
3. ***Write the answer to the following question:***
   What is plastic made from? Choose from: vegetables, oil, sand.
   It is……

   You can check your answer by reading the text below.

Task 1

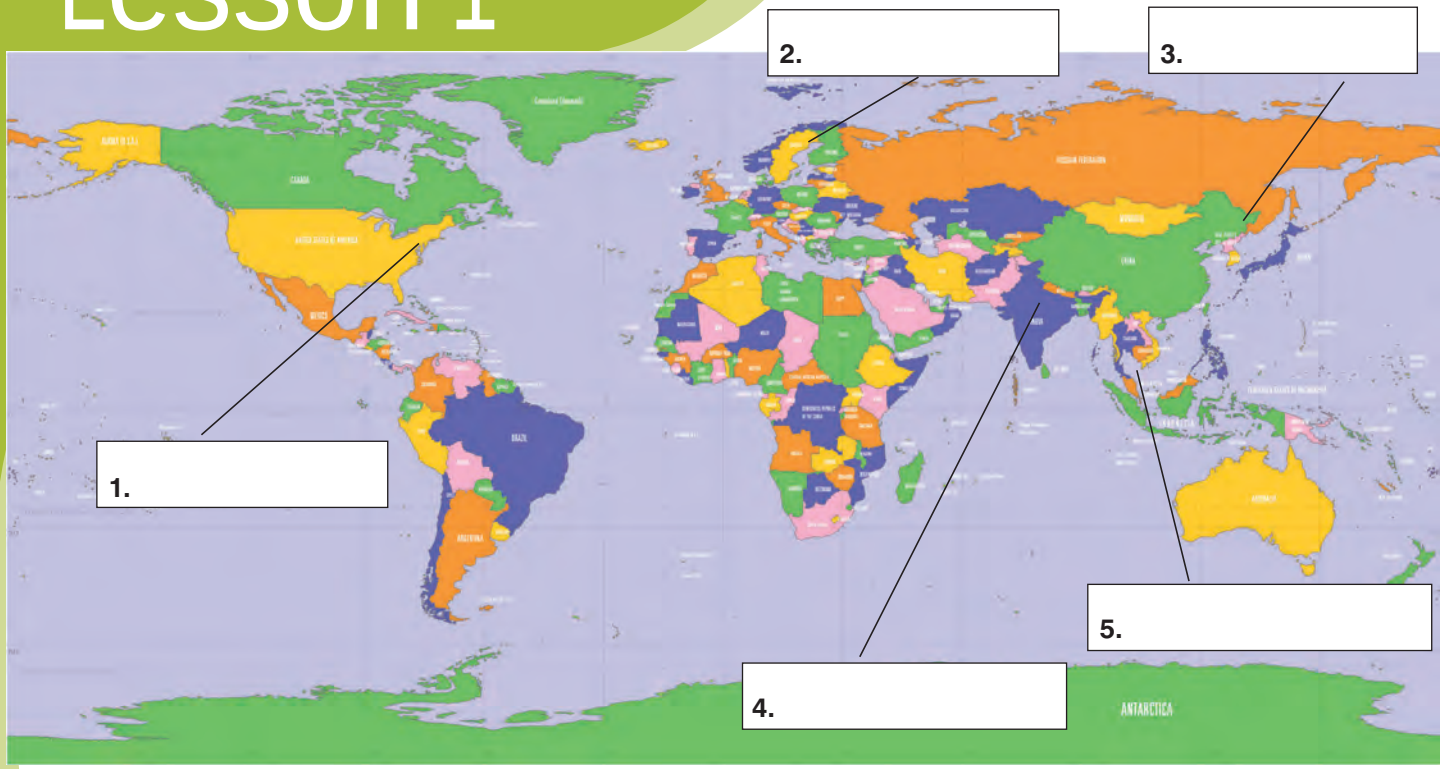
Read the text on plastic and match the objects to a country on the World map. Write the name of the object in the space for each of the six countries.

A Plastic World

Oil was first discovered in Pennsylvania in 1839. Many of the inventions we have today could not work if we did not have oil. It is used to drive many kinds of transport like cars, buses, planes, and ships which are built in the USA. Oil is also used to heat our houses. Plastic is used in Indonesia to make everything from supermarket bags to computers and mobile phones. In fact, most of the things we use in our lives are made of plastic.

Plastic is used because it is cheap and tough, and can last a long time. New products are invented almost every day. Most toys and games today are produced in China and then they are sent to different parts of the world. Many other more expensive items like mobile telephones are made by big companies in Finland. Look around your house. How many electrical items are made in Japan? Look at your athletic shoes. Maybe they were made in India or Korea. But where does plastic come from? The answer is that plastic is produced from oil.

Lesson 1



In pairs, use the information in the text to write statements about each of the products below:

Mobile phones .....

Plastic bags .....

Toys and games .....

Ships and planes .....

Athletics shoes .....

Task 2

Plastic is made from oil. When we have run out of oil, what will be used in the future to make different products? In pairs, write a list of raw materials we can use to replace plastic in everyday objects. Then, compare your ideas as a class.

Task 3

Look at your Geography book to find what raw materials are produced in different countries. What products could be made from them?

E.g. China produces clay, which is used to make porcelain.

COUNTRY	MATERIAL	PRODUCT

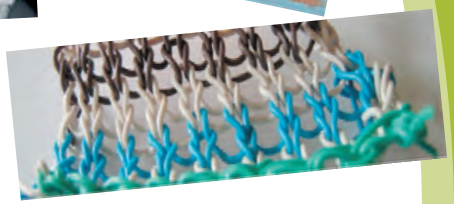
Grammar

1. In pairs, look at the objects and complete the following statements using the words in the box. Ask your teacher to tell you if you were right.

hemp
bamboo
pine
soybeans
nettles
corn

a) Parts of mobile phones **are made of** .....
.....
b) Parts of cars **are made of** .....
c) Designer clothes **can be made of** .....
.....
d) Handbags **are made of** ..... or ....
.....



2. Look at the sentences above and complete Rule 1 in the box below. Then, circle the right option in italics in Rule 2.

Rule 1: We use the verb _____ (*in the right tense*)
+ **past participle** to form *passive sentences*.

Rule 2: We use a passive sentence when we are interested in
the result of the action / who is responsible for it.

3. Look at the sketches 1-5 below. Which of the objects were introduced during the Byzantine period?



4. In pairs, take turns and think of 5 objects each. Your partner must guess the object. Use the expressions in the box.

It's made of...
It's used to/for...

5. What materials will be used in future? Look at the drawing and discuss your ideas with your partner.



Lesson 2

AIMS
- To listen in order to follow the sequence of events
- To listen for dates

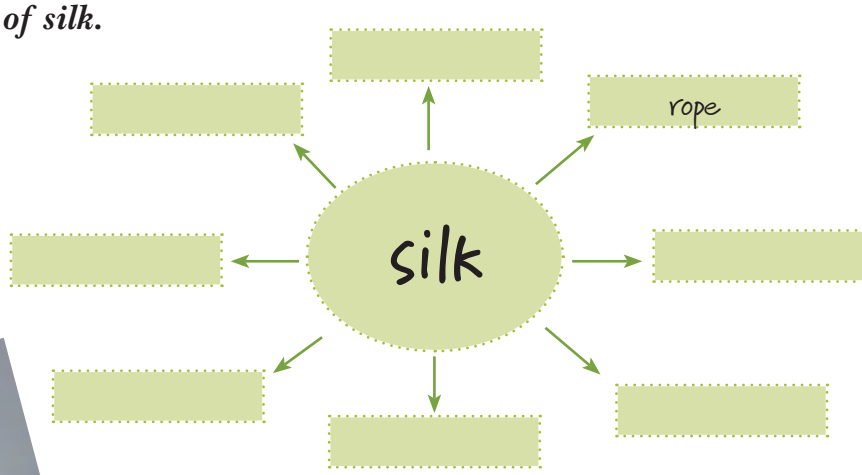
Listening & Speaking

Pre-task

1. Look at the pictures on the left. What do you see?



2. In pairs, complete the spidergram below with objects made of silk.

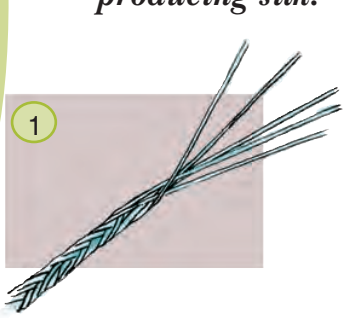


3. What do you know about silk? In pairs, write down your answers to the following:

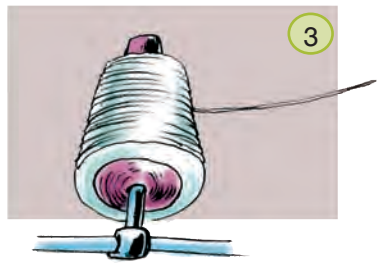
a) Where does silk come from?
b) How is it made?

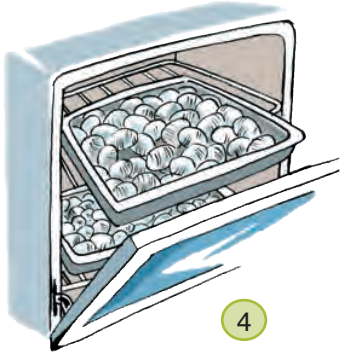
Task 1

You are going to hear a school lesson on the History of Silk. Listen to the recording and write the order in which you hear the following stages in producing silk.

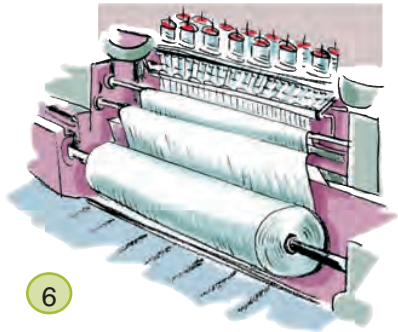














Task 2

Listen again to the lesson on the* History of Silk *and complete the timeline below with the area and the use of silk.
In pairs, compare your answers.

				Europe	
				parachutes	
3,000 BC	70 BC	AD 500	1453	1940	2008

Mini project

The picture above shows the Silk Route across the centuries. In groups of three, use your Geography book and the Internet to find the* Route *taken for other products, e.g. spices, potatoes, cotton, tea, coffee. ***Draw your own map and a timeline and present it in class.***

Task 3

1. Look at the following uses of silk. In pairs, tick √ the possible uses.

USES OF SILK								
fishing lines	shoes	clothes	musical instruments	roads	string	money	paintings	gifts

2. Look on the Internet to check your answers. Are there any* AMAZING FACTS *about the use of silk? Report to the class.

Task 4

How was silk connected with social status in the past? Look at your History book and write statements about the use of silk to show social ranking.

E.g. In ancient China, silk was only used by the Emperor and his family.



Lesson 2



Speaking

1. Look at the table below. Match the products in the visuals to the correct verb in each column.

Invented	Discovered	Produced	Made	Grown







Asking questions:
When was ... discovered/invented?
Where is it produced/made/grown?
Answering questions:
Gold was discovered in California over 100 years ago.
Jewellery is made of gold. Milk is produced in Thessaly.
The steam engine was invented by James Watt in 1769.

2. In small groups, ask and answer questions about the products in the table. What else do you know about them? Use the language forms in the box to help you find the information you need.



Grammar

1. In pairs, look at the sentences below. The words in bold say WHO the "doer" of the action (the agent) is. Use the agent to form ACTIVE sentences meaning the same.

a) The first walkie-talkie was developed **by Motorola** for military purposes in 1940. **Motorola** _____.
b) In China, silk was used only **by the emperor and his family**. _____.
c) Silk is produced **by silkworms**. _____.

2. Look at the sentences above and complete **Rule 1** *in the box below. Then circle the right option in italics in* **Rule 2.**

Rule 1: In a *passive sentence*, when we want to mention WHO did the action we use the preposition _____ before the **agent**.
Rule 2: We mention the agent only if it *is* / *is not* important.

Writing

1. ***Read the information in the letter below and in the* Product Order Form *about an order sent to* Amazon *internet service. A school boy ordered CDs but he hasn't received them yet.***

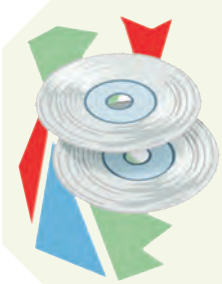
Dear Sir or Madam,

Three weeks ago, on the 18th of March, I ordered a new CD album from your company but it still hasn't arrived.

Could you please check when it was sent?

Yours thankfully,

Christos Paparisteidis



Product Order Form

Product:	Music Vibes CD Album #5
Ordered:	18th Mar
Sent:	29th Mar / Express
Paid:	20 Euros / credit card

Out of stock. Arrived on 28th Mar.

Courier services on strike for 5 days.

Package sent to wrong address.

Resent on 10th Apr. Discount 20%.



2. ***Now look at the notes made by the Amazon staff on the Product Order Form and write an email from the company manager to explain what has happened. Begin your email like this:***

Dear Christos,

We are sorry about the delay in sending the CD's ordered.

Unfortunately, ...

.....

.....

.....

.....

Lesson 3

Ancient constructions

Project -
Ancient Constructions & Mysteries



1. *It is a mystery how certain ancient constructions were built or what their purpose was. No one can imagine the technology people used in those days to build the* **Pyramids**, **Stonehenge**, *the* **Moai** *on* **Easter Island**, *or even the* **Lighthouse of Alexandria.**



What do YOU know about these constructions? Who were they made by? What were they used for? In groups of four, try to find relevant information and present it in class.

2. *What other impressive constructions, discoveries or inventions from around the world do you know of? Draw a relevant* **timeline** *with the place they were found.*

3. *Read the text on the right about the invention of the first computer. Was the computer really invented by* **Charles Babbage**? *What do you know about the* **Antikythera Mechanism**?
(You can find more information from a relevant internet site given on p.190).

Computers are sold all over the world today and we cannot live without them. Many people believe that the computer was invented by a man called **Charles Babbage**. His first computer was made of wheels and lots of mechanical parts. It was driven by petrol because there was no electricity at the time.

Task



When the **Antikythera Mechanism** *was discovered in 1901, it was at least 2,000 years old. The* **Mediterranean Youth Forum** *is organising a lecture on this early type of computer and has invited teenagers from the Mediterranean countries to prepare a lecture for their next meeting.*



a. *In groups of four, collect as much information as you can about the* **Antikythera Mechanism**. *You can search online or visit the* **National Archaeological Museum**; *you can also visit the* **National Technical University** *and interview a specialist about the mechanism.*

b. *Then prepare your lecture and present it in class. The best lecture will be sent to the* **Mediterranean Youth Forum.**

Activity A

Complete the following sentences by choosing an appropriate word from each pair in the box. The pairs of words are not in the same order as the sentences.

1. …… furniture is imported into Greece from Indonesia.
2. Tea sets and other Chinese …… are considered to be of high quality.
3. Greece is famous for many …… goods, such as belts and shoes.
4. In many villages in the Greek mountains, traditional houses are built of …… .
5. The Emperors of Byzantium all wore purple …… .

leather / plastic

stone / wood

silk / clay

porcelain / pine

bamboo / corn

___/4 points

Activity B - Collocations

Match a noun from the list on the right with an adjective on the left.

a) fishing	i) status
b) mechanical	ii) process
c) social	iii) parts
d) natural	iv) engine
e) scientific	v) lines
f) athletic	vi) material
g) everyday	vii) shoes
h) steam	viii) threads
i) silk	ix) objects

___/4.5 points

Activity C

Answer the questions using information from the STUDENT'S BOOK.

1. What is silk used for today? _____
2. What can be made from oil? _____
3. What is produced from clay? _____
4. What material is most garden furniture made of? _____
5. What material is made from bauxite? _____
6. What crop can be used to make petrol? _____
7. What is a soldier's belt made of? _____
8. What were Byzantine weapons made of? _____
9. What are porcelain cups and plates made from? _____

___/4.5 points

Self-evaluation

Activity D

Tick the things which you think are produced in each country.

	China	Greece	Italy
Toys			
Cars			
Thread			
Ships			
Weapons			
Clothes			
Porcelain			
Parachutes			

___/4 points

Activity E

Complete the following sentences by choosing the correct form of the verb in brackets.

1. It (believe) _____ that silk was first imported into Europe by the Emperor Justin.
2. The pyramids (build) _____ by the ancient Egyptians.
3. In Brazil, sugar cane (use)_____ to produce petrol for cars.
4. A great many plastic products (import) _____ from China nowadays .
5. The steam engine (invent)_____ by James Watt in 1769.
6. Olives (grow) _____ in many parts of Greece.

___/3 points

Now tick how well you can do the following:

		With difficulty	Quite well	Easily
✓	I can read a text and find specific details about places around the world	☐	☐	☐
✓	I can listen to a report and follow the sequence of events	☐	☐	☐
✓	I can talk about products and how things are made	☐	☐	☐
✓	I can write a letter asking for action to be taken	☐	☐	☐

Unit 1
I'm only human



Reading

Lead-in

Quickly read the text below about Karen hill tribes and find out the following (all of the answers are colours or numbers):

a. What colour are the dresses which unmarried girls wear?
b. How old are elephants when they start their training?
c. What colour are the dresses which married women wear?
d. What colour are the trousers which the men wear?
e. How many years do elephants usually work?

Compare your answers with your partner.

Task 1

Now read the text again more carefully and answer the questions which follow.

The Karen hill tribes live in the mountains of Thailand. They live in bamboo houses and their farm animals, pigs, chickens and buffaloes, live under the houses. The Karen are very skilled at farming in difficult areas.

The Karen are also good at training elephants. Elephant training begins when the animal is about four years old. The elephants learn how to pick things up, pull and push heavy things like trees which have been cut down. At about ten years old, the elephants start work and their working lives can last for about fifty years. They are unbelievably strong - a working elephant can lift 700kg!

The Karen people have beautiful traditional costumes. Girls who are not married wear white dresses and married women wear blouses and skirts in bright red or blue. Karen men wear blue trousers and red or blue shirts.

The Padaung is a group which belongs to the Karen hill tribes. Many Padaung women wear metal rings round their necks which make their necks look much longer than usual. Their mythology explains that this is done to stop tigers from biting them! However, the usual explanation is that a very long neck is beautiful.

Today, many tourists visit the mountains in Thailand to see the Karen hill tribes and the beautiful women in their traditional costumes.

Tick TRUE or FALSE to the following statements. Check your answers with your partner.

	TRUE	FALSE
a. In Karen villages, the farm animals live near the houses.		
b. Padaung men and women wear rings around their necks.		
c. Tigers often bite people in the forests.		
d. Elephants start to work when they are about ten years old.		
e. Elephants can lift very heavy things.		
f. Tourists rarely visit Karen hill tribe villages.		

Task 2

Complete the dialogue by underlining the correct word in italics.

A: Hi Tina, how was your holiday in Thailand?
B: Oh, hi Christos, it was great! We went everywhere, even to the *animals/mountains*. We saw some Karen hill tribe people - they're *fascinating/fascinated*. They *play/train* elephants, you know
A: I didn't know that. What do the elephants do?
B: Well, elephants are really *strong/work* and they can *lift/eat* heavy things, so they help the Karen people when they are *cooking/farming* in the forests.
A: Really? Weren't you *frightened/frightening*?
B: Oh, no. Elephants are very gentle and friendly. We also saw some Padaung women wearing big *rings/shirts* round their necks which make their necks look really *long/heavy*.
A: Oh, you're so lucky! I wish I could go there.
B: Never mind! Let's look on the Internet, there's lots of information about *elephants/tribes* all over the world.
A: Great idea!

Check your answers and act out the dialogue with your partner.

Task 3

Work with a partner to find out about another fascinating tribe of people and then tell the class about what you've found out.

Reading

Lead-in

Quickly read the text and find out the following:

a. How tall are these people?
b. Which part of the world do they live in?
c. How do the children spend their time?
d. What does 'Ba' mean?
e. What is 'Jengi'?

Compare your answer with your partner.

The Children of the Forest

In his new book* 'Peoples of the World'*, Brian Greene looks at the life of different tribes in Africa. For the final part of the book, he travels to Cameroon to learn about the Pygmies.

Who are they?

Some people call the Pygmies *'The Children of the Forest'* because they are very short. Usually they grow to between 120 and 130 centimetres tall. They are very kind and gentle and you see this in their music, dances and songs. Their songs describe life and their survival. They live in the forests of central and western Africa. There are many different Pygmy groups such as the *Bambuti, Batara, Bayaka* and *Bagyeli*. The beginning of each name *'Ba'* means *people*. Although they all speak different languages, one word which is the same in the different tribes is the name of the forest spirit - *Jengi*.





It's your choice!



Task 1

Now, read the second part of the text to get information about the way the Pygmies live and the problems they face. Then, do the task below the text. Do not worry about words that you do not know at this moment.

How do they live?

The Pygmies are nomads and move from place to place on foot. They take the important things with them and build a new village in another part of the forest. As nomads, they move to another part of the forest when the area where they are living becomes dirty. It becomes dirty because they do not clean anything and instead they move away from the rubbish. They live in huts, which they make from branches and leaves of trees. All Pygmies live in groups of families. They do not live in villages but their homes are near farming villages. This allows them to sell or exchange the forest plants and wood for crops which they eat, and other goods they use to live on. The male hunts animals such as pigs, and monkeys. He uses a spear and bow and arrows to hunt. The female looks after the children and she gathers honey, wild berries and other plants. The family eats the food at once because it does not have a way to keep it fresh. The children help their parents and do not go to school because the family does not stay in one place very long.

What problems do they face?

The Pygmies face three problems. First, big companies are cutting down the trees and the Pygmies do not have anywhere to live. The second problem is that the government in each country is taking the forests to make national parks for tourists. Also, many foreign people are coming into the areas where the Pygmies live and they are building houses on the Pygmy land.

Use all the text, and tick TRUE or FALSE to the following statements. Check your answers with your partner.

a. All Pygmy groups speak the same language. ☐
b. The Pygmies do not clean the area where they live. ☐
c. The group of Pygmies move from one place in the forest to another. ☐
d. The men in the group grow crops. ☐
e. People from other countries are building homes in the forest where the Pygmies live. ☐

Task 2

Read the whole text again and complete the chart below with examples for each.

The Pygmies

LOCATION	FOOD	TRANSPORT	PROBLEMS	TOOLS/WEAPONS

Task 3

Work with a partner. Talk about the following:



a. What you do at school
b. What you do at home
c. What you would like to do in the future

Task 4 - Pairwork

Student A reads the text about children's lives in ancient Athens. Student B turns to p.126.

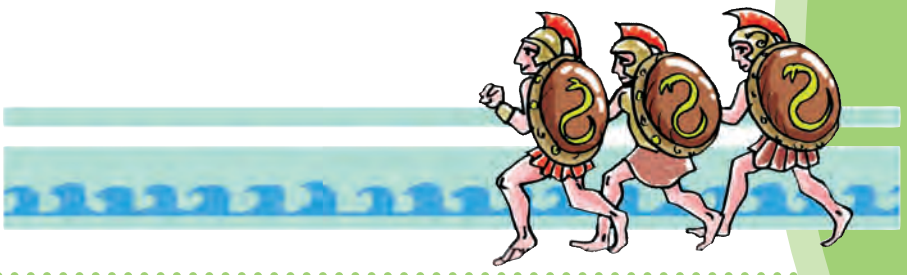
In ancient Athens, not many girls went to school, most of them stayed at home. In rich families, teachers came to the house to teach them how to sing and play musical instruments. Athenian girls also learnt how to make the family's clothes. At the age of fifteen, a marriage was usually arranged for them.

Most boys of rich families in Athens went to school where they learnt to read and write and do mathematics. Some boys also had the chance to discuss philosophy and learn public speaking. Sometimes, the boys also learnt to dance and play a musical instrument. Games and athletics were also important in all schools.

Some boys who did not go to school stayed around the public baths and gymnasia and learnt from the men who spent long hours talking there. Rich young Athenian boys had slaves to take them to school and look after them.

Your partner has information about life for children in ancient Sparta. Write the words in the correct order to make questions and ask your partner to find out about these things.

a. go/ did/ school/ Spartan/ to/ girls?
b. Spartan/ do/ girls/ athletics/ did?
c. women/ a/ free/ have/ lot/ time/ did/ of?
d. Life/ was/ Spartan/ easy/ boys/ for?
e. Boys/ what/ learn/ at/ school/ did?
f. Play/ games/ boys/ did/ many?



Task 5

With your partner, fill in the grid to show what boys and girls did in Sparta and Athens.

	Athenian boys	Athenian girls	Spartan boys	Spartan girls
Go to school				
Play an instrument				
Play sports				
Learn to read				

Student B read the text about children's lives in ancient Sparta.

Spartan girls did not go to school; they learnt skills such as singing, dancing and reading poetry at home. Some of them also learnt how to play a musical instrument. The Spartans believed that everyone should be fit and healthy and so girls also did some physical training and played many games. Nurses looked after the children and slaves did the work in their houses. So, Spartan women probably had quite a lot of free time.

Life was very difficult for Spartan boys. At the age of seven boys had to leave their family to live in a kind of school. They had to collect plants from rivers to make their beds, their clothes were not warm enough and they did not wear shoes. Their food was horrible and, because they didn't have enough to eat, they had to steal food from farms. If someone found them when they were stealing, they were punished.

At school, they had lessons in reading and counting, they did military exercises and they played many hard team games and they were punished if they did not do what they were told. Their education made them become very strong and tough soldiers.

Your partner has information about children's lives in ancient Athens. Write the words in the correct order to make questions and ask your partner to find out about these things.

a. what/ girls/ do/ home/ did/ at?
b. They/ did/ learn/ to/ how/ play/ instrument/ a/ musical?
c. Do/ what/ girls/ did/ years/ old/ at/ fifteen?
d. Most/ go/ boys/ did/ school/ to?
e. where/ boys/ spend/ did/ of/ a/ lot/ time?
f. rich/ boys/ have/ slaves/ did?

Task 6

Work with your partner to make a week's timetable for a) a Spartan school or b) an Athenian school.

	Monday	Tuesday	Wednesday	Thursday	Friday
morning					
afternoon					

Unit 2
Making a difference

Task 1 - Pairwork

Complete the biography of Laskarina Bouboulina by asking your partner questions for the missing information. Student B turn to page 128.



STUDENT A

The Life of *Laskarina Bouboulina*

Laskarina Bouboulina was born in a prison in Constantinople on (1) ..... (When?). Soon afterwards, her mother returned to the island of Hydra, where they lived for almost (2) ..... (How long?) and then they moved to Spetses.

From childhood Bouboulina had a passion for the sea and for ships. Every day, she (3) ..... (What?) and spent hours listening to the stories of the sailors and their talk of freedom for the country. She had (4) ..... (How many?) half-brothers and sisters and was their unchallenged leader.

She married twice, first at the age of seventeen to (5) ..... (Who?), and again at the age of thirty to Dimitrios Bouboulis. Life though was very cruel to Bouboulina, and both her husbands, captains of their own ships, died (6) ..... (How?) who were then raiding the coasts of Greece.

By 1811 Bouboulina the mother of (7) ..... (How many?) was twice widowed, but at the same time she was extremely rich from the fortunes of ships, land and cash she inherited from her husbands. The cash alone which she inherited from Bouboulis, was over (8) ..... (How much?) - Spanish golden sovereigns of those days. She managed not only to keep this fortune intact but also to increase it due to her good management and (9) ..... (How?). She became partner in several Spetsiot vessels and soon managed to build three of her own.

While she was in Constantinople in 1818, Bouboulina became a member of the underground organization, *Filiki Etairia* (*Friendly Society*). Bouboulina was the only woman who was allowed to join this organization, as (10) ..... (Why?) in their ranks.
She spent her fortune on war ships for a number of years and gave large amounts of food and money to the Greek armies which fought at Nafplion and Tripolis. In this way, she managed to spend the whole of her fortune during the first two years of the war, which lasted for nearly seven years.



STUDENT B

The Life of *Laskarina Bouboulina*

Laskarina Boubouline was born in a prison in (1) ..... (Where?) on May 12 1771. Soon afterwards, her mother returned to the island of Hydra, where they lived for almost four years and then they moved to (2) ..... (Where?).

From childhood Bouboulina had a passion for the sea and for ships. Every day, she played by the seashore and spent hours listening to the stories of the sailors and their talk of (3) ..... (What?). She had eight half-brothers and sisters and was their unchallenged leader.

She married (4) ..... (How many times?), first at the age of seventeen to Dimitrios Yiannouzas, and again at the age of (5) ..... (How old?) to Dimitrios Bouboulis. Life though was very cruel to Bouboulina, and both her husbands, captains of their own ships, died in sea battles with the pirates who were then raiding the coasts of Greece.

By 1811 Bouboulina the mother of seven children was twice widowed, but at the same time she was extremely rich from the fortunes of ships, land and cash she inherited (6) ..... (How?). The cash alone which she inherited from Bouboulis, was over 300,000 tallara - Spanish golden sovereigns of those days. She managed not only to keep this fortune intact but also to increase it due to her good management and successful trading. She became partner in several Spetsiot vessels and soon managed to build three of her own.

In (7) ..... (When?), she went to Constantinople and while she was there she became a member of the underground organization, (8) ..... (What?) (Friendly Society). Bouboulina was the only woman who was allowed to join this organization, as they would not accept women in their ranks.
She spent her fortune on war ships for a number of years and gave large amounts of food and money to (9) ..... (Who?) which fought at Nafplion and Tripolis. In this way, she managed to spend the whole of her fortune during the first two years of the war, which lasted for nearly (10) ..... (How long?).

Unit 3
Technology in our lives



Reading 1

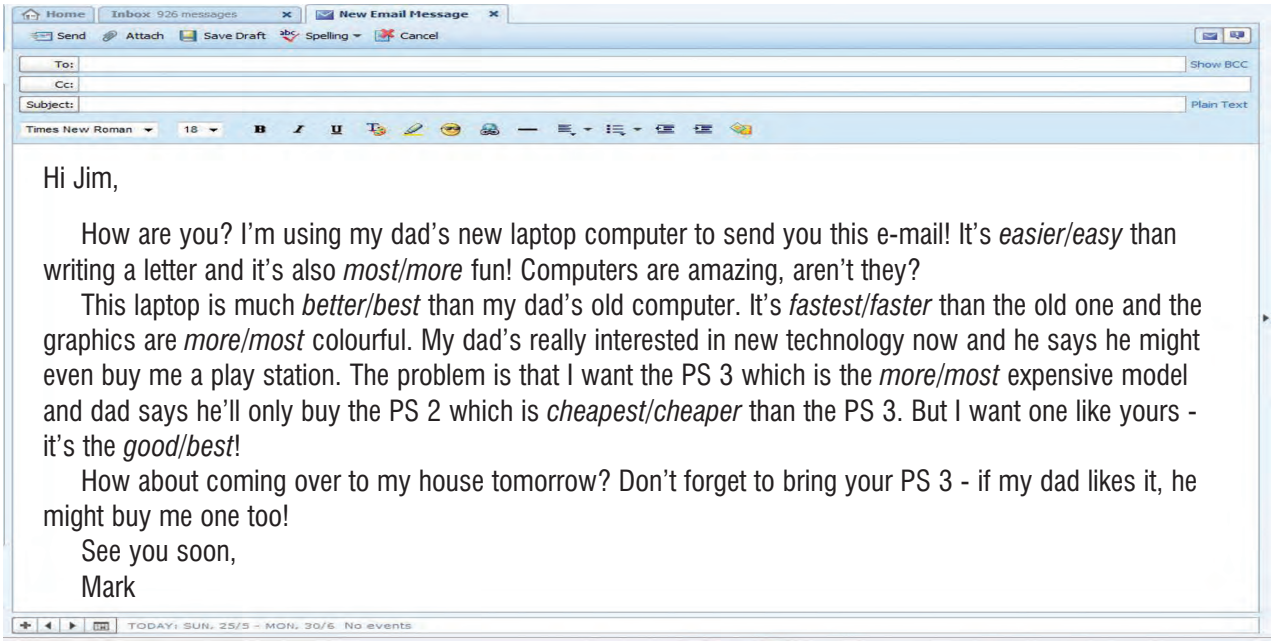
Lead-in

Discuss these questions with your partner.

a. Have you got a computer?
b. Have you got a play station or a game boy?
c. Have you got a mobile phone?
d. Do you play computer games?
e. What's your favourite computer game?

Task 1

Complete the following e-mail by choosing the correct word from the words given in italics.



Hi Jim,

How are you? I'm using my dad's new laptop computer to send you this e-mail! It's *easier/easy* than writing a letter and it's also *most/more* fun! Computers are amazing, aren't they?

This laptop is much *better/best* than my dad's old computer. It's *fastest/faster* than the old one and the graphics are *more/most* colourful. My dad's really interested in new technology now and he says he might even buy me a play station. The problem is that I want the PS 3 which is the *more/most* expensive model and dad says he'll only buy the PS 2 which is *cheapest/cheaper* than the PS 3. But I want one like yours - it's the *good/best*!

How about coming over to my house tomorrow? Don't forget to bring your PS 3 - if my dad likes it, he might buy me one too!

See you soon,

Mark

Task 2

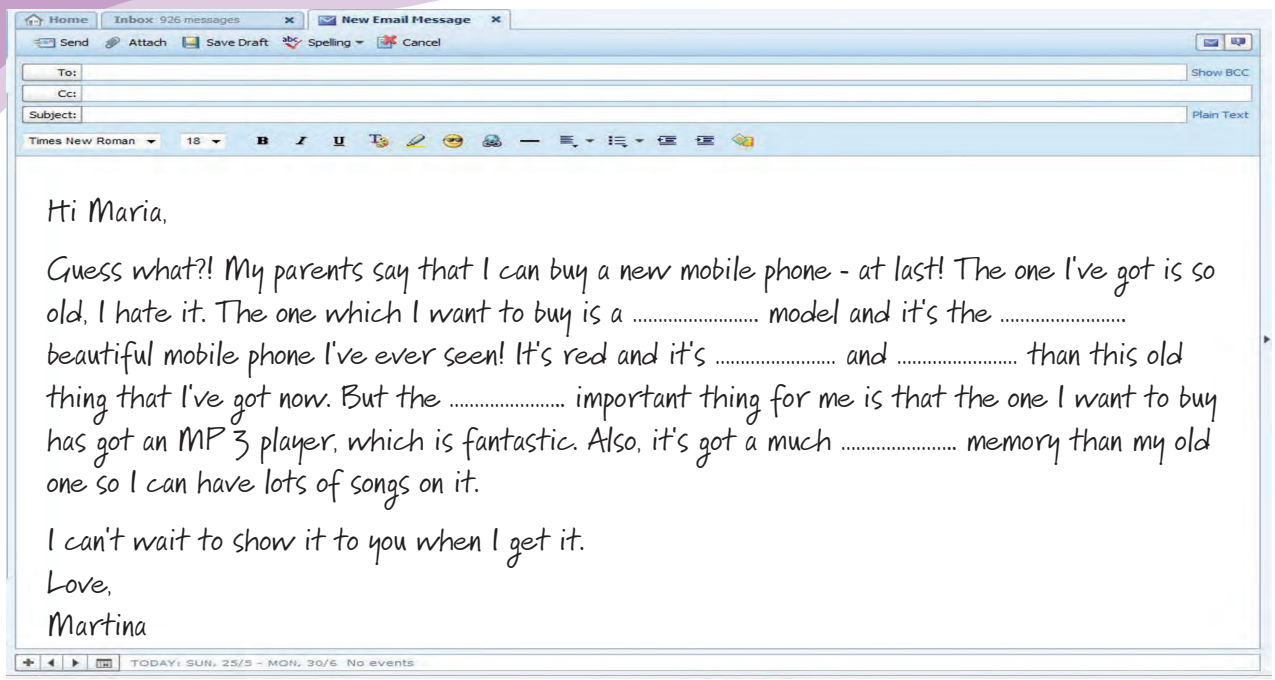
You would like to buy a new mobile phone. Look at the information below and then write an e-mail to your friend telling her/him about why you'd like to buy the new model. Use the e-mail above to help you.

My mobile phone

1. Very big and heavy
2. It's black and it's ugly
3. It's old
4. It hasn't got an MP3 player
5. It's got a very small memory

The one I want to buy

1. It's small and light
2. It's red and beautiful
3. It's new
4. It's got an MP3 player
5. It's got a big memory



Task 3

Work in pairs. Go around the class and ask your classmates about computer games. You can ask:

a. Do you play computer games?
b. How many hours a week do you play computer games?
c. Why do you like computer games?
d. What's your favourite game?

Make a table like this and tick the boxes with the information you find out.

Name	Play games?	Hours a week	Favourite game	Reasons why

Task 4

Tell the class about what you found out in Task 3. Tell them: a) how many hours your classmates usually play computer games each week; b) why computer games are popular in your class; c) what the most popular game is.

You can start like this:

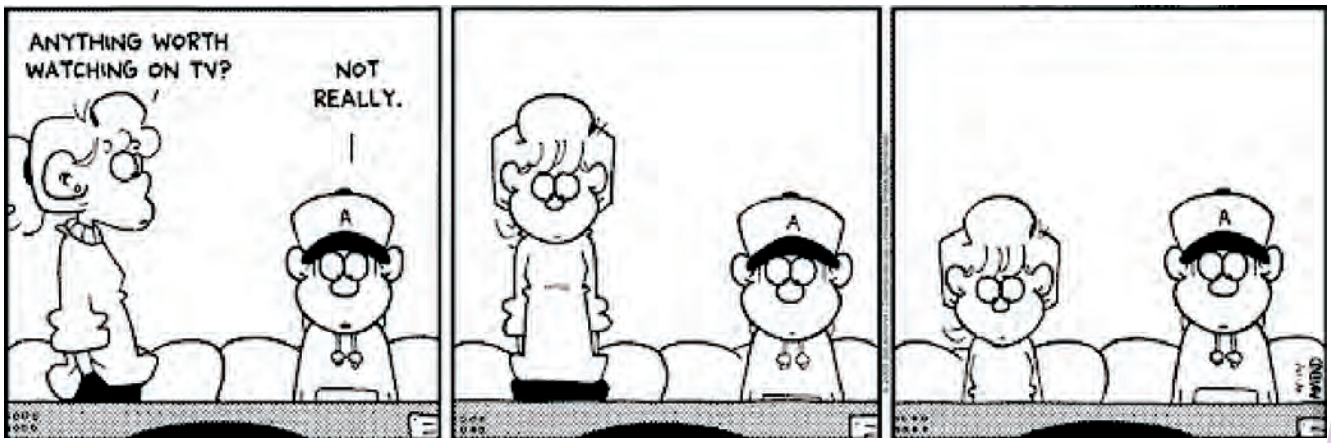
a. The children in the class usually play computer games for.....
b. Computer games are popular because.....
c. The most popular computer game is..... because.....

Task 5

Look at the cartoon below. What is the point the cartoonist is making?

Discuss the ideas given and choose one you think fits best, or decide on your own title with your partner.

a) TV is interesting.
b) The best form of entertainment is TV.
c) Our need of the TV.



Task 6

Read the following statements in pairs. Do you agree or disagree with each statement? Discuss your ideas with your partner and say why you agree or disagree.

STATEMENTS

1. "We are ruled by TV".
2. "They put an off button on the TV for a reason. Turn it off."
3. "If you spend 20 hours per week watching television, by the age of 70 you will have spent 7 years of your life watching TV."
4. "You watch television to turn your brain off and you work on your computer when you want to turn your brain on."
5. "Television is leading people in each country becoming more dumb and unable to think critically".
6. "Divorce, negative influences from the media, and materialism are the three greatest threats to families in society."

Task 7

The chart below is 'The Kaufman Spectrum of Television Addiction' and is intended to help those people who wish to escape from the grasp of television. The spectrum shows four phases and by moving up or down the scale we can change our viewing habits. Read the chart and find what kind of viewer you are. Compare your viewing habits with your partner. Which of you needs more help to stop watching so much TV?

The Kaufman Spectrum of Television Addiction

	Phase 0	Phase 1	Phase 2	Phase 3
Viewing Frequency	No TV Watching	Sporadic TV Watching (watch one or two particular shows each week)	Moderate TV Watching (watch at least one program per day)	Heavy TV Watching (more than 4 hours per day)
Television Habits	TV set remains off	Programs are watched in their entirety, then TV set is turned off.	Will research programs before watching. Balance between watching entire programs and channel surfing.	Watch TV out of habit, not interest. Heavy channel changing.
Social Habits	Involved with many non-TV activities. Have many hobbies and interests. Read a lot.	Watch TV out of interest and curiosity. Many non-TV interests and hobbies. Enjoy reading.	Watching TV high on list of favorite activities. Will plan social activities around TV schedule.	Frequent feelings of boredom. Will opt out of social events to watch television. Poor diet, exercise and reading habits.

© 2005 by Ron Kaufman @ TurnOffYourTV.com

Task 8

Use the chart to interview four friends or family members to see how much help they need with their TV viewing habits.

Unit 4
Communication

Quiz

Work with a partner to answer the questions in the quiz. Look at p.134 to check your answers.

1. The capital of Japan is …
   a. Tokyo
   b. Beijing
   c. Sony

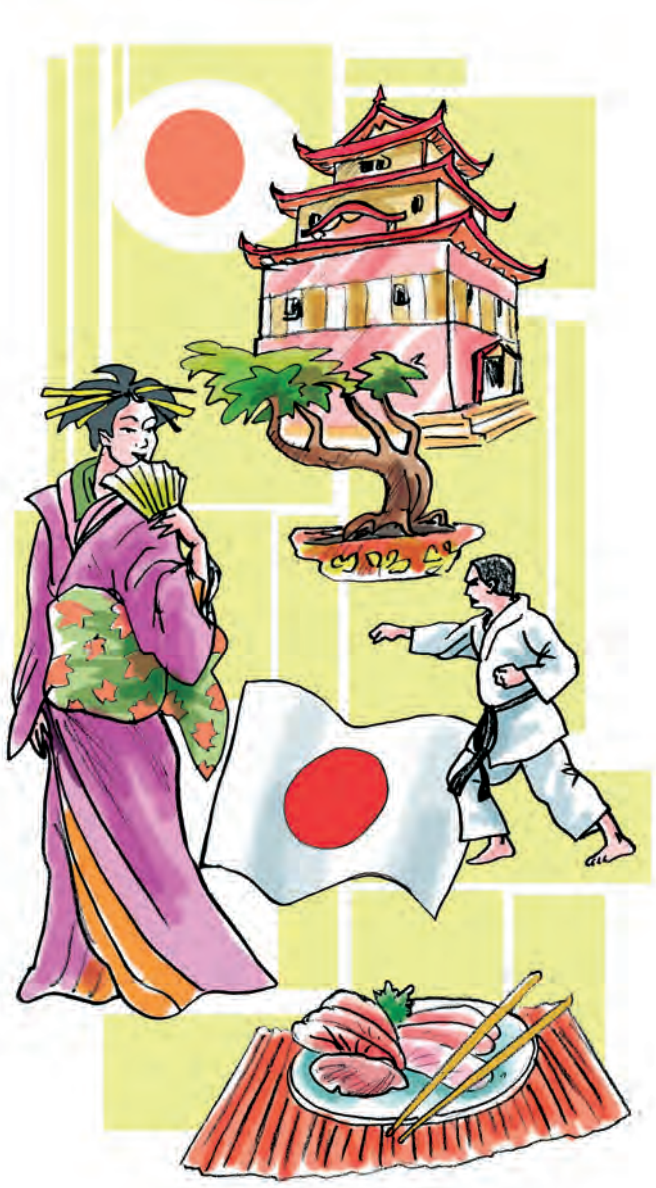
2. Traditional Japanese houses were made of
   a. metal and glass
   b. wood and glass
   c. wood and paper

3. The Japanese flag is
   a. white with a red circle on it
   b. red with a blue circle on it
   c. red with a white circle on it

4. Japanese people enjoy eating meat from
   a. crocodiles
   b. whales
   c. horses

5. You must take off your ……
   before you go into a Japanese house.
   a. hat
   b. shoes
   c. gloves

6. One of the most popular sports in Japan is
   a. boxing
   b. basketball
   c. football



Quiz key: 1. a 2. c 3. a 4. b 5. b 6. c

Reading

Task 1

Read the following text about life in Japan. Then, choose a suitable heading for each paragraph.



a) Food
b) Body Talk
c) At home
d) At work

1. .....

The Japanese are very polite and they nearly always bow to people when they meet them. They don't touch each other very often and, sometimes, they don't even look at the person they're talking to!

2. .....

If a Japanese person invites you to his house, you must be sure to take your shoes off before you go in. The Japanese don't wear shoes at home because shoes aren't clean enough.

3. .....

A Japanese person usually arrives early for work and doesn't usually leave until his boss has already left. When the worker is leaving to go home, he says to the others "Sorry to leave before you".



4. .....

The Japanese eat with little wooden sticks called chopsticks. They eat a lot of fish and they often eat fish which isn't even cooked. One of their traditional foods is whale meat.

Task 2

Read the description of a dream and fill the gaps with the words given.

Last night I had a very strange (1) …… I dreamt that it was a beautiful day and I was walking in the countryside but I wasn't wearing any (2) ……
Strangely, my feet didn't hurt me. I walked for a long time until I saw a little forest of olive (3) …….. and I went to pick some olives. The funny thing was, I could even pick the olives from the highest branches because my (4)…….. were so long! Then, I put all of the olives into a big (5) …….. that I was carrying with me. I felt tired suddenly and decided to go home. When I got there, I saw lots of (6) …… all flying around my house. It was amazing!

arms **bag** **trees** **bees** **dream** **shoes**

Task 3

Work with a partner and talk about what the dream means. If you don't remember, look back at p.44.



Task 4

Find a song with the title 'Sweet Dreams are made of this' and report to the class what the song is about.

Unit 5
Change and Experience

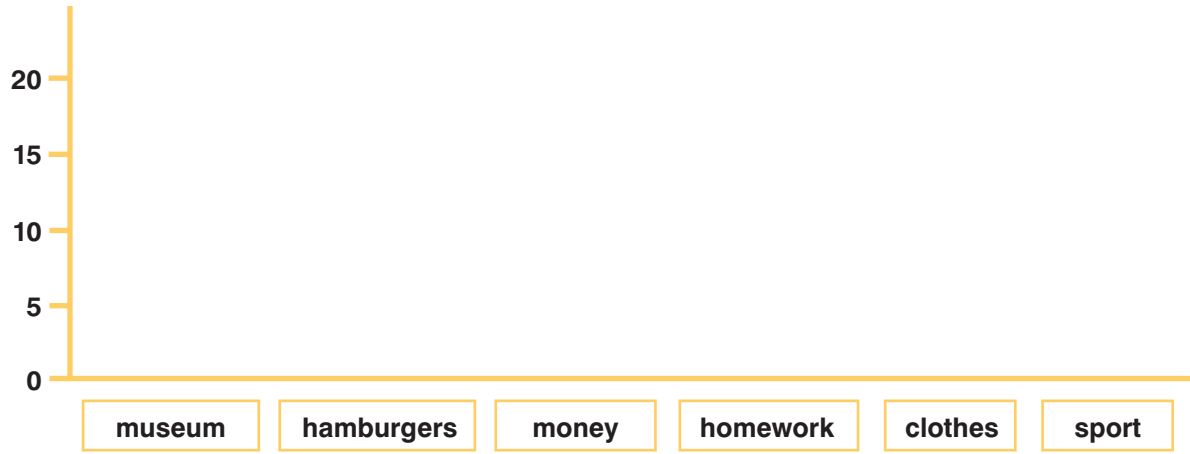
Task 1

In pairs, go around the class and find out how many children have done these things in the last month. Fill in the table.

In the last month, have you ...	Number of children
... been to a museum?	
... eaten a hamburger?	
... saved some money?	
... done your homework?	
... bought new clothes?	
... played a sport?	

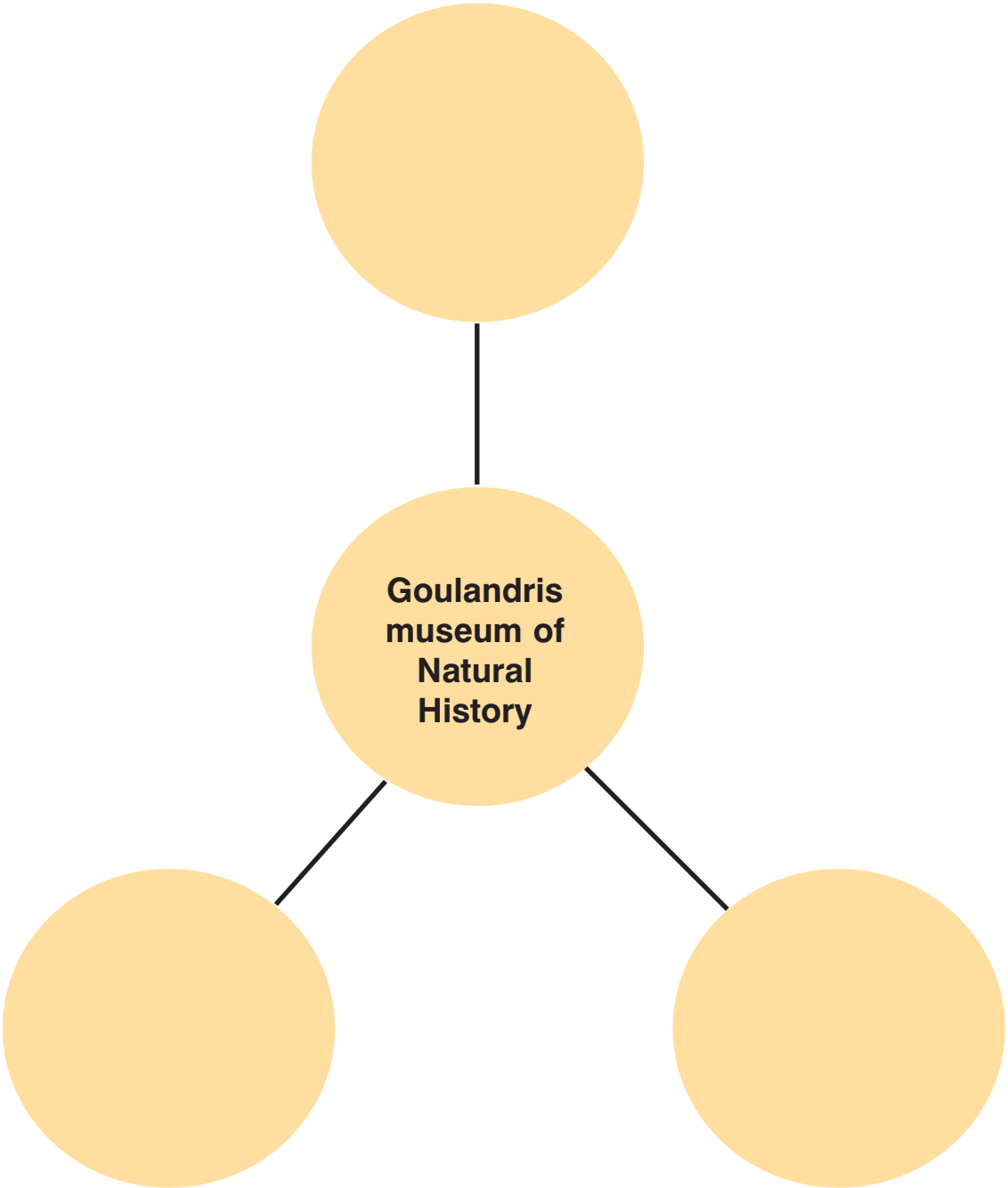
Task 2

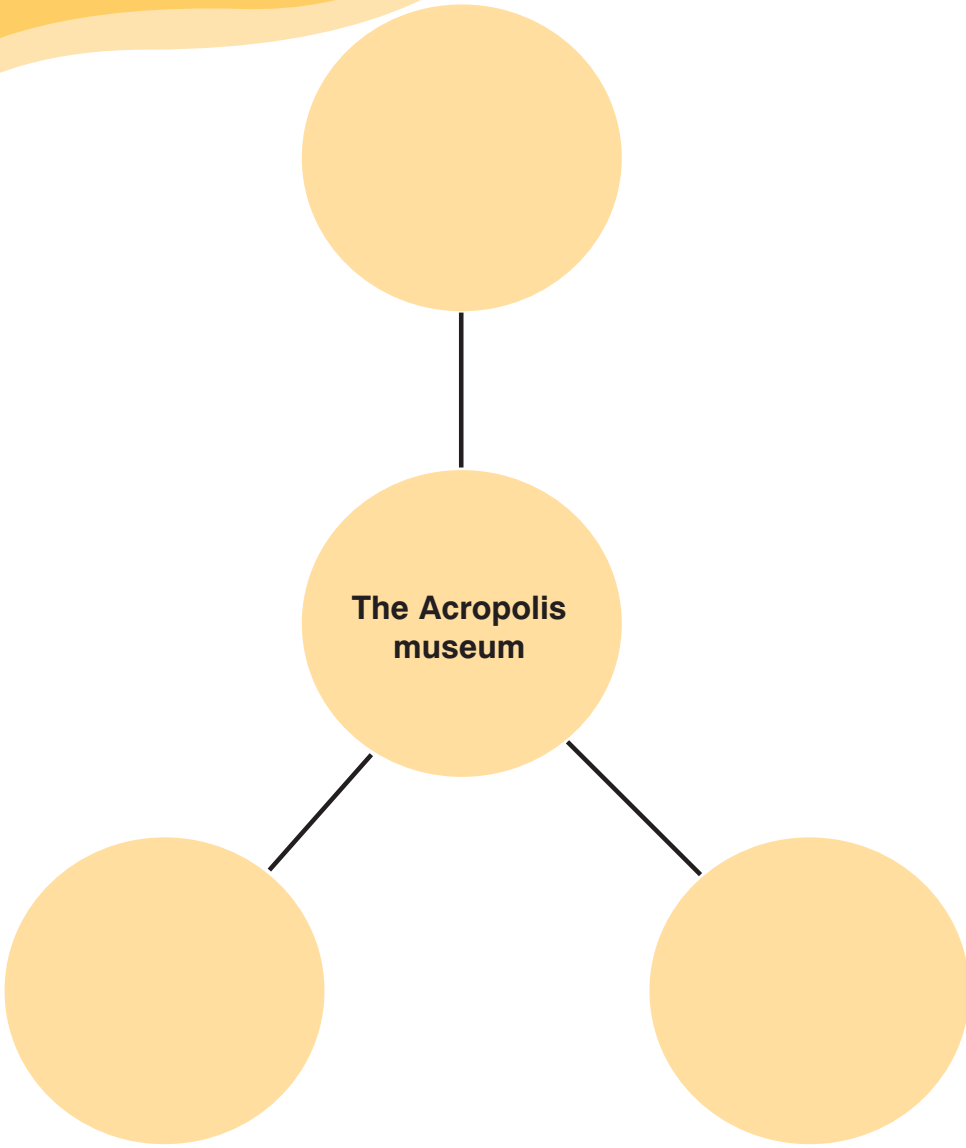
Use the information you found out in Task 1 to make a bar chart showing the number of children who have done each of the activities in the questions.



Task 3

Fill in the spidergrams below with things that you can do or see in each place. You can look at pages 52 and 53 for ideas.





Task 4

Think of a capital city (eg. London). Find information about what you can do there by looking it up on the Internet. When you find the information, imagine that you are on holiday in that city and write a short postcard to a friend telling him/her what you've been doing there since you arrived. Look at page 53 to get some help with writing postcards.

.....

.....

.....

.....

Task 5



This exhibition presents the influence of Hellenism in central Asia, India and the Gaddara region in particular, from the first to the fifteenth centuries BC. The ancient Indian province of Gaddara is currently divided between Pakistan -for its greater part- and Afganistan. This region was conquered by Alexander the Great in the fourth century BC and subsequently saw the emergence of a Greco-Buddhist art - mostly sculpture - strongly influenced by Hellenistic artistic trends. The art of Gaddara spread with Buddhism to central Asia, China and Japan, where local artistic production showed Hellenistic elements for many centuries.



The exhibition includes photographs, texts and sculptures from the Manos and Chatzivasileiou collections, and occupies three rooms in the museum's ground floor. The exhibits are grouped in subject units and presented in chronological order, and supplemented by profuse instructive material, which introduces the visitor to this little known aspect of Greco-Buddhist art.
http://odysseus.culture.gr/h/4/eh42.jsp?obj_id=3588

Read the texts below and find a suitable visual for each.

1. The Olympic Games began at 776 B.C. in ancient Olympia. They were carried out every four years and they were part of celebrations in honour of Zeus. The winners took as awards olive branches that were the symbol of life.
2. The return of sculptures of Parthenon concerns all civilized world. Only the mutilated figures of Cecrops and one of his daughters, last remains of the ancestral glory and guards of their native land, are seen at the monument!

Read the list of sites and mark where each one is on the map of Greece.

1986	Temple of Apollo Epicurius at Bassae
1987	Archaeological Site of Delphi
1987	Acropolis, Athens
1988	Mount Athos
1988	Meteora
1988	Paleochristian and Byzantine Monuments of Thessaloniki
1988	Archaeological Site of Epidaurus
1988	Medieval City of Rhodes
1989	Archaeological Site of Olympia
1989	Mystras
1990	Delos
1990	Monasteries of Daphni, Osios Loukas, Nea Moni of Chios
1992	The Pythagoreion and the Heraion of Samos
1996	Archaeological Site of Vergina
1999	Archaeological Sites of Mycenae and Tiryns
1999	Historic Centre (Chora) with the Monastery of Saint John "the Theologian" and the Cave of the Apocalypse on the Island of Patmos

Unit 6
What a waste!

Lead-in

In pairs, ask and answer these questions.

What will you do if:
a) it rains all day tomorrow?
b) your teacher says the class will have a test tomorrow?
c) you see someone throwing a lot of litter in the street?

Task 1

Look at the vocabulary in the box on p.62. Choose four of the items and write them in a list in your notebook. Write what you can make from each one.

For example:

1) Old tyres - you can paint them in bright colours and plant flowers in them.

2) _____ _____

3) _____ _____

4) _____ _____

5) _____ _____

Task 2

Go around the class and ask your classmates for their ideas on what you can use each of the things for. For example, you can ask:

1) What can you make from old tyres?



Create a piece of eco-art.

Task 3

Read what the children from around the world say about environmental problems in their area.



1) An Eskimo child from Greenland - “The ice is melting because of global warming so it’s more difficult for us to hunt for food.”
2) A Chinese child - “I live in Beijing and there are so many factories near the city that we can’t even see clearly because of the air pollution.”
3) A British child - “In Britain, too many people use plastic bags to carry their shopping”
4) A Mexican child - “In Mexico City, there are too many cars so the air is always polluted”.
5) An Indian child - “I live in Mumbai and they are building so many new buildings that there aren’t any parks where we can play.”

Work with a partner to think up solutions to the problems which the children talk about. Write the solutions using first conditional. You can get ideas on pages 63 and 64.

For example:
1) If we all look after the environment, the ice will stop melting.

Task 4

Work in a group in the class to make a poster showing the problems and solutions from Task 3. Put your poster up on the wall in your classroom.

Unit 7
Magnetism and the world we live in



Reading

A. Read the three texts below and find an example in each of the effects of magnetism. Compare your answer with your partner.

Text A
Our planet has a magnetic field. On the earth's surface, it is weaker than the typical magnet you find on your fridge door. We see the affect of magnets in our everyday lives. It is common to see a television or computer screen shaking when a mobile phone rings next to it.

Text B
Scientists used to believe that animals used their instinct to migrate but now they know that they also use magnetic fields. Scientists believe that animals like turtles or birds have a magnetic sense. Cells in an animal's brain contain magnetite that acts like a compass needle. This helps birds to find their way when they fly north or south.

Text C
In December 1947 five military planes took off from Ft Lauderdale, Florida at just after 2 pm. An hour later the pilot sent a radio message. He said that the compasses were broken and they didn't know where they were. The mystery is why ships and planes disappear in the area of the Atlantic Ocean near Bermuda. Scientists believe that iron ore under the surface of the earth can cause a false compass reading.

B. Read the 3 texts again carefully and discuss with your partner which text mentions: a) the negative effects of magnetic fields, b) something electrical in a kitchen c) animals and magnetism.

C. In pairs, decide which of the texts mentions something mysterious.

Task 1

In pairs, discuss if you think there are magnets in:

- a mobile phone
- a car door
- a fridge door
- a music cassette
- a printer
- a speaker

Check your answers by looking on the internet *(you can find more information from a relevant internet site given on p.190).*

Writing - Class Newspaper

Τουρίστες καταστρέφουν την παραλία

Χελώνες νεκρές στα δίχτυα των ψαράδων

Cafeterias open on beach

Plastic bags harm turtles



A. Look at the titles of the Greek and English newspapers. What problem does each one refer to?

B. As a group, write a newspaper article on how we can help the turtles survive.

You can help protect sea turtles by telling people not to drive cars or motorbikes on the beach. Tell people to be careful where they walk during the nesting seasons! You can also help by picking up rubbish along the beach. Do not throw junk on the beach and always put your litter in trash cans.

C. Create a class newspaper with different themes.
As a class you are going to prepare a class newspaper.
Decide who will be responsible for the different parts of preparing the newspaper.

- Choose an editorial team of three. The editorial team is responsible for deciding what stories will be in the paper; where each story goes in the paper; what the headlines for each story will be.
- Choose an artwork team. The artwork team will be responsible for finding the photographs and the pictures for each story.





- Choose 2 sportswriters.
- Choose students to find out about fashion likes and dislikes.
- Choose students to find out about environmental issues.
- Choose students to write about some major events in the local area or city.
- Choose students to create and write advertisements.

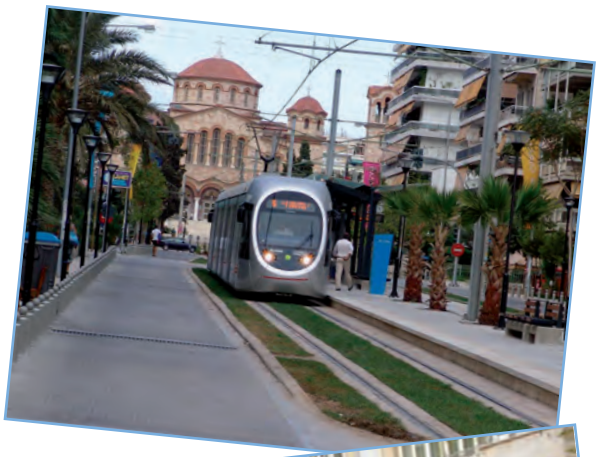
It's your choice!

Unit 8
Getting around

Public Transport in Athens

An English speaking friend is going to spend a few days in Athens. Look at the different ways of getting around and write a short note to tell him/her how to use each means of transport.

Choose a means of transport you think is friendly for people to use in a city and present it to the class. Give your reasons.











Lesson 2 Listening

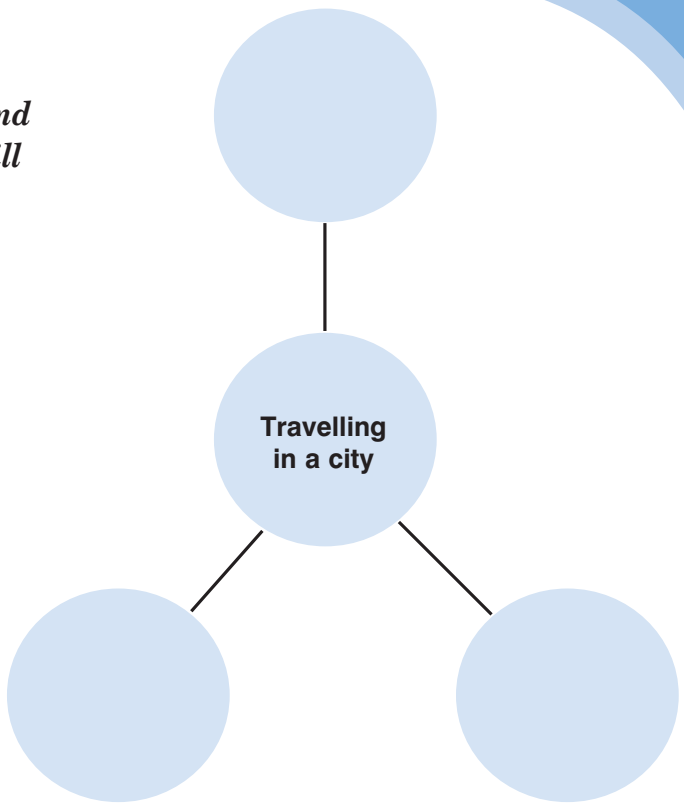
Pre-listening

In pairs, complete the table with the name of a fast train in each country.

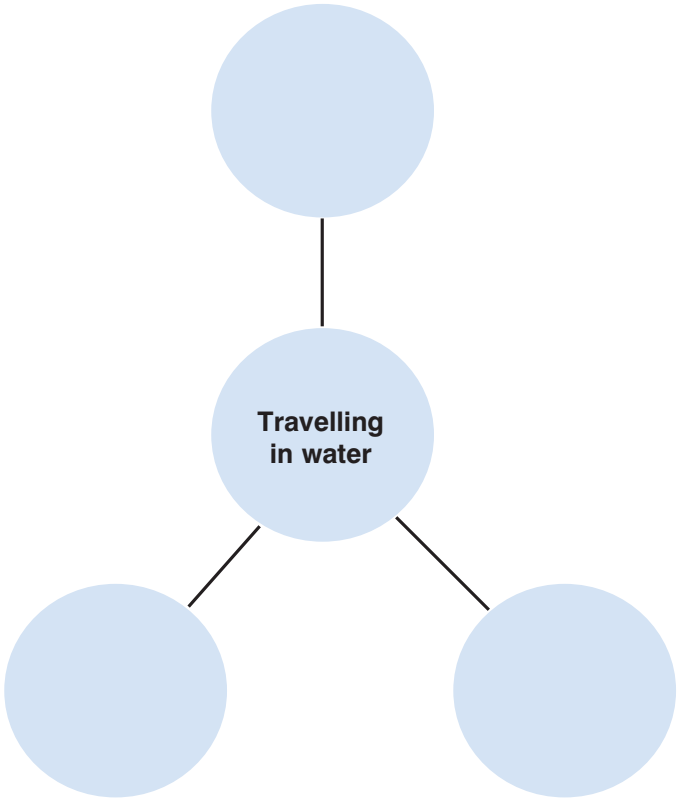
COUNTRY	Greece	India	France	England	Japan
NAME					
SPEED					

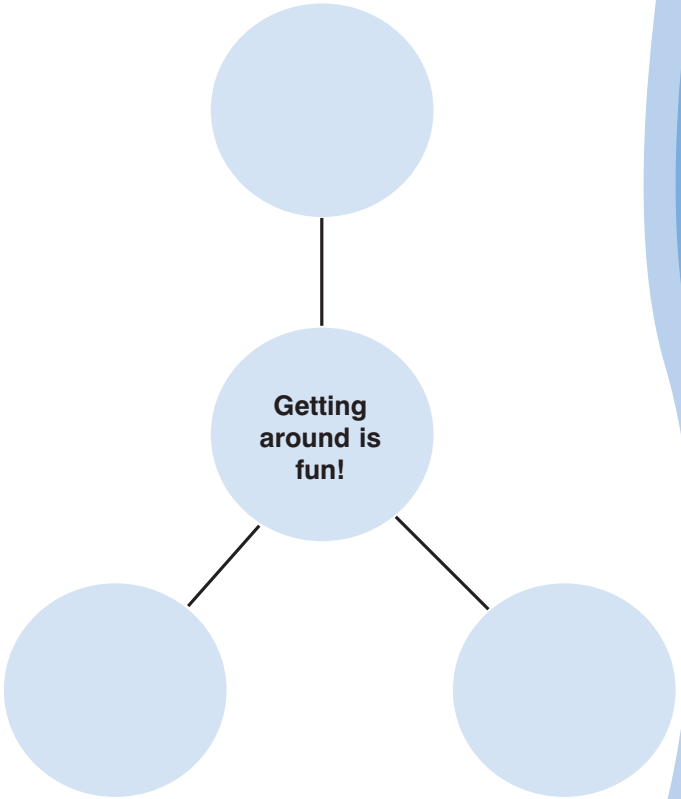
Task 1

In pairs, look through Unit 8 to find different forms of transport and fill in the spidergram.



Now do the same with the following spidergrams.







Task 2

Look at the question tags and the idioms of travel on page 91 and complete the dialogue with the correct word.

Paul: Hi, George! How are you?

George: Hi Paul! Don't ask! My neighbour's really 1)..... me crazy.

Paul: Why? What's the matter? You usually get on well together, 2)..... you?

George: Not any more. I lent him some money and he won't pay me back. I think he's taking me for a 3)..... It isn't fair, 4)..... it? I think I'll go round to his house and tell him what I think.

Paul: Hold your 5) ..... for a minute, George. You don't want to 6)..... the boat, do you? I mean, he's your friend. Wait and see. He promised to give you the money, 7)..... he?

George: Yes, he did but I gave him the money ages ago. I can't risk losing it, 8) ..... I?

Paul: No, of course not. Well I hope you find a solution.

George: So do I!

Now act out the dialogue with a partner.

Task 3

Read the two texts about two teenagers who live in different areas. Circle all the words which refer to transport.

Text 1

My name's Michelle and I've lived in a big city all my life. Getting around is very easy because the public transport is good, so I don't have to get lifts in my parents' car. We live near the local underground train station so you can travel into the city centre quickly and easily. There are also high speed trains which go all over the country. My favourite transport in the city is the tram which takes you around the centre. That's how I travel when I go shopping.

Text 2

I'm Robin and I live in a small village in the heart of the countryside. The public transport is so bad that most people go everywhere by car and my mum has to give me a lift if I want to go outside the village. There's a local bus service but the bus only passes once a day so it's useless. I have to walk to school and when I visit my friends or go shopping in the village I have to cycle.

Task 4

Complete the table with the words you circled in Task 3. Ask your classmates which means of transport they use and tick the boxes.

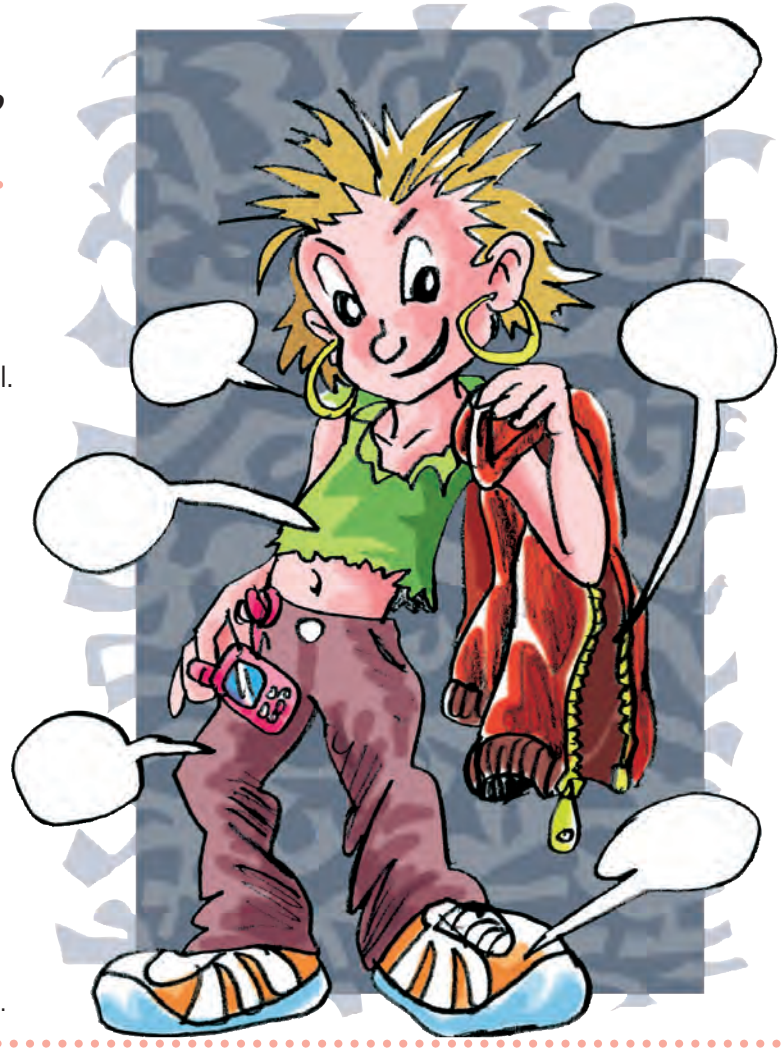
Transport	Number of students
Underground train	

Optional: ***Now make a pie chart showing the information in Task 4.***

Unit 9
Keeping up appearances

Task 1

Look at p.99 and find the words to label the photograph.



Task 2

Complete the following with the correct idiom from p.102.

1) My mum isn't happy with my marks at school. She says I'll have to
   ……
2) My friend is very sensitive and she always shows her feelings. She
   ……
3) "I'm having a History test tomorrow and I haven't studied anything"
   "I wouldn't like to
   ……
4) One of the things I like most about Madonna is that she always looks great.
   She's always
   ……
5) My friend told me that Kylie Minogue is going to give a concert in Athens but she isn't. My friend's ……

Task 3

Go around the class to find out what your classmates are wearing. Tick the boxes to complete the table. You can add some other clothes to the list in the table.

Clothes	Number of students
Jeans	
T-shirt	
Skirt	
Athletic shoes	
Sweatshirt	

Task 4

Make a pie chart to show how many students are wearing each item of clothing.

Writing - 'Teen worries'

Task 1

In pairs, look at the cartoon and write down three things that the teenagers worry about concerning their appearance.



Picture 1:
A: I am much too fat.
B: I think you look fine.

Picture 2:
A: I need to get some new trainers.
B: Why? What's wrong with the ones you've got?

Picture 3:
A: I don't like boys with nose rings.
B: But they look so cute.

Picture 4:
A: Mary feels shy because of her metal braces.
B: She's silly. They'll straighten her teeth.

Task 2

A. Read the short texts i-iv from a teen magazine where young people write about their worries and then read the advice from the magazine columnist. In pairs, rate these worries according to how important you think they are.

i) Dear Liza,
There's a girl at my school who always copies what I wear. I don't know what to do. I am afraid that if I told her that I didn't like it, she would be upset. Help!
Ashley

ii) Dear Liza,
I wish I knew how to match my clothes. I can never get it right with the clothes to wear at parties. I need some help. Thanks!
Hannah

iii) Dear Liza,
My mum makes me feel awful about my jeans and short T-shirt. I wish she didn't complain all the time. All the other kids in my class are wearing their clothes like this.
Suzanna

iv) Dear Liza,
I wish I looked different. I want to get four rings in my ears but I am a bit scared. What do I do?
Gus.

1. very serious: ___
2. quite serious: ___
3. not very serious: ___
4. a little bit serious: ___
5. not serious at all: ___

B. Work in pairs or small groups. Look at the example answer from the magazine and discuss if you agree or disagree with the advice.

Dear ...,
If I were you I would choose my clothes according to the weather. It doesn't matter if things match. The fashion now is to wear what is comfortable so don't worry!
Hope that helps.
Liza.

Then, chose one of the problems and think of ideas to help the writer. For example, if someone doesn't know how to match clothes, you might say:

- If I were you, I would choose clothes that have the same colours
- Think about the reason you need to go somewhere

Alternative Project

The National Radio Station has organised a competition which invites young people to write a song to see if they have the talent to be good songwriters.



Task 1

Look at the poster. What is it advertising? How important are each of the following for writing a song?

- knowledge of music
- a musical ear
- finding a rhythm
- finding rhyming words
- a strong subject.

Discuss your ideas as a group.

Mini-Quiz

a) Byzantine notes were: *ni, pa, vu, ga, di, ke, zo*. What is the music scale in the Western world?

b) What was most unusual about the composer Beethoven?

Task 2

In groups of three, decide on a topic area and make four short simple statements about the topic.
Then, decide on a rhythm or use the rhythm of any song you know.
Sing your song.

Unit 10
A material world













Reading

Lead-in

In pairs, look at the items in the pictures. Say what each item in the pictures is and then tick the items that are made from oil. Check your answers with your teacher.

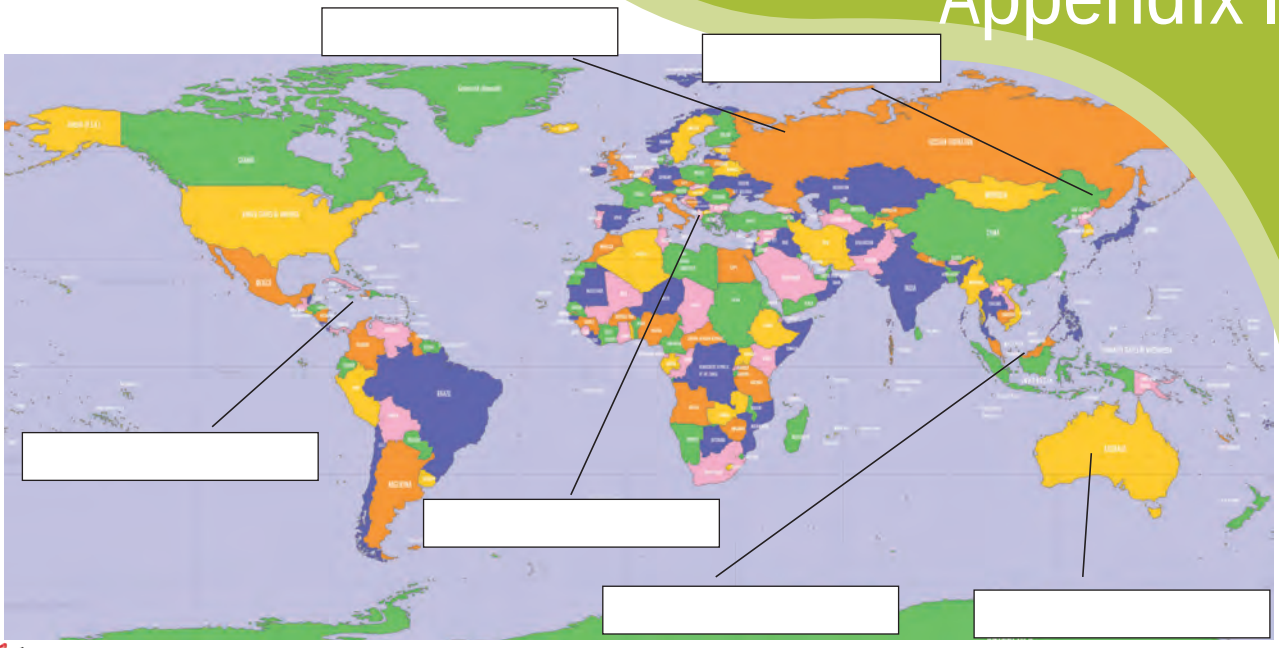
Task 1

Read the text on plastic and match the objects to a country on the world map. Write the name of the object in the space for each of the six countries.

A Plastic World

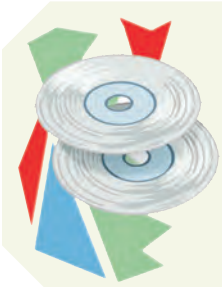
Oil was first discovered in Pennsylvania in 1839. It is used to drive many kinds of machines like cars, buses, planes, and ships which are built in the USA. Oil is also used to heat our houses. Plastic is used in Indonesia to make things like supermarket bags, computers and mobile phones.

Plastic is used because it is cheap and can last a long time. Today, many toys and games are produced in China and then they are sent to different parts of the world. Expensive items like mobile telephones are made by big companies in Finland. Look around your house. How many electrical items are made in Japan? Look at your athletic shoes. Maybe they were made in India or Korea. But where does plastic come from? The answer is that plastic comes from oil.



Writing

Read the information in the letter below and in the Product Order Form about an order sent to Amazon internet service. A school boy ordered CDs but he hasn't received them yet.



Product Order Form

Product:	Music Vibes CD Album #5
Ordered:	18th Mar
Sent:	29th Mar / Express
Paid:	20 Euros / credit card

Didn't have any!

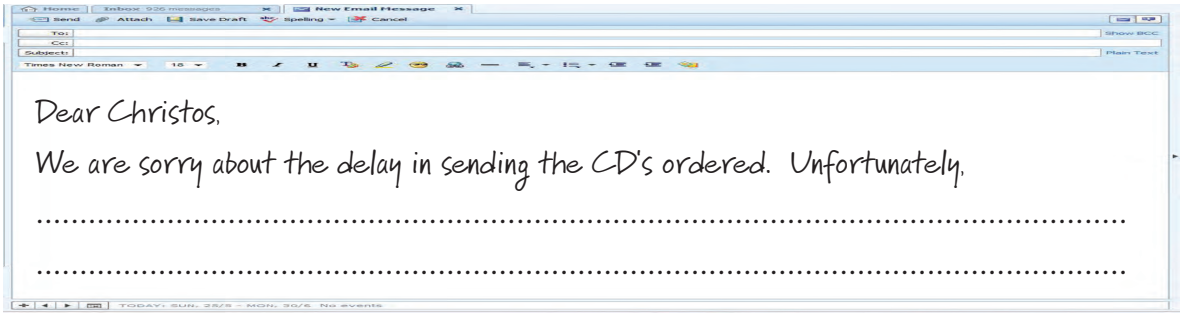
Holidays for 5 days

CD's sent to wrong address

Re-sent on 10th Apr.

Because of problems we give a discount of 20% less on the price.

Now look at the notes made by the Amazon staff on the Product Order Form and write an email from the company manager to explain what has happened. Begin your email like this:



Dear Christos,

We are sorry about the delay in sending the CD's ordered. Unfortunately,

.....

.....

CARD ONE

(**Student A:** BROCHURE)

Justinian and Theodora

[The Life of a Byzantine Emperor]




One night only
8th October

Odeon Theatre
All tickets £5

Starring: **Ornalado Gloom** as Justin
: **Melinda Sweet** as Theodora

Time : **8.30pm - 11.00pm**

CARD TWO

(**Student A:** INFORMATION)



Justinian

[Byzantine Emperor]

Born	: **AD 482**
Lived	: **Constantinople**
Famous for	: **uniting the East and West churches**
Married	: **Theodora**
Died	: **AD 565**

p.20: UNIT 2, LESSON 2: Task 3b - The Play

CARD ONE

(**Student B:** Ask your partner questions to get the information you need to fill in this card)

The Play

Name of Theatre: _____

Name of Play: _____

Place of story: _____

Time: _____

Price: _____

Story: _____

Cast: _____

Justinian

Born: _____

Home: _____

Famous for: _____

Wife: _____

Died (when): _____

(where): _____

CARD TWO

(**Student B:** Ask your partner questions to get the information you need to fill in this card)

p.18: UNIT 2, LESSON 2: Listening 1

Recording script

In the mid 70s BC, two important figures emerged in Roman politics: *Marcus Crassus*, who was the richest man in Rome and a great General, and *Gnaeus Pompey*, who had been a General under Sulla.

At the same time, in 73 BC a Thracian slave called *Spartacus* escaped from a gladiatorial school with 70-80 gladiators by taking the knives in the kitchen and a wagon full of weapons like, spears, swords and shields. They camped on Mount Vesuvius and were joined by other slaves to fight against the Romans. He made a difference by fighting against slavery of poor people.

The Senate in Rome sent *Claudius Glaber* against the rebel slaves with about 3,000 soldiers but *Spartacus* tricked the Romans and attacked them from behind. *Spartacus* wanted to lead his men across the Alps to escape from Italy but the Gauls and the Germans wanted to stay and rob and steal. They separated from *Spartacus,* who spent the winter near Thurii in southern Italy.

By 72 BC Spartacus had an army of about 70,000 slaves. There were no Roman citizens in this army. *Spartacus* held the Romans at bay for over two years before they finally defeated him. They crucified him on the Appian Way outside Rome.

p.19: UNIT 2, LESSON 2: Listening 2

Recording script (G: George, N: Natasha):

N: Hi George. Seen any good films recently?
G: Yea, I saw one last night and it wasn't that bad.
N: Oh, what was that?
G: It was called Spartacus.
N: Spartacus? You must be joking!
G: No, it was about the slave revolt against the Romans in 70 BC.
N: Ah! I can't stand historical films.
G: Actually, I usually like them but in parts this one was a bit poor.
N: Why'd you say that?
G: Well, the film…… I think it was different from what we learnt at school.
N: Yea, many films are like that.
G: And also, it was far too long. It lasted nearly 3 hours
N: Oh God! Boring!
G: What I didn't like most was having characters which didn't exist in history.
N: Yea, I agree, that's totally stupid.
G: Yea, there was a woman called Varinia. She was supposed to be the wife of Spartacus.
N: Didn't Plutarch just say he had a wife but we don't know her name?
G: Yes, that's right. Then, according to the film Spartacus dies on the cross
N: No, he didn't. That's so wrong!
G: Yea, I know but I still enjoyed the film!
N: Oh, you're impossible.

p.17: UNIT 2, LESSON 1: Task 6 - Charities

Hellenic Red Cross
A non-profit organization that feeds asylum seekers and refugees daily. It cares for large numbers of refugee families at shelters around Greece and provides these people with soaps, toiletries, food, clothes and shoes. For more information, ring 2105147300, or write to Hellenic Red Cross, 111 Astrous Street, Kolonos, Athens.

Doctors without Borders
A humanitarian organization that provides medical help and care to people in areas of the world where there is war and hunger. Doctors from different countries volunteer to go to areas with problems to help the people who are suffering. The group needs clothes, underwear for men, soap, toiletries, pampers for children, telephone cards, toothpaste and money. Ring 2105200500 for further information.

Greenpeace
An international organization that works to protect the environment. Greenpeace is run by volunteers in most countries around the world and takes an active stand against industry and governments which destroy the environment. For information, write to Greenpeace Greece, 26 Filellinon Street, Athens.

SOS Children's Village
An international welfare organization that provides homes and a family environment to orphaned and poor children of all nationalities. There are two villages in Greece. One is located in Vari in the south of Athens, and the other is in Thessaloniki.

Reto Hellas
This Athens-based non-profit organization reaches out to drug addicts living on the edge of society. It tries to raise money by collecting and selling used electrical items, gifts, furniture and clothes. The group is located at 9 Irakleous Street, Koropi.

Volunteer Work Athens
This organization seeks people to help teach immigrants and refugees the Greek and/or English language on a volunteer basis. For details, ring 2103301686, or e-mail at ethelogreek@yahoo.gr.

p.18: UNIT 2, LESSON 2



ΙΤΑΛΙΑ, το 73 π.Χ., η μεγαλύτερη επανάσταση δούλων της αρχαιότητας. Το κίνημα, με αρχηγό τον δούλο από τη Θράκη Σπάρτακο, πήρε γρήγορα μεγάλες διαστάσεις. Ο στρατός των δούλων, στον οποίο φαίνεται ότι είχαν προσχωρήσει και πολλοί φτωχοί Ρωμαίοι, κυρίως αγρότες, νίκησε πολλές φόρες τις ρωμαϊκές λεγεώνες. Δεν μπόρεσε όμως τελικά να κρατήσει τη συνοχή του και διασπάστηκε, γιατί τον αποτελούσαν άνθρωποι από διάφορες εθνικότητες και γιατί παρουσιάστηκαν διαφωνίες σχετικά με τον τρόπο δράσης.

Τέλος, η Ρώμη έστειλε εναντίον των δούλων τον Μ. Κράσο με πολύ στρατό. Σε μια σκληρή σύγκρουση που έγινε στην Απουλία (Νότια Ιταλία) το 71 π.Χ., ο Σπάρτακος σκοτώθηκε και ο στρατός του διαλύθηκε. Τον ίδιο χρόνο, ο Πομπήιος, επιστρέφοντας από την εκστρατεία του στην Ισπανία, όπου είχε καταστείλει το κίνημα του Σερτωρίου, διέλυσε ένα τμήμα του στρατού των δούλων που προσπαθούσε να διαφύγει από την Βόρεια Ιταλία.

p.46: UNIT 4, LESSON 3: Project

Alternative Project

Project 2

You have to create an outfit for a young schoolgirl who wants to go to her friend's birthday party next Saturday. In your group, read the text to help you decide what kind of clothes Nefeli will wear to her friend's party next Saturday.
Discuss in your group the kinds of things Nefeli should or shouldn't wear. Discuss what you will have to do to make clothes to suit her.

New Young Designers Competition

Nefeli is a 14 year old girl who is 1.68 tall and has got long black hair. She is a bit shy and doesn't like to wear clothes that show her to be different from all her friends. When she goes to a party she likes to mix in with all the other kids and doesn't like clothes that are different from all the other kids at the party. Because she is quite tall and slim, she likes loose clothes and shoes with low heels.

p.74: UNIT 7, LESSON 1: Listening

Cartoon 1
A: Ah! Look at those birds...
B: Yea! They are migrating. As it is summer, they are flying south for the winter.

Cartoon 2
C: How do you know?
B: When I lived in Africa, we **used to** see the birds flying over our village at this time of year. They were flying south for the summer.
A: Yea. They **were going** south for the winter.

Cartoon 3
C: How do they know it's north?
B: It's their instinct.
A: No, it's not only that, it's also because of magnetism.
B/C: What? *[surprised tone]*. Magnetism? How do you know?

Cartoon 4
A: I **was watching** a documentary about migration of birds last week and it said it there.
B: But the old men in our village **used to** tell me it was their instinct.
A: No, it's not only that. Sure, it's a mystery why, but the birds follow some kind of magnetic field to migrate when they fly south each winter.

Cartoon 5
C: And what about other animals like turtles and whales and deer?
A: Apparently, it's the same for most animals.
B: I used to think they were just following the leader bird.
A: Yes, people **didn't use to** know about magnetic fields but now scientists tell us that the fields help the animals find their way when they migrate.
B: Wow! I didn't know that! So they know which way is north and south because of magnetism?
A: Yes, exactly. They know where to migrate because they can feel magnetic forces.
C: Amazing!
A: Not really! Just physics!

p.78: UNIT 7, LESSON 2: Vocabulary



Ο λόγος εκφωνήθηκε στο κλείσιμο της 12ης ετήσιας συνεδρίασης της Παγκόσμιας Τράπεζας, τον Οκτώβριο του 1957 στη Νέα Υόρκη, όπου ο Ξενοφών Ζολώτας παραβρέθηκε ως Διοικητής της Τράπεζας της Ελλάδος. Ο Ξ. Ζολώτας ξεκίνησε την ομιλία του στα Αγγλικά, και τη συνέχισε επίσης στα «Αγγλικά» αλλά με αποκλειστικά ελληνογενείς λέξεις, αν εξαιρέσουμε κάποιες λίγες αναπόφευκτες αγγλικές, δηλαδή άρθρα, προθέσεις, συνδέσμους και βοηθητικά ρήματα.

I always wished to address this Assembly in Greek, but realized that it would have been indeed "Greek" to all present in this room. I found out, however, that I could make my address in Greek which would still be English to everybody. With your permission, Mr. Chairman, I shall do it now, using with the exception of articles and prepositions, only Greek words.

"Kyrie, I eulogize the archons of the Panethnic Numismatic Thesaurus and the Ecumenical Trapeza for the orthodoxy of their axioms, methods and policies, although there is an episode of cacophony of the Trapeza with Hellas. With enthusiasm we dialogue and synagonize at the synods of our didymous organizations in which polymorphous economic ideas and dogmas are analyzed and synthesized. Our critical problems such as the numismatic plethora generate some agony and melancholy. This phenomenon is characteristic of our epoch. But, to my thesis, we have the dynamism to program therapeutic practices as a prophylaxis from chaos and catastrophe. In parallel, a Panethnic unhypocritical economic synergy and harmonization in a democratic climate is basic. I apologize for my eccentric monologue. I emphasize my euharistia to you, Kyrie to the eugenic and generous American Ethnos and to the organizers and protagonists of his Amphictyony and the gastronomic symposia".

p.82: UNIT 7, LESSON 3: Task 5 - Sponsor Form for family and friends

DONATION FORM

I want to support the work of ARCHELON and wish to sponsor:

Name: ……..

☐ A hatchling (**€ .00**)

☐ A mother turtle (**€ .00**)

☐ An injured turtle (**€ .00**)

☐ A nest (**€ .00**)

☐ I want to become a supporter and receive the Turtle Tracks (**€ .00**)

TOTAL DONATION: **0**

p.94: UNIT 8, LESSON 3: Ideas to help people in Namibia

Read through the following ideas to help the poor people in Namibia. Tick the ways you think you can help and discuss your ideas in a small group:

a) send my own bike to Namibia's poor people ☐
b) use all my pocket money and send it to Namibia ☐
c) ask my uncle for money to buy a bike for Namibia ☐
d) ask the local police to give me bikes that they have found ☐
e) put an advertisement in the newspaper for unwanted bikes ☐
f) sell my old clothes to raise money ☐
g) send e-mails to my friends to ask them for their old books ☐
h) sell my bike and send the money to Africa ☐

Mark Stephen discovers the importance of the bicycle as a global barometer of social, economic and environmental change.

Namibia's scattered population faces a huge struggle against poverty and AIDS. A bicycle can provide great freedom - access to healthcare, education and work - that sheer distance often renders impossible. Taking a trip across this vast country, Mark sees for himself the impact that owning a bicycle can have on the lives of Africa's rural poor.

p.92: UNIT 8, LESSON 2: Pre-listening, Task 4

Read the short text below about the Maglev train to find out how it is different from the trains in Greece. Check your answer about the meaning of 'Mag'.

Is it a Bird? Is it a plane?
Nope, only Shanghai's flashy new Maglev, the world's fastest train. Way ahead of its time years ago, the still-futuristic magnetic levitation system may soon be the way to travel everywhere.

p.99: UNIT 9, LESSON 1, Task 4





SELF-EVALUATION

UNIT 1

ACTIVITY A
1. area / size
2. rubbish / pollution
3. habitat / homes
4. tribes / people
5. species / kinds

ACTIVITY B
a- iv
b- vii
c- viii
d- iii
e- ii
f- i
g- ix
h- v
i- vi

ACTIVITY C
1. To burn vegetation.
2. To make “gardens” for themselves.
3. To live in.
4. To make their medicine.
5. To plant seeds.
6. To look pretty.
7. To hunt animals.

ACTIVITY D
tribesman: hut, canoe, sandals, head-band, earrings.
student in Greece: necklace, basin, sandals, head-band, earrings, iPod.
girl in tribe: necklace, basin, sandals, head-band, earrings.

ACTIVITY E
1. believes
2. says
3. are doing
4. doesn’t find
5. doesn’t believe
6. tells, gets, does not do

UNIT 2

ACTIVITY A
Built centres
Fed the hungry
Saved lives
Made a difference
Took care of
Asked for permission
Caught pneumonia
Spent her life
Paid their respects

ACTIVITY B
1. Where did Maria grow up?
2. Did she have a pet when she was young?
3. When did she leave her village? or How old was she when she left her village?
4. Why did she become famous?
5. How did she die?

ACTIVITY C
Suggested answers:
a) the period is incorrect
b) the costumes are not appropriate
c) the technology is different
d) historical events are wrong
e) names of main historical characters is incorrect

ACTIVITY D
Stars: Kirk Douglas, Laurence Olivier, Peter Ustinov, Tony Curtis
Director: Stanley Kubrick
Year of release: 1960
Producer: Kirk Douglas
3 main Roman characters: Lentulus Batiatus, Crassus, Sempronius Gracchus

ACTIVITY E
1 was
2 wanted
3 began
4 returned
5 taught
6 refused
7 lived
8 made
9 wore
10 ate
11 died

UNIT 3

ACTIVITY A
1. False
2. False
3. True
4. False
5. True
6. True

ACTIVITY B
You own answers.

ACTIVITY C
Sales Assistant:
Yes, sure. Any particular brand?
Oh, I see. Well, here's the cheapest model we have.
Well, it plays music and that's about it.
How about this one? Only €350.
Okay, suit yourself. Bye.

ACTIVITY D
1. F
2. B
3. D
4. G
5. E
6. A
7. C

ACTIVITY E
Suggested Answers
a. best
b. better than
c. cheapest / most expensive ... best / worst
d. cheapest
e. better / more expensive

UNIT 4

ACTIVITY A
a) will
b) have to
c) shouldn't
d) won't
e) needn't
f) has to / must

ACTIVITY B
a) pointed a finger
b) shrugged their shoulders
c) clenched his fist
d) folded their arms
e) was biting her lip
f) raised his eyebrows

ACTIVITY C
i) stare
ii) squint
iii) peep
iv) glare
v) gazing

ACTIVITY D
promise

ACTIVITY E
1. suit
2. nightmare
3. promised
4. facial
5. communicate
6. terrible

ACTIVITY F
1 - b
2 - c
3 - a

SELF-EVALUATION

UNIT 5

ACTIVITY A
1. have visited
2. have ... known
3. has been to
4. hasn't taken
5. have been
6. your friend ... seen
7. has gone
8. ever ... done

ACTIVITY B
treasures
artefacts
coins
statues
souvenirs

ACTIVITY C
Answers:
a) of
b) 1. collection of
   2. Tower of London
   3. at the age of
   4. works of art
   5. development of

ACTIVITY D
1. has become
2. have discovered
3. inhabited
4. have lived
5. discovered
6. made
7. became
8. have used
9. has received
10. has helped

ACTIVITY E
1. knowledge
2. met
3. hope
4. wish
5. haven't
6. doing

UNIT 6

ACTIVITY A
1. recycle
2. pollution
3. waste
4. rubbish
5. litter
6. junk
7. environment
8. mess

										L	
										I	
E	N	V	I	R	O	N	M	E	N	T	
				E			E			T	
				C	W	A	S	T	E	E	
				Y			S			R	
				C	J	U	N	K			
		P	O	L	L	U	T	I	O	N	
				E	R	U	B	B	I	S	H

ACTIVITY B
a) will have
b) ring
c) pollutes / fine / will fine
d) will suffer
e) affects

ACTIVITY C
i) laziness
ii) centre
iii) time
iv) good
v) dawn

UNIT 7

ACTIVITY D
a. wrapping
b. bulb
c. tins
d. cans
e. container
f. cardboard
g. paper
h. tyres
i. bags
j. magazine

ACTIVITY E
i) b
ii) d
iii) a
iv) e
v) c

ACTIVITY A
were having
told
invented
thought
was joking
showed
proved
was trying
tried
leaked

ACTIVITY B
a) invented
b) discovered
c) invented
d) discovered
e) invented

ACTIVITY C
i) d
ii) e
iii) c
iv) a
v) b

ACTIVITY D
a) emigrants
b) immigrants
c) migrate
d) emigrate
e) immigrate

ACTIVITY E
i) c
ii) e
iii) d
iv) b
v) a

SELF-EVALUATION

UNIT 8

ACTIVITY A
a) who
b) whose
c) when
d) where
e) which

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

ACTIVITY C
1. No entry
2. Dead end
3. Men at work/ Road works
4. Turn left
5. Buses only

ACTIVITY D
i) e
ii) a
iii) d
iv) c
v) b

ACTIVITY E
i) hit
ii) horses
iii) drives
iv) boat
v) lift

ACTIVITY F
a) on foot
b) by boat / by plane
c) by taxi / by car
d) by car
e) by plane

UNIT 9

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

ACTIVITY B
a) iii
b) v
c) iv
d) ii
e) i

ACTIVITY C
1. a
2. c
3. d
4. a
5. b

ACTIVITY D
a) ii
b) v
c) i
d) iii
e) iv

ACTIVITY E
sportsman: d
bank employee: a
shop assistant: e
school student: b
actress: c

UNIT 10

ACTIVITY A
1. bamboo
2. porcelain
3. leather
4. stone
5. silk

ACTIVITY B
Suggested answers
a) v
b) iii
c) i
d) vi
e) ii
f) vii
g) ix
h) iv
i) viii

ACTIVITY C
1. To make bed sheets/ ties/ blouses.
2. make-up, candles, margarine, plastic
3. porcelain cups, saucers and plates
4. bamboo
5. aluminium
6. sugar cane
7. leather
8. copper or iron
9. clay

ACTIVITY D
Suggested answers
Toys: China, Greece, Italy
Cars: China, Italy
Thread: China, Greece, Italy
Ships: China, Greece
Weapons: China, Italy
Clothes: China, Greece, Italy
Porcelain: China, Greece, Italy
Parachutes: China, Italy

ACTIVITY E
1. is believed
2. were built
3. is used
4. are imported
5. was invented
6. are grown

GRAMMAR

UNIT 1

Simple Present

FORM

+	I, you, we, they He, she, it		like like**s**	milk.
-	I, you, we, they He, she, it	do not do**es** not	like	
?	Do Do**es**	I, you, we, they he, she, it	like	milk?

SPELLING RULES

For the 3rd person singular (he, she, it)

We add **s** to the main verb	work+s = he works

Exceptions

We add ***es*** in verbs ending in ***sh, ch, ss, o, x***	wash + es = he washes
We add ***ies*** in verbs ending in ***consonant*** + ***y***	study + ies = he studies

Examples of **vowels**: a, e, o, i, u
Examples of **consonants**: b, c, d, f, g, etc.

USE

We use the Simple Present tense when:

- something happens regularly
- something is true in general

We use an ADVERB OF FREQUENCY like ***always, usually, often, sometime***s to say how often something happens.
It comes ***before*** the verb in the *Present Simple*.
When we have the verb 'to be' we put the adverb ***after*** it.

E.g. We **always** have maths on Monday.
Do you **often** play football at school?
My brother is **always** early for school.

EXAMPLES

I live in Patras.
The Moon goes round the Earth.
John's father drives a taxi. He **does not** drive a bus.
My sister and I **do not** watch TV after 10.00 at night.
Do you always play football on Saturdays?

Wh... questions / How ... questions with Simple Present

EXAMPLES

What	do you / they	have	for breakfast?
What time		go	to school?
Where		spend	holidays?
When		come home	from school?
Who	does he / she / it	play	tennis with?
How often		meet	friends?

Present Continuous

FORM

+	I am		speaking	to you.
	You are		reading	this.
-	She is	not	staying	in London.
	We are		playing	football.
?	Is he		watching	TV?
	Are they		waiting	for John?

SPELLING RULES

We add **-ing** to the main verb: work + ing = working

Exceptions

a. If the main verb ends in **consonant + stressed vowel + consonant**, we double the last letter: **stop** + p + ing = sto**pp**ing / c**ut**+ t+ ing = cu**tt**ing

b. If the main verb ends in **ie**, we change the **ie** to **y**: die = di~~e~~y + ing = dying

c. If the main verb ends in **vowel + consonant + e**, omit the **e**: come + ing = coming

USE

We use the Present Continuous tense to talk about:

a. an action happening exactly now

b. an action happening around now

EXAMPLES

Look! The bus is coming!

Are you learning French or English?

We are not having breakfast at the moment.

GRAMMAR

UNIT 2

Simple Past

FORM

+	I			worked	very hard.
	You			went	to school.
-	He / She	***did***	not	go	with me.
	We			work	yesterday.
?	***Did***	you		go	to London?
		they		work	at home?

USE

We use the Simple Past tense to talk about an action, a situation or an event, short or long, that

- happened in the past
- is completely finished
- we say (or understand) the time and/or place it happened

EXAMPLES

I **lived** in that house when I was younger.
He **didn't like** the movie.
What **did** you **eat** for dinner?
John **rode** his bike to school on Monday.
Mary **did not** go to school yesterday.

PAY ATTENTION TO THE IRREGULAR VERBS

UNIT 3

Comparisons of adjectives and adverbs

FORM

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

USE

In the Comparative form we add *-er than* in short adjectives and *more + adjective + than* in long adjectives.

In the Superlative form we add *the -est* in short adjectives and *the most + adjective* in long adjectives.

Irregular adjectives

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

Comparisons of adjectives with *as ... as* and *not so ... as*

EXAMPLES

The night	is	as	dark	as	hell.
noun or pronoun	positive verb	as	adjective	as	noun or pronoun
Our house	is not	as / so	luxurious	as	a hotel.
noun or pronoun	negative verb	as / so	adjective	as	noun or pronoun

GRAMMAR

Adverbs

FORM

To form a regular adverb we add *-ly* / *-ily* to an adjective

ADJECTIVE	ADVERB
quiet	quietly
happy	happily
EXCEPTIONS	
fast	fast
hard	hard
good	well

EXAMPLES

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

USE

We use adverbs when we want to answer the question ***HOW***.

	ADVERB	COMPARATIVE	SUPERLATIVE
SHORT ADVERBS	soon early	soon**er** earl**ier**	the soon**est** the earl**iest**
LONG ADVERBS	carefully	**more** carefully	the **most** carefully

	ADVERB	COMPARATIVE	SUPERLATIVE
IRREGULAR FORMS	well	**better**	the **best**
	badly	**worse**	the **worst**
	little	**less**	the **least**
	many / much	**more**	the **most**

UNIT 4

Modal verbs: can, may, should

FORM

+	I you he	can may should	ride	this bike.
-	she we they	cannot / can't may not should not / shouldn't	ride	this bike.
?	Can May Should	I / you he / she we / they	ride	this bike?

USE

CAN: Possibility / Ability

We use CAN to talk about what is possible or what we are able or free to do:

Examples
She can fly a plane.
John can speak Spanish.
I cannot hear you. (I can't hear you.)
Can you hear me?

CAN, MAY: Permission

We sometimes use CAN to ask or give permission for something:

Examples
Can I leave early today?
May I leave early today?

The use of CAN for permission is informal.

SHOULD: Advice

We sometimes use SHOULD to give advice to someone:

Examples
You should be brave and well trained if you want to be a lifeguard.

GRAMMAR

Simple Future

FORM

+	I	will		open	the door.
	You			finish	before me.
-	We	will	not	be	at school tomorrow.
	She			leave	yet.
?	Will	you		arrive	on time?
		they		want	dinner?

For negative sentences in the **Simple Future tense**, we contract with won't, like this:

I will not	I won't
you will not	you won't
he/she/it will not	he/she/it won't
we will not	we won't
they will not	they won't

USE

We use the Simple Future tense to show ***prediction, offer, promise, warning, decision on the spot*** **and** ***request.***

EXAMPLES

It **will rain** tomorrow. (prediction)
I'll **bring** it right away! (offer)
I'll **fix** your car tomorrow. (promise)
If you don't follow my advice, you **won't get** well. (warning)
Will you **bring** a bottle of water? (request)
There is no bread left. I'll go and buy some! (decision on the spot)

Note that when we have a plan or intention to do something in the future, we usually use other tenses or expressions, such as the **Present Continuous tense** or **be going to**.

UNIT 5

Present Perfect Simple

FORM

	subject	auxiliary verb	main verb	
+	I / You / We / They	have	play**ed**	football.
	He / She	has	visit**ed**	Rome.
-	I / You / We / They	haven't	won	the 200 m. race.
	He / She	hasn't	seen	ET.
?	Have	you / we / they	finish**ed**?	
	Has	he / she	done	it?

USE

We use the Present Perfect Simple tense to talk about ***past activities***, which we are not interested in ***when*** they happened. We only want to know ***if they happened***.

EXAMPLES
I have seen ET.
He has lived in Paris.
Have you visited Rome?
They have never broken a world record.

NOTE: If we are interested in When an action happened we use **Simple Past tense**.

Example: Ian Thorpe won the 400 m freestyle in 2004 Athens Olympics.

GRAMMAR

UNIT 6

Conditional Sentences

FORM

	IF-clause	Result clause
Type 1	Simple Present tense	will, can, must, + bare infinitive or imperative
Type 2	Simple Past tense	would + bare infinitive

USE

We use ***Type 1 Conditional Sentences*** to show that ***something is possible to happen in the present or future***.

We use ***Type 2 Conditional Sentences*** to show that ***something is very unlikely to happen in the present or future***.

This kind of sentences ***often expresses a wish or advice***.

EXAMPLES

Type 1

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

Type 2

If I won a lot of money, I would (I'd) buy a lot of CD's.
If I were you, I'd pay back all the money I owe.

NOTE: When we use **Type 2 Conditional** we prefer to use ***were*** instead of ***was***.

UNIT 7

Past Continuous

FORM

+	I / he / she	was		watching	TV.
	You	were		working	hard.
-	I / he / she	was	not	helping	Mary.
	We	were		joking.	
?	Was	he / she		studying	Maths?
	Were	you / they		playing	football?

USE

The **Past Continuous tense** expresses an action that happened at a particular moment in the past and it continued for some time.

EXAMPLES

I was doing my homework at 6.00 in the evening.
They were not playing football at 9am this morning.
What were you doing at 10pm last night?
Tony went home early because it was snowing.

Past Continuous + Simple Past

USE

We often use the **Past Continuous tense** with the **Simple Past tense**. We use the **Past Continuous tense** to express a **long** action. And we use the **Simple Past tense** to express a **short** action that happens **in the middle** of the long action. We can join the two ideas with **when** or **while**.

We use:

- **when + short action** (Simple Past tense)
- **while + long action** (Past Continuous tense)

EXAMPLES

	I was watching TV	when	the telephone rang.
When	the telephone rang		I was watching TV.
	The telephone rang	while	I was watching TV.
While	I was watching TV		the telephone rang.

GRAMMAR

Used to...

FORM

In Ancient Greece, people	**used to**	**wear**	linen clothes in summer.
When I was fifteen I		**listen to**	rock music.

USE

We use ***used to* + infinitive** to talk about a past state that is not true now or about an old habit that has now stopped.

REMEMBER

We can use either ***used to...*** or **Past Simple** to talk about a past state or habit that is no longer true, but we can only use ***Past Simple*** to talk about things we did at a specific time in the past.

Asking for and giving directions / information

When we ask for directions / information we use the following	When we give directions / information we use the following
Excuse me, how can I go/ get to...	Go up/down... street until you get to...
Can/could you tell me where... is, please?	Go straight...
Can/Could you show me the way to...?	Take the bus/ train to...
What time...?	Turn right/left...
How much..., please?	It's on the corner of...
	Take the first/second turning...
	It is near/opposite/behind/in front of/ between...

UNIT 8

Tag Questions; Relative Pronouns

FORM

+ Positive statement,	- negative tag?
Snow is white,	*isn't it?*
- Negative statement,	+ positive tag?
You don't like me,	*do you?*

Some special cases:

I **am** right, **are**n't I?	aren't I (*not* amn't I)
You **have** to go, **do**n't you?	you (do) have to go...

USE

A **tag question** is a statement followed by a mini-question. The whole sentence is a "tag question", and the mini-question at the end is called a "question tag".

We use **tag questions** at the end of statements to ask for confirmation. They mean something like: "Am I right?" or "Do you agree?" They are very common in English.

EXAMPLES

You have a sister, don't you?
You don't know the answer, do you?
He went to India last year, didn't he?
You can play tennis, can't you?

GRAMMAR

Relative Pronouns

FORM

relative pronoun	use	example
who	subject or object pronoun for people	I told you about the girl *who* lives next door.
which	subject or object pronoun for animals and things	Do you see the dog *which* is lying in the garden?
which	referring to a whole sentence	He couldn't swim *which* surprised me.
whose	possession for people animals and things	Do you know the boy *whose* mother is a teacher?
that	subject or object pronoun for people, animals and things in defining relative clauses (*who* or *which* are also possible)	I like the dress *that* Anna is wearing.

relative adverb	meaning	use	example
when	in/on which	refers to a time expression	the day *when* we met him
where	in/at which	refers to a place	the place *where* we met him
why	for which	refers to a reason	the reason *why* we met him

USE

We use **relative clauses** to give additional information about something without starting another sentence.

EXAMPLES

The boys lived in a house which was next to the sea.
I don't care where she lives.
The thing that annoys her is his laziness.

UNIT 9

Wish + Past

FORM

When we want to express a desire for something to happen or to exist, we use the verb wish + a past simple form of a verb.

USE

We use *wish* + *past simple* to express that we want a situation in the present (or future) to be different.

EXAMPLES

I wish I spoke Italian. (I don't speak Italian)

Wish + Would

We use *wish* + *sb or sth* + *would* + *bare infinitive* to express impatience, annoyance or dissatisfaction with a present action or situation.

EXAMPLES

I wish it would stop raining

I wish the children would stop making so much noise

UNIT 10

Passive Voice - Simple Present Tense

FORM

We form the **Simple Present Passive** with verb ***to be*** in the right form and the **Past participle** of the main verb.

Simple Present of verb 'to be'	past participle of main verb
↓	↓
am is are	used/ washed/ finished/ written/ done etc.

USE

We use the **Passive Voice** when we are more interested in the action than in who is responsible for it (agent). When we want to mention who does the action the word by comes before it. We also use **Passive Voice** in notices and signs.

EXAMPLES

The young Bond is presented as a tall and scruffy teenager.
The young Bond books are written by Charlie Higson.
Smoking is forbidden.
Tickets are sold out.

Vocabulary

unit one

attractive
avocado
beads
berries
boil
collect
companies
contact
control
cover
destroy
disgusted
drive out
fascinated
feathers
foreign
grapefruit
habitual
hut
insects
leaves
light
loincloth
mud
natural habitat
necklace
nuts
pollution
raise money
recycle
role
sequence
slash and burn
species
straight
support
threatened
tough
transport
tropical
use
vegetation
weapons
wear

unit two

brave
charity
childhood
citizen
comfort
composer
deeds
desperate
discover
earthquake
emperor
famous
feed
freedom
gentle
interests
kind
lecture
lonely
make a decision
make a difference
make a promise
make an impression
make time
marvellous
permission
pet
play
playwright
radioactivity
respects
save
slave
weightlifter

unit three

abroad
ads
advertisement
assistant
brand
buttons
chart
compact disc
companion
comparative
copy
cursor
desires
discount
document
drive
exceptions
expensive
experience
explanation
fame
faulty
floppy disc
gadgets
guarantee
guilt
humour
incredible
ink cartridges
international
jargon
jingles
keyboard
least
location
log onto
memory
model
multimedia
persuasion
portable
predict
queue
refund
salesperson
situation
superlative
valuable
value
volume

unit four

admission
apathetic
behaviour
bite
braided
breath
clench
communicator
course
curious
decoration
distance
dreams
embarrassment
emotions
facial expression
fold
frown
gaze
gestures
glare
hairstyle
injection
jealousy
mental illness
mirror
municipality
nightmare
nod
object
ornaments
outfit
pay attention
peep
pleasant
point
point of view
prediction
pretty
shrug
shy
signs
squeeze
squint
suit
sweatshirt
take a peep
teenagers
tools
tracksuit
unbelievable
warrior
wrist band

unit five

a wide range
admission
all the best
artifacts
bus routes
civilization
coins
collection
dazzling
destination
displays
documents
dye
exhibits
for ages
fossils
in advance
jewelry
knowledge
leaflet
minerals
objects
on display
on show
passport
souvenirs
treasure
works of art

VOCABULARY

unit six

aim
bakery
bill
bins
breeze
candle holder
cans
cardboard
conditions
container
dawn
decompose
dizzy
eco art
environment
files
fines
floods
fluoride
habits
junk
laziness
litter
magazines
mess
mice
on-the-spot
packets of crisps
pieces of wood
rubbish
smog
toothpaste
town council
traffic cones
tub
tubes of toothpaste
tyres
waste
wrapping

unit seven

according to
brain
cargo
combine
compass
discover
donation
doorknob
emigrants
experiment
fridge
immigrants
instinct
intervals
invent
item
magnet
magnetic fields
magnetism
migrate
natural disaster
needle
nickname
north
pieces
products
roller coaster
ropes
sailors
separate
surface
transfer
volunteer
waves
wind

unit eight

a lift
ahead
backseat driver
best suited
don't look a gift horse in the mouth
drive someone crazy
engineer
hit the road
hold your horses
inventor
levitation
miss the boat
plain sailing
plastic kit
population
potential
public transport
puncture
put the cart before the horse
river bank
rock the boat
room
route
sailing
sideways
take for a ride
the end of the road
transport
treading water
wheel

unit nine

aggressive
appearance
arrogant
attention
be in your shoes
beholder
blouse
cloak
confident
curly hair
dressed to kill
gear
gelled hair
good-looking
heel
hipster jeans
image
immature
invisible
items of clothing
knee-length
leggings
mature
outfit
pull up your socks
quality
round-neck
scarf
smart
spiked hair
spotlight
spots
stereotype
success
sweat shirt
talk through your hat
tie
tights
trendy
waist
wear your heart on your sleeve
wig

unit ten

belt
clay
constructions
cotton
courier
grapes
instruments
leather
material
out of stock
package
parachutes
parts
petrol
pine
porcelain
relevant
silk
steam
stone
string
thread
walkie-talkie
weapons
wheat
wool

Irregular Verbs

Infinitive	Past Simple	Past Participle	Infinitive	Past Simple	Past Participle
be	was/were	been	know	knew	known
begin	began	begun	lead	led	led
blow	blew	blown	learn	learnt	learnt
break	broke	broken	leave	left	left
bring	brought	brought	light	lit	lit
buy	bought	bought	lose	lost	lost
catch	caught	caught	read	read	read
choose	chose	chosen	ride	rode	ridden
come	came	come	ring	rang	rung
do	did	done	run	ran	run
draw	drew	drawn	say	said	said
drink	drank	drunk	see	saw	seen
drive	drove	driven	shake	shook	shaken
eat	ate	eaten	sing	sang	sung
fall	fell	fallen	sit	sat	sat
feel	felt	felt	smell	smelt	smelt
fight	fought	fought	speak	spoke	spoken
fly	flew	flown	steal	stole	stolen
forget	forgot	forgotten	stand	stood	stood
get	got	got	swim	swam	swum
give	gave	given	take	took	taken
go	went	gone	teach	taught	taught
grow	grew	grown	throw	threw	thrown
have	had	had	wake	woke	woken
hear	heard	heard	wear	wore	worn
hide	hid	hidden	write	wrote	written


CANADA
UNITED STATES
PACIFIC OCEAN
NORTH ATLANTIC OCEAN
SOUTH ATLANTIC OCEAN
BRAZIL
CHILE
CARIBBEAN SEA
GULF OF MEXICO
GREENLAND
galaxymaps

World Map

APPENDIX VI


RUSSIA
MONGOLIA
CHINA
PACIFIC OCEAN
INDIAN OCEAN
BARENTS SEA
KARA SEA
BERING SEA
ARABIAN SEA
BAY OF BENGAL
PHILIPPINES
INDONESIA
AUSTRALIA
CORAL SEA
TASMAN SEA
THE WORLD

MAPS



ENGLAND


Greenland Sea
Norwegian Sea
Arctic Circle
Reykjavik
ICELAND
F.Y.R.O.M. - The Former Yugoslav Republic of Macedonia
Hammerfest
Murmansk
Narvik
Kiruna
White Sea
Arkhangel'sk
NORWAY
Oulu
Umeå
Gulf of Bothnia
FINLAND
Lake Onega
Lake Ladoga
Tórshavn
Faroe Islands (DENMARK)
Trondheim
SWEDEN
Tampere
Helsinki
St. Petersburg
Shetland Islands
Gävle
Gulf of Finland
Bergen
Oslo
Stockholm
Aland Islands
Tallinn
ESTONIA
RUSSIA
Rockall (U.K.)
Orkney Islands
Hebrides
Skagerrak
Göteborg
Gotland
Rīga
LATVIA
North Atlantic Ocean
Aberdeen
North Sea
Baltic Sea
Oland
Edinburgh
DENMARK
LITHUANIA
Smolensk
Belfast
UNITED
Newcastle
Copenhagen
Bornholm
Kaliningrad
RUSSIA
Vilnius
Minsk
Isle of Man (U.K.)
Dublin
Irish Sea
Liverpool
BELARUS
Gdańsk
Rostock
IRELAND
KINGDOM
Hamburg
Berlin
Warsaw
Brest
Amsterdam
Poznań
Kiev
Cardiff
NETHERLANDS
Hannover
POLAND
London
GERMANY
Leipzig
Wrocław
Brussels
Bonn
English Channel
BELGIUM
Kraków
Vistula
UKRAINE
Guernsey (U.K.)
Jersey (U.K.)
Le Havre
Frankfurt
Prague
CZECH REPUBLIC
Luxembourg
Paris
LUX.
SLOVAKIA
MOLDOVA
Chişinău
Stuttgart
Bratislava
Odesa
Strasbourg
Budapest
Nantes
Loire
Munich
Vienna
AUSTRIA
HUNGARY
Cluj-Napoca
FRANCE
SWITZ.
LIECH.
Graz
ROMANIA
Bay of Biscay
Geneva
Bern
Ljubljana
Pécs
Bucharest
Constanța
Black Sea
Lyon
SLOVENIA
Zagreb
Danube
Milan
Venice
Belgrade
Bordeaux
Turin
Genoa
BOSNIA AND HERZEGOVINA
CROATIA
Vama
SAN MARINO
Bilbao
MONACO
Florence
Sarajevo
Serbia
BULGARIA
Porto
Marseille
Podgorica
Sofia
Adriatic Sea
Montenegro
İstanbul
PORTUGAL
ANDORRA
ITALY
Skopje
SPAIN
Corsica
Rome
Tirana
NORTH MACEDONIA
Barcelona
Madrid
VATICAN CITY
Thessaloniki
Naples
ALB.
TURKEY
Lisbon
Valencia
Sardinia
Tyrrhenian Sea
Ioánnina
Aegean Sea
Corfu
GREECE
Balearic Islands
Sevilla
Athens
Palermo
Ionian Sea
Peloponnisos
Mediterranean Sea
Málaga
Sicily
Rhodes
Strait of Gibraltar
Gibraltar (U.K.)
Ceuta (SPAIN)
Algiers
Tunis
Crete
Melilla (SPAIN)
Valletta
Rabat
MALTA
Scale 1:19,500,000
Lambert Conformal Conic Projection, standart parallels 40°N and 56°N
CYPRUS

EUROPE

SOURCES AND RELEVANT INTERNET SITES:

UNIT 1

- **Lesson 1** - http://www.Amazonia.com
  http://www.en.wikipedia.org/wiki/Spartacus
  http://www.en.wikipedia.org/wiki/Nika_riots
- **It's your choice!**

Σελίδες 121 & 123-124, Reading 1 & 2 - Προσαρμοσμένα κείμενα από: http://www.peoplesoftheworld.org.

UNIT 4

- **Lesson 1**

Σελίδα 40, Reading - Προσαρμοσμένο κείμενο από: http://www.lichaamstaal.com/english/

- **Lesson 3**

Πληροφορίες από: http://www.changingminds.org/explanations/behaviors/body_language/mehrabian.htm

UNIT 5

- **Lesson 1** - *Σελίδα 52, Reading - Προσαρμοσμένο κείμενο από:* http://www.bristol.gov.uk
- **Lesson 3** - *Σελίδα 58, Διαμεσολάβηση - Προσαρμοσμένο κείμενο από:* http://www.cinemad.gr

UNIT 6

- **Lesson 3** - *Σελίδα 70* - http://www.redcross.org/news/in/asia/020410aral.html

UNIT 7

- **Lesson 1 -** *Σελίδα 77, Reading - Προσαρμοσμένο κείμενο για το Πείραμα της Φιλαδέλφεια από*:
  http://www.world-mysteries.com/philadelphia_e.htm
- **Lesson 2 -** *Σελίδα 78, Vocabulary (Resources - p. 159) - Ο λόγος του Ξενοφώντος Ζολώτα στη Νέα Υόρκη (Οκτώβριος 1957) προέρχεται από:* http://www.maty.gr/Library/Ζολώτας.txt
- **It's your choice!** - *Σελίδα 142* http://www.howstuffworks.com/web-page.htm

UNIT 8

- **Lesson 1** - *Σελίδες 88-89, Reading - Προσαρμοσμένο κείμενο*
  για το The Sideways Bike από:
  http://www.news.bbc.co.uk/2/hi/uk_news/magazine/6375259.stm,
  για το Skateboarding από: http://www.en.wikipedia.org/wiki/Skateboarding
  και για το Biking on water από: http://www.news.bbc.co.uk/2/hi/science/nature/93655.stm.
- **Lesson 3** - *Σελίδα 94* - http://www.bbc.co.uk/radio4/fallandriseofthebicycle/pip/ehip5/

UNIT 9

- **Lesson 3** - *Σελίδα 106* - http://www.costumes.org/classes/fashiondress/byzantium.htm

UNIT 10

- **Lesson 3** - *Σελίδα 118* - http://www.etl.uom.gr/mr/Antikythera/price.htm

Βάσει του ν. 3966/2011 τα διδακτικά βιβλία του Δημοτικού, του Γυμνασίου, του Λυκείου, των ΕΠΑ.Λ. και των ΕΠΑ.Σ. τυπώνονται από το ΙΤΥΕ - ΔΙΟΦΑΝΤΟΣ και διανέμονται δωρεάν στα Δημόσια Σχολεία. Τα βιβλία μπορεί να διατίθενται προς πώληση, όταν φέρουν στη δεξιά κάτω γωνία του εμπροσθόφυλλου ένδειξη «ΔΙΑΤΙΘΕΤΑΙ ΜΕ ΤΙΜΗ ΠΩΛΗΣΗΣ». Κάθε αντίτυπο που διατίθεται προς πώληση και δεν φέρει την παραπάνω ένδειξη θεωρείται κλεψίτυπο και ο παραβάτης διώκεται σύμφωνα με τις διατάξεις του άρθρου 7 του νόμου 1129 της 15/21 Μαρτίου 1946 (ΦΕΚ 1946,108, Α').

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