ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ
ΙΝΣΤΙΤΟΥΤΟ ΕΚΠΑΙΔΕΥΤΙΚΗΣ ΠΟΛΙΤΙΚΗΣ

Patrick Mc Gavigan

Think Teen!

3rd Grade of Junior High School

STUDENT'S BOOK

Γ΄ ΓΥΜΝΑΣΙΟΥ



ΑΝΑΘΕΩΡΗΜΕΝΗ ΕΚΔΟΣΗ 21-0208

ΙΝΣΤΙΤΟΥΤΟ ΤΕΧΝΟΛΟΓΙΑΣ ΥΠΟΛΟΓΙΣΤΩΝ ΚΑΙ ΕΚΔΟΣΕΩΝ «ΔΙΟΦΑΝΤΟΣ»

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

ΣΤΟΙΧΕΙΑ ΕΠΑΝΕΚΔΟΣΗΣ

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ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ
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Patrick Mc Gavigan

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



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

3rd Grade of Junior High School
Student's book

ΙΝΣΤΙΤΟΥΤΟ ΤΕΧΝΟΛΟΓΙΑΣ ΥΠΟΛΟΓΙΣΤΩΝ ΚΑΙ ΕΚΔΟΣΕΩΝ «ΔΙΟΦΑΝΤΟΣ»

TABLE OF CONTENTS

LESSON	GRAMMAR	VOCABULARY	SKILLS
Unit 1, p. 1, What a Wonderful World!			
1. The Right Holiday	Present & Past Tenses	Holidays and historical sights	Reading: scanning for detail
2. The Seven Wonders	Phrases with 'and'	Adjectives	Listening: understanding the gist of the text
3. A Postcard Home	Phrases with 'time'	Linking words: because, as, although, but.	Writing a postcard description
Unit 2, p. 13, Teen idols			
1. So, you want to be famous?	Present Perfect Vs Past Simple	Formulaic responses	Reading for general information
2. Fame and feelings	Present Perfect	Adjectives of feeling	Listening for stress and intonation
3. Produce your show	Present Perfect Vs Past Simple	Stage, shows and designs	Writing to give viewpoint.
Unit 3, p. 25, Thrills and Spills!			
1. Newton's Laws	Loves, hates, likes +gerund	Laws of motion	Reading: distinguishing between formal and informal texts
2. The bravest student	Gerund verbs	Compound nouns	Listening and writing
3. Amusement Park	Revision of Present Tenses	How about...? Why don't we...?	Writing a letter
Unit 4, p. 37, Click on-Line!			
1. Gadgets	Present Perfect Continuous	Phrases to do with statistics	Reading to find cohesive features in a text
2. Speak your mind	Present Perfect Simple Vs Continuous	Media vocabulary	Listening for phrases of attitude
3. Media habits	Comparatives	Free time activities	Writing to solve a problem
Unit 5, p. 49, The myths we live by			
1. An ancient fortune teller	1st and 2nd Conditional	Mysteries and imagination	Reading for details
2. If I were....	2nd Conditional	Word formation; prepositional phrases	Listening for sequence of events
3. An attractive tourist destination	Extension of 1st and 2nd Conditional	Positive features about a place	Making a leaflet
Unit 6, p. 61, Keeping traditions and customs alive!			
1. Halloween and St. Valentine's Day	Verb syntax	Set phrases with 'on'	Reading for information
2. The 5th of November	believe, think, feel+that	Absolutely, good point, you're joking	Understanding impressions
3. World celebrations	Revision of question forms	Christmas and Easter	Making a poster about the meaning of Easter

TABLE OF CONTENTS

Unit 7, p. 73, Shades of Meaning!			
1. Colours in our lives!	Modal verbs	Phrases with 'go'	Skimming for the general idea in a text
2. Colour's my world!	Must, should, shouldn't, might	Colour idioms	Discussing
3. Visualising colour	Modal verbs	Personality words	Designing an ideal environment
Unit 8, p. 85, Food for thought!			
1. Food, places, cultures!	Passive Voice	Food, resources, eating habits.	Matching a text to a diagram
2. One man's meat...	Forming the Passive	food idioms	Writing a review
3. Food Pyramid	Review of Tenses	Mediterranean diet	Giving opinions
Unit 9, p. 97, What's the weather like?			
1. Energy around us!	Reported Speech	Types of energy sources	Reading and making notes
2. Alternative sources of energy!	Conditional forms in reported speech	Uses of electricity	Speaking to give opinion
3. Electricity bills	Comparison, Modals, Passive	Forms of lighting	Writing to describe events
Unit 10, p. 109, Natural phenomena			
1. Such things happen all the time!	Modal verbs in the Past	Disasters	Reading for implied information
2. Tragedies!	Might have; could have; should have.	Geography and natural phenomena	Listening for sequence of events
3. Catastrophes	Idiomatic forms	similes	Writing a report
Appendix 1: It's your choice p. 121			
Appendix 2: Maps p. 160			

UNIT 1 What a wonderful world!



Topic What a Wonderful World!

Grammar	Using Present / Past (Simple and Continuous) (Affirmative, Negative, Interrogative)
Reading Skills	Scanning for specific information
Listening Skills	Listening for Detail
Writing Skills	Describing feelings and places. (Attitude linking words).
Vocabulary	Holidays and places. Phrases with 'time'; word formation - adjectives. Binomial phrases with 'and'

Strategies:
I can use general knowledge to guess information
I can work in a group to find ideas
I can associate words with a specific situation

Lesson 1

AIMS

- **To show comparison of the use of Present and Past Tenses**
- **To introduce compound words**

Lead-in

1. *Look at the pictures on the right. What are the first two things you notice about each of them?*

   Write them down then compare your answer with your partner.


1


2


3


4


5

2. *Which of the places do you like? Number the places in the order of preference.*

   Compare your answers with your class. Discuss your order of preferences. Say why.

3. *Do you know the name of each place? Write down where you think each place is and then compare your answers with your partner.*



Task 1 - Which place?

Match the statements to the pictures. There is one extra statement you do NOT need to use:

a. It has some of the best seafood in the world.

b. Our son absolutely loves historical buildings and took loads of photographs.

c. The guards outside the palace wear red uniforms and big black furry hats.

d. Engineers are working on ways to protect the ancient buildings from the flooding.

e. They were repairing the statue when we were there so we couldn't walk up it.

f. The waterfall was majestic.

Justify your answers to your partner. Report to the class.

Task 2 – What is this place like?

1. *Tell your teacher anything else you know about the places in the pictures on the previous page.*
2. *Write four questions you might ask a local inhabitant of this place if you were doing a survey on different places. Compare these with your partner and then together think of answers to these questions about your own area or city.*



Reading

Pre-reading

1. *In small groups discuss the different things to do on holiday as seen in the pictures below. Write down at least five things. Compare your findings with other groups.*



2. *What is the woman in the first picture doing? Is she enjoying herself? How do you know? Discuss your answers with your partner.*

Task 1 – Read the texts

1. *The people below all want to find somewhere to go on holiday.*

   On the next page, there are six descriptions of different places and what there is to do and see. Read the texts which describe the needs of the people and match the texts to the pictures of the people.

   Discuss your choices with your partner.



Lesson 1

Use the following questions to help you in your choice.

a. Why does the young woman want to go *somewhere hot*?
b. What kind of things does the young man with the beard like?
c. What is important on a holiday for the young couple?
d. Why do the old couple want a relaxing holiday?
e. Where did the student get the feeling to travel abroad?

When I was going to school I loved Geography and I think that is the reason I love travelling today. I decided then that **at one time** in my life I would climb the highest mountain in the world so this is what I want to do. I don't plan to go on my own, though. My greatest love is the mountains and I am looking for a holiday which is challenging. If I find any good rivers on my way I might even *go rafting or canoeing* now and again.

My sister went to Chania two years ago and said it was the best holiday she ever had. She said she loved the *peace and quiet* of the small fishing village where she was staying. It was just outside the town and although **at times** it was a bit too quiet, she felt that there was never any risk and the children were always *safe and sound*. She especially loved the way all meals were prepared **on time** in the hotel, and two out of every three meals had fish.

A major consideration for me is the weather. Last year I went to New Zealand and I was *sick and tired* of the weather. It rained every day, so never again! It was so boring! I work so hard all the year that when I go on holiday, I need to be able to laze around and relax. I do not want to *take any tours* or see the sights, and I don't want to sunbathe either. I just want to hang out on a warm sunny beach. I intend to **have a good time** this year so perhaps the Med is my best bet.

My father worked on a ship when I was young and **from time to time** he took me on board when he *went on a trip* somewhere in the Mediterranean. I loved waking up bright and early each day and smelling the ocean breeze. In fact, anyone would. I enjoyed it so much and made a promise to myself to see the world when I grew up. At the moment I am still studying but when I finish next month I intend to go somewhere really exotic. Of course I can't afford an expensive hotel so I plan to stay in *bed and breakfast*.

My husband and I are looking for a relaxing holiday with style as we want to spend some quality time with each other. We do not want the *hustle and bustle* of fast city life and the need to worry **all the time** about rushing to get from place to place. So, our holiday preference is a trip by ship which will allow us to take in lots of historical sights and one of the Seven Wonders of the World. In fact we believe that *going sightseeing* is the most wonderful thing about our holidays. Some time ago, we were thinking of a Caribbean cruise but then we changed our minds and decided that it may not be what we wanted.

Task 2 - The holiday brochures

In pairs look at the holiday brochures below and match the people to the holidays. Which letters A-F would be the most suitable for each of the people 1-5. Discuss your choices with the rest of the class.



A. The Challenge of a Lifetime



B. A Holiday for All



C. Get down and Samba

E. Step back in time





D. Romance on the Seine

F. Volcano Island



Task 3 - The similarities

1. *In pairs, find 3 similarities among all the holidays. List your similarities and compare them with other members of the class.*
2. *Discuss as a class the features which make up a good holiday.*

Task 4 - Phrases with 'TIME'

1. *Individually, find five phrases with the word 'TIME'. Write these in your notebook.*
2. *Check that you know the meaning of the phrases with your partner. In pairs, write a new sentence in your notebook to use the phrase with 'TIME'.*

Task 5 - The past tense (simple and continuous)

Look at the two pairs of sentences below. Do they have the same meaning or are they different in meaning? In pairs discuss what makes them the same or different.

a. When I was going to school I loved Geography.
b. When I went to school I loved Geography.

c. When I was going to school I met George.
d. When I went to school I met George.



Vocabulary

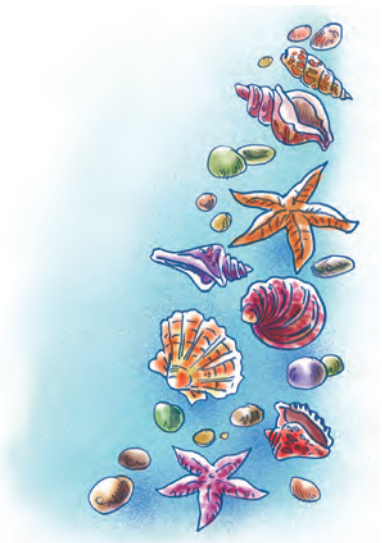
a. laze	sightseeing
b. make	a tour
c. change	a promise
d. go	around
e. go on	your mind

1. *Match the words in the two columns to complete the phrases. Write your answers in your notebook.*
2. *In pairs, complete the phrases in the box with the words given and then match them to a specific situation. There are two phrases which you do not need to use.*

then	breakfast	tired	again	about	bustle	foremost	sound	early	quiet

peace and	**bright and .....**	**now and .....**
out and	**first and .....**	**hustle and.....**
bed and	**safe and .....**	**sick and .....**

a. 'Our lives are much too busy and what we need is a bit of .....'.
b. 'During the summer, my brother likes to get up .....'.
c. '.....', I go on day trips with my friends'.
d. 'The rescuers looked all over the mountain for the climber and finally found him ..... in a mountain cabin'.
e. 'The worst thing about city live is the daily .....'.
f. 'We are ..... of going to the same place every year on holiday'.
g. 'When we take a trip across Europe, we stay the night in .....places'.



Lesson 2

AIMS

- **To listen for specific words**
- **To listen for confirmation of ideas**

Listening 1

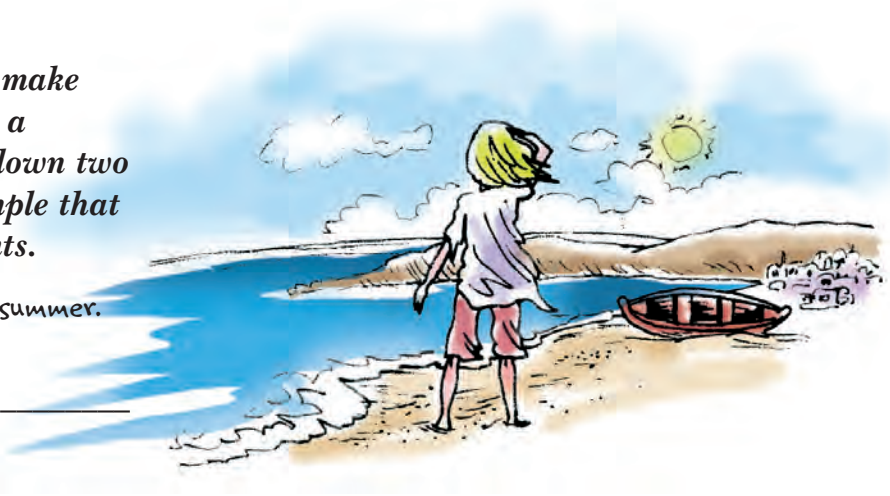
Pre-listening

What daily scenes would make someone feel the world is a wonderful place? Write down two more things like the example that you think are happy events.

1. Walking along the beach in summer.

2. _____

3. _____



Task 1 - Complete the song

Listen to the song and complete the missing words. Were your ideas similar to those of the singer?

I see trees of green, red _____ too
I see them bloom for me and you
And I _____ to myself, what a wonderful world

I see skies of blue and _____ of white
The bright blessed day, the dark sacred _____
And I think to myself, what a _____ world

The colours of the _____ so pretty in the sky
Are also on the faces of people going by
I see friends shaking hands saying 'How _____ you do?'
They're really _____ 'I love you'

I hear babies crying, I _____ them grow
They'll learn much more than I'll ever know
And I think to myself, what a wonderful world
Yes, I think to myself, what a wonderful world.

Task 2 - Do you agree?

Discuss with your class the things that make the world happy for the singer. Do you agree with the singer?

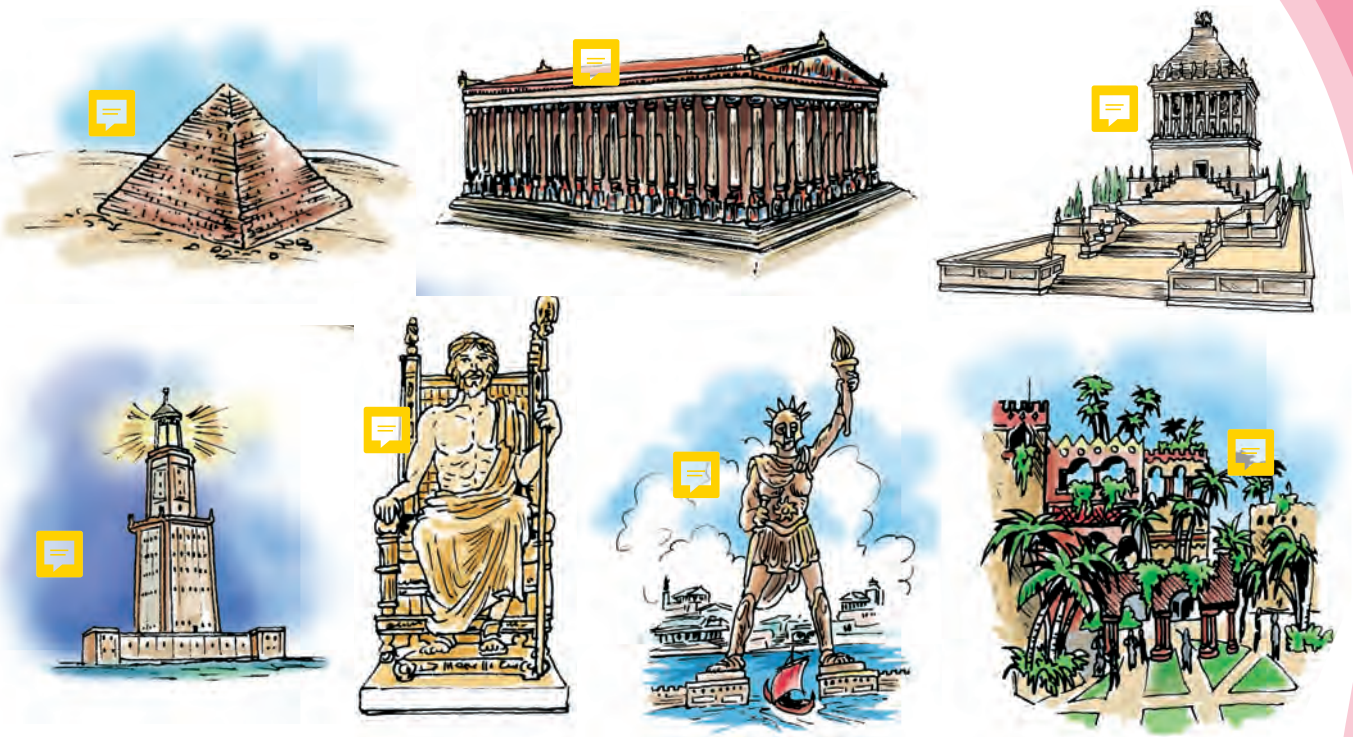
Task 3 - Do you agree?

In small groups, use one of the ideas mentioned by the class to write one more verse for the song.

Listening 2

Pre-listening

Look at the paintings of ancient structures below. What do they have in common?



What is the structure in each picture? In pairs, write what you think the name of each structure is.

Task 1 - The 7 Wonders of the World

1. Read through the list of the original WONDERS OF THE WORLD below:

The Great Pyramid at Giza The Colossus of Rhodes The Temple of Artemis at Ephesus
The Hanging Gardens of Babylon The Mausoleum at Halicarnassus
The Lighthouse of Alexandria The Statue of Zeus at Olympia

2. Listen to the lecture on the seven wonders of the ancient world and check if you were right about the names of the structures.

As you listen, find the location of each structure on the map of the world in APPENDIX V at the end of the book.

Task 2 - Listening for information

Listen to the text again and complete the table. Check your table with your partner.

Wonder	Name	Date of Construction	Reason
The Great Pyramid at Giza			
The Colossus of Rhodes			
The Temple of Artemis at Ephesus			
The Hanging Gardens of Babylon			
The Mausoleum at Halicarnassus			
The Lighthouse of Alexandria			
The Statue of Zeus at Olympia			

Lesson 2



Task 3 – Speaking

Look back at the map with the original Wonders of the World.

1. *Why do you think people thought these structures were so wonderful?*
2. *What buildings or structures do people think are wonderful today? List three structures in your notebook.*
3. *Compare your answers with the rest of the class and discuss your ideas.*

Task 4 – Speaking: A survey

Copy the following chart into your notebook and go round the class and ask at least four students about what features and qualities make a place exciting to visit. Use their answers to help you complete the chart below.

Place	Natural Attractions	Historical Attractions	Weather	People	Company
1.					
2.					
3.					
4.					

Use the following questions to help you.

a. Where did you last go on holiday?
b. Did you enjoy the place?
c. Did you visit any historical sights?
d. How do you feel when you visit historical places?
e. In general do young people like sightseeing when on holiday? Why? Why not?
f. Who did you go with?
g. What was the most exciting thing you did?

Task 5 – Practice

Individually, make a short report to the class about the four people you interviewed. Do not use their names. Use the following as an example.

From my interview with different members of the group I discovered that 50% enjoy going sightseeing when they go on holiday. Twenty-five percent believe that the weather is very important. One hundred percent feel that the company they go on holiday with is the most important thing about a holiday.

Writing

Lead-in

Discuss with your partner the kinds of things you would write on a postcard to a friend.









Task 1 - The right place

Look at the holiday snaps above. Would these be good places to go on holiday? Why? Why not? Which place would you like to visit on holiday?

Discuss with your partner. Write down three of your ideas.

Task 2 - Describing

Look at the words in the box below to compare your ideas. Put the words in the box into a suitable column. Then compare your answers with your partner.

pleased	very hot	exciting	relaxed	cloudy	bored	boring
sunny	excited	tasteless	chilly	crowded	snowing	disappointed
tired	wet	expensive	noisy	snowing	happy	brilliant

Place	Food	Weather	My feelings

Task 3 - Write your sentences

Use words from the box and write three short sentences about one of the places in the photographs.

Compare your sentences with your partner's. Do you agree with your partner's opinions?

Lesson 3

A Postcard Home!

A postcard home

1. Read the model postcard below. Is the writer happy or unhappy with her holiday?



Dear Anna,

It is wonderful here and the sun shines every day so we are getting a really good suntan.

George says that he doesn't want to go back home as the weather is so fantastic. We really are having a great time because there are loads of things to do. On Monday we visited a very old temple and we took lots of photographs. However, while we were walking back to our hotel, George fell over a hurt his leg so we had to take him to the local hospital. But he's alright, so no need to worry! Last night we went to a local taverna and we ate lots of traditional food.

As it is our last day tomorrow, we hope to go shopping for souvenirs although I don't think I have enough money to buy everything I want!

Bye for now,

Eva.

2. The word 'and' is used to join ideas in some sentences. Underline any other words which link two ideas. Compare your answers with your partner.

3. Complete the following sentences with linking words from the postcard.

a) Stella went to Mykonos …….. she really didn't like it much.

b) …….. Irene had lots of money, she didn't buy any souvenirs.

c) John caught an early flight …….. it was cheaper.

d) Jane got sunburnt …….. she had to stay out of the sun for two days.

4. In pairs, write four new sentences about one of the places in the photographs on page 9. Join your ideas using the linking words in the model text.

5. Complete this postcard you are sending to one of your friends. Remember to link your ideas in each sentence.

Dear _____,

We _____ a great time here! The weather is _____! I don't like the food though and _____. I just eat salads all the time. We had a late night last night _____ we went to a club with some friends. It was great _____ I didn't really like the music.

Anyway, I _____ just thinking of you so I decided to write this card. See you soon,

_____

Activity A

Match the responses with 'time' on the right to the statements on the left. There are two expressions which you do not need to use.

1. Do you ever buy souvenirs on holiday?
2. Am I late for the plane?
3. How do we get on the bus?
4. When will the ticket be ready?
5. Is Andrew living in London now?
6. How often do you go to museums?

a) For the time being*
b) By the time you leave*
c) One at a time*
d) Time and again*
e) Just in time*
f) At times
g) Behind the times
h) From time to time*

* These expressions may be used more than once.

___/3 points

Activity B

Complete the sentences with one of the phrases in the box. There is one extra you do need to use.

1. When I am on holiday, I like to get up …… on the day we are leaving.
2. There are different things to check before we leave. ……, do we have our passports?
3. The wonderful thing about Venice is the …… as there are no cars.
4. When we can't find a hotel, we stay in a …… .
5. I need a holiday as I am …… of what I am doing at the moment.
6. Every …… we go to a Greek island for a few days.
7. One of the problems with big cities is the …… with so many people everywhere.

hustle and bustle
sick and tired
peace and quiet
first and foremost
bed and breakfast
safe and sound
bright and early
now and then

___/7 points

Activity C

In which place do you see the following?

a) Guards who are standing outside a palace with big black hats. _____
b) A statue of a lady with a torch in her arm. _____
c) A palace from the Minoan period in history. _____
d) Pyramids. _____
e) A volcano on an island. _____
f) Copacabana Beach. _____

___/3 points

Self-evaluation



Activity D

Without looking back at the student's book, can you complete the following?

a) The Great _____ of Giza.
b) The _____ of Rhodes.
c) The _____ of Artemis at Ephesus.
d) The _____ of Babylon.
e) The _____ at Halicarnassus.
f) The _____ of Alexandria.
g) The _____ of Zeus at Olympia.

___/3.5 points

Activity E

Fill the blanks with an appropriate adjective from the box on the right.

a. Most people find Mykonos very …… .
b. I hate …… places as you can never find anywhere to sit.
c. We were very …… with our hotel as it was far away from the beach.
d. The weather in London was …… every day.
e. We took our coats as we thought the weather was a bit …… .
f. The hot …… summer days make living in Greece a dream.
g. Most big cities are really …… to stay in on holiday.

crowded
disappointed
wet
sunny
chilly
expensive
exciting

___/3.5 points

Total ___/20 points

Now tick how well you can do the following:

	With difficulty	Quite well	Easily
✓ I can read a text to get general information	☐	☐	☐
✓ I can read a text to understand details and preferences	☐	☐	☐
✓ I can listen to spoken English and pick out the details	☐	☐	☐
✓ I can talk about the 7 Wonders of the World and express my opinions	☐	☐	☐
✓ I can write a postcard to describe a place and a holiday	☐	☐	☐
✓ I can write a report using data from a table	☐	☐	☐

UNIT 2 Teen idols

Idols and their role in society

In Roman times, gladiators were idols. They fought against each other and sometimes animals for glory and money. The people loved to go to the arena to watch their favourite gladiators fight. A successful gladiator needed to train hard and to give good entertainment to the people.

What is the name of a famous arena in Rome where gladiators fought? What have the four people in the photographs on page 14 got in common with Roman gladiators? Why are they famous?







Topic	Teen idols
Grammar	Comparing of the use of Past Simple and Present Perfect
Reading Skills	Summarising the meaning of short texts.
Listening Skills	Listening for detail; listening to recognise speaker's feelings as expressed through specific adjectives
Writing Skills	Organising and linking ideas in a letter.
Vocabulary	Spoken responses in institutionalised expressions.

Strategies:

I can use the title of a text to infer text content

I can learn and practise whole language chunks and idiomatic expressions

I can listen carefully to understand how speakers feel



Lesson 1

AIMS

- **To learn about the concept of being an idol**
- **To have exposure to examples of both the Simple Past and Present Perfect Tenses.**

Lead-in

Look at the people in the picture. What do they have in common?

Read the facts about each star. Discuss as a class if they are right or wrong. Check the facts on the internet.

Did you know...

When he was 14 years old, Tom wanted to become a priest but then he changed his mind and developed an interest in acting. He has lived in New York all his life.



Michael Jordan has scored more points for Chicago Bulls than any other basketball player.





Before he became successful at acting, Pitt supported himself by dressing as a giant chicken while working for a fast food company. He starred in Mission Impossible in 1996.

Teri studied mathematics and engineering at university before she became a film star. She has appeared in ten films with Bruce Lee.





Although her parents are Greek, Jennifer has never been to Greece. She has been married to Johnny Depp since 2005.

Task 1

In pairs, match each of the statements below to someone you know

" I've never worn lip gloss to school "

" I've read all the Harry potter books as I have always been in to magic "

" I've been lucky in my life "

" I haven't seen the film Gladiator "

" He has been to Crete"

" He became famous on a TV reality show"

" She has had her mobile for ages"

Grammar

1. *Circle the words in Task 1 which show the Present Perfect. Your partner should underline the words which show the Past Simple. Compare your answers and discuss your choices.*
2. *Which of the following two statements means 'I still know her'? What does the other sentence mean?*

Task 2

Say What?

Can you unscramble this quote from Ronaldinho?

I EVHA NEBE OT ERECGE NAD I DENOYJE SYMFLE RYEV CHMU

a) I knew her when she was a young girl.
b) I have known her since she was a young girl.

What tense comes after the word 'since'?

3. *Look carefully at sentences a) and b) above and rewrite the following sentence so that it is correct. Compare your answer with your partner.*

'I have known her when she was a young girl'.

Task 3 - Quiz

Complete the task and see who completes it first. Compare your answers with your partner, then with your teacher.


A


B


C


D


E

Test your star knowledge.

Which of these stars:

a) was born on 2nd December 1981 in Kentucky?
b) has sung in the Eurovision song contest?
c) has played the role of a poor young man on a famous ship?
d) lived in London when s/he was young?
e) didn't speak English when he or she was young?
f) make your own question.

1. *Do you like any of these stars? Why? Why not?*
2. *Imagine you have been to Hollywood and have met someone famous. Write down three questions you asked him/her. Compare your questions with your partner's.*
3. *Which famous person do you like? Why? Tell your partner.*
4. *Look in your History book to find famous people from the past who were idols at the time. Why were they idols?*

Task 4 - Describing people

Which of the following words do you associate with the people in Task 3?

Make a statement to your partner about the stars above using the adjectives in the box.

In pairs, choose one of the people and add three more words to the list to describe him or her.

HANDSOME, BEAUTIFUL, INTELLIGENT, TALENTED, RICH, COOL, RESPECTFUL, DARING, DETERMINED, ENTHUSIASTIC, TALKATIVE, DAFT, SILLY, BRILLIANT, LOVEABLE, HONEST, CRUEL, KIND, LAZY, CARELESS, SNOBBISH

Task 5 - Which star?

Read this statement and decide with your partner which of the stars above has said it.

"I have been an actor for ten years and I have acted in many films. My first film was in 1990 when I was 16 years old. I started acting because my stepfather, Adam Farrar, told me that I could earn a lot of money". My biggest film so far is the Titanic.

Is the statement correct or incorrect? Check the information on the internet at Wikipedia.

Lesson 1

Reading Pre-reading

Look at the pictures of famous people. Do you know their names? Compare your answers with your partner to check who knows the most names.

Task 1

Look at the title of the text. What do you think the text will be about? Do you think the text below will be positive or negative? Why? Discuss your ideas with your partner.

SO, YOU WANT TO BE FAMOUS?

1 " Johny Depp once said to me, "It's not heart surgery and no one is going to die if you get it wrong, so just do what you can". So, that's what I did and still do."





2 "I have always felt that success is a result of deep passion. Without it, forget fame and fortune."



3 "When I was twelve, I got rejected at an audition for The Mickey Mouse Club, but I kept trying and finally succeeded."



4 "As an artist, I pushed myself to do different things but I have never done anything silly."

5 "Try as hard as you can and believe in yourself. Keep practicing as often as you can."



6 " Before I became famous I participated in a community theater program. I like it and realized that I liked entertaining people. It's a good way to get to know what you are like".



7 " I have always enjoyed entertaining. If my friends are sad, I try to make them laugh to get their mind off their problems."



8 "I'm successful because I didn't let fame go to my head. I stayed just a regular person. I have never felt I am better than anyone else."



"When you have a dream, just do whatever it takes to get what you want."

9



10 "A lot of effort and energy goes into entertainment. To reach the top, I had to do a lot of work!"





11 " Stay focused and don't miss any chances that come your way. Becoming famous looked easy at first, but it was harder than I thought."

12 "Whatever is on your mind, just throw it out there. Do what you want to do and things will work out."





13 "When you have made up your mind, stick with it. Don't let anybody try to discourage you, and just keep at it."



"You can get a lot done if you make a real effort to get the best out of yourself. That's how I made my dreams come true."

14

Task 2 – Give the right response

In pairs, match the numbers with the letters.
Then take roles to practise the different dialogues.

1. I have just won an award.
2. I feel like I want to give up.
3. How did you manage to succeed?
4. I have something to say about that.
5. Mary is worried about her audition.
6. How can I become famous?
7. Everyone gives me different advice and I am lost.
8. Have you made up your mind about the role?
9. Sheena isn't very passionate about acting.
10. Angelina was excellent in the film.

a. Not yet!
b. Yes, she made a real effort.
c. Don't let it go to your head.
d. She can forget fame and fortune, then.
e. I just kept trying.
f. Do what you want to do.
g. Whatever is on your mind?
h. No, stick with it!
i. Tell her a joke to make her laugh.
j. Do whatever it takes.



Grammar – Saying things in another way

Choose the most suitable way a), b) or c) of saying the underlined parts in sentences 1-5 in another way.

1. When I was small <u>I was not allowed to</u> sing in the bathroom.
a) I was let
b) I couldn't
c) I didn't

2. I <u>have never been</u> to this theatre before.
a) it's never
b) it was never
c) it's the first time

3. We <u>never run out of</u> time for practice.
a) always have
b) sometimes walk
c) like to have

4. I <u>haven't seen</u> one of her films <u>for a long time</u>.
a) it's a long time since I've seen
b) I have seen for a long time
c) I spent a long time to see

5. We <u>spent a long time</u> rehearsing for the show.
a) we took our time
b) it took us a long time to
c) it cost a lot



Lesson 2

AIMS

- **To listen for detail**
- **To listen for stress and intonation to express feelings and attitude**



Listening & Speaking



Listening 1 - Attitude

Listen to the five different people talking. Say how they feel; write P for positive or N for negative in each box.

Speaker 1 ☐ Speaker 2 ☐ Speaker 3 ☐ Speaker 4 ☐ Speaker 5 ☐

Listening 2 - Feelings

1. Look at the words in the box above. Check with your partner that you know what they mean.

2. Listen to the statements by seven different people and check if you were right about the meanings. Write the right adjective under each person.

sociable shy educated confident ambitious caring
energetic cheerful attractive tough



















3. Turn to the recording script in the Resource Material Unit 2 and practice saying the words in the answers. Listen to the recording again and pay close attention to the stress.

Which of these adjectives would you use to describe a star you know? Tell your partner the name of a star and the adjectives you use to describe him or her. In pairs, compare your answers.

Listening 3 - Listening for detail

1. Listen to an interview of Willie Robinson, a famous idol and look at the journalists' notes.

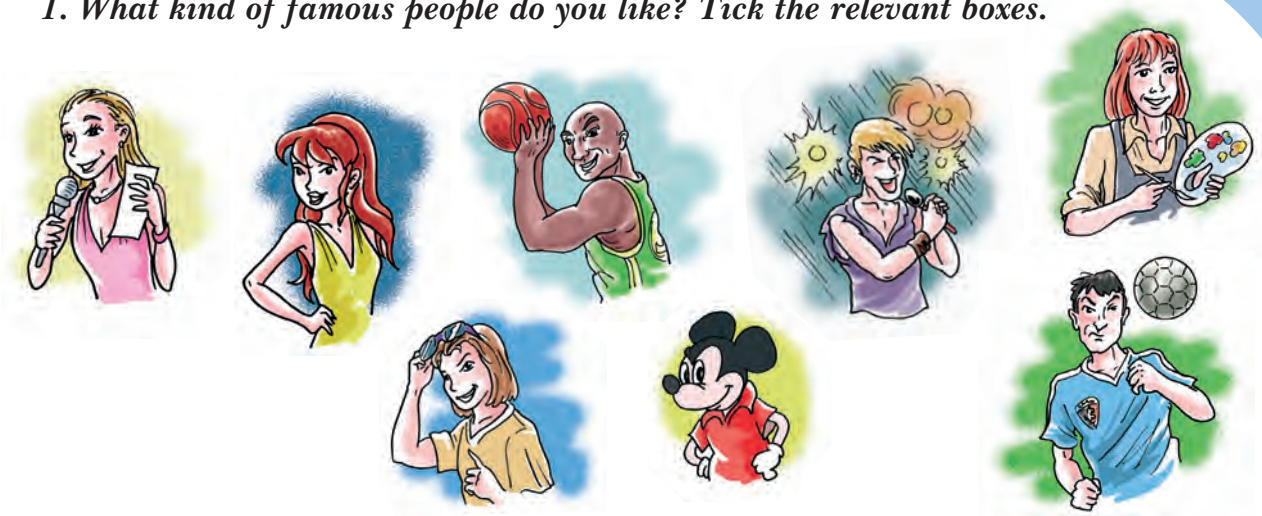
Some information is missing. As you listen, complete the missing information in the journalist's notes.

Has been an actor for _____ years.
Became _____ because he was _____.
Has been jealous of _____ once when he was _____.
Has got _____ _____.
Went to Fame Story because he could _____ well.
Has lived in Athens since he was _____ years old.
Has had _____ for ten months.

2. Turn to the recording script in Resource Material Unit 2, and use the prompts to make similar dialogues.

Speaking - Fact file planner

1. What kind of famous people do you like? Tick the relevant boxes.



2. Write the names of three famous people that you like. Write why you like them.

NAME	REASON
Shac O'Neil	he's a fantastic basketball player
1.	
2.	
3.	

3. Write three things that YOU KNOW and three things YOU DON'T KNOW about your favourite star.

THINGS I KNOW	THINGS I DON'T KNOW
1.	
2.	
3.	



4. Read the information about Daniel Radcliffe. Match the INFORMATION in A to the CATEGORIES in B.

1. ☐ Daniel Jacob Radcliffe
2. ☐ 23rd July 1989
3. ☐ London, England
4. ☐ British
5. ☐ 1m 73cm
6. ☐ green
7. ☐ brown
8. ☐ playing tricks on friends
9. ☐ no brothers or sisters
10. ☐ 2 Terrier dogs
11. ☐ pizza
12. ☐ America and Europe

a. pets
b. hair
c. family members
d. full name
e. eyes
f. hobbies
g. favourite food
h. nationality
i. place of birth
j. where has travelled
k. date of birth
l. height

Make a small poster of a fact-file for your favourite star.

In pairs, tell your partner all about your idol but DON'T tell them the name. Make your partner guess the name of your idol.

Give your poster to your teacher to display. The class will decide which one is the most interesting.

Lesson 2



Speaking - How difficult is fame?

1. Here are some pictures of people who have become famous. Talk to each other about how difficult it is to become successful in these professions. Then decide which is the most difficult.











2. **ROLE-PLAY:** ***AN INTERVIEW WITH A STAR***

Imagine you are a famous star. Your partner wants to find out if you have ever done any of the things below. If the answer is 'YES' he will want to find out: WHEN? WHAT WAS IT LIKE? HOW DID YOU FEEL? WHAT HAPPENED EXACTLY? etc.

Have you ever...

been to a Greek island	**drunk alcohol**
expected to become famous	**had a party**
eaten something strange	**made a mistake**
said the wrong thing	**won a competition**
broken anyone's heart	**lost anything**

EXAMPLE

A: Have you ever...?
B: Yes, I have.
A: What was it like?
B: It was (fantastic/wonderful/cold/expensive/pleasant/great).
A: How did you feel?
B: I felt (fine/happy/relaxed/okay/upset/angry).

3. Discuss the following questions as a class:

a) What are the advantages of being famous?
b) Which famous person do young people in Greece admire most?
c) How important is luck to become famous?
d) What problems do young people have if they become famous?
e) How has someone you know of changed since s/he became a star?

Survey *Do a survey to find out who is the most popular idol in your class.*

a) Have you ever bought a poster of...?
b) Did you buy any CDs of... last week?
c) Have you seen any of his/her films recently?
d) Was... born in Greece?
e) Did... grow up in London?
f) Is it true that he first played for Manchester United when he was 16?
g) Has... ever been to Greece?
h) Have you ever gone onto her site on the internet?

NAME	A	B	C	D	E	F	G	H
Anna Visi								
Frank Lampard								
Daniel								
Justin Timberlake								
Eminem								
Daniel Radcliffe								

Count up the ticks. **This is the most popular star in your class.**

Why is this person popular? Then find out as much as you can about this person. How did he/she become successful? How has his/her life changed?



Writing

Biographies

1. Read the text by Ziggi Gonzales. Circle the correct grammar form in each sentence.

2. Compare your answers with your partner. Who got most correct?

I have been / was a star for the past five years and I have loved every minute of it. This year I made / have made two CDs and I have travelled to many different countries. The most interesting place I visited / have visited so far was Sydney as the scenery is brilliant. Of course, life wasn't always so great. When I was thirteen years old I wanted / have wanted to become famous so I have decided /decided to learn how to sing. I joined a local music school and have had / had singing lessons. It was difficult at first but I soon got used to it. At the time, my friends thought/ have thought I was crazy, but now they all see that I was right. Last year I made/ have made my sixth record and earned lots of money. I am so happy that I had / have had those singing lessons all those years ago.

3. In pairs, work on the following tasks:

A) Which sentence means she is a still star now?

a) "I have been a star for five years."

b) "I was a star for five years."

B) Underline the words which show **time** or **period of time.**

C) Write three sentences which describe your life experiences.

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

Show your sentences your partner. Did he/she know these things about you?

Letter-writing

Everyone seems to have different views on the TV talent shows which find new stars. Read the short letter below to a magazine and decide on the writer's opinion of fame shows on television.

Dear Sir,

As far as I'm concerned shows to find talent are awful for a number of reasons. **First of all**, they create the idea that it is easy to become famous. **Furthermore**, many young people feel that they do not need to study hard at school **because** they can succeed in life if they win a TV talent competition. **However**, this is not to say that some people do succeed in the competition and go on to become very famous.

In conclusion, I would say that although they are entertaining, young people should stick with the traditional way of doing well in life and not be fooled by thinking they can become overnight stars.

Christina.

When we write it is important to explain what you want to say. We can do this with linking words.

In pairs, look at the linking words below and match the five groups of linking words and phrases below to the five groups in the table.

Linking words to:

List ideas	Introduce reasons	Add more reasons	Opposite points	Conclusion

a) but, although, however

b) also, furthermore, what's more

c) because, so, therefore

d) to conclude, to sum up, in conclusion

e) firstly, secondly, finally

Look at the ideas in Christina's letter. Write a paragraph about your views on talent shows on TV. Try to use the linking words above.

Lesson 3 Produce your show



Project work – Produce your show!

Stage 1

There is a school competition to find a school-show production team.

Work in groups of four or five to prepare your presentation of how you would organize the show. Each group will present their proposal to a panel of people from the class and the best presentation will be chosen.



1. In groups discuss the following:

- The creation of a poster to attract talent.
- Which performer should appear first and why.
- What kind of music should be used.
- What stage design you need.
- What visuals you need to persuade the panel.

You may have to persuade other members of the group about your ideas.

2. Compare your presentation with other groups. Whose looks the most interesting?

Stage 2

You are the producer of a school show and want to find talent in the school.

First, discuss with your group:

- What qualities are needed to be able to perform on stage?
- What skills are needed?
- What questions would you ask a performer in an interview?



Stage 3

You are the editor of a school newspaper and the topic this month is 'Fame and Fortune'.

Collect four of your fellow students' texts (from Writing on p.21) and then identify the main ideas in the four.

Prepare an editorial sheet for the introduction of the magazine.



Self-evaluation

Activity A

Here are some sentences about stars. For each question, complete the second sentence so that it means the same as the first.

1. Irene has never met a star before.
   This is the first time Irene _____ star.
2. We haven't seen Johnny Depp in a film for a long time.
   It's a long time _____ Johnny Depp in a film.
3. It took us a long time to prepare for the play.
   We spent _____ for the play.
4. When did you become a star?
   How long _____ a star?
5. My mother didn't let me watch the Fame Show last night.
   I _____ watch the Fame Show last night.

___/5 points

Activity B - Collocations

Write one sentence about each person in the pictures.

1. He looks_____.
2. She looks _____.
3. She looks _____.
4. He looks _____.
5. She looks _____.
6. He looks _____.



___/3 points

Activity C - Compound nouns

Read the following facts about six stars. Correct the error in each one.

1. Tom Cruise wanted to become a dentist when he was young. _____
2. Michael Jordan has played for New York Nicks and Baltimore. _____
3. Brad Pitt once worked in a garage. _____
4. Teri Hatcher has studied Chemistry. _____
5. Jennifer Aniston was born in Athens. _____
6. Rolandinho has never been to Greece. _____

___/3 points

Self-evaluation





Activity D - Expressions

Match the sentences to make short dialogues.

1. I am really worried about my audition.
2. Is deep passion important to you?
3. Was the road to stardom easy?
4. What do you to get people's attention?
5. What happened after your record didn't sell well?
6. Are you a snobbish person in any way?

a) In fact, I am very humble.
b) I just bounced back with the next one.
c) Why? It's not heart surgery.
d) Yes, without it, forget fame.
e) It was much harder than I thought.
f) I just crack 'em up.

___/3 points

Activity E - Making suggestions and responding

Find six stars either from this Unit other stars and write down one thing that you didn't know about them until recently.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Things I didn't know:

_____
_____
_____
_____
_____
_____

___/6 points

Total ___/20 points

Now tick how well you can do the following:

	With difficulty	Quite well	Easily
✓ I can read and understand idiomatic expressions	☐	☐	☐
✓ I can read a teenage magazine and understand spoken forms	☐	☐	☐
✓ I can listen to people talking and understand their attitude and feelings	☐	☐	☐
✓ I can talk about past and recent events	☐	☐	☐
I can express my ideas in another way	☐	☐	☐
✓ I can write to give my opinion in an organised way	☐	☐	☐

UNIT 3 Thrills and Spills!



Topic	Thrills and Spills	
	Grammar	Using verbs of emotion + gerund: like, love, hate, can't stand, fancy, mind. Other verbs which are followed by a gerund: avoid, imagine.
	Reading Skills	Learning about different registers in reading texts. Using text information to provide an exchange of information. Understanding implied information in a text.
	Listening Skills	Listening for language of suggestion and response.
	Writing Skills	Letter writing using information from the listening activity.
	Vocabulary	Formulaic expressions: Collocations and compound nouns associated with free time activities. Additional vocabulary exercise with the word 'fun'
Strategies:	**I can understand** how things work using Laws of Physics **I can use** set phrases to say how I feel **I can recognise** word pairs (collocations)	

Lesson 1

AIMS

- **To become aware of different text types (formal/ informal)**
- **To learn the vocabulary of Physics (Newton's Laws)**
- **To learn how to interact through suggestion and response**

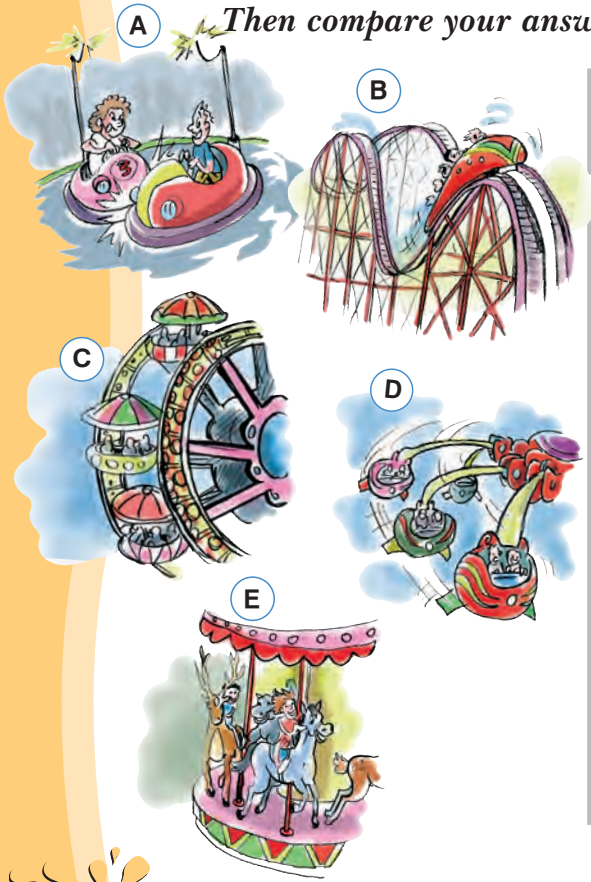
Lead-in

1. *Look at the picture on page 25. Is it a scene from a Funny Park, a Theme Ride, a Theme Park or a Fun Park?*
2. *Look at the picture again and the expressions in the box below. Listen to the expressions and then use them to say what you feel about rides like the one in the picture:*

It would be really exciting.	I can't stand going on these things.	It's too scary.
The thrill would be great!	I can't imagine going on one.	I'd be sick.
I love going fast.	I'm scared of heights.	I hate feeling dizzy!
It's great fun.	I wouldn't fancy going on it.	No way!
I wouldn't mind going on one. Oh,	I always avoid going on these rides.	It's really dangerous.

Task 1

1. *Alone, look at the five pictures on the left and match them to the rides below. Then compare your answers with your partner.*



Type of ride	Scared to death!	Nothing special	Sick	Really excited
Bumper cars				
Cable-car ride				
Carousel (merry-go-round)				
Ferris wheel				
Free falling ride				
Vertical drop				
Virtual reality ride				
Roller coaster that goes upside down				
Roller coaster				
Spinning car ride with many arms				
Spinning ride that tips on its side				
Centrifugal force ride				
Swinging ship ride				

2. *Ask your partner if s/he has ever ridden these rides. How did s/he feel? Put a tick ✓ in the right box.*

3. Look at your partner's answers. What can you tell about his/her character?

a) S/he loves danger.
b) S/he hates being frightened.
c) S/he doesn't like Theme Parks.

4. Which ride would you never go on? Why? Discuss it with your partner.



Task 2 - Newton's Laws

1. Read the following question. Do you know the answer? Tell your partner. Read the text below quickly to check if you were correct.

"They don't have engines, they don't have brakes so, what makes a roller coaster speed up, slow down, and loop upside down?"

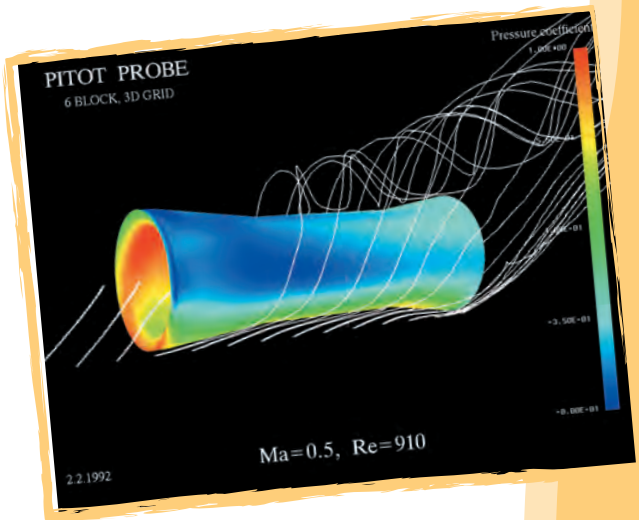
2. Read Newton's 'Laws of Motion'. Which law does not belong to Newton? Which words and ideas give you the answer?

Law 1. Newton's ..... law of motion states that for every force there is an equal and opposite force. These forces are called action forces and reaction forces.

Law 2. Newton's ..... law of motion states that objects at rest tend to stay at rest, and objects that are moving tend to continue moving. This tendency of objects to resist changes in motion is called inertia.

Law 3. Newton's ..... law of motion states that when an unbalanced force is applied to an object the object accelerates. The amount of acceleration depends on the mass of the object and the amount of force applied to it. More force to an object results in greater acceleration. Increases in mass result in less acceleration.

Law 4. Newton's ..... law of motion states that the amount of effort a student makes in lessons affects his or success in school.





3. In pairs, match Newton's Laws of Motion to the more simple way of saying them. Then match the Laws to each drawing.

a. An object moving in a straight line will keep moving in that direction unless acted on by an outside force.
b. If an object is moved by a force, it will move in the direction of the force. Also the greater the force, the faster the object moves.
c. For every action there is an equal and opposite reaction.

4. Draw a simple diagram to show Newton's Laws and ask your partner to tell you which Law matches your drawings. You can find examples in your Physics books.

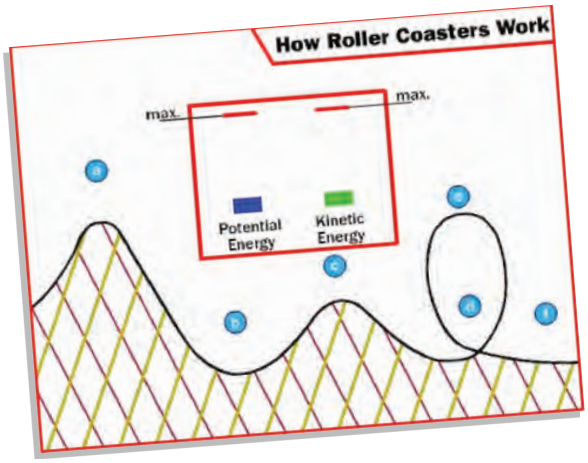
Lesson 1

Task 3 – The roller coaster

1. *In pairs, discuss how Newton's laws are used in the design of roller coasters? Use the Laws to help you and write down two things that make roller coasters move along the track.*
2. *Look at the drawing on the right and in pairs decide at which points a-f the cars have the most kinetic energy and the most potential energy waiting to be used. Tell your friend the reason for your answers.*

Now read the text below to check if you were right.

A roller coaster's energy changes from potential to kinetic energy. At the top of the first hill, there is a maximum potential energy because the train is as high as it gets. As the train starts down the hill, this potential energy becomes kinetic energy and the train speeds up. This happens again and again as the train moves along the track.



http://science.howstuffworks.com/roller-coaster2.htm

Task 4 – Vocabulary

Look at the words on the left and match them to a suitable word on the right.

theme	point
roller	bag
human	energy
science	park
paper	fiction
kinetic	being
meeting	coaster
virtual	cars
bumber	reality





Reading

Look at the pictures of the different rides below. Why do young people like these rides?
Which ride do you like best? Why?

Pleasureland



Roller coaster fanatics who are desperate to ride the biggest and best should head down to Southport's Pleasureland Theme park where Britain's tallest and fastest coaster ride has just opened. The Traumatizer ride swings victims throwing five terrifying loops and rolls at speeds of up to 80 km before throwing them upside down and then over again with a G-force of 4.5 on your face. This white-knuckle experience is the closest you'll ever get to being a **fighter pilot**. Just don't eat before you ride!

Sea Life



At Sea Life you learn than an octopus has not only got eight legs but three hearts and a brain the size of a dog's, that a star fish can regrow a leg if one gets damaged. There's plenty for the whole family at Sea Life with a full programme of entertainment and talks. And afterwards, you can relax over a drink or meal in our restaurant before browsing in our special **gift shop.**

Hello Fun Park



The Hello Fun Park is a unique theme park and one of the best in Europe. Whatever your taste, we have it. We offer a great day out for all. Open throughout the year, Hello is the place to visit for a good time offering numerous thrilling rides. Feel the adrenalin flow as you fall 40 metres to the ground; for those with a strong stomach why not try the shock tower? And afterwards, relax in a variety of food places where you can have anything from pizza and burger to ice-cream and waffles. Ten percent discount for groups of seven or more if booked in advance.

Task 1 - Jigsaw reading

Student A, read about the three Theme Parks above. Student B, turn to page 135 and read the sorter version of the texts.

After you read the texts tell your partner about the Theme Parks you read and what rides they have. After that decide with your partner which one sounds **the most scary** or **interesting.** Try to convince him or her why they should go there.

Task 2 - Comprehension

In pairs, answer the following questions about the Theme Parks.

1. In the *Pleasureland* text, why does the writer say "Just don't eat before you ride"?
2. At which place can you learn interesting things about animals?
3. Which place would be good for a school day trip?



Lesson 2

AIMS

- **To listen for detail**
- **To make notes on what people say**

1. Read the quiz below and tick the right box. Be honest! Don't cheat!







Who's the bravest student?

Type of ride	TRUE	FALSE	HALF-TRUE
1. The Big Dipper! A piece of cake!			
2. I am scared stiff of heights.			
3. The reality ride? No bother!			
4. The vertical drop? Kids stuff!			
5. Heights frighten me to death.			
6. Alone on a ride? You must be joking!			
7. My bravery! It's all put on!			
8. Heights don't bother me.			
9. Me, bungee jumping? Not in a millon years!			
10. Fear? Yes, I get a kick out it!			

The student with the most points can think of themselves as very brave.

Score

3 points for **TRUE**
2 points for **HALF-TRUE**
1 point for **FALSE**

25-30: Tarzan!
17-24: Quite brave!
10-16: Chicken!

2. Now, find someone who

	likes	dislikes	is afraid of	gets sick on
the Free Fall				
the Roller Coaster				
the Virtual Reality ride				
the Water Slide				
the Spinning Car				
the Vertical Drop				
the Bumper Cars				

Report to class which is the most popular or least popular ride.



Vocabulary

1. *In pairs decide which word on the right column collocates with the words on the left column.*

One of the	...	forever.
Booked in	...	go!
The whole	...	out!
At speeds of up to	...	family.
Head down to	...	advance.
A great day	...	80 kmph.
Over you	...	best!
What seems to be	...	Pleasureland.

2. *In pairs, skim through the six texts on the different rides in Lesson 1 and find phrases which mean the following:*

a) what is going to happen _____
b) be part of _____
c) something that shows you _____
d) plenty for _____
e) something scary _____
f) every day of the year _____

3. *Use a word or phrase from BOX A and one word from BOX B to form expressions from the texts in LESSON 1.*

A	B
key	discount
treasure	pads
computer	feature
baby	places
protective	hunt
tagging	shop
3-d	brother
fighter	clothing
gift	glasses
food	game
ten per-cent	pilot





Grammar

1. *Read the following dialogue with your partner. Then underline the ending of the verbs after the expressions in bold.*

A: **I absolutely hate** going on the Big Wheel.
B: Why? When I go, **I can't help** laughing all the time.
A: It scares me to death, that's why.
B: Really? I quite enjoy going on all the rides.
A: You're not well!
B: What about the Vertical Drop?
A: That? **I avoid** going on that like the plague.
B: How about trying something less dramatic?
A: No. **I don't fancy** paying to become sick.
B: Isn't there anything you like doing?
A: Actually, **I don't mind** going on the bumper cars, but that's about all.
B: There, you see! There is something you like, after all.

What do you notice about the verb endings? Can you make a rule about these expressions?

Compare your answer with your partner. Does s/he agree or disagree? Why?

2. *Complete the rule:*

When we use verbs like **hate, avoid, fancy, mind, try,** the next verb ends in ____.

In pairs, try to find 2 more words that follow this rule.

Lesson 2

Listening & Speaking

Task 1 - Making suggestions and responding

In pairs look at the map of the fun fair and practice making and responding to suggestions. Use the expressions in the boxes.

SUGGESTIONS

How about going on the...?
Let's try the...
Shall we have a go on the...?
What do you fancy going on...?
Do you feel like giving the... a go?
Why don't we check out the...?

RESPONSES

Sure, why not!
Yes, okay, let's try that.
I don't fancy that.
Hm... Alright then!
I'm not really sure about that.
No! I'm not into that ride.
Yes, that's a good idea.
That might be good.



Task 2 - Role-play

You are at a fun fair. You have € 40 to spend.
Find out prices of rides, food, drinks, souvenirs and decide what things to do during the day.

STUDENT A is a customer.
STUDENT B is a Theme Park employee.

Task 3 - Listening and writing

Imagine that your friend has asked you to get him or her some information about the funfair. Read their note to you.

Dear Marios,
I was wondering if you could ring 'Have Fun Park' to get me some information about the opening times, how much different rides cost, and if there is any discount for my two children who are under 12. I would also like to know if there is anywhere to eat when we are there.
Many thanks,
Emilia.

Now phone 'Have Fun Park' and listen to the recorded message. As you listen, make notes for your friend and complete the chart below.

Opening times	New Rides	Prices	Special offers	Type of Food/drink

Use the notes to write an e-mail to your friend to tell him/her what you learned about the funfair.

Task 4 - The rides

1. Listen to the recorded message and choose the best answer to these questions:

1. What can you do first?
   a. The Roller Coaster **b. The Wheelers** **c. The Big Wheel**
2. It is a good idea to arrive early at weekends because
   a. many people come. **b. the food is good.** **c. there are many heavy people.**
3. Why should you not play around on the rides?
   a. It is exciting **b. It is dangerous** **c. You pay more**
4. What is the advice given for people with young children?
   a. Let them go alone **b. Tell them about safety** **c. Stay with them always**

Task 5 - Speaking (planning and negotiating)

Planning a visit to an amusement park: Work in groups of four. Imagine that you are planning a day trip for your class to an amusement park. Think about some of the tasks that need to be done to prepare for the trip, and who would be responsible for each task: an ideas person, a coordinator, or a team worker. Consider these questions:

- Where are you going to go?
- How are you going to get there?
- What information do you need to know?
- What advice must you give to the group?
- How much money should each student take?



When you are ready, report your ideas to another group. Each person describes one or more tasks, and explains why it should be done by the ideas person, the coordinator or the team worker.



Writing - Letter writing

We'll go to the fun-fare!



A friend is coming to spend an exciting weekend with you! Write a letter to him/her to suggest what to do. Describe where you plan to go and what you can do there. Say why you think your friend will enjoy it. Write about 100 words.

Plan your writing:
- Tell your friend how happy you are he/she is coming.
- Write about the place to go. Who else will go with you?
- Write about two or three rides or things your friend will enjoy.
- Write the reasons why your friend will like/enjoy those rides.
- Close your letter by writing that you are **'looking forward to spending the weekend together'**

Lesson 3 Amusement Park

Project work - Create a Theme Park

1. *Look at picture A. What do you think is the theme of the park? Is it a good or bad theme? Why? Discuss with your partner.*

2. *Now look at picture B. What does it show? Do you like the way the park is arranged? Why? Why not?*





3. *In groups of four, design the new theme park.*

Student A is the planner for the whole park and decides where to put each ride and food places.
Students B and **C** are responsible for deciding on new rides.
Student D is responsible for the prices of everything.

As a group, decide on a name; decide on the rides to include; decide on where your park will be. Decide on the rides; draw sketches of new rides and decide with your group if they are suitable.



4. *Present your theme park to the class. The students will vote which park is the most interesting and the most exciting of all.*

Activity A

Complete the following sentences with a word from those given underneath.

1. Newton's first Law ..... that for every force, there is an equal and opposite force.
   a) tells b) makes c) states d) informs
2. The amount of ..... depends on the mass of the object.
   a) acceleration b) quickness c) speed d) fastness
3. More ..... to an object results in greater acceleration.
   a) power b) force c) strength d) speed
4. Objects at rest tend to stay at .....
   a) place b) once c) home d) rest
5. On a roller coaster, the energy changes between potential and .....
   a) energetic b) active c) kinetic d) friction
6. At the top of each roller coaster hill there is ..... potential energy.
   a) little b) some c) no d) maximum

___/3 points

Activity B - Collocations

Match the two halves of the phrases.

Head	in advance
Upside	family
the whole	for all
Over	time
One	a drink
a day out	down to
a good	down
Book	of the best

___/4 points



Activity C - Compound nouns

Use compound nouns from page 28 of the STUDENT'S BOOK to complete the following sentences:

1. The ..... are really great fun and I enjoy crashing into the others.

2. In some Theme parks, the theme is based on fantasy and ..... .

3. I can't stand the ..... rides where you feel you are somewhere else.

4. If you get lost in a Theme park, there is always a ..... for people to come to find you.

5. Without ..... a roller coaster cannot move.

___/5 points

Self-evaluation

Activity D - Expressions

Change the first verb in the second half of each sentence so that it is the correct grammatical form.

1. I absolutely hate (go) ..... on the Vertical Drop.
2. I can't help (laugh) ..... when people scream out.
3. I would fancy (try) ..... the Big Dipper.
4. My sister always avoids (come) ..... with us to the Fair.
5. I can't imagine (see) ..... my mother at a Theme Park.
6. Joanna hates (feel) ..... dizzy.

___/3 points

Activity E - Making suggestions and responding

Match the sentences with responses from page 32 of the STUDENT'S BOOK to make short dialogues:

1. How about going on the Big Wheel? .....
2. Do you feel like giving the Bumper cars a go? .....
3. Shall we have a go on the Roller Coaster? .....
4. Do you fancy going on the Ghost Train? .....
5. Let's try the Vertical drop. .....

___/5 points

Total ___/20 points

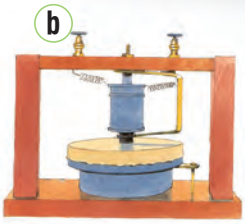
Now tick how well you can do the following:

		With difficulty	Quite well	Easily
✓	I can read formal and informal texts and understand the differences in style	☐	☐	☐
✓	I can read a text on physics in English	☐	☐	☐
✓	I can listen to recorded messages and make notes	☐	☐	☐
✓	I can use spoken forms to express my emotions	☐	☐	☐
✓	I can use, make and respond to suggestions	☐	☐	☐
✓	I can write a letter to a friend suggesting things to do	☐	☐	☐

UNIT 4 Click on-line!



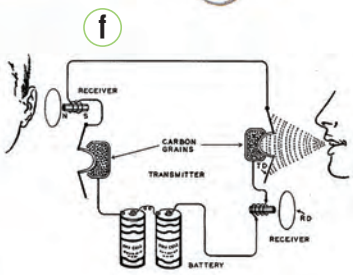












Task A

Look at the photograph of the man and the visuals. What do you think the connection is?

Task B

Look at diagram f. What is this a diagram of? How do you know?

Task C

The pictures a-e show the history of the telephone but they are in the wrong order. In pairs decide on the correct order.

Topic	Click on-line!
Grammar	Using Present Perfect Simple and Present Perfect Continuous
Reading skills	Interpreting meaning in a text in a visual form Identifying features which link a text
Writing skills	Using connectors to sequence ideas
Speaking skills	Using expressions to show attitude
Listening skills	Identifying speakers attitude Identifying implied information
Functions	Relating a past action with duration and a present result

Strategies: When I read a text in English...

- I look at the heading and try to guess what the text will be about
- I look for clues about the meaning in visuals like: pictures, graphs and diagrams to help me to understand the text
- I try to understand the sequence in the text by looking carefully at different kinds of linking words
- I try to find what the pronoun in each sentence refers to, to help me understand the text and how it links together
- I ask my teacher to help me when I have difficulties.

Lesson 1

AIMS

- **To focus on the role of electronics in communication**
- **To identify cohesive features in a reading text to match missing sentences**

A. Look at these pictures and say what each item is. Compare your answers with your partner.



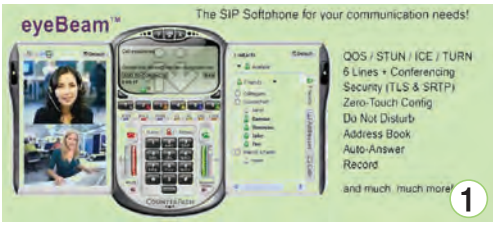
a) Which of these do you use to talk to your friends?

b) Which of these do your parents use to learn the news?

c) Which of these do you use to find information?

d) What kind of magazines do you read?

e) Which of these would you like to have? Why?













B. Which of these gadgets and machines could you not live without? Why? Compare your answers with your class.

Which of the items could you live without? Discuss your answers with your class.

C. Is it better to learn things from the TV or the internet? Discuss your ideas with your partner.

D. Do you think the internet has changed peoples' lives? Discuss your ideas with your class.

E. In pairs look at the following newspaper headlines. Discuss what you think the article is about.

a) Alert over schoolgirls' Bebo use

b) Safety tips for networking

Task 1- Listening Internet: use

A. Listen to seven short dialogues with people talking about internet use and match the people in the pictures to the ways they use the internet.



B. Which two people from 1-9 above did the recording NOT include? Are the above uses similar to how YOU use the internet? Discuss your answer with your class.

Task 2 - Pre-reading

A. In pairs, look at the bar chart and match the categories of use of the internet in Greece to the different sections of the bar chart. Discuss the reasons for your choices. In pairs write a use beside each colour in the legend.

The lowest use is to buy things

28% use it for fun and play

18% to find out what's happening

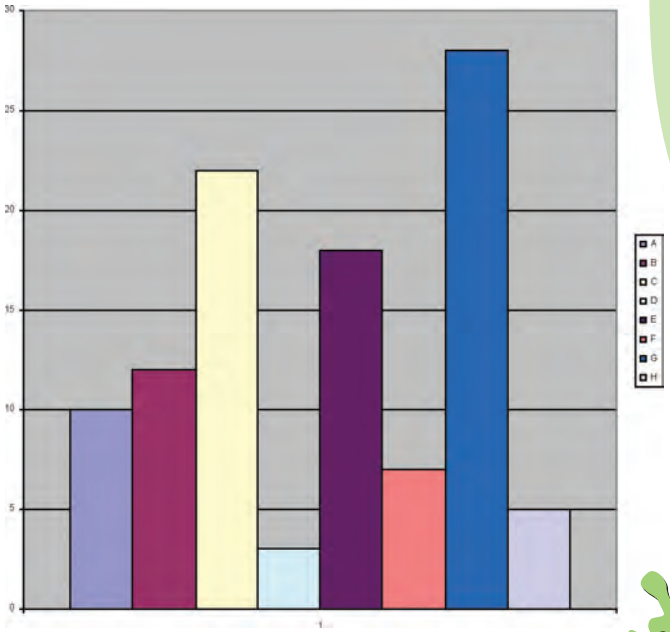
5% chat to friends and strangers

e-mail use is 7%

Educational use is 10%

Free downloads and entertainment is 22%

12% book holidays and flights



Use the example to help you:

A: ...seems about right/ a bit too high/ a bit too low.
B: Yes, I agree with you./ No, I don't agree with you.

B. Can you find the statistical error?

Lesson 1

Reading

A. Look at the title of the text below. What do you think the text is going to be about?

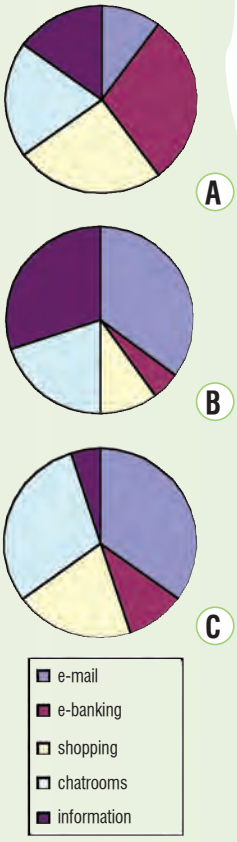
The Bug Spreads

B. Now, read the text on Internet Use in Ireland by the journalist Irene Robinson and choose the correct pie chart A-C on the right which represents the percentages she mentions in her article.

Life today is very different from what it was like some years ago. One of the greatest differences is in the mass media and communication techniques. The main reason for this is that technology **has become** so much cheaper to buy. Nearly all kinds of internet use **have grown** over a three year period. For some, it offers an escape from reality, but for others it brings the real world into their homes. With the use of the computer to go on-line, people can now communicate with each other and also do many other things. **(1)** ☐ The number of school-age children who have access to the web **has tripled** in the last twelve months, as more and more schools **have been going** on-line. Together with school kids, about 30% of the population uses the web for information. Today, people have much more control over what they pay for goods. In recent years, more and more people **have been buying** all sorts of electronic gadgets and internet connections which they believe help them to communicate and get information.

(2) ☐ In fact, they **have been going** on line *since* 1971 with the birth of e-mail. Today 35% of the population sends e-mails to each other from the comfort of their own homes. Even though surfing the net clearly remains a more common pastime for younger age groups, there **has been** a clear increase in the numbers of people using cyber technology for learning about different things.

(3) ☐ Teenagers find answers for school subjects whereas adults use it to find out about local events or world news. The latest use among young people is meeting new people through chat rooms and interest in this use has grown rapidly in recent years to about 20% today. Another popular use is for e-banking with 5% of the people using it for commerce and e-banking. **(4)** ☐ According to statistics, shopping on the internet **has been growing** steadily *for* the last few years as people discover how easy it is.



Grammar

Look at the text above and find two sentences which follow the same pattern as a and b below:

a) Irene has been living in Crete since 1998. .....

b) Irene has had her MP3 Player for the last three months. .....

In pairs, complete the rule for using **'since'** and **'for'**.

RULE: We use..... when we know the specific time something started.

We use.....when we talk about a period of time up to know.

Task 2 - Comprehension

A. Sentences A-E below have been removed from the reading text. Read the text again and, with your partner, try to put the missing sentences into the right spaces 1-5.

A. Buying things in this way is often cheaper and easier than going to the shops.
B. The attraction of the internet for these people is that it saves them time and money.
C. For example, many people in Ireland have been using the internet for years to send messages to their friends and learn about the local news.
D. In Ireland, for instance, as many as 25% of the population has realized that they can use the internet to find information.
E. These are things like finding information from websites, e-mail, shopping, enjoyment and electronic banking.

Compare your answers with your partner. Discuss any differences.

B. How are the ways people in Ireland use the internet different from the ways people use it in Greece? Discuss your ideas in small groups.

Task 3 - Negative aspects of internet use

A. In pairs, write down two negative aspects of using the internet.

_____ _____

B. Now look at the newspaper headlines below. Decide with your partner what the story for each headline is.

The truth about chain e-mails

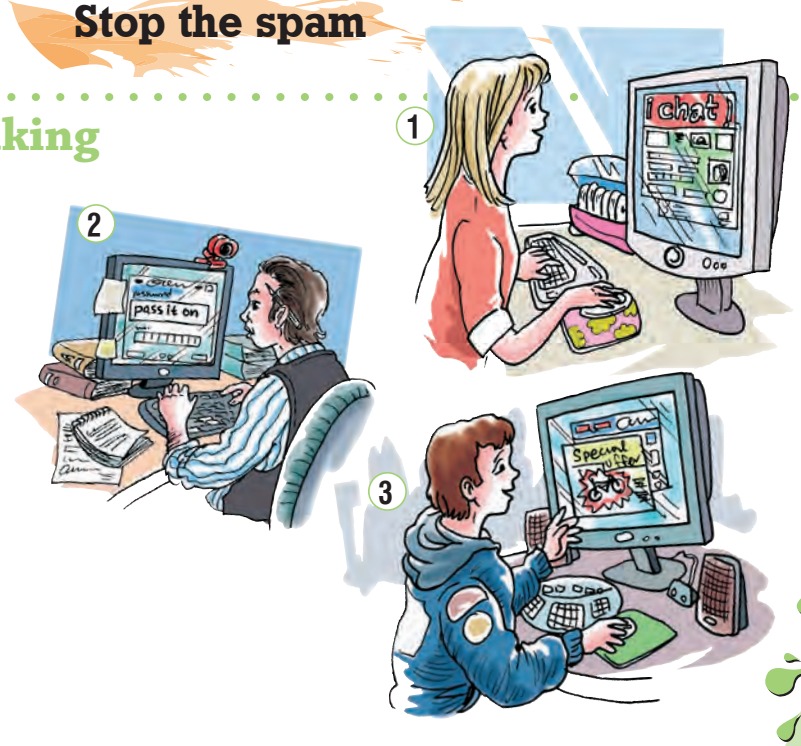
Dangerous ...rooms

Stop the spam

Task 4 Speaking

Match the headlines to the people in pictures 1-3

Work in groups and discuss the issues that you think are mentioned in each of the newspaper articles. Tell the rest of the class what other problems may be associated with internet use.



Lesson 2

AIMS

- **To identify and use expressions of attitude**
- **To understand implied information**
- **To provide controlled practice for the Present Perfect Tense**

Listening

Task 1 – Talking on the phone



Listen to two women talking on the phone and choose the correct answer a, b or c in the sentences i-iv below:

i) How does Rose feel about the boy's behaviour?
a. sad **b.** angry **c.** pleased

ii) The two women are
a. colleagues **b.** sisters **c.** friends

iii) What relation is Rose to the boy?
a. sister **b.** aunt **c.** mother

iv) What has the boy been doing?
a. nothing **b.** singing **c.** his homework

Task 2 – Expressions to show attitude

Listen again and put a tick ✓ beside each of the phrases that show how Rose feels:

a) I'm really fed up!	☐	**f)** I've had enough!	☐
b) He's been driving me crazy!	☐	**g)** I've been trying all week!	☐
c) He goes straight to his room.	☐	**h)** I just see red!	☐
d) His marks are falling.	☐	**i)** He'll be OK!	☐
e) It makes my blood boil!	☐	**j)** It does get me down.	☐

Speaking

Task 1 – Speak your mind

In pairs, use the phrases you have ticked in Task 2 above to say how your parents feel when you do the following:



Remember, you will have to change the form of the phrases. For example: *'It gets my Mum down'.*

Task 2 – Have you been a good child recently?

Think of some of the things that you have done recently or that you do which make your parents unhappy. Make a short list and then discuss in pairs why these things make your parents unhappy.

Grammar - Present Perfect

Task 1

A. In pairs, look at the pictures A and B and match sentences i-ii to them.

i) She has been swimming.

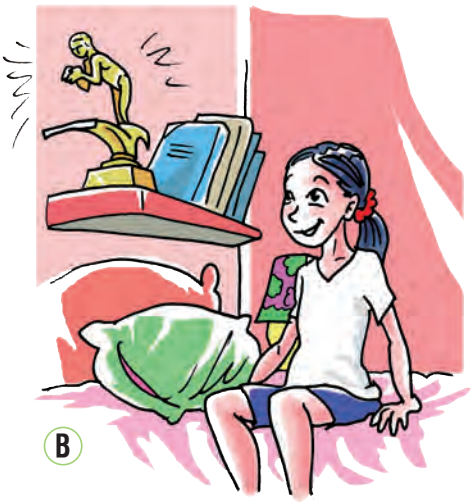
ii) She has swum in a race.



B. In pairs, match the sentences i-ii to the right tense.

Present Perfect Simple: Sentence .....
Present Perfect Continuous: Sentence .....

Compare your answers with your partner.



C. In pairs, look at the two sentences below. Which sentence tells you the activity might still be continuing?

a He has ***been playing*** on the computer all morning.

b. He ***has played*** on the computer this morning.

D. Underline the rule for use of the Present Perfect Continuous.

We use the ***Present Perfect Continuous*** to show
- that the action has stopped.
- the duration of the action.

E. Tick the sentence a or b with the Present Perfect Continuous.

a. I have worked on this project but I am not happy about it.

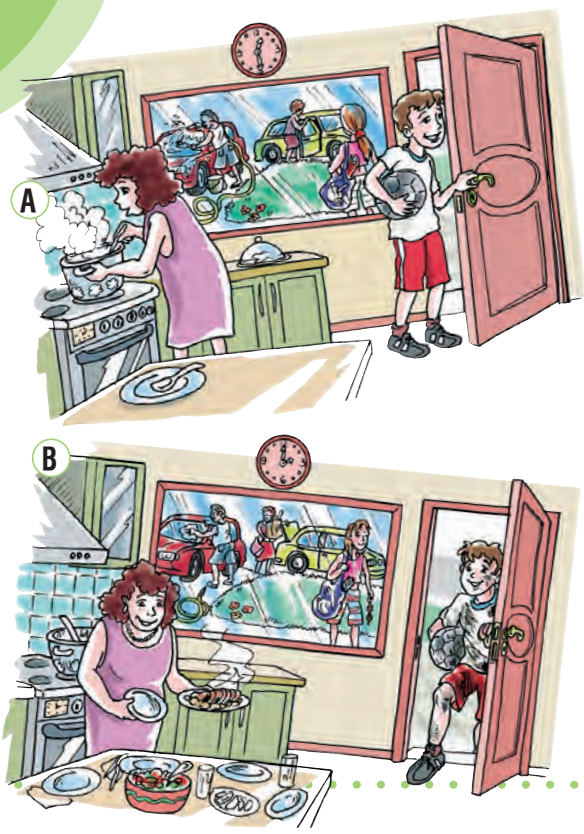
b. I have been reading this book for three days and I have only finished three chapters.

Task 2

In pairs, choose i or ii below to complete the rule for the use of Present Perfect Continuous.

RULE: We use the Present Perfect Continuous when we focus on the...
i) continuing activity ii) the object

Lesson 2



Task 3 - What have they been doing?

Work in pairs. Ask and answer questions about what each member of the family has been doing.

Use the example dialogue:

A: She has been swimming.
B: How do you know?
A: Her hair is wet.

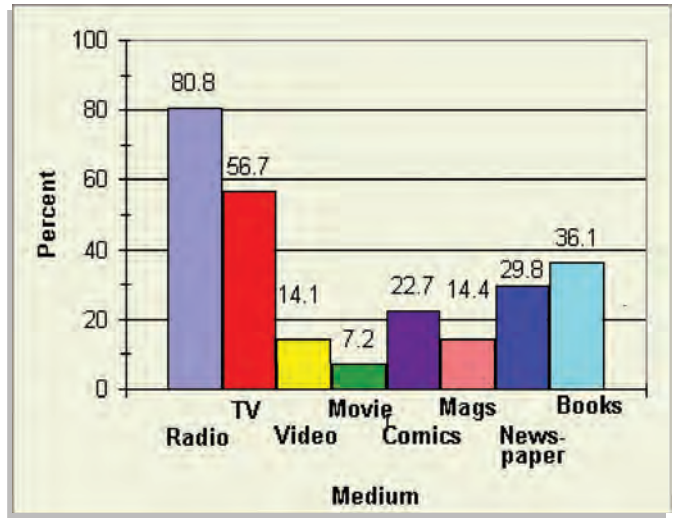
MINI-PROJECT

A. Look at the bar chart below for the way people in Bulgaria use the mass media. Discuss the chart as a class. Do you think people in Greece use it in a similar or different way?

B. Ask five people about their media habits. Ask them the following question and write down the numbers in the table.

- Which of the following do you use to learn new things each week: radio, TV, Video, movies, comics, magazines, newspapers or books?

Medium	Number
Radio	
TV	
Video	
Movie	
Comics	
Mag(azine)s	
Newspaper	
Books	



Now, enter the data into the Excel programme and create a statistical chart to show the data.

Look at the pie charts and the bar charts in the lesson. Which do you think is easier to understand? Decide on the clearest way to present your data: a bar graph or a pie chart?

C. Present your data to the class using your graph or chart. Use the model on the right:

I asked 5 people about their media habits and I discovered that
... percent like..., while
... percent prefer...

Writing

Task 1 - Connectors

In pairs, look at the phrases in the box and decide which of them show sequence.

soon	first
clearly	then
after that	because
when you have	before

Task 2 - Writing instructions

A. In pairs, read the aunt's letter about a problem she has using the Internet.

Dear Eli,
I have been trying to send you an e-mail for the past few days but I haven't been very successful. I have turned on the computer and I have opened Outlook but I have not been able to connect to the mail. Can you help me, please?
Love,
Auntie Nora

B. Now, read the instructions on the right and decide on the best and easiest way to explain to Auntie Nora. Underline the relevant parts on the leaflet. Some parts have been underlined already.

C. Your Aunt Jane has had a similar problem. Write a note to her to explain how to use e-mail.

- You need to decide on what points are important to tell her.
- Then you have to decide on the order you need to tell her so that she can follow the instructions.
- Remember, your aunt does not know anything about the internet so you need to use simple language for her to understand.

Dear Auntie,
.....
.....
.....
.....
.....
.....
I hope you have understood my nstructions. Love,

Give your note to your partner and ask him/her to read it. Can he/she understand the instructions?

Setting Up Your E-mail

Set Up Your E-mail Account in Soft Outlook™

1. In Soft Outlook, select "Tools" > "E-mail Accounts".
2. On the E-mail Accounts wizard window, select "Add a new e-mail account" and click "Next".
3. For your server type, select "POP3" and click "Next".
4. On the Internet E-mail Settings (POP3) window, enter your information as follows:
   Your Name
   Enter your first and last name.
   E-mail Address
   Enter your e-mail address.
   User Name
   Enter your e-mail address, again.
   Password
   Enter the password you set up for your e-mail account.
   Incoming mail server (POP3)
   Your incoming server is mail.example.com, where "example.com" is the name of your domain.
   Outgoing mail server (SMTP)
   Your outgoing server is mail.example.com, where "example.com" is the name of your domain.
5. Click 'OK'.
6. Click 'Next'.
7. Click 'Finish'.

Double click on the Internet Connection icon and then click "Dial" to establish a connection before you attempt to send and/or receive e-mail using Soft Outlook or Outlook Express™.

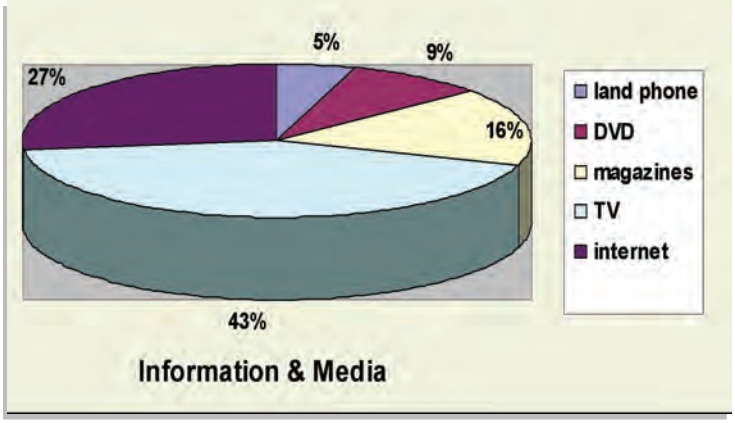


Lesson 3 Media habits

Project work

Task 1 – A pie chart

You want to find out which media source is the best for different school projects. Look at the pie chart of the usefulness of different media to find information about the way young people in England spend their Saturday evenings.



Discuss as a group how you think these figures compare to Greece. What other sources could you use to find this information?

Task 2 – Collecting the necessary information

In groups of five decide on a school project that you need to find information about.
For example: *How do young teenagers in Greece spend their Saturday evenings?*

Discuss as a group which media source you think will be most helpful. Write down your ideas as a statement. For example:
'DVD provides most information'.

a)	Write an answer for the project	☐
b)	Go to each source to find information	☐
c)	Report back to the class	☐
d)	Create a pie-chart on Excel	☐
e)	Decide on a project title	☐
f)	Measure the percentage of the text which gave the information	☐

Now, decide on the stages for the project. Put the ideas a-f opposite in the right order which you can follow for your project.

Task 3 – Completing the project

Each student in the group will have to interview twenty people (family, friends, etc.) to find out how many of them use the media listed opposite to get information. Each group must interview 100 people altogether.

Put your findings together and complete the chart with the corresponding figures.

Medium	%
Radio	
TV	
Mobile phone	
Computer software	
Land phone	
Video	
Internet	

With your partners, feed the information into an Excel programme and create a pie chart to illustrate your findings. Then, present your findings to the class.

Make a list of the most frequently visited sites or favourite sites. Share your list with your class to see what interests you have in common.

Self-evaluation

Activity A

Guess what each person has been doing. Find the activity each statement describes.

A	B	C	D
My hands and fingers are full of paint. There are spots of paint on my clothes, too.	Of course, your eyes are tired. What do you expect if you sit there for so many hours?	If she has a headache it's because of those earphones over her ears all the time.	We have a huge telephone bill this month. Dad is going to be mad when he sees it.

a. _____ **b.** _____ **c.** _____ **d.** _____

___/6 points

Activity B

Complete the expressions with the missing word.

i) I get _____up **ii)** It's been _____ her crazy **iii)** It makes his blood _____

iv) She has _____enough **v)** He _____ red

___/2 ½ points

Activity C

Use one of the expressions i-v in Activity B above to complete the sentences a-e below.

a) When his sister plays with his computer, Tony ..... .

b) Since Mary's modem started breaking down every day, ...

c) The internet is OK but sometimes ..... as it's a bit boring.

d) He gets lots of stupid spam mail everyday and ..... .

e) Her internet provider isn't very good and Anna has decided that ..... and she's going to change.

___/2 ½ points

Activity D

Complete the following sentences with the appropriate preposition.

1. One of the advantages ..... using the internet is that it is fast.
2. Changes in mass media have resulted ..... people communicating more easily.
3. In recent years, there has been a huge increase ..... the number of people who use the web.
4. Now that so many people have access ..... modern technology, life is very different.
5. With the increased use ..... technology, life has become easier for many people.
6. As interest ..... going on-line grows, costs for connection will fall.

___/3 points

Self-evaluation

Activity E

Put the verbs in parentheses into the correct form Present Perfect Simple or Present Perfect Continuous, AND choose since or for to complete the rest of the gaps.

a) I (know) _____ how to use a mobile phone **since/for** I was ten years old.

b) We (use) _____ the same programme **since/for** the past two years.

c) Bill (have) _____ his connection to the internet **since/for** five months.

d) How long (try) _____ to get on-line today?

e) Anna (think) _____ of changing her web provider **since/for** a couple of months now.

f) How many games (you download) _____ **since/for** last week?

_____/6 points

Total ___/20 points

Now tick how well you can do the following:

	With difficulty	Quite well	Easily
✓ I can use the *Present Perfect Simple and Continuous Tenses*	☐	☐	☐
✓ I can use the words 'since' and 'for' appropriately	☐	☐	☐
✓ I can listen to a phone conversation and understand how the speakers feel	☐	☐	☐
✓ I can write instructions on how to do something in a structured way	☐	☐	☐



UNIT 5 The myths we live by







A. Decide if the following statement is correct or not. Myth is derived from the Greek word μύθος, which means "word of mouth."

B. Look at the three pictures and decide which civilization they come from. Give your reasons:

a) Viking b) Roman c) Hindu

C. What is the possible meaning of each picture?

D. What myths do you know? What is the purpose of a myth?

Read the short text below to see if you were right.

"The myths of each culture form a kind of self-portrait of the people, showing their values, their beliefs and their worries. Myths express the spiritual and intellectual life of people, and the content of the myths is a key to understanding how these people think!"

Topic	The myths we live by	
	Grammar	Using the First and Second Conditional forms for hypothetical situations.
	Reading skills	Skimming a text to get the general idea; scanning for details
	Listening skills	Using knowledge of a situation to help in predicting the contents of a listening text.
	Writing skills	Using cohesive devices: because, since, as
	Functions	Expressing hypothetical situations for real and unreal situations
	Speaking skills	Discussing problems and solutions; giving advice
	Vocabulary	Prepositional phrases; Noun endings (ment)_; adjective endings (ic).
Strategies:	I can identify sentence structure to help me understand the meaning of a sentence.	
	I can share my opinions about a subject	

Lesson 1

AIMS

- **To introduce the first and second conditional forms.**
- **To scan a text to find detailed information**

Lead-in

A. What mythical characters do you know? Make a list and compare your answers to see who knows the most.

B. Look at the sketches of mythical characters a-e. In pairs, discuss what you know about each character.

C. Now match the pictures to the statements i-v below.

i) If you answer her question incorrectly, she will eat you.

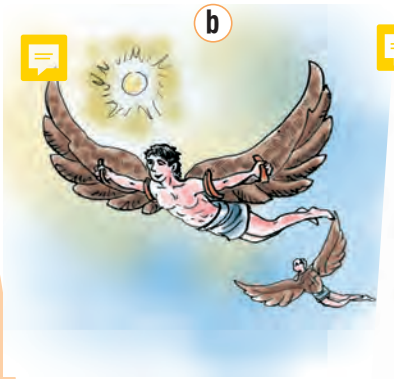
ii) If you look at her, you will turn into stone.

iii) If she opens the box, bad things will happen.

iv) If he flies too near the sun, his wings will melt.

v) If you ask her a question, she will tell you your fortune.











Grammar rules

In grammar, the statements above are ***'1st Conditional'.*** A condition means that ***if someone does something, something else will happen.***
In pairs, look at this sentence in 1st Conditional and complete RULE 1: If Icarus flies near the sun, his wings will melt.
RULE 1: The verb in the conditional clause is always in the _____ _____ tense.
The verb in the main clause is '_____'.
Circle the correct words in RULE 2 on how we use the 1st Conditional.
RULE 2: We use the 1st Conditional when we talk about a ***possible*** / ***certain*** situation and its consequences.

Task 1

Make a first conditional sentence and tell it to your partner. Do you both agree that your sentences are examples of the first conditional?

Task 2

Complete the sentences in the box:
Compare your answers with your partner.

i) If I want advice, I will .....
ii) If I .....
iii) If .....

An ancient fortune teller!

Task 3 - An ancient 'Fortune Teller'

In Ancient Greece people went to the Oracle in Delphi to ask the Pythia to tell them their future. Today, people still want to know what will happen in their future.



A. In pairs, make a short list of the sources people use to find out about their future today.

B. Discuss as a group the problems that might arise from people going to fortune tellers.

Reading - Pre-Reading

All civilizations have gods for different values. For example, in the Ancient Greek civilization Demeter was the goddess of ...

Look at the pictures and in small groups decide what these gods or goddesses might represent. Discuss your answers with the rest of the class.





Geb



Lono



Cybele



Citlalicue

Task 1

A. In groups of three, look at the names of the mythical characters in the pictures. Can you match the pictures a-f with the names 1-6?

1. Thor	3. Perseus	5. Midas
2. Pandora	4. Finn Mc Cool	6. King Arthur

Decide as a group which one you think has nothing to do with Greece. Can you guess which country this character comes from?

B. Now, discuss what you know about each of the characters.

What value or quality do they represent?



Lesson 1

Task 2

Read the statements in the box and match each one to the characters 1-6 in TASK 1A:

a) I think, if she was alive today, she wouldn't open the box.
b) The ocean would turn to gold, if he touched it.
c) If I were you, I wouldn't take his hammer.
d) He wouldn't be happy with the country, if he lived in England today.
e) If I stayed awake, I would have to fight the Scottish giant.
f) If I were a God, I would kill Acrisius.

Task 3

A. In pairs, underline the 'if' clause and the main verb clause in the statements above.
B. Read the statements carefully. Is the situation in each real or unreal? How do you know? Discuss your answers with your partner.



Grammar - rules

A. The statements in TASK 2 are '2nd Conditional'. In pairs, read the statements carefully and complete RULE 1.

RULE 1: The verb in the ***'if'*** clause is always in the ***Simple*** _____ tense.
The verb in the main clause is _____ **+ infinitive.**

B. Circle the correct words in RULE 2 on how we use the 2nd Conditional.

RULE 2: We use the 2nd Conditional to talk about a situation that is ***real*** / ***unreal.***

Task 4 - Myths and Legends

A. Read the following short text and in pairs decide if the writer feels the purpose of mythical stories is:

a) **to teach us history**
b) **to help us think about our lives**
c) **to frighten us**

THE CHARACTERS OF MYTHS AND LEGENDS

Myths are sacred stories. The word myth comes from the Greek word 'μύθος', meaning a story. Myths tell of how the world started and how we learned to live in our world. Most myths have kind and helpful heroes who are Gods or superhuman beings. However, not all were good, and in fact some of them had very bad characters. The reason for this is to show our human weaknesses. Myths help people understand and learn about their world.

B. Discuss your ideas with your partner and underline the words which tell you the answer.

Task 5 - Skim-reading

A. Work in pairs: Student A reads what the text says about three mythical characters and Student B reads in Appendix page 140. Then Student A and B ask and answer questions about the characters they have read about.

Student A's questions:

i) What caused thunder and lightning?
ii) What did Polydeuctes ask Perseus to do?
iii) What was the worst thing Midas did?

An ancient fortune teller!

1 **Thor**

Thor was the son of Odin, father of the Norse Gods. He was a large powerful man who protected the gods and the lives of mortal men against evil. This is why he was so popular. He was also the God of Thunder and the Norse believed that during a thunderstorm, Thor rode through the heavens on his chariot pulled by the goats 'Gap Tooth' and 'Tooth Grinder'. Lightning flashed whenever he threw his hammer. Thor had a quick and hot temper and would get angry very easily. If the giants angered him, he would attack them with his hammer. Thor's memory still lives with us today in his name. **Do YOU know which day of the week is named after him?**

2 **Perseus**

The Oracle had warned King Acrisius of Argos that he would be killed if his daughter Danae ever had a son, so he set Danae and her son adrift on the sea. At first they had no money and had to live from hand to mouth but later Polydeuktes, the king of Seriphus found them. He fell in love with Danae, but was unable to persuade her to marry him because Perseus was his mother's protector. To get rid of Perseus, Polydeuctes sent him on a quest to bring back the head of the Gorgon Medusa, a snake-haired maiden. He told him that if he brought back the head of the Gorgon, he would stop chasing Danae. Perseus had the help of the Gracae. He took their eye and tooth and told them that he would only give them back if they helped him. He succeeded in cutting off Medusa's head. **Do YOU know what happened to people who looked at her head?**

3 **Midas**

Dionysus told King Midas that he would give him a wish if he helped to re-unite him with Silenus his step-father. Midas wished that everything he touched would be turned to gold. Initially, Midas was thrilled with his new gift and turned everything he could to gold. His attitude changed, however, when he was unable to eat or drink since his food and wine were also changed to gold. Things went from bad to worse when he even accidentally killed his daughter when he touched her, and this made him realize the depth of his mistake. The myth carries a message that it is dangerous to be greedy. **Do you know what happened when Midas touched his daughter?**

Task 6 - Comprehension

A. In pairs, decide on the correct answer for these characters.

i) ***Thor***	**a)** helped ordinary men	**b)** fought with lightning	**c)** ate goats
ii) ***Perseus***	**a)** was foolish	**b)** loved his father	**c)** loved his mother
iii) ***Midas***	**a)** was wise	**b)** was an egotist	**c)** was foolish
iv) ***Pandora***	**a)** was curious	**b)** was wise	**c)** liked boxes
v) ***King Arthur***	**a)** believed in good over bad	**b)** believed in peace	**c)** lived in France

B. Now, answer the following questions:

a) If you had difficult tasks to do, would you do them or not? Why?

b) If a Norseman was in danger, who would he call to for help?

c) Which character do you think existed in the Middle Ages?

d) Which Empire existed in Greece during the Middle Ages?

Lesson 2

AIMS

- **To understand and find synonyms**
- **To listen for a sequence of events**
- **To discuss problems and solutions**
- **To practise transactional writing**



Vocabulary

Task 1 - Word formation

A. The words heroic and punishment appeared in the reading texts. In pairs, make a list of other words you know which end in -ic, and -ment? Write them in two columns: NOUNS and ADJECTIVES.

Compare your list with the rest of the class. Now, choose the correct endings for the following words:

telepath.....	improve.....	employ.....	develop.....
advertise.....	invest.....	enjoy.....	tourist.....
realist.....	titan.....	artist.....	teuton.....

B. In pairs, look at these words from the texts. Make a rule to form the negative of each word.

mortal - **im**mortal	possible - **im**possible
mature - **im**mature	practical - **im**practical

Task 2 - Prepositional phrases

A. In pairs, match the parts of the expressions 1-8 with parts a-h:

B. Complete the following sentences with the correct phrase from A above:

1. from morning	**a)** to finish
2. from bad	**b)** to toe
3. from A	**c)** to time
4. from strength	**d)** to night
5. from time	**e)** to mouth
6. from start	**f)** to strength
7. from head	**g)** to worse
8. from hand	**h)** to Z

1. The Sphinx never moved and sat on its Mount ..... .
2. The family was very poor and lived ..... .
3. After Oedipus killed his father, his life went ..... .
4. The giant was covered in animal skins ..... .
5. We watched the game ..... .
6. ..... Heracles visited his family.
7. Life was difficult at first, but slowly improved and he went ..... .
8. Martin knows ..... about mythology, so ask him anything.

Task 3 - If I were...

What would you do if you were a powerful person (e.g. the Prime Minister, the Mayor in your area, the school Headmaster) for a day? Discuss your ideas with your partner. Start like this:
If I were... , I would...

Listening - Pre-Listening

Write down the name of a famous politician in Greece or in any country in the world that you would like to be for a day.

Then compare your answer with the rest of the class to see who the most popular individual is.

Task 1 - A radio interview

You are going to listen to a radio programme about heroes. James Clemens, a popular soap opera actor is talking about his own hero. Listen to the interview and answer the questions:

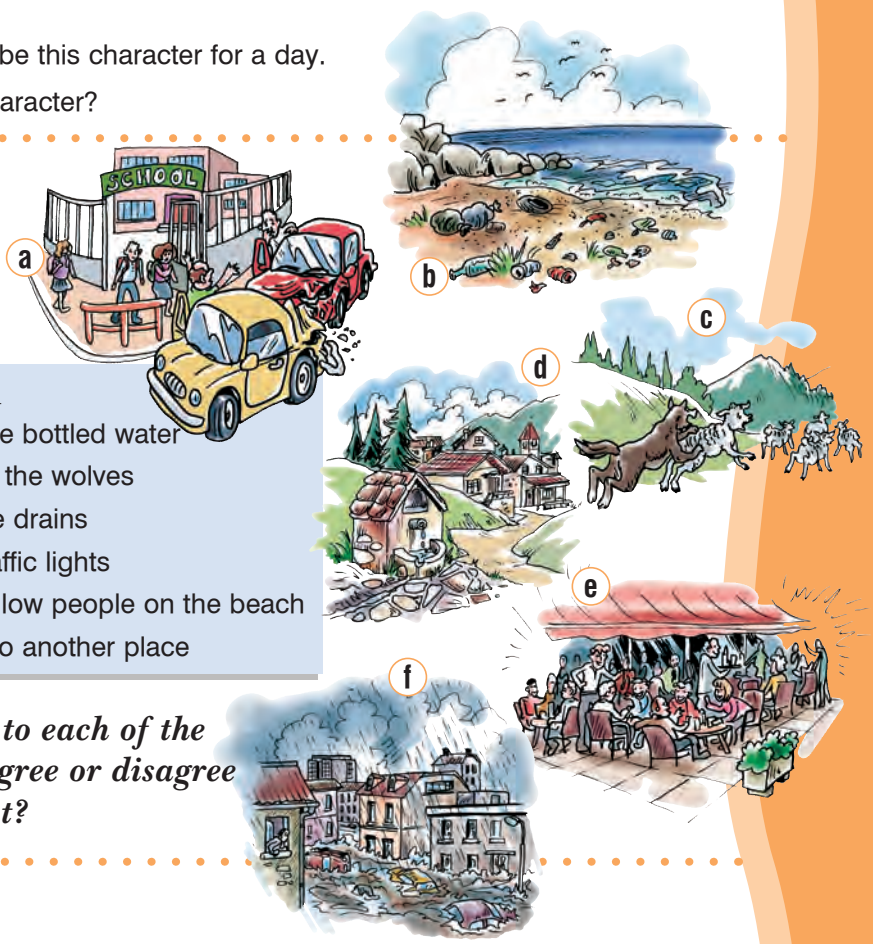
a) Who is the speaker's hero?

b) Give ONE reason why he would like to be this character for a day.

c) What would YOU do if you were that character?

Task 2 - Six problems

A. Look at the 6 pictures. In pairs, match the pictures on the right to the problems below:



PROBLEM	SOLUTION
1. Not enough water	☐ buy more bottled water
2. Wolves are killing the sheep	☐ shoot all the wolves
3. Roads become flooded	☐ clean the drains
4. Accidents outside school	☐ install traffic lights
5. Local beach is dirty	☐ do not allow people on the beach
6. Noise from a cafeteria	☐ move it to another place

B. In pairs, discuss possible solutions to each of the problems in pictures 1-6. Do you agree or disagree with these solutions? Why? Why not?

Task 3 - Predicting

You are going to listen to a villager talking about what HE would do if he were the local Mayor.

A. Before you listen, tick the solutions in the box you think you will hear. Discuss your choices with your partner. Listen to see if you were right.

B. Listen to the villager again and number the solutions a-f on the right in the order you hear them.

What solutions would YOU suggest if YOU were the Mayor? Discuss your solutions with your partner.

SOLUTIONS	
a) open leisure centre	☐
b) ask people for money	☐
c) turn house into museum	☐
d) open cinemas	☐
e) charge people money	☐
f) create jobs	☐

Lesson 2



Speaking

Task 1 - School problems

A. Here are some problems that might appear in a school. Choose one of the problems and in small groups discuss what you would do if you were:

i) a teacher
ii) a headmaster
iii) a parent
iv) class president

PROBLEMS

i) poor food in the school canteen
ii) nowhere to play sports when it rains
iii) broken windows in the classrooms
iv) graffiti on walls and desks
v) children making noise during the lesson

Use the 2nd Conditional: e.g. If I were a teacher, I would ...

B. Decide as a group which of the 4 people offers the best practical solution. Choose a student in your group to report your solution to the rest of the class.

Task 2 - Analyse this!

A. As a class, choose one of these problems and analyze it. Discuss why the problem exists and why there has not been a solution so far.

B. Discuss possible solutions and decide on the best one.

Task 3 - Future problems

In groups of three, write down three problems that you might face in your life. Tell the other students in your group and ask for their advice. Give advice using "If I were you, I would ...".

Example: STUDENT A: My problem is that I am getting fat.
- STUDENT B: If I were you, I would go on a diet.

At the end of the task, tell your teacher which was the best piece of advice you received.

Task 4 - Making conjectures

A. In pairs, read through the list of situations and discuss possible answers for four of them.

B. Now, write three more situations and then ask your partner what s/he thinks would happen.

What would happen if I?
...we didn't have colours in our lives?
...girls had to go to the army?
...a new nightclub opened in your area?
...you won the football pools?
...you saw a ghost?
...you were able to become invisible?
...you lost your best friend's mobile phone?
...your brother or sister wanted to leave home?
...there were no planes?
...things were free in a shop in your area every Monday?
...the school closed for a month in October?

Writing - Lead-in



A. Look carefully at the statue of this famous Greek politician and read the clues to find out who he is.

i) He was the first Greek Head of State.

ii) He encouraged Greek people to eat potatoes.

iii) He was murdered in Nafplion.

iv) There is a Greek University with his name.

B. Fact or myth?

According to the story, the Greek people in the 1820s did not want to eat potatoes. Kapodistrias had a plan. He decided to put guards around bags of potatoes on the docks in Nafplion. Soon rumours spread that if the potatoes were so valuable to have severe-looking guards, they must be important. In this way, Kapodistrias persuaded the local people to grow potatoes in the area around Epidaurus in the prefecture of Argolida.

Task - An Ancient site



A. Look at the photograph and as a class, discuss the following questions: What is it? Where is it? Is the following statement true or not?

It was near here that the first Greek Constitution was signed.

You can check the answer in your History Books or follow the link http://groups.msn.com/ancientepidavrosgreece/history.msnw

B. Read the following note asking for advice about creating a leaflet, and underline the problem Aggeliki's village has.

Dear Andreas,
I have already told you that our village is having problems as people are leaving and going to live in the cities. As the local Mayor is worried about this, he is trying to find ways to create jobs in the tourist sector and he has asked the young people of the village for ideas to help create a leaflet about the history and mythology of the area. Since you have done something like this in your village, could you give us some advice what to do?
All the best,
Aggeliki.

C. Find two other words in the letter which mean 'because' and circle them.

D. Reply to your cousin's e-mail and tell her what YOU would include in a leaflet about the history and mythology of your area to attract tourists. Use the linking words from C above.

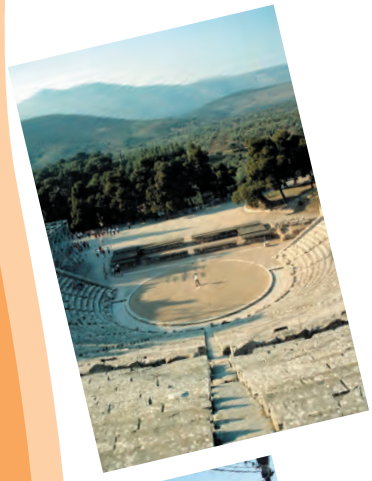
Lesson 3 An attractive tourist destination

Project: An attractive tourist destination

Task 1

Look at the photographs of Epidaurus. As a class discuss what kinds of things a tourist can see and do there.

What do you know about Epidaurus? i) Where is it? ii) What is it is famous for?









Ancient Epidaurus
Being the most important port of the Peloponnese in the Saronic Gulf, Epidaurus is believed to be the birthplace of Apollo's son, Asclepius the healer.

Modern Epidaurus
Epidaurus does not merely stand for ancient history, drama and culture, it is also the place where the first Greek Constitution was signed in 1822. Today it is a resort offering different kinds of recreational holidays. For example, agrotourism reaches its peak during the agricultural summer bazaar that has been held in Ancient Epidaurus since 1988.

Things to see
Visit the site of Hera (at the 'Cultural Centre') or wonder at the statue of Artemis (at the top of the hill in the village) or gaze at Dimitra (at 'St Marina'). The sanctuary of Apollo Maleatas and also the sanctuary of Asclepius are also worth seeing.

How to get there
We are situated midway along the east coast of the Argolis district. It is easy to reach by road via Athens-Corinth Canal if you take the main highway or the scenic routes from Nafplion or Ermioni-Kranidi. You can also get here by ferry or Flying Dolphin from Piraeus.

Task 2

Imagine you are talking to a tourist who is going to visit Epidaurus for a couple of days. Read the leaflet above and tell her what she can do there.

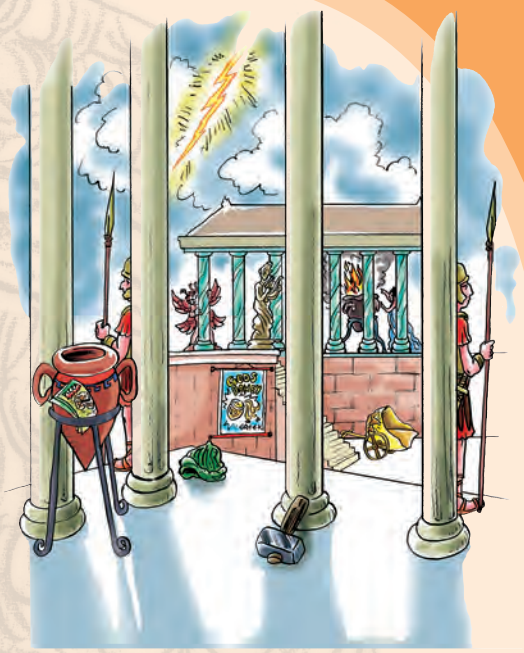
Task 3 – Create a leaflet

Your class is taking part in a European tourism competition. In groups of three create a leaflet of the historical sites in your area.

- Include information about the local mythology and any historical figures or events associated with the area.
- Find more information and photographs of the sites in your area to create your own leaflet.
- Be careful about the layout of your leaflet.

Self-evaluation





Activity A

Match the meanings a-g to each noun 1-6.

1. riddle	☐	**a)** a human being
2. mortal	☐	**b)** a baby child
3. deed	☐	**c)** a wooden pole on a boat
4. infant	☐	**d)** luck
5. mast	☐	**e)** puzzle or brainteaser
6. fortune	☐	**f)** act

___/3 points

Activity B

Look at the picture. Can you find the following objects?

guards,	**advertisement,**	**oracle,**	**bonnet,**	**Medusa,**
statue,	**thunder and lightning,**	**hammer,**	**chariot,**	**leaflet**

___/2 points

Activity C

Look at the words in the box. What kind of words are they? Are they nouns, adjectives, verbs? Write your answer on the line.

a) abilities _____ **b) hopes** _____ **c) predict** _____

d) series _____ **e) grateful** _____ **f) labour** _____

g) titanic _____ **h) a look** _____

___/4 points

Activity D

Complete the following sentences with one of the words in Activity C above.

i. Heracles had a ..... of tasks to do as punishment for his crime.
ii. It is usually difficult to ..... what our future holds for us.
iii. Can I have ..... at your composition on Delphi?
iv. All of the Gods had different talents and ..... .
v. The people who went to the Oracle put their beliefs and ..... in what they heard.
vi. The man made a ..... effort to lift the heavy stone.
vii. If you could help me, I would be very ..... .
viii. The old man ..... all his life to provide a home and food for his family.

___/4 points

Self-evaluation

Activity E

Look at the verbs in the list on the left. Write any noun you can think of that can go with each verb.

Example: melt ice.

i) protect	.....	**ii)** destroy	.....
iii) perform	.....	**iv)** guess	.....
v) attempt	.....	**vi)** solve	.....
vii) raise	.....	**viii)** cover	.....

___/4 points

Activity F

Complete the following sentences with your own ideas.

a) I would help you, if ..... .
b) What ....., if you saw a monster with three heads?
c) You have a headache! If I ....., I would take an aspirin.
d) If I want your advice, I ..... .
e) If I ....., I would help all the poor people of the world.
f) If people ..... the riddle correctly, the sphinx would eat them.

___/3 points

Total ___/20 points

Now tick how well you can do the following:

	With difficulty	Quite well	Easily
✓ I can understand and use the first and second conditional forms	☐	☐	☐
✓ I can read a text describing mythical events	☐	☐	☐
✓ I can listen to a radio interview and understand the speaker's dream	☐	☐	☐
✓ I can talk about problems and offer solutions	☐	☐	☐

UNIT 6

Keeping traditions and customs alive!



Topic	Keeping traditions and customs alive!
Grammar	Understanding verb patterns and verb syntax.
Reading Skills	Finding factual information and sharing this with others Reading to find factual errors in a text
Listening Skills	Listening for incorrect information. Sequencing pictures according to a listening text
Writing Skills	Describing a traditional ceremony
Vocabulary	Verbs of expression and belief; traditions and ceremonies.
Speaking skills	Giving opinions; agreeing and disagreeing with speakers.
Strategies:	I can work with others to find answers to problems; I can learn from what others in my group say; I can use set phrases to agree or disagree with others

Lesson 1

AIMS

- **To evaluate whether information is effective, accurate or incorrect?**
- **To think of similarities in customs in various countries around the world**

Read the following statement. Do you agree or disagree with it? Why?

'Society passes social and family values to future generations through customs and traditions'.

Task 1

A. Read the definition of each word.

Custom: something that a social group does at certain times of the year.

Tradition: the passing down of beliefs, customs and practices from one generation to the next.

B. In pairs, write a list of the different customs and traditions you know. Compare your list with the class. Which is your favourite Greek custom or tradition?



Task 2

A. Listen to the musical piece. What musical instruments do you hear in the recording?

B. How does the music make you feel? Is this modern or traditional music? Why?

C. Are local celebrations necessary for society? Why? Why not?

Pre-reading

A. Look at the two pictures of traditional celebrations around the world. What do you know about these celebrations and traditions?

In what ways do the pictures show the kind of things associated with the celebrations and traditions? Which of these celebrations do your like most? Why? Discuss your answers with your partner.



a



b

B. In pairs write down 3 things that you know about 'Halloween' and 'Valentine's Day'. Think about: a) when it is b) what happens c) who enjoys it most.

Reading

Task 1a

A. Now, check your ideas by reading the text on Halloween below; your partner will read the text on St. Valentine's Day on p. 144. Tell each other what you have learned about the customs.



TEXT 1



HALLOWEEN is an annual celebration and takes place on the 31st October every year. Originally called 'All Hallows Eve' which means the evening before All Saints Day. Hallow is an old English word for Saint. Over the years, people joined the two words together to make the name Halloween.

It is the night of pumpkins, candles, ghosts, tricks and treats, witches and brooms. One story says it is a night when the spirits howl like wolves and go round the streets looking for living bodies. It is a creepy idea but these days, people do not believe such things happen. The Celts thought that dead friends would return with their souls in the body of a black cat. This has remained the symbol of Halloween to the present day. Naturally, the living did not want to lose their body to a spirit, so on the night of Halloween, villagers would put out the fires in their homes to make them cold and undesirable. Then, they would dress up to frighten off the spirits. In the dead of night, people would go from door to door to collect food to donate to their favourite God. They would take this to a bonfire on top of a local hill, eat and dance and have a good time. After the bonfire, the people were nervous about walking home in the dark so they dressed up as spooky characters and carved faces in their candle holders which they made from huge orange pumpkins. They hoped that the light of the candle would frighten the spirits away.



Nowadays, people still parade from place to place and frighten others but everyone laughs because they know it is just good fun. The young people of the town or village visit different houses and call out 'trick or treat'. The custom is for the people in the house to pretend to be afraid and to give the children a treat of some chocolates or biscuits. Parents allow children to stay out late because there is no school the next day.

B. Use the questions below to ask your partner about the text he or she has read:

i) Who was St. Valentine?

ii) When is St. Valentine's Day?

iii) Why did the Emperor Claudius put Valentine in prison?

iv) What do Japanese men do on March 14th?

v) What might your father give your mother on Valentine's Day?

C. What does the decoration of a key on Welsh spoons mean?

Task 1b

In pairs, find 3 phrases in the text on Halloween which refer to things that happen today.

1) _____ 2) _____ 3) _____

Lesson 1

Task 2

A. In pairs, find out how long Claudius was emperor of Rome. Look at your history book or ask your history teacher.

B. In pairs, find 3 differences between each custom in Task 1. List your differences and compare them with the answers of other members of the class.

C. As a class, discuss the importance of having these traditions.





Vocabulary

Task 1 – Set phrases

The phrases in the box come from Text A. In pairs, use the phrases in the box to complete the sentences a-g below. There is one extra phrase you do not need to use.

on **the** night of	in **the** dark	over **the** years	**the** top of
in **the** dead of night	on **the** 5th of November	in **the** past	at **the** turn of

a. The customs we have today come from things people did ..... .

b. The Hogmany party in Scotland is ..... 31st December.

c. It is difficult to see very far ..... .

d. The custom says that the ghosts come out ..... when everyone is asleep.

e. Halloween is ..... .

f. The tradition has not changed a bit ..... .

g. They light bonfires at ..... the hill.



Task 2 – Word formation

A. How good is your memory? The words are in the texts on Halloween and St.Valentine's Day. Write the nouns beside each of the following words:

i) marry .....

ii) engage .....

iii) decorate .....

iv) celebrate .....

v) cancel .....

B. Use the endings -age, -ment, -ion, to form nouns from the words in the box on the right.

Example: decide ➔ decision

excite	_____	**carry**	_____
instruct	_____	**agree**	_____
process	_____	**invent**	_____
argue	_____	**spill**	_____

In pairs, try to think of more nouns with the endings: -age, -ment, -ion. Then make your own sentences and compare them with your partner. Decide who has written the better sentences.

Grammar

A. Read through the text on Halloween in pairs and circle 7 verbs which DO NOT HAVE an object. Compare your answers with the rest of the class.

Example: People would go from door to door.

B. In pairs find three examples of verbs in the text on St. Valentine which HAVE an object. Put a circle around the verb AND their object. Compare your answers with the rest of the class.

Example: Some people believe this is a modern day celebration.

C. In pairs, decide which verb from the box below matches each sentence i-vi:

a) fall b) wore c) happen d) cried e) exist f) allowed

i) Mary's parents ..... her to go to the bonfire celebration.
ii) Ghosts do not .....
iii) Annette ..... a cloak and hat as a fancy dress.
iv) Did anything unusual ..... at the carnival?
v) The little girl ..... when she saw the ugly mask.
vi) Be careful! You will ..... if you climb up there.



D. Write your own sentences with the verbs from the box and compare your answers with the other students.

Grammar rules

In pairs, choose a group of verbs on the right to complete the rules:

a) Verbs like: ..... take **'to'+ verb.**
b) Verbs like: ..... take an **object**.
c) Verbs like: ..... take an **object + 'to'.**
d) Verbs like: ..... take an **object + object.**
e) Verbs like: ..... **do not** take an **object** or **'to'.**

give - show - tell
enjoy - own - build
happen - cry - fall
remind - allow - advise
try - seem - agree

Task

Read the sentences 1-5 below and match them to the appropriate verb pattern a-e from the Grammar box above. Circle the right verb in bold italics according to the pattern.

1. The ghost ***disappeared*** / ***discussed*** when they entered the room.
2. We ***decided*** / ***invited*** Mary to our Halloween party.
3. The child ***said*** / ***asked*** me a question.
4. Children ***believe*** / ***prefer*** to play outside.
5. Mum ***gave*** / ***told*** the children to be careful.

Compare your answers with your partner.

Lesson 2

AIMS

- **To predict a topic from visual clues**
- **To listen for factual information**
- **To identify speakers; likes and dislikes**
- **To give an opinion**

Pre-listening

A. What English customs or traditions do you know?

B. Why do you think people burn effigies of other people from the past?

i) because they were good

ii) because they were Saints

iii) because they did something bad





Task 1

A. You are going to listen to the description of a traditional English custom. Look at the picture and choose a name for the custom from those below:

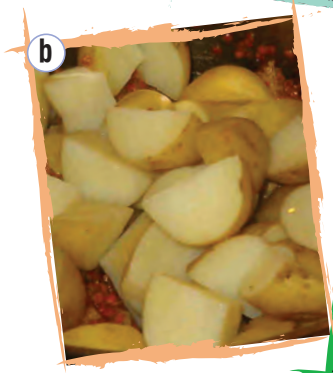
a) Fire Night b) Guy Fawkes' Night c) Guy's Night

B. Listen to the recording and number pictures a-g below in the order you hear them.

C. Listen again to the recording on Guy Fawkes and tick T (TRUE) or F (FALSE) for the following statements:

	TRUE	FALSE
a) King James was a catholic	☐	☐
b) Guy Fawkes lived next to the Houses of Parliament	☐	☐
c) Soldiers found Guy Fawkes before the king arrived	☐	☐
d) People cooked potatoes on the bonfires	☐	☐
e) The traditional bonfire cake is Barking cake	☐	☐















Task 2

Read the text below on Guy Fawkes and the gunpowder plot. There are five factual errors in this text.

Listen to the recording again and, in pairs, try to find the five factual errors.

Remember, remember the 5th of November
Gunpowder, treason and plot.
I see no reason that gunpowder treason
Should ever be forgot.



Guy Fawkes' Night *also known as* ***'Bonfire Night'*** *or* ***'Fireworks Night'*** *is on the 15th November. It is celebrated from year to year all over England. Four hundred years ago, in 1705, a man called Guy Fawkes and a group of his friends made a decision to kill King Henry I. They wanted to do this because the King hated Catholics and made laws against them. Guy Fawkes and his friends were not in agreement with these laws and so they rented a house which was next to the Houses of Parliament in Manchester. This house had a door to connect it to the Houses of Parliament, so Fawkes and his friends put gunpowder in the cellar of the Houses of Parliament. Before the King arrived, soldiers discovered Guy Fawkes and arrested him and took him by carriage to the Tower of London. This prevented the spillage of blood. They tortured him from morning to night for twenty-five days and forced him to tell them the names of his friends.*

In celebration that he did not die, King James ordered that the people of England should have a bonfire on the night of November 5th. Today, people light bonfires and burn effigies on them. People use old clothes or straw to make an effigy of Guy Fawkes. The effigy reminds people of the story of Guy Fawkes. The fireworks are a reminder of the gunpowder that Guy Fawkes used in his plot. As well as burning an effigy, people use the bonfires to cook potatoes and to heat soup for the crowds that come to watch. The traditional cake on Bonfire Night is Parkin Cake. This is a sticky cake containing oatmeal, ginger, treacle and syrup. In main towns and cities, torch-lit processions are also popular on this night. The procession leads to where the bonfire and firework displays are. During the days before Bonfire Night, children used to take their homemade effigy around the streets and ask people for 'a penny for the Guy'. They used this money to buy fireworks.

Lesson 2

Speaking - Lead-in

A. What celebrations take place in your area? What is the reason for these celebrations? Make a list of them.

B. Do you know of any celebrations which are dangerous?

C. Read through these celebrations:

a) Pamplona Bull Run
b) St. Patrick's Day
c) New Year's Eve Hogmany

What do you know about them? Can you guess from the pictures what happens at each one?

Now, look at the sets of pictures 1-3 for each celebration and in pairs, match each set with celebrations a-c.



1. Julio ☐ 2. Emilia ☐ 3. Tracy ☐

Task 1 - Experiences

Listen to the following short extracts about each of the three celebrations in C above.
You will hear three people talking about their experience at each of the celebrations. In pairs, decide if they enjoyed it or not. Put Y(es) or N(o) in the box beside each name.

Task 2 - Giving opinions

A. In pairs, discuss what you think the usefulness of celebrations like the ones in Task 1 is. Use the dialogue below as a model and the expressions in the box to give your opinion:

Example:
A: I really think that bull running is exciting!
B: That's what I think too! OR Are you serious? It's terrible for both people and the poor animals!

i) give your opinion:
believe/ think/ say/ know/ feel + that

ii) agree:
Absolutely!/ Good point!/ Yes, maybe you're right!

iii) disagree:
You're joking!/ No way!/ You can't be serious.

B. Describe to your partner a celebration either in Greece or abroad but do not tell him/her its name. Your partner must guess which celebration it is.

Task 3 - Mini project

Decide on a world celebration and find some information about it. Look at the internet by typing in "celebrations". Write a couple of paragraphs about this celebration and say if you would like to go to it and why. Present your celebration in class.

Writing

Task 1

A. In pairs discuss what you see in each of the pictures of a wedding in the Ukraine.

How does this wedding differ from a wedding in Greece?

Discuss your ideas with your partner and write down any differences.

When I write a description I...
- imagine a similar situation I know
- decide on a way to organize my description (time, event)
- write out a plan
- try to use adjectives with every noun.



B. In pairs, put the pictures 1-5 above into the correct sequence.

Task 2 - Wedding customs

In pairs, look at the internet or an encyclopaedia to help you to match the customs a-f below with the countries 1-6.



Country:	Custom:
1) Japan	**a)** The bride hides under a tent on the back of a camel.
2) Egypt	**b)** The couple wear colourful headdresses.
3) China	**c)** The couple are covered in flowers.
4) India	**d)** The bride walks through the streets with her mother.
5) Bulgaria	**e)** The bride's mother gives her a dish with a raw egg and wheat to throw over her shoulder.

Task 3 - A traditional wedding in Greece

Imagine you have received a letter from your cousin in Australia who is going to come to Greece to attend a wedding in Crete. She wants to know about traditional Greek weddings and what happens.

Write a letter to her and describe a traditional wedding in your town or area. Include as many details as you can before and after the ceremony. Follow the order in the sample letter on the right.

Dear Nora,
I don't know much about wedding traditions and celebrations in Crete, but I'll tell you what happens in my home town. Before the wedding...
On the wedding day...
After the wedding ceremony...
I just hope you find this useful.
Kisses,

Lesson 3 World celebrations





Lead-in

In groups, look at you list of celebrations in Speaking-Lead-in: A on page 68 and discuss the following:

- *What do people do during these celebrations?*
- *Has their purpose changed over the years or is it still the same?*
- *Are these celebrations important or not for your area? Why? Why not?*

Discuss as a class.

Task 1 – Christmas around the world



A local newspaper has asked young people to write an article on the following:



"Baubles, tinsel, snowmen and the sound of piped carols", wherever you are in the world, there is no getting away from Christmas. But why is it such a universal festival? And what does it mean to you?

Read the comments from teenagers in other countries. Do you agree or disagree with them? Why? Why not?



There's an unnecessary emphasis on material gifts. I just hate it!7

In a multiracial country, Christmas is visiting friends to celebrate. I do not agree with this practice, it just makes it all so commercial.

Christmas is all about having fun, getting together and enjoying good food.

Leave people to do what they want with this fabulous winter celebration, because the central message is the same: have fun, and love one another. Merry Christmas to you all!

For me it doesn't really mean anything except a holiday – time off school! It's a time when the TV is full of adverts for toys, and toy shops charge exhorbitant prices for their goods.



Task 2 – Project: The Meaning of Easter

A. Work in groups of four: each of you will ask three people what they think Easter means to them. Decide what kinds of questions you will ask these people to find out about the meaning of Easter.

Use the questions to make a short questionnaire as the one on the right:

Easter means:

Eating lots of food	☐
No school	☐
Spending time with family and friends	☐
Going to church	☐
Going away on a trip	☐
...	☐

B. Report back to your group what you have found about the meaning of Easter to the people you have asked.

Put your findings together and then, with the other students in your group, prepare an article with the title 'The Meaning of Easter in Modern Greece'. Present your article to the class.

Self-evaluation

Activity A

Complete the sentences with a correct form of the words in the box as in the example.

celebrate	**instruct**	**pack**	**excite**	**marry**	~~**argue**~~

1. Guy Fawkes had an .....argument..... with the Royalists about politics.
2. The plotter had to follow the ..... to blow up the Houses of Parliament.
3. It is with much ..... that all the children celebrate Halloween.
4. National ..... are a very important part of all cultures.
5. The ..... between Maria and James, took place in St. Paul's Church.
6. He received a ..... from his pen-friend in Cairo.

___/5 points

Activity B

Complete the two halves of each sentence.

1. People allow	☐	**a)** their children a story about ghosts.
2. Children wear	☐	**b)** from the wall.
3. Guy Fawkes tried	☐	**c)** costumes with scary faces.
4. The picture fell	☐	**d)** to blow up the Houses of Parliament in London.
5. All the parents tell	☐	**e)** their children to stay out late on Bonfire Night.

___/2 ½ points

Activity C

Make a meaningful sentence by matching 1-5 with a-e.

1. Years ago, the adults in the family would	☐	**a)** sit by the fire playing with her toys.
2. As a child she would	☐	**b)** leave the body when it died.
3. Before they had Christmas trees, people would	☐	**c)** meet at each other's home on New Year's Eve.
4. People believed that the soul would	☐	**d)** always make him wear new socks on Christmas day.
5. When my father was young, his granny would	☐	**e)** put a small boat in their sitting-room window.

___/2 ½ points

Self-evaluation

Activity D

Complete the following sentences with a suitable verb from the box in the correct tense.

enjoy	give	fall	try	advise

1. The children ..... to lift the heavy tar barrels.
2. If you go to the carnival, I ..... you to go early to get a good place to see.
3. Be careful when you walk on the wet grass or else you will ..... .
4. I hope you have ..... the lesson on customs and traditions.
5. Let me ..... you a hand to lift the effigy.

___/5 points

Activity E

Complete the following sentences by choosing the most suitable word from those given.

1. Years ago village people would use lanterns to see where to go, but ..... they use electricity.

a) at present **b)** nowadays **c)** over the years **d)** in the dark

2. At the ..... of the 21st Century, many people were afraid something bad would happen.

a) end **b)** top **c)** turn **d)** finish

3. Diane wore a ..... costume to the carnival.

a) scary **b)** frightened **c)** sticky **d)** wedding

4. In the past, it was the tradition in Greece for the bride to get a ..... when she got married.

a) crown **b)** ribbon **c)** dowry **d)** stocking

5. The young man ..... his name with a knife on the wooden bench in the park.

a) wrote **b)** made **c)** signed **d)** carved

___/5 points

Total ___/20 points

Now tick how well you can do the following:

	With difficulty	Quite well	Easily
✓ I can recognize different verb patterns	☐	☐	☐
✓ I can read a text and understand how pronouns are used	☐	☐	☐
✓ I can listen and sequence information	☐	☐	☐
✓ I can talk about celebrations in different countries	☐	☐	☐

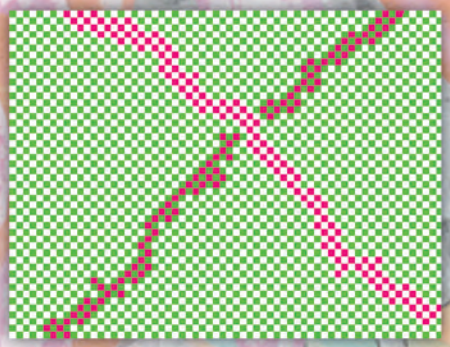
UNIT 7 Shades of Meaning!

Look at diagram A and discuss what colour you can see. Look at diagram B. How many shades of green can you see?

A.



B.



Topic	Shades of Meaning!	
	Grammar	Using Modal Verbs: could, should, would, might
	Function	Giving advice, making suggestions, expressing doubts
	Reading Skills	Skimming a text for the general idea
	Listening Skills	Listening for implied information Listening for specific items mentioned in a song
	Writing Skills	Reporting about a decision
	Vocabulary	Adjectives of feeling; shades and colours.
Strategies:	I can look for key words in a text I can use personal experiences to help form opinions I try to infer meaning from poems I think about texts at a deeper level than the basic meanings of the words.	

Lesson 1

AIMS

- **To skim a text for the general idea**
- **To infer the function of a text**
- **To raise awareness of colour and the laws of physics**

Lead-in

Task 1

Read the short text and decide if you agree or disagree with it.

Creative use of colours can make you feel hungry or jazz up the environment. ***Red*** is the colour of energy and life, desire and love. ***Orange***, is full of warmth and enthusiasm, cheerfulness and optimism. ***Yellow*** expresses a positive attitude of a friendly person. ***Green*** suggests hope and growth. ***Blue*** reflects calmness and peace. ***Beige*** or ***Indigo*** represent peacefulness and friendliness. Darker colours suggest sadness and depression.

Source: Secrets of Colour Healing by S. Morris 2001

Look at the living-rooms in the pictures. Which one feels: homely and cosy; light and airy; lively and dynamic? Which one do you like?







Task 2

A. Use the text in the box to help you choose which living-room you would prefer.

Example: Living-room No 3 is elegant and safe because of the brown and gold decoration.



B. Describe the colours in <u>your</u> bedroom to your partner and ask him or her what impression it gives.

If you could change the colours in your room, which ones would you use for the walls, carpet, furniture, curtains, bedspread, etc.?

Task 3

How good are you at Physics? Find information about colours on the internet or ask your Physics or Art teacher to arrange the colours in the correct columns.

Primary colours	Secondary colours	Intermediate colours

Ask your Physics teacher why primary colours are important.

Task 4

In pairs, read the following definitions of colour and decide which one you think is correct. Why?

a) colour comes from the spectrum of light an object reflects to the eye

b) colour comes from a mixture of light and darkness

c) the way our eyes see things creates the colour.

A "definition" is a statement about the exact meaning of something, how it works and what its functions are. In order to write the definition of 'colour', you need to say:
i) how colour appears, and
ii) what causes it to appear.

Task 5



A. What creates the colours of the rainbow? Use your dictionary to write a definition of what the 'rainbow' is.

B. Read this poem and say how the poet feels when he sees a rainbow.

How do you feel when you see a rainbow? Why?

Write a short paragraph. Take ideas from the texts on colours in the Appendix or from the poem.

William Wordsworth (1802)

My heart leaps up when I behold
A rainbow in the sky:
So was it when my life began;
So is it now I am a man;
So be it when I shall grow old,
Or let me die!
The Child is father of the Man;
And I could wish my days to be
Bound each to each by natural piety.

Task 6

Create a simple colour poem. It could be like this:

Roses are red,/ violets are blue,/ your sister is lovely,/ what happened to you?

Read it aloud according to the pauses indicated by the/



Lesson 1

Reading 1 – Colour and Clothes

Task 1

A. Look at the picture in B. Which century do you think it comes from? Indicate the period on the timeline below. What role did colours play in these periods?



3,000 BC



AD 1450



21st CENTURY



AD 2500

B. Did people in Greece wear the same clothes in the 15th century? Would it be acceptable for people to dress in these colours today? Why? Why not?



The Colour of Our Environment

Colour is personal; the clothes we wear and the colour schemes of our homes and gardens can tell a great deal about us. It is used to express mood, attitude, wealth, status, and belonging to a specific group. We should always try to surround ourselves with colours which attract us, so that we feel in tune with our environment.

We must also recognize that our need for colour changes as we change: while we may always have a favourite colour, there might be times when we have a sudden desire to redecorate our bedroom or buy an article of clothing in a colour that we would not normally choose. To put a balance in our lives, we should be aware of the role of colour and its importance in our everyday lives.

Task 2

Read the text and then in pairs answer the following questions:

A. The main idea in this text is to:

i) inform us about the uses of colour
ii) advise us what colours to wear
iii) describe how colour influences our characters

B. Find words in the text to complete the following sentences and choose one as a title for the article above.

i) Matching colours can help ..... people's lives.
ii) What we wear says ..... about us.

C. What colour would you wear if you were in a good or a bad mood?



Task 3

What colours will people wear in 2500? What will the preferable colours be then? Draw a picture to represent that period.

Reading 2 - Colours Everywhere

Task 1

Skim through the texts and match a title for each from those given. Which period on the timeline do they refer to?

Colour and shopping | *Colour in Cosmetics* | *Colour in the home*

A. The kitchen is a lively room of any home therefore it is best to shy away from hues of purple and blue as they will slow you down when you are **on-the go.**

Bright, exciting colour schemes can increase energy levels when you have a lot of cooking and cleaning to do. Bright red **gets you going.** Like orange, yellow is refreshing and increases energy and inspiration although it might be abit bright. In any case, why not **have a go** and change your kitchen to suit you?





B. The food industry cleverly exploits the powerful connection between taste and vision in a variety of ways. Food colorants are added to ensure that the colour of the food matches our expectations. For example, butter is naturally much whiter in colour; margarine is black! A natural pea is not as green as it is in the packet. Therefore, we should think twice about those products sitting on the shelves of our supermarkets.

C. The idea that make-up was first used in the twentieth century is wrong, although it is true that only comparatively recently has the use of make-up by women become almost universal, with make-up being all **the go** for young and old women everywhere today. As long ago as 3000 BC, aristocratic Egyptian ladies used complex and ornate make-up such as black eyebrows and lashes, blue eye-shadow, red lips and nails.



Source: Adapted from a text on colour at www.experience.org.

Task 2 - Comprehension

Read the texts again and answer the following questions:

1. Which of the three texts: a) gives advice, b) mentions how colours are used in a bad way, c) talks about human nature?
2. Which verb in text ***B*** shows you how the writer feels about using colours in food?
3. Which text gives information which breaks a myth?
4. Which fact in text ***B*** sounds shocking? Why?

Task 3

In groups of five, imagine you are members of a marketing team and want to launch a new product. What colours would you use (or not use) for the packaging of: milk, toothpaste, orange juice, soap, chocolate, biscuits and olive oil?

Lesson 2

AIMS

- **To practice the use of Modal verbs**
- **To listen for implied information**
- **To listen for specific items mentioned in a song**

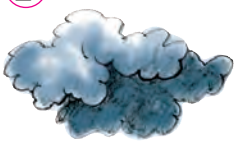
Listening 1

Task 1 - Petula Clark, 'Colour My World'

A. Listen to the song and tick the things that the singer mentions.

B. Decide with your partner what colour the singer expects as the colour of love.

1 

2 

3 

4 

5 

Task 2

Find the singers of these songs: Roses are Red, Yellow Submarine, White Christmas, Goodbye Yellow-Brick Road, Blue Suede Shoes, Brown-Eyed Girl, and report to your class. Is there any Greek song that has to do with colours? Report to your class.

Vocabulary

Task 1

A. In pairs, match the colours to what they mean. Check your answers with your teacher.

B. Which colours are described with ADJECTIVES and which are described with NOUNS?

C. In pairs discuss why each person has chosen the different colours to wear.

Example: The lady likes to wear grey to show how serious she is







MEANING	COLOUR	ADJECTIVE / NOUN
Dramatic, classy & serious		
Health, food, nature		
Mature, old & eccentric		
Clean, pure & simple		
Soft, feminine		
Warmth, excitement, & energy		
Cold, distinctive		
Spring & brightness		
Loyalty & security		
Royalty, religion		
Aggressive, strong		

Task 2 - Idioms to do with colours

Complete the sentences below with these idioms.

a) When my brother uses my mobile phone, I .....
b) Nobody uses the new athletic stadium so it's a .....
c) His brothers and sisters have ignored him. He's the .....
d) The shop assistant had the money in her bag and was caught .....
e) His team lost the game and now he's .....
f) When he fell in front of the class he was .....
g) We go to the theatre once in a .....
h) When his little brother won first prize, Martin was .....
i) My grandmother has a lovely garden with colourful flowers. She has .....

black sheep
blue moon
feeling blue
green fingers
green with envy
red faced
red-handed
see red
white elephant

Grammar

Modal verbs: must, might, should, could, shouldn't



Task 1

Answer the following questions and discuss your answers in pairs:

a) When might you wear a red T-shirt with a pink pair of jeans?
b) What shouldn't you wear to school?
c) Would you wear a yellow pair of boots with red socks?
d) Could you wear a pink hat with a blue jacket to a wedding?
e) What should you wear to your uncle's wedding?
f) How might you feel if you saw your dad wearing a pink hat?
g) What colours could you wear that would shock your grandmother?
h) What must you not wear when you march on the 25th of March?

Task 2

Look at the verbs in the questions again. What verb form follows modal verbs?

teacher - job interview
bank manager - holiday
teenager - school
grandmother - party
best friend - church
little brother or sister - baptism
father - work

Task 3

Read these situations and say what colour of clothing each person could, should, might, must wear for each occasion.

Grammar Rule:
Modal Verbs (e.g. ***must, should, shouldn't, might, could***) are always followed by the ..... of the main verb.

Rules of use:
When we want:
to give someone ***advice***, we can use _____
to ***tell someone to do*** something important we can use _____
to say that something is ***possible***, we can use _____
to say that it is possible for something ***to happen***, we use _____

Task 4

Use the modal verbs in grammar to complete these statements about your own life.

a) I ..... try to do more exercise.
b) I ..... wear blue jeans with a black top.
c) I ..... never eat food that is black.
d) If the sun is shining tomorrow, I ..... go for a walk.
e) I ..... judge people by the colour of their skin.
f) I ..... never wear pink with yellow.



Listening 2 – Lead-in

A. Look at the above picture. Why are the young people dressed like this?

B. Do you ever use make up or dress up in different colours? When? Compare your answers with your partner.

Make a short list of the events when someone might use different colours or paint their faces.
What special occasions do people dress up for in colourful clothes?

Lesson 2



Task 1

Look at the photograph and say what you think is happening.

Task 2

A. Listen to some people talking about a traditional festival to verify your answer.

B. Listen to the recording again and tick True or False below.

	True	False
1. The Holi festival is celebrated in the spring.		
2. Men stay indoors throughout the Holi celebrations.		
3. The colour powder "gulal" only comes in red.		
4. People rub colour powder onto each other'sfaces and say *'Happy Holi'*.		



Task 3

How do colours relate to the environment where someone lives?

For example, why are the houses on the Cycladic islands painted white and blue? What other colours are used in buildings in different parts of Greece?



Speaking

Task 1 - A survey

In small groups, discuss which colours would represent the following: love, jealousy, fear, anger, sadness.

Then do a survey in your class to see which colour is the most popular in each case. Complete the chart.

	COLOUR
love	
jealousy	
fear	
anger	
sadness	

Task 2

Look at the adjectives on the right. They all express feelings. Tick the right box to show if you think the word ispositive or negative.

	+	-
excited		
jealous		
embarrassed		
confused		
confident		
annoyed		
lonely		
tense		
upset		
guilty		
optimistic		
shy		
homesick		
frightened		
scared		
helpless		
furious		
shocked		
disappointed		
romantic		

Task 3

Look at the photographs for a few seconds and discuss with your partner how you feel.
Discuss the effect on the senses of the colours in each scene.

Example: Blue makes me feel... (e.g. happy, sad, excited, nervous, angry, relaxed).











Task 4

Match the following names with places in the photographs in Task 3. Check your answers on the internet or in an encyclopaedia.

Giant's Causeway, Ayers Rock, Grand Canyon, Niagara Falls, Great Rift Valley

In which continents can you find these natural wonders of the world?

Task 5 - Mini-project

Your class is participating in a European Project to attract visitors to EU countries. You have to make a poster representing the traditions, natural beauty and atmosphere of Greece. What photos would you choose?

Work in groups, collect pictures and write the relevant texts to create your poster.Then bring it to the class and choose the best to send to the EU.



Writing - Pre-writing

Read the following newspaper article and letters from British school students and choose the letter that you agree with. Why do you disagree with the other letter?



A girl in Essex has been put in isolation from her classmates for turning up at school with blonde and red highlights in her hair. So, do you think the school's action is fair enough - or too strict? Do you think you should be able to style yourself at school with hair dye and accessories, to give you some individuality?
Source: cbbc.co.uk
E-mail and let us know!

> ***Emily, 34, Cardiff***
> I think it's the proper action by the school as her behaviour will act as a bad example for the rest of the children. Unfortunately, today many teenagers copy their school friends without understanding what they are doing. This kind of behaviour must stop! Parents can help by preventing their children from wearing such ridiculous colours! "

> ***Simon, 14, Birmingham***
> I think that schools shouldn't penalise you for dyeing your hair. It's your and your parent's business if you are allowed to do it. It's really unfair, I used to go to a school that didn't even let girls use nail polish or let guys have a beard. Now, I'm in a school that doesn't have any regulations and it's much more comfortable. Anyway, what you do with your hair doesn't affect anybody else so you should be able to do whatever you like. As long as your parents are OK with it. "

Task

A. Role-play

A boy has recently come to school with his arms heavily tattooed. This has been a shock for both teachers and parents. In groups, take the role of the head teacher, a parent, a student and a school friend to discuss if students should be allowed to do this.

B. Write a report about the decision you reached in your group.



Lesson 3 Visualising colour

Task 1 – Play a game: Visualizing colour

As a class, close your eyes and imagine you are walking through a forest. Take turns to say what you see as you are walking through this place. Mention the colours you see. How do they make you feel?

Listen carefully with your eyes closed to each student's statement. Then discuss as a class how you felt during the narration of the story.

Task 2 – Personality test

Write a number next to each of the following colours in order of your preference:

■ violet ☐	■ black ☐	■ yellow ☐	■ red ☐
■ brown ☐	■ green ☐	■ grey ☐	■ blue ☐

Ask your teacher to comment on your preferences.

Do you agree or disagree?

For a more detailed analysis of your personality look at the site:
http://www.colour-experience.org/matching/matcol_psych_tests/matcol_psych_test2.htm.

Project – Add colour to your classroom

The school headmaster has decided to add colour to the school and has organised a competition for ideas on how students would like to change their classrooms. In groups of 3, create the ideal classroom atmosphere using colours.

Group 1 asks all the class about their preferences.

Group 2 makes a sketch of the class.

Group 3 colours the sketch using the ideas students have given.

Present your coloured sketch to the class. As a class, vote for the best sketch and present it to the headmaster.

Culture corner – Task

Look at the photograph. What do these men do?

In which country would you see these men?

Check an encyclopedia or the internet to find out what 'Trooping the colour means'.





Why do you think the dollar is called the 'greenback'?

You can check your answer at http://www.en.wikipedia.org/wiki/United_States_dollar.

Self-evaluation

Activity A

Use the words in the box to best complete each of the sentences.

friendliness
peacefulness
calmness
cheerfulness
sadness

a) Pink creates a certain feeling of ..... in a room.

b) The warm colours suggested a feeling of ..... among the people.

c) The ..... of the children was clear from the smiles on their bright red faces.

d) The colour of sorrow and ..... tends to be black.

e) The ..... of the quite beach was broken by loud noise from the passing car.

___/5 points

Activity B

Label the rainbow with all the colours.



___/3 points

Activity C

Put the words in the correct column.

choose
specific
importance
cosy
balance
attract
express
environment
airy

Nouns	*Adjectives*	*Verbs*

___/4.5 points

Self-evaluation

Activity D

Match the words on the left with a word on the right to make a common word pair.

1)	specific	a)	scheme
2)	food	b)	instinct
3)	colour	c)	industry
4)	human	d)	nature
5)	basic	e)	group

___/2.5 points

Activity E

Look back at the Unit to match a colour to the following.

i. loyalty and security _____

ii. aggression and strength _____

iii. warmth and energy _____

iv. health and food _____

v. royalty and religion _____

___/5 points

Total ___/20 points

Now tick how well you can do the following:

	With difficulty	Quite well	Easily
✓ I can use adjectives to discuss mood and emotions	☐	☐	☐
✓ I can listen to a text and understand most details	☐	☐	☐
✓ I can recognize and understand some idioms of colour	☐	☐	☐
✓ I can skim through a text to get the general meaning	☐	☐	☐

UNIT 8 Food for thought!



Discuss the title above as a class and say what you think it means.

Which of the four seasons is this painting based on? Discuss your answers as a class.

The artist's name is woven into his jacket. What is his name?

Game

Make a list of the food you can see in the picture. Compare your list with your partner. Who has found the most?

Topic	Food for thought!
Grammar	Using Pasive Voice; Uncountable nouns
Reading Skills	Recognising words and expressions which show author's attitude Reading a text and sequence events in pictures
Listening Skills	Listening for dates and world events Inferring information from listening texts
Writing Skills	Writing a review of a restaurant
Functions	Giving opinion; discussing preferences
Vocabulary	Food, food sources, socio-economic factors of eating habits
Strategies:	I can think of the relationship between what I already know and new things I learn in English. If I do not understand something in English, I can ask the other person to slow down or say it again. I can pay attention to specific parts of the language input or the situation that will help my learning

http://www.wga.hu/frames-e.html?/html/a/arcimbol/index.html

Lesson 1

AIMS

- **To recognise words and expressions which show author's attitude**
- **To raise awareness about the various factors about the food we eat, where it comes from and how it is produced.**

Lead-in

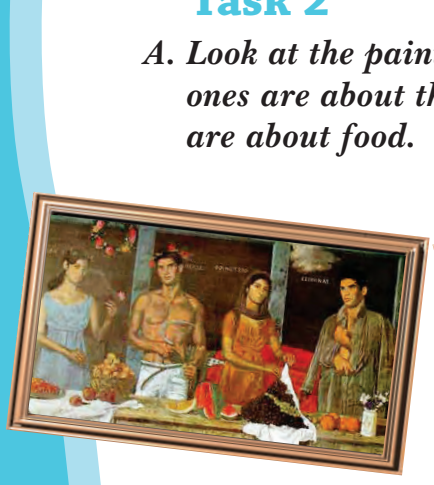
Task 1

Read the text on the painting and find the topic. Is the author's attitude to the painting positive, negative or neutral? Underline the words in the text which support your answer.

Arcimboldo's portraits of human heads made up of vegetables, fruit and tree roots, were greatly admired by his contemporaries and remain a source of fascination today. It is now being debated by art critics whether these paintings were whimsical or the product of a deranged mind.

Task 2

A. Look at the paintings and say which ones are about the seasons and which are about food.



a. Tsarouhis .....



b. Van Gogh .....



c. Botticelli .....



d. Pissaro .....

B. Write the nationality of each artist under each painting: French, Italian, Dutch, Greek. Choose the names of each of the paintings and write them above the painting.

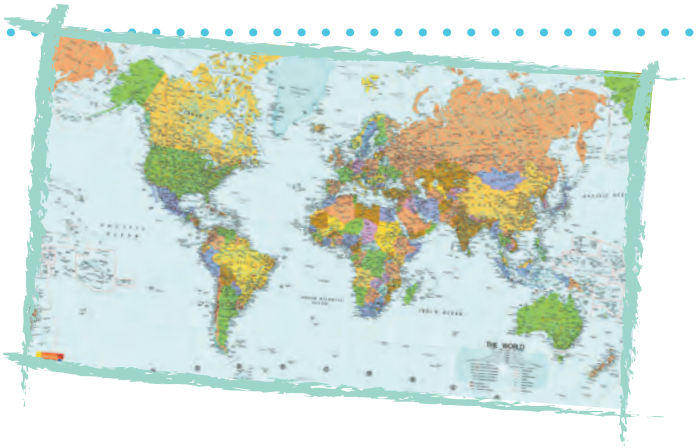
Spring	Apple Picking	Wheatfield	Four Seasons

C. Say how you feel about one of these paintings without using like or dislike. Make a one-minute presentation to your class. Your classmates will guess your attitude.

Task 3

Read the statements a-f and guess at the region they refer to. You can ask your Geography teacher to help you.

a. Whales are being hunted for their meat and oil.
b. Wheat is grown on the prairies.
c. Olive oil is produced by the local farmers.
d. Seafood is caught by driftnet fishing.
e. Coffee beans are left to mature before they are sent to factories.
f. Rice is planted in paddy fields.



Task 4 - Food and culture

A. What kinds of meat can be eaten by people?

shark ☐ horsemeat ☐ dog meat ☐ lamb ☐






B. Read the text below and then complete the spidergram in TASK 5.

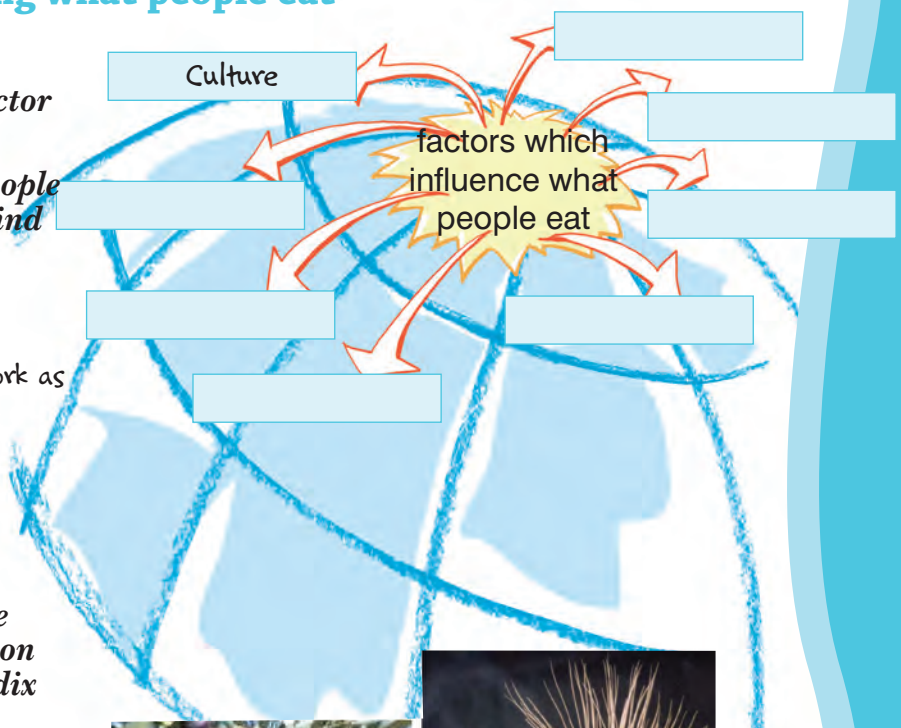
Alligators exist in many parts of the world, but they are unacceptable as food by many people. Likewise, kangaroos, horses, turtles, and dogs are eaten (and are even considered a delicacy) in some cultures, though they are unacceptable food sources in other cultures.

Task 5 - Factors affecting what people eat

A. Work in small groups. Write sentences and say how each factor influences what people eat.

B. What kind of food do Greek people eat that other cultures might find unacceptable? (e.g. κοκορέτσι, γουρουνόπουλο, etc.) Write sentences about this.

Example: Muslim people do not eat pork as it is considered unclean.



Reading 1

Task 1

Make a statement about where each of the different products on the right is grown. The Appendix maps can help you.









Task 2

A. Read the following text and underline things that you didn't know about olive oil.

Lesson 1



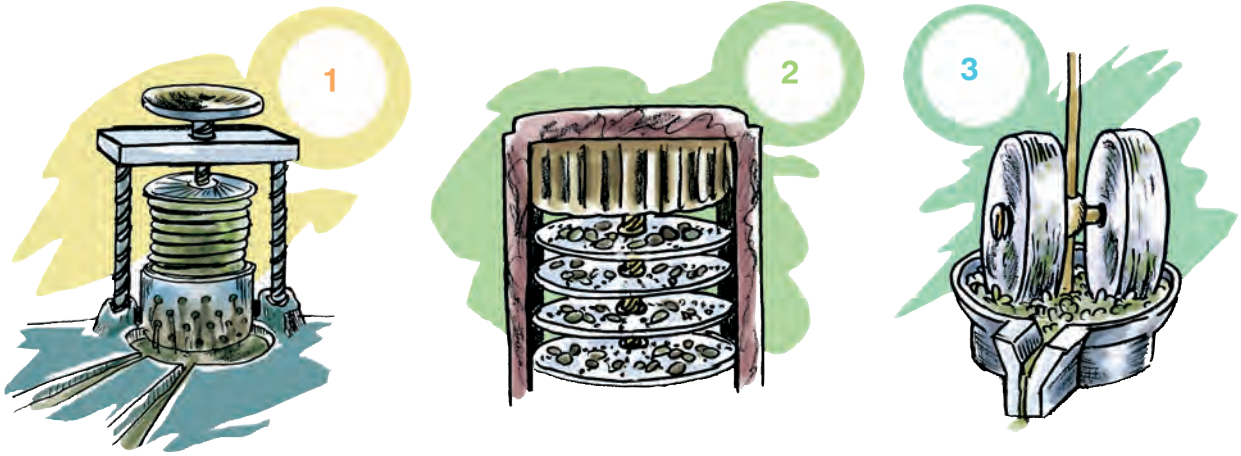
Olive Oil

Olive oil is obtained from the olive tree. It is commonly used in cooking, cosmetics, pharmaceuticals, and soaps and as a fuel for traditional oil lamps. The most traditional way of making olive oil is by grinding olives. First the olives are ground into an olive paste using large millstones. After grinding, the olive paste is spread on disks, which are stacked on top of each other, and then placed into the press. Then, pressure is applied onto the disk to further separate the oil from the paste. To help separation, water is run down the sides of the disks.

Olive oil is considered a healthy oil because of its high content of ***monounsaturated*** fat. Doctors say that monounsaturated fats in the diet is linked with a lower risk of heart disease.

Adapted from: http://www.tuscany-in-abottle.com/about_olive_oil.htm

B. In pairs, put the sketches into the correct sequence according to the information in the text.



Task 3

When companies want people to buy a product they write a slogan or catchy phrase. In small groups, decide which of the following are important in a slogan.

Attractive	☐
Long	☐
Funny	☐
Interesting	☐
Informative	☐
Complicated	☐
Relevant	☐



Friends of the World Food Program

Ask your class to evaluate the slogan in the picture. How informative, appealing, interesting, is it?

Look at the site: http://www.healingdaily.com/detoxification-diet/olive-oil.htm to get information to help you write a slogan to inform people about the health benefits of olive oil.

Reading 2

Task 4

A. Skim through the text to find four different uses of sugar. Compare your ideas with your partner's.

a) _____ **b)** _____

c) _____ **d)** _____



Sugar cane is a grass and the source of 70% of the world's sugar which is extracted from the sweet, juicy stems. Sugar was first found in New Guinea and then taken to South Asia; then with Arab farmers to the Mediterranean. The word 'candy' is derived from the Arabic word qandi, meaning a sweet confection.

Apart from being used in the production of sweets and cakes, it is an important source of ethanol fuel in countries like Brazil today which has large sugar plantations and lots of space to grow sugar. Apart from fuel, it has been used to treat a wide variety of health complaints like coughs. It has also been used externally to treat skin problems, a use that is being supported by science: Ayurvedic medicine, for example. A common folk remedy is to mix fresh stem juice with dry ginger in order to relieve hiccups. Pieces of sugar cane are chewed for their sugary syrup, and are a popular street food in South Asia. This was the original use of sugar cane. Traditional methods are still used to produce characteristic Indian sugars such as gur.

http://www.plantcultures.org/themes/food_landing.html

B. Read the text again and answer the comprehension questions that follow.

a) What everyday products are made from sugar cane?

b) Why is the largest amount of ethanol produced in Brazil?

c) Which phrase in the text means: a great number of?

Task 5 - Alternative Sources of Energy

Look at the diagram on the right and the processes a-g below. Can you put the processes in order 1-7?

a) CO_2 is re-absorbed by the crops

b) CO_2 is released from the fuel

c) Crops are collected

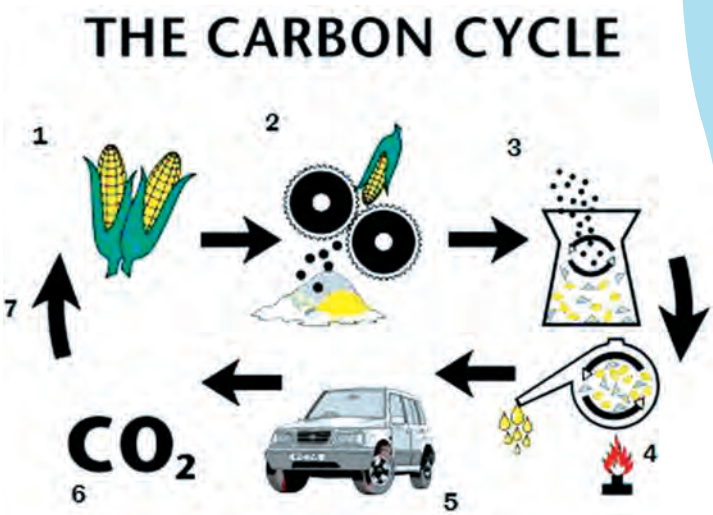
d) Ethanol is used to make alternative fuel

e) Grains are finely ground

f) Sugars are distilled to make ethanol

g) The powder is separated into component sugars

http://www.eia.doe.gov/kids/energyfacts/sources/renewable/ethanol.html



Is this kind of fuel better for our environment? Are there any problems caused by the use of this fuel?

Lesson 2

AIMS

- **To learn how the Passive Voice is formed and its rules of use**
- **To listen for dates and world events**

Lead-in

Task 1

A. Look at the picture. In which part of the world were the photographs taken? Justify your answer.

B. What is 'σοφράς'? Look at an encyclopaedia or the internet to find out and then draw one.



[Photograph by Earl and Nazima Kowall. Corbis]
http://www.faqs.org/nutrition/Diab-Em/Eating-Habits.html

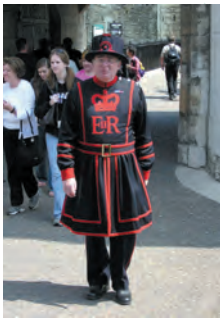
C. Discuss as a class how eating habits are different today from in the past. Say, for example, if families still eat together, if housewives cook traditional food, if mealtimes have changed, etc.

Cultural Corner

A. Look carefully at the photograph on the right. Where do you think this picture was taken? What do you think the man does? Discuss your answers as a class and complete the table below.

Place	
Job	
Name	Beefeater





B. Listen to the short extract about Beefeaters to check your answer.

Grammar

Task 1

Read the description on the right and guess what the product is. What is the original Greek word for this?

It was first discovered thousands of years ago in the Andes Mountains in South America. It has been called by different names in many countries but it is known in France as a 'ground apple'. Today, it is the main ingredient in a very popular snack food that is served in all fast food restaurants around the world.

Task 2

A. Look back at the text and find the parts which mean the same as each of the following statements i-iii. Write them on the line next to each sentence:

i) people discovered it thousands of years ago.....

ii) people call it by different names.....

iii) all fast food restaurants serve it. .....



B. With your partner, discuss what differences there are between each of the pairs of sentences above (Active Voice vs. Passive Voice).

C. Find another two sentences in the text and re-write them in the Active Voice to keep the meaning the same.

Task 3

Re-arrange the words and write them on the line provided to make a correct statement about olive oil in Greece.

Greece is olive oil in produced .....

Task 4

Which of the two sentences below are in the Passive Voice? How do you know? Discuss your answers.

i) It is the main ingredient in a popular snack food.

ii) In a popular snack food, it is used as the main ingredient.

How to form the Passive Voice

Complete the following rules

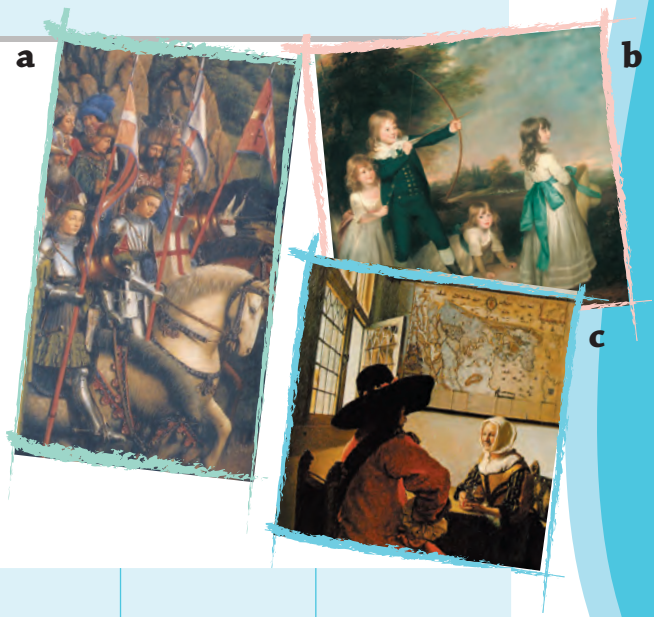
1. What is the common verb in each of the Passive sentences in Task 1? The verb _____
2. Put a circle around the correct answers of the words in italics:
   i) In the Passive Voice, ***we do not need*** / ***need to know*** who does the action.
   ii) The ***subject***/ ***object*** of the active voice sentence becomes the ***object*** / ***subject*** in the Passive Voice.

Task 5

A. Write a Passive Voice statement in Greek.

.....

B. Discuss as a class how the Greek Passive is different from the Passive in English.



Listening

Task 1

Listen and complete the historical line with the food that influenced history in different parts of the world as in the example:

coffee					
curiosity					
AD 800	1099	1662	1762	1789	1829

Task 2

Listen again. Which of the events had to do with politics, money, human preferences, new tastes, creativity or curiosity? Write in the boxes under the food.

Task 3 - Mini project

In small groups, find out more about the events on the timeline and report back to the class.

Lesson 2

Vocabulary - Idioms



The title of the Unit is 'food for thought'. This is an idiom.

A. Look at the sketches in pairs and guess what the idiom for each might be in Greek.

B. In pairs, match each group of words on the left with a noun on the right. Then match the idiom with a suitable picture.

1. food for	a. cucumber
2. have a sweet	b. beans
3. a piece of	c. potato
4. cup of	d. life
5. bread and	e. tooth
6. a couch	f. eye
7. spill the	g. thought
8. as cool as a	h. tea
9. the spice of	i. cake
10. apple of his	j. butter

Speaking - Eating habits around the world

Task 1

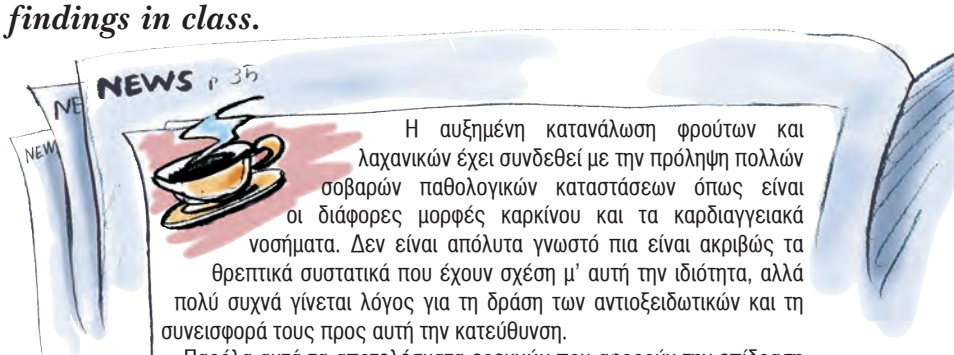
Look at the spidergrams and add any food that you know which is eaten in these countries.



With your partner, create your own spidergrams for another two European countries. Compare your findings in class.

Task 2 - Mediation

Your English-speaking friend has heard that eating fruit is linked to being healthy. You have read this article. Speak to her on the phone and tell her if the information she has heard is correct.



Η αυξημένη κατανάλωση φρούτων και λαχανικών έχει συνδεθεί με την πρόληψη πολλών σοβαρών παθολογικών καταστάσεων όπως είναι οι διάφορες μορφές καρκίνου και τα καρδιαγγειακά νοσήματα. Δεν είναι απόλυτα γνωστό πια είναι ακριβώς τα θρεπτικά συστατικά που έχουν σχέση μ' αυτή την ιδιότητα, αλλά πολύ συχνά γίνεται λόγος για τη δράση των αντιοξειδωτικών και τη συνεισφορά τους προς αυτή την κατεύθυνση.

Παρόλα αυτά τα αποτελέσματα ερευνών που αφορούν την επίδραση της αυξημένης κατανάλωσης φρούτων και λαχανικών, καθώς επίσης και της λήψης αυμπληρωμάτων καθαρών αντιοξειδωτικών, στην συνολική αντιοξειδωτική κατάσταση του οργανισμού είναι συγκεχυμένα.

http:/www.ediet.gr/

Writing - Reviews

Task 1

Look at the photograph and decide if this would be a nice place to eat in. Why? Why not?

Discuss your ideas with your partner.


Le Pont de la Tour. Understated yet unmistakably luxurious.

Task 2

In pairs, look at the restaurant details and the review below.

How accurate is the review? Discuss with your partner and note the errors.

Restaurant Details	***Le Pont de la Tour, London***
Address: The Butlers Wharf Building, 36d Shad Thames, London, SE1 2YE	
Tube: London Bridge	
Cuisine: Regional French with Italian influences	
Opening times: Sun - Fri: 12pm - 3pm 6pm - 11pm Sat: 6pm - 11pm	
Average price: £25 / £40 and over	
Dress code: Smart	
Payment options: cash only	
Special offers for students: 2 courses: £20 from a set menu 3 courses £25; includes service	



Task 3

A friend from London is visiting your town with her school and has asked you to find some restaurants for them to eat in.



Reviews

Dinner at ***Le Pont de la Tour*** may be a bit on the pricey side but there's a marvellous view of the Thames with Tower Bridge and the Tower of London in the background. I was surprised when we were given a table in the window with a great view even though we booked the special deal of 3 courses for £25. They also accept credit card so it is ideal for travellers. We had to pay some extra money for service but it was worth it, so I would recommend it very much.

Find information on restaurants you have been to in your area (or search online), and then choose one to write your review for your friend.

Lesson 3

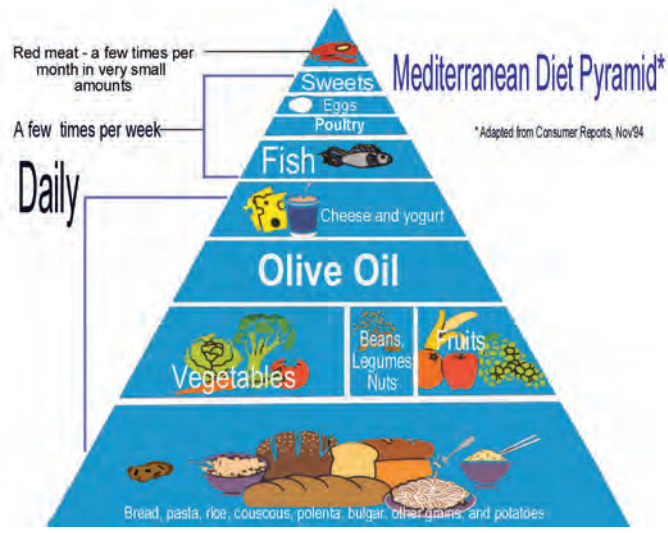
Food Pyramid

Lead-in - Task 1

Imagine you find yourself in the following situations:
a) exam period at school.
b) you are training for a sports event.
c) you want to lose weight as summer is coming.

What kind of food would you eat in each case?

Discuss your ideas with your Home Economics teacher and compare her answers with your class in the next lesson.



http://www.geauga.osu.edu/fcs/mediterranen_pyramid.jpg

Task 2a

A. You are going to listen to an interview of people suffering from anorexia and bulimia. What do these words mean?

B. Now listen to the recording to check your answers.



Task 2b

Listen to the interview again and write in the percentage numbers beside each food mentioned.

Food stressors		Food supporters	
sugar		water	
caffeine		vegetables	
alcohol		fruit	
chocolate		olive oil	

Task 3 - Project

You have invited your friend from London to come and stay with you for a week. She is your age and an athlete. She does not know anything about eating habits in Greece. You and your partner have to design a menu for her based on the Mediterranean diet.

Stage 1: Find information on the internet about traditional food pyramids. With your partner, decide what differences there are between them and the Mediterranean food pyramid.

Stage 2: Decide what food you need to prepare for each day. Make a shopping list to shop for the ingredients at the supermarket.

Stage 3: Write your menu and send it to your friend, explaining why you have chosen each food on the menu.



Self-evaluation

Activity A

Match the words on the left with verbs from the box.

a) ..... coffee beans
b) ..... water
c) ..... olive kernels
d) ..... fruit
e) ..... food

ground
processed
ground
roasted
forbidden

___/2.5 points

Activity B

Circle the correct word in each sentence.

i) The cake smells badly. It is not ..... .
a) eatable b) edible c) suitable d) likeable

ii) My mother is a great ..... and I enjoy all the food she makes.
a) cooker b) waiter c) kitchen d) cook

iii) The food people eat depends a lot on their ..... .
a) agriculture b) temperature c) diet d) culture

iv) Sugar cane is used as a/an ..... for cars in Brazil.
a) petrol b) oil c) fuel d) grain

v) In some countries young dogs are considered a ..... .
a) delicacy b) disease c) sweet d) source

vi) It's not a good idea to have a ..... before lunch!
a) diet b) grain c) cereal d) snack



___/3 points

Activity C

Use one of the endings in the box to complete each word in bold.

With the ***develop***..... of if agriculture, people stopped moving around from place and place and the first ***farm***..... appeared about 3500 years ago. As the populations grew the ***percent***..... of land used for farming increased but with great ***disturb***..... to the countryside.

-ment
-ance
-age
-er

___/4 points

Activity D

Find a word in the box on the right to go with the word on the left

i) dairy	a) grass
ii) wild	b) fuel
iii) ethanol	c) products
iv) three-course	d) health
v) mental	e) meal

___/2.5 points

Self-evaluation

Activity E

Answer the following questions using information from the Unit.

a) What is happening to whales around the world?

_____

b) What was a potato first known as?

_____

c) Where is the word candy derived from?

_____

d) Where is wheat grown in America?

_____

e) What were used for Archimboldo's heads?

_____

___/5 points

Activity F

Use the sketches in the box to complete the sentences













a) The test was a piece of ..... and everyone passed.

b) Come on Daphne! Spill the ..... and tell us what happened!

c) Spiros does nothing but sit and watch TV. He is a real couch ..... !

d) He teaches some private lessons but his bread and ..... is the school job.

e) Maria likes watching TV shows about cooking but they are not my cup of ..... .

f) It was a difficult situation but Paul remained as cool as a ..... .

___/3 points

Total ___/20 points

Now tick how well you can do the following:

	With difficulty	Quite well	Easily
✓ I can look at a diagram and understand its meaning	☐	☐	☐
✓ I can read a review of a restaurant and make a recommendation about it	☐	☐	☐
✓ I can read a text in Greek and give the gist of it to an English speaking person	☐	☐	☐
✓ I can sequence pictures according to information in a text	☐	☐	☐

UNIT 9 What's the weather like?

How are the characters in the sketch feeling? Why?
Which of the following do you see in the sketch: oil spill, drought, volcanic eruption, flood, melting ice?



With your partner, decide on a suitable title for this picture.
What is causing drought and flooding in different parts of the world? Discuss your answers in small groups and compare your ideas with the class. Make a list of other problems caused by climate change.

Topic	What's the weather like?	
	Grammar	Using Reported speech
	Reading Skills	Skimming through a text and make brief notes to report to a group ing Matching photographs to text
	Listening Skills	Predicting what the speaker is going to say Listening for specific words
	Writing Skills	Writing a report of events
	Functions	Reporting facts
	Vocabulary	Weather, climate, energy sources; environmental damage, power resources and energy consumption
Strategies:	I can write a text and expand it by giving examples, explanations and personal evaluation of how I feel about the situation I can talk about people and places in a picture I can report what somebody said	

Lesson 1

AIMS

- **To provide opportunities to discuss energy sources and possible solutions.**
- **To skim through a text and make brief notes to report to a group.**

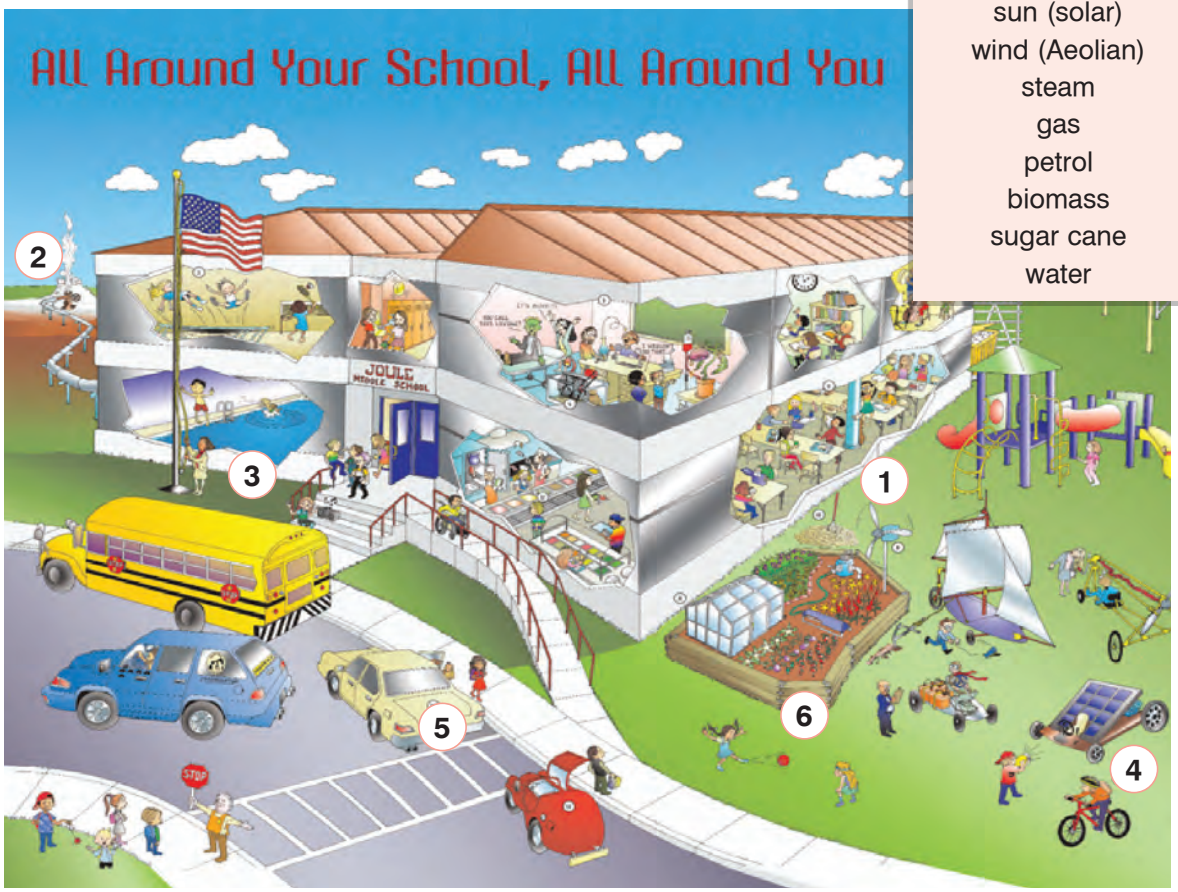
Lead-in

Task 1

A. With your partner, look at the picture below. Which sources of energy from those in the box can you find? Match them with numbers 1-6.

B. How are these sources of energy used in the picture?

Sources of energy
sun (solar)
wind (Aeolian)
steam
gas
petrol
biomass
sugar cane
water



Task 2

A. Use your ideas from Task 1 to choose the right option in the statements below.

a. Underground water from a geyser is used to make (*steam* / *tea* / *wind*).

b. The gerbil spins a wheel to produce (*steam* / *chemical energy* / *electricity*).

c. (*Solar* / *Wind* / *Water*) panels on the scoreboard collect energy and convert it into electricity.

d. The wind moves the windmill which produce (*gas* / *fuel* / *electricity*) to operate a water pump.

e. Organic material in the garden produces (*thermal* / *heat* / *solar*) energy as well as methane gas.

B. In pairs, use the words in the sentences above to help you make one more statement about an energy source in the picture

(e.g. Electricity is produced by a windmill).

Speaking

Task 3





A. With your partner, discuss which source of energy (wind, wave, sun, fossil fuels) you could use if you lived:

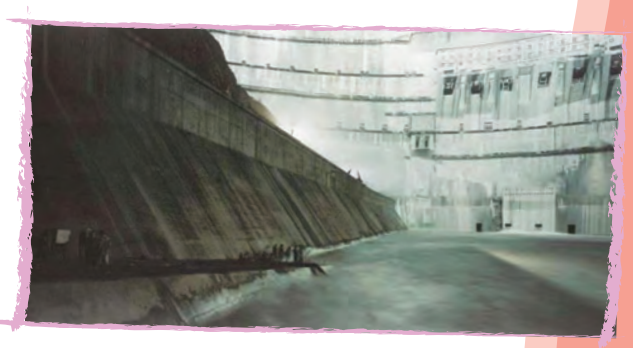
i) on a Greek island?
ii) in the mountains in Greece?
iii) in a big city?
iv) in a small town?

Example: In Tinos, wind can be used as a source of energy, because Tinos is a very windy place and wind power is environmentally friendly.

B. With your partner, think of the advantages and disadvantages of using each of the above sources of energy. Think about: how renewable each one is; how environmentally friendly it is; the cost; the problems.

Reading

Task 1 - Pre-reading



i) What is the main element in hydro-power?
ii) Why does Iceland only have a few hours of sunlight everyday in the winter months?
iii) Which of the following would you NOT expect to see on a farm in India? Why?
a) gas lamp b) wood c) computer

Task 2

In an international project, schoolchildren were asked to send in letters and pictures that describe how energy sources are used in their community and the impact on the environment and their lives. In groups of three, choose one of the texts A, B or C and skim quickly through it to find the energy sources mentioned. Then report back to your group.

A.
Beijing bicycles

Hello! My name is Jiang An Li. I live with my mum and dad in Beijing, which is the capital of our country. Because the streets are polluted from the cars, mum says that everyone should go on bicycles because then the air would be cleaner.

When I asked her how this could happen, she said that the government should ban all cars. When I don't have school or things to do around the house, I go for a ride on the bike with my sister and friends.

Our electricity comes from a power station outside Beijing that burns coal. This makes the air very dirty, but at least it's not in our house. In Shanghai people also have electricity, but it comes from hydro-power. The hydro-power comes from the water falling over the big Three Gorges dam, which has been built across the Yangtze River.







Draw a line to match each photograph with the corresponding part of the text.

Lesson 1

B.
Boiled alive!





Hello! My name is Brynja. I live in the capital of Iceland. In winter we have only four hours of daylight. When my cousin from Spain visited us last year he said it felt strange to have the lights on during the day. He told me that in Spain people used solar power to heat their houses and for showers. The water for the shower in our house comes from underground, where it gets heated by lava. The pipes sometimes freeze because of the low temperatures and we have no hot or cold water.

This water also bubbles up and fills the lakes and ponds. In winter, the water is really hot, so we can go swimming. We all love to spend our free time in this way. My mum asked me if I wanted to go swimming this afternoon at an outdoor pool. Of course, I agreed. As for public transport here, our new buses run on electricity instead of petrol and they don't produce exhaust fumes. It is much cleaner than the combustion engine which runs on fossil fuels like petrol.

Draw a line from the photographs to the corresponding parts of the text.

C.
An Indian summer





Hello, my name is Lalita. I live in India. Our farm is miles away from everywhere and we use a horse-driven cart to get around because we don't have a car. Travelling around is a real problem.The capital Bombay is nearly 1,000 kilometres away. I have never been there but my mum told me that it was a huge city. Horrible smoke and fumes come out of the exhaust pipes of old buses and cars. This pollution is really smelly.

Although we are extremely poor, we are happy. Mum cooks in the small room using a wood fire. We don't have enough wood to heat water to wash in, so I wash under the pump in the yard. Dad has told us that one day he would build us a new house. Each day, after school I collect firewood or help mum with dinner. When it gets dark we light our kerosene lamp, which lights our room with a bright flame. Mum sings and dad tells stories.

Draw a line from the photographs to the corresponding parts of the text.

Task 3

Find the countries where the speakers live on the map.

What else do you know about these countries (e.g. famous sites and landmarks, lifestyle, food, means of transport)? Do you know any other countries using the same energy sources and with the same lifestyle?

Would you rather live in one of these countries or in your own? Why? Which of these countries would you like to visit? Why? Discuss as a class.

Task 4

Complete the following chart with information from the texts.

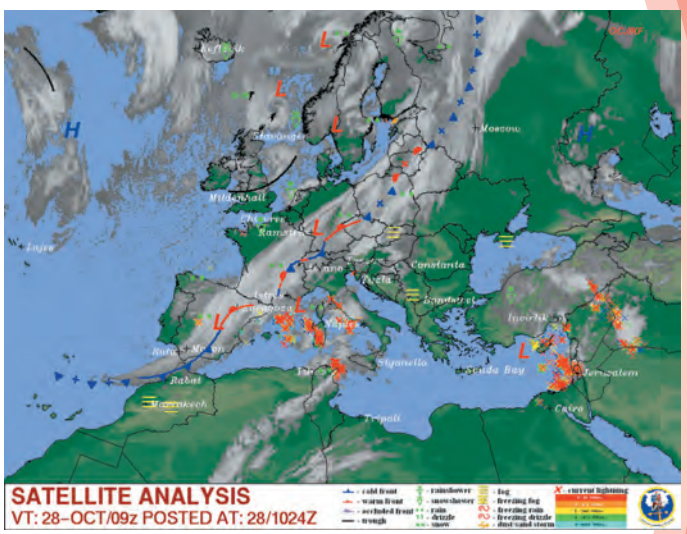
COUNTRY	DIFFICULTIES	SOURCE OF PROBLEM	PASTIME ACTIVITY
China			
Iceland			
India			
Greece			

Task 5

What's the weather like today?

A. In pairs, look at the weather map on the right and make a short list of the information the map gives about climate. What season is it? How do you know?





.....

.....

.....

.....

http://www.bbc.co.uk/weather/

Task 6: Mini-project - Mediation

<u>The weather in 2100</u>
Your class is participating in a European project to prepare a weather forecast for 2100. Use the weather report for Greece on the right to help you prepare a weather report for winter 2100. Draw a map of Greece and add symbols for the weather. Present your report to the class.

ΕΛΛΑΔΑ



Σήμερα
Αραιές νεφώσεις και μέτριες θερμοκρασίες στο μεγαλύτερο μέρος της χώρας.

Αττική
Λίγες νεφώσεις. Η θερμοκρασία θα φτάσει στους 19 βαθμούς. Ασθενείς μεταβλητοί άνεμοι στον Σαρωνικό και τον Νότιο Ευβοϊκό.

Θεσσαλονίκη
Λίγες νεφώσεις. Η θερμοκρασία θα φτάσει στους 19 βαθμούς. Ασθενείς άνεμοι μεταβλητών διευθύνσεων στον Θερμαϊκό.

Game - Chinese whispers

Use the completed weather map in Task 5 to make a statement about the weather in ONE European country. Then whisper the statement to the next student. Continue like this until all the class has passed it on it. The last student says what was said aloud.

Example:

Student 1: It's raining in Scandanavia.
Student 2: He says that it is raining in Scandanavia.

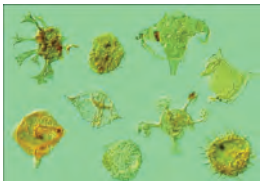
Lesson 2

AIMS

- **To use visuals to predict what is going to be heard on a recording**
- **To listen for specific words to complete a task**

Listening 1
Task 1

Look at the pictures.








Do you think the science teacher is going to talk about a) alternative sources of energy, b) environmental protection, c) natural history? Listen and check your ideas.

Task 2

A. Listen to the science teacher again and complete the statements below with the missing words.

a)	She said that in the UK an average home ..... Kilowatts of energy every day.
b)	She said that gas ..... no smell but it ..... very explosive.
c)	She said that one recycled aluminium can ..... enough energy to run a computer for three hours.
d)	She said that gas is a fossil fuel that ..... from dead sea creatures.

B. Which facts are: a) very interesting b) interesting c) not interesting? Tell your partner your reasons.

Task 3

A. In pairs, look at the writing strategies and match the questions on the right with each strategy.

1) make a statement
2) explain the statement
3) give an example
4) say how you feel about the statement.

Example: I matches with vii because the answer to vii is a statement.

i) Why would the idea of putting solar panels in the Sahara Desert be good?
ii) Which parts of your home is energy used most.
iii) Why do gas companies put a stinky smell into the gas?
iv) Why might Holland be a good country for windmill technology?
v) Why would recycling save so much energy?
vi) What animals produce electricity and methane?
vii) What is the most widely used fossil fuel today?

Alternative sources of energy!

B. With your partner, find the answers to the questions and report back to class. Use the internet or an encyclopaedia or ask your Physics or Geography teacher.

C. Use the writing strategies to write a short paragraph of 20-30 words about an energy source.



Grammar Task 1

A. What did the teacher say?

She said that *if we* ***covered*** *1% of the Sahara Desert with solar panels, we* ***could*** *generate enough electricity for the whole world.*



B. What happens to the verb in the reported statement?

It is in the ..... tense.

C. Look at the statement on the right and circle the correct form of the verb in italics:

The teacher said that we *will* / *would* have no oil left in 30 year's time.

D. Decide if the rule is true or false.

When we report what someone said in the past the verb in the reported statement is always one tense back.

Task 2 - Mediation

In a speech in 2008, the President of the Hellenic Republic talked about the environment and what needs to be done.

You are a member of an International Green Group and you need to report some facts about the disasters caused by fire in Greece.

Read what the President said and then choose some of the facts to report them in writing to the International Green Group. Ask questions about the facts: who, where, when, why, what?

«Η χρονιά που πέρασε σημαδεύτηκε ανεξίτηλα από τις φονικές πυρκαγιές του καλοκαιριού. Τα σπίτια θα ξαναφτιαχτούν αλλά οι άνθρωποι που χάθηκαν δε θα επιστρέψουν και η οικολογική καταστροφή που συνέβη θεραπεύεται πολύ δύσκολα. Χρειάζεται πάθος και αφοσίωση για να ξαναγίνει η καμμένη γη δάσος. Χρειάζεται μια νέα αντίληψη για το περιβάλλον για να μην ξαναζήσουμε τέτοιο όλεθρο. Το φετινό καλοκαίρι αλλάξαμε. Χάθηκε η ψευδαίσθηση ότι η κλιματική αλλαγή είναι φαινόμενο που δεν μας αφορά άμεσα και προσωπικά. Αυτή η αφύπνιση ας είναι η αρχή για τον επαναπροσδιορισμό του κοινωνικού μας πολιτισμού. Η οικολογική συνείδηση του κάθε πολίτη και η στράτευσή του στην προστασία του περιβάλλοντος είναι ο μόνος δρόμος για τη σωτηρία της φύσης. Κληρονομήσαμε ένα υπέροχο φυσικό περιβάλλον και θα είμαστε υπόλογοι απέναντι στις επόμενες γενιές και στην ιστορία, εάν δεν το παραδώσουμε όπως το παραλάβαμε.»

Lesson 2

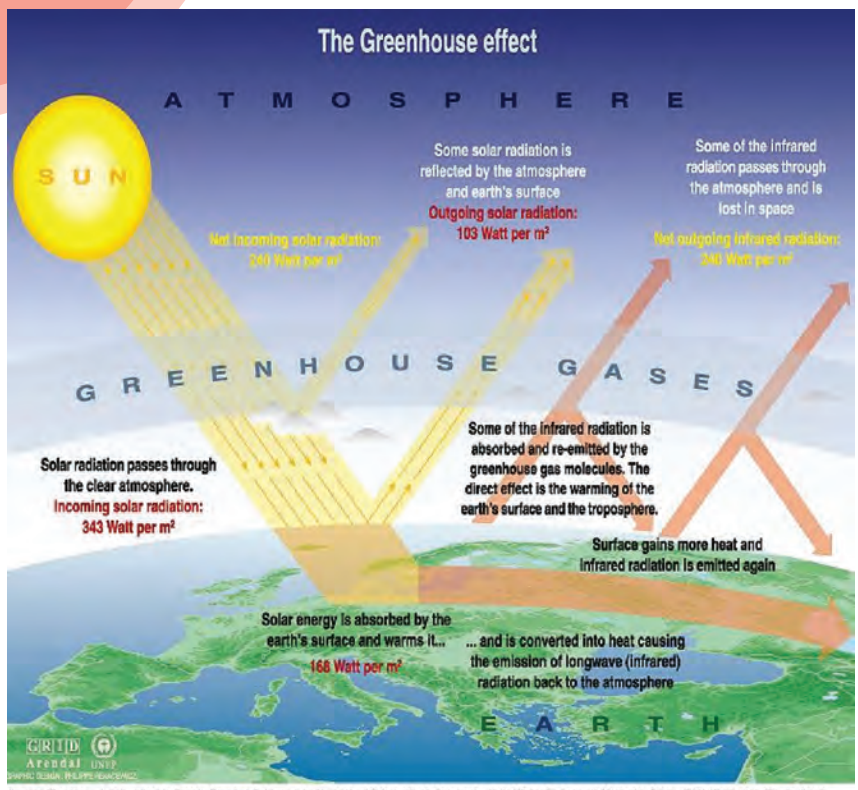


Speaking

Task 1

Look at the diagram. What does it show?

In groups of three, take turns to explain each part of the diagram.



Sources: Okanagan university college in Canada, Department of geography, University of Oxford, school of geography; United States Environmental Protection Agency (EPA), Washington; Climate change 1995, The science of climate change, contribution of working group 1 to the second assessment report of the intergovernmental panel on climate change, UNEP and WMO, Cambridge university press, 1996.

Task 2

Look at the pictures below and decide why these ideas might be used to reduce greenhouse gases.

In your group, decide on one idea that would be best.







Task 3

Write a short note about the best idea saying why you think it would be good. Pass your note to one of your partners. He/She will read your note and then report what you said to the other students in the group.

.....

.....

.....







Listening 2 - Task 1

In groups of four, make a list of the electrical appliances that you have in your house. Then compare your list. Discuss in your group which you think costs more to run- e.g. a washing machine, or a fridge?

Write a number beside each item according to how much electricity it uses. For example, number 1 uses the most electricity.

Task 2

Check your answers by listening to an electrician talking about energy consumption in the home. Write the kilowatts each appliance uses beside each of the items on your list that he mentions. How close were you to the right answer?

Task 3 – CFC (chloroflu rocarbon) gas

Now look at these electrical devices. How have they improved people's lives? Which one gives off the most CFC gas? Ask your Physics teacher.











Task 4

A. Look at the box and decide which of the lighting ideas would be popular with the owners of a castle. Why? Which three would be the most popular?

B. In your group, create a small poster advertising the castle. Say what the castle has that makes it attractive to: an ecologist, a tourist, a historian, a group of school students.

candle light
gas light
firelight
fluorescent lights
chandeliers
bonfires
bulbs

Mini-project

Look at the logos for Kyoto and Bali on the opposite page. What do you know about Kyoto and Bali? Search on the internet to find information on these projects. With your partners, use this information and the pictures in Task 2 above to create a leaflet to inform the students of your school about global warming.



Writing

You have seen this advertisement for a skiing holiday in Austria and decided with your class to spend a week there. An English-speaking friend of yours went there last winter, and told you that things were not exactly as promised. Read the advertisement and the notes he has made for you.

Using this information, write a report for your class describing what happened.



Lesson 3 Electricity bills

Project

Lead-in

In groups of four, look at an electricity bill. How much is the bill? What do all the numbers mean?



ΔΕΗ

ΛΟΓΑΡΙΑΣΜΟΣ ΗΛΕΚΤΡΙΚΟΥ ΡΕΥΜΑΤΟΣ

ΕΚΚΑΘΑΡΙΣΤΙΚΟΣ

ΑΝΑΛΥΣΗ ΧΡΕΩΣΕΩΝ

ΠΑΓΙΑ ΧΡΕΩΣΗ	6,01
ΜΕΙΟΝ ΑΞΙΑ ΡΕΥΜ.ΕΝΑΝΤΙ	-3,00
ΠΟΣΟ ΣΤΡΟΓΓ.ΠΡΟΗΓ/ΝΟΥ ΛΟΓ.	0,04
ΣΤΡΟΓΓ/ΣΗ ΠΛΗΡΩΤΕΟΥ ΠΟΣΟΥ	0,08
ΓΙΑ ΤΟ ΗΛΕΚΤΡΙΚΟ ΡΕΥΜΑ ΠΛΗΡΩΝΕΤΕ	3,13
ΦΠΑ 3,01 x 9% =	0,27
ΤΕΛΙΚΟ ΠΟΣΟ ΗΛΕΚΤΡ. ΡΕΥΜΑΤΟΣ ΚΑΙ ΦΠΑ	3,40

ΕΝΔΕΙΞΕΙΣ ΜΕΤΡΗΤΗ

ΚΤ	ΤΕΛΕΥΤΑΙΑ	ΠΡΟΗΓΟΥΜΕΝΗ	ΔΙΑΦΟΡΑ	ΠΡΟΣΘ. ΚΙΝΗ	ΣΥΝΟΛΟ
10	11027	11024	3	0	3

ΚΩΔ. ΤΙΜ. Τ1 | Σ.Ι. | ΚΥΑ | ΣΥΝΤ. ΙΣΧΥΟΣ 1 | ΧΡ. ΖΗΤ. | ΚΨ

ΕΠΟΜΕΝΗ ΜΕΤΡΗΣΗ: 09/11/2005

ΛΟΓΑΡΙΑΣΜΟΙ ΔΗΜΟΥ - ΕΡΤ - ΚΑΠ

ΑΝΑΛΥΣΗ ΧΡΕΩΣΕΩΝ

ΔΗΜΟΤΙΚΑ ΤΕΛΗ - ΦΟΡΟΣ

	Μ²	ΕΥΡΩ/Μ²	ΣΥΝΤ.ΗΜΕΡΩΝ	
Δ.Τ.	87 x	0,83 x	63/365 =	12,46

ΤΕΛΟΣ ΑΚΙΝΗΤΗΣ ΠΕΡΙΟΥΣΙΑΣ

Μ²	ΤΙΜΗ ΖΩΝΗΣ	ΠΑΛΑΙΟΤΗΤΑ	
87 x	44,00 x	0,60 x	
ΣΥΝΤ.Τ.Α.Π.	ΣΥΝΤ.ΗΜΕΡΩΝ		
0,00035 x	63/365	=	0,14

• ΓΙΑ ΤΟ ΔΗΜΟ ΠΛΗΡΩΝΕΤΕ: 12,60

• ΓΙΑ ΤΗΝ ΕΡΤ ΠΛΗΡΩΝΕΤΕ:

ΓΙΑ ΔΗΜΟ - ΕΡΤ - ΚΑΠ ΠΛΗΡΩΝΕΤΕ 12,60

ΑΝΕΞΟΦΛΗΤΟΙ ΛΟΓΑΡΙΑΣΜΟΙ

ΤΕΛΙΚΟ ΠΟΣΟ ΠΛΗΡΩΜΗΣ *16,00 €

ΚΑΤΣΑΡΗΣ ΙΩΑΝΝΗΣ ΘΕΟΔ
ΠΛΑΤΑΝΟΣ
300 22 ΠΛΑΤΑΝΟΣ
Α.Φ.Μ. 099999999 Α.Π. 9 38812427-01 5

ΚΩΔΙΚΟΣ ΗΛΕΚΤΡ. ΠΛΗΡΩΜΗΣ 938812427014

Σας παρακαλούμε να εξοφλήσετε το λογαριασμό σας μέχρι τη
ΑΝΗΚ ΠΡΟΘΕΣΜΙΑΣ ΠΛΗΡΩΜΗΣ: 08/08/2005

Task

You will create a poster to make students in your school aware of how they use and waste electricity.

The poster should contain advice on how to reduce energy consumption in the home.

Step 1

Find out the following:

- What is a unit of electricity called?
- How much is the cost per unit?
- What is the average electricity bill for each household in the class?

Step 2

Discuss as a class:

- which appliances are used the most in each house.
- which appliances they think are the most expensive and the least expensive to run.

Use the information in Tasks 2 & 3 in Listening 2 (p.104).





Step 3

In your group find out as much as you can about electricity consumption in the house. Each member of the group will be responsible for different areas:

Student 1 has to find out about the number of hours the TV, computer, stereo, is on each day.
Student 2 has to find out the numbers of hours the cooker, dishwasher, washing machine or microwave is used in a week.
Student 3 has to think of ways that could reduce the electricity bill from the ways the parents use electricity in the house.
Student 4 has to think of ways to reduce how the children in the family use electricity.

Each student will report back to the group in the next lesson. The group will then prepare a poster project on Electricity Consumption and how to save it.

See this site for ideas on uses of electricity: http://www.teachnet.ie/pcoakley/consumers.htm

Activity A

Complete each sentence with a word from the box.

i) ..... energy comes from steam.

ii) ..... energy from the sun is clean and efficient.

iii) Organic waste and many animals produce ..... gas.

iv) Many homes in Greece now use ..... gas for heating and cooking.

v) Most cars and lorries use a ..... fuel source of energy.

methane
fossil
natural
solar
thermal

___/2.5 points

Activity B

1) Match the words in the two boxes.

stinky	poor
heavy	smoke
bright	smell
thick	flame
extremely	rain

___/2.5 points

2) Use the pairs above to complete each of the sentences.

a) We couldn't play tennis because of the ..... .

b) The gas from the factory gave off a ..... which made us feel sick.

c) Many people who live in the shanty towns are ..... .

d) The ..... from the chimneys blocked out the rays of the sun.

e) The oil burned with a ..... which lit up the whole area.

___/2.5 points

Activity C

1) Find words from the Unit which go with the following words a-e.

a)	appliances
b)	gas
c)	panels
d)	consumption
e)	fuels

___/2.5 points

2) Write the Greek equivalent for each expression from C1 below.

a) ..... b) ..... c) ..... d) ..... e) .....

___/2.5 points

Self-evaluation

Activity D

Complete the following sentences with a suitable word pair (noun+noun).

public transport exhaust fumes fossil fuels combustion engine CFC gases

i) One of the major causes of global warming is the increase in ..... from sprays and air conditioning units.
ii) Gottlieb Diesel invented the ..... for cars and trucks.
iii) In recent years ..... in many Greek cities has improved greatly.
iv) People in Tirana have breathing problems because of the ..... from the cars.
v) One day the world will have no ..... left and we shall need to find other energy sources for our vehicles.

___/2.5 points

Activity E

Write five sentences about what someone you know said to you recently.

For example: My mother said that I needed to clean my room more often.

.....

.....

.....

.....

.....

___/5 points

Total ___/20 points

Now tick how well you can do the following:

	With difficulty	Quite well	Easily
✓ I can recognize common word pairs	☐	☐	☐
✓ I can infer information and talk about a picture	☐	☐	☐
✓ I can report what somebody said	☐	☐	☐
✓ I can read facts and understand if they are important or not	☐	☐	☐

UNIT 10 Natural phenomena

What do you think the natural phenomenon in each picture might be?



Are these natural disasters or are they caused by man?

Complete the table with an example of a phenomenon in each then compare your answers with the class.

International	National	Personal

Topic	Natural phenomena	
	Grammar	Using Modal Verbs referring to past time (Perfect simple and continuous)
	Reading Skills	Looking for implied information Reading for detail
	Listening Skills	Listening for sequence of events
	Writing skills	Writing about an imaginary situation
	Functions	Degrees of possibility and probability; deduction
	Vocabulary	Natural disasters; safety; stereotypes Natural phenomena, noun formation, similes

Strategies: *When I speak, I I*

- can memorise phrases and expressions
- am not afraid to make a mistake
- can listen carefully to others
- try to use collocations and similes

Lesson 1

AIMS

- **To use Modal verbs + have + past participle to express deduction and degrees of probability in the past.**

Lead-in

Task 1

Look at each of the pictures 1-6 below and describe each one.

Task 2

In pairs, match the verbs must be, can't be, might be with an adjective (dangerous, crazy, terrible, frightening, scary, exciting) to make a statement about each picture.



Task 3

What do you think might have happened in each of the pictures below?

Example: There might have been a volcanic eruption.

1.



2.



3.



4.



5.



6.



Which of the pictures above isn't about a natural phenomenon?

Task 4

Look at the pictures and say what you think might have been happening before each catastrophe happened. Compare your answers with your partner.

Task 5

Write a statement about any of the pictures to say what the people should/ shouldn't or could/ couldn't have done.

.....

.....

.....

.....



Such things happen all the time!

Grammar - Modal verbs

Task 1

A. Read the following statements and underline the verb phrases which refer to a past time.

i)	a) It might be a cart.	b) It might have come from Pompeii.
ii)	a) It must be raining.	b) It must have been raining.
iii)	a) It can't be dangerous.	b) It can't have been dangerous.



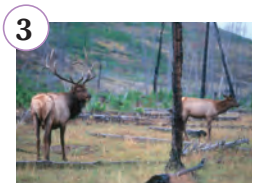
B. Which sentence expresses more certainty? In what way are the sentences in ii) different in meaning from those in iii)?

Task 2

Look at the pictures and guess what they might be. Then say in which picture it might have been raining? Compare your answers with your partner. Justify your answers.

1 

2 

3 

4 

5 

Task 3

Read the following statements and decide which explanation best matches: A, B, C or D. Then compare your answers with your partner.



1. It was 8 o'clock so people can't have been sleeping.	**A.** it is very likely
2. The fire must have started in the forest.	**B.** it is almost 100% unlikely
3. The sailors should have checked the doors.	**C.** it is almost 100% sure
4. It might have happened in London.	**D.** it was very necessary

Task 4

A. Complete the rule for forming the Modal verb in the past.

B. Complete the description of use of the modal verbs must have and can't have.

i) To form a Modal verb to refer to a past situation, add ..... + the ..... participle of the verb.

ii) To form a Modal verb to refer to a continuous past situation, add ..... + ... + verb (-ing).

We use ..... when we are almost sure something did happen.

We use ..... when we are almost sure something didn't happen.

Task 5

In pairs complete the following statements using the grammar forms above. Then compare your answers.

The captain was asleep in his cabin when the ship hit the rock.
He .....
It was in the middle of the night when the volcano erupted that night. The people .....



Lesson 1



Reading - Task 1

What do you know about the lost world of Atlantis?

Which of the visuals might be Atlantis? Why? Read the short text below to check your answers.

Atlantis

Around 350BC Plato described Atlantis as a place that must have been very beautiful. There were palaces, harbours, temples and docks. There were spectacular buildings, fountains that had both hot and cold water, stone walls covered with precious metals and huge statues made of gold. The capital city was built on a hill and surrounded by rings of water, which were joined by tunnels large enough for a ship to sail through. A huge canal connected the outer rings of water to the ocean. On the outskirts of the capital city there were vast fields where farmers grew the city's food. The people had no warning and the city disappeared in a day and a night!

Adapted from: http://www.kidzworld.com/article/960-history-the-lost-city-of-atlantis

Task 2

Read the short text and then write two statements about what you think life must have been like on Atlantis:

in a building	
in a harbour	
in tunnels	
in the fields	

Task 3

Write answers to the following questions:

i) What do you think could have caused Atlantis to disappear?

_____

ii) What do you think might have happened to Atlantis?

_____

Reading 1

Read the title of the text and look at the picture of Pompeii in a above. What might 'THE UNWELCOME NEIGBOUR' refer to?

'An Unwelcome Neighbour'

After many centuries of quiet, Vesuvius awoke at around noon on 24th August AD 79. At different times during the previous months there were usual signs of the forthcoming eruption and so the locals must have known that something terrible was going to happen. It is a scientific assumption that the first eruption must have happened around 1 o'clock as the marketplace was full of dead bodies. Others think that the town's inhabitants may have been expecting the danger but hadn't realised it would happen so quickly. From excavations of Pompeii and evidence found, it is obvious that the people can't have made any preparations to protect themselves from the flowing lava and burning ash. With some planning, many people could have escaped the inferno. The local authorities should have had plans ready for the evacuation of the town but they didn't pay attention to the danger. What is certain is that it all must have happened so quickly that 2,000 people couldn't have predicted that day would turn into night in a matter of seconds.

Adapted from http://www.windows.ucar.edu/tour/link=/earth/interior/Mt_Vesuvius_ad79.html&edu=high

Such things happen all the time!

Task 1

i. *Why do you think it is possible to say 'Vesuvius awoke'?*

ii. *Circle a verb phrase which shows a strong possibility.*

iii. *Find a verb phrase which shows that something is almost certain.*

iv. *Find a verb phrase which shows that something most likely didn't happen.*

v. *What signs do you imagine the people may have seen before the eruption?*



Speaking & Writing

Task 2

A. Look at the artefacts that were found in Pompeii. What can you imagine about life in Pompeii in 79 AD?

B. Write a short description of how you think the people might have felt when they heard and saw the volcano erupting.









Reading 2

In pairs, read the short texts under the pictures and make comments about the people in them.



A. Just before the tsunami, tourists rent a boat to go sightseeing in Indonesia on 26/12/04.



B. A homeless man stands in New Orleans before the arrival of Hurricane Katrina on August 28, 2005.



C. A tourist stands at the top of the crater on the Bromo volcano East Java 8/06/04.

Example: The man on the volcano must have been crazy to go so near it.

Lesson 2

AIMS

- **To read for detail**
- **To make hypotheses about the past**
- **To use general knowledge about a local event to discuss in English**

Task 1

In pairs, read the three texts on natural disasters below and complete the table with the signs of disaster.

DISASTER	earthquake	hurricane	tsunami
SIGNS			

Warning signs are often there! Learn to recognise them and be prepared.

A. Hurricanes



When the skies turn gloomy and begin to change colours or become very dark with hints of yellows or greens, it is time to seek shelter. The rise in ocean temperatures causes strong upper tropospheric winds to blow, as happened with hurricane Katrina in August 2007. As barometric pressure falls, and temperatures rise and stillness settles over the sea. These are all signs that a hurricane is on its way.

B. Tsunamis



Tsunamis are perhaps the most difficult to prepare for. An earthquake near water may be an indication that a tsunami will shortly follow. In a coastal area where the sea suddenly draws back many survivors report a sucking sound. During the Indian Ocean tsunami of 26th December 2004, the sea withdrew and many people then went onto the exposed sea bed to investigate just before the fatal tsunami struck.

C. Earthquakes



Before the occurrence of an earthquake the subsurface temperature of the earth rises between 5 and 9 degrees Celsius. This causes negative effects on electromagnetic waves of the radio, television and telephone. Before the earthquake, mobile telephones start malfunctioning. 10 to 20 hours before the occurrence of an earthquake, animals become highly disturbed and restless. Domestic animals like cows, dogs, cats struggle against being tied up, and even turn on the owner.

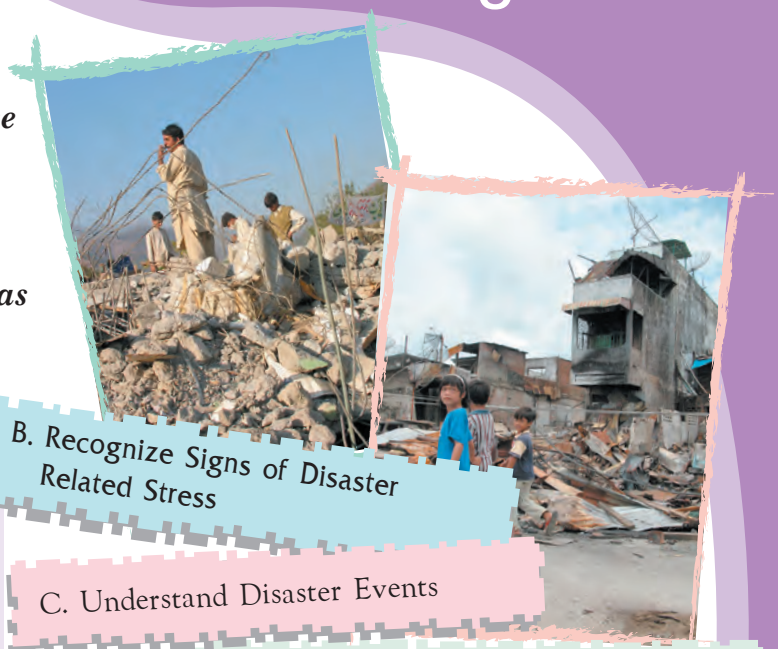
Source: http://www.unesco.org/csi/pub/papers/glimpse6.htm

Speaking

Look at the picture. How do you suppose the boy must have felt after the earthquake? How could people have helped him to feel better?

Read the bullet points to check your ideas and then decide on a heading from A-C for the points.

- Difficulty sleeping
- Difficulty maintaining balance in life
- Limited attention span
- Disorientation or confusion
- Depression, sadness
- Guilt



B. Recognize Signs of Disaster Related Stress

C. Understand Disaster Events

A. Ways to ease Disaster-Related Stress

Task 1

In pairs, read the points and think about the different problems that might have caused the stress. Then think about the different signs of stress and ways to overcome stress to help you complete the table. Source: http://www.fema.gov/rebuild/recover/cope.shtm

SIGNS OF STRESS	CAUSES OF STRESS	WAYS TO OVERCOME STRESS
Difficulty sleeping		
Difficulty maintaining balance in life		
Limited attention span		
Disorientation or confusion		
Depression, sadness		
Guilt		

Task 2

A. Look at the completed box and in pairs discuss your ideas about each point. Do you think they would have been useful for people who suffered in the fires in the Peloponnese in the summer of 2007? Why? Why not?

B. Word Formation

Make new words from the words in CAPITALS to complete the statements.

DESTROY	Fires cause ..... of villages in Peloponnese.
ERUPT	New ..... of Mt St. Helen's.
EXPLODE	Causes discovered for the ..... on Challenger in 1986.
EVACUATE	Floods result in the ..... of village.
PROTECT	Locals need greater ..... against hurricanes.
ATTEND	Children are urged to pay ..... to safety measures.
ASSUME	The latest ..... is that earthquake will strike soon.



Lesson 2

Listening 1 - Pre-listening

With your partner write down the names of any ships you might have heard of that sunk. Compare your answers.

NAME	YEAR	SEA



Look at the picture of this ship. What do you think has happened? Do you know the name of this ship? What else do you know about this disaster? Discuss in pairs.

Task 1

A. How might the passengers have been feeling?

B. What might the passengers have been doing when the ship started to sink? How might they have been feeling?

Task 2

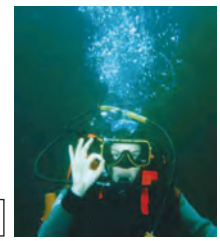
Listen to the seven comments from rescue workers and survivors on that night. In pairs, use the phrases a-g to match a comment for each situation 1-7 to how they felt when the accident happened.

a. you must have been scared to death	e. they shouldn't have been watching TV
b. you should have stayed with your group	f. he might have been looking at the wrong chart
c. you could have drowned	g. he can't have been sleeping
d. they should have been helping everyone	

Listening 2

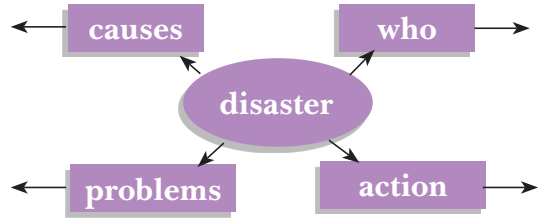
Listen to the radio report on the accident and write a number in the box beside each picture as you hear it on the tape.




Task

Listen to the radio report again and complete the spidergram with the missing information:



Writing

Use the information in Listening 2 and the information from the Greek newspaper below to make a report about what happened. Include what you think might have happened to cause the accident and what the captain and crew should have done or could have done to save the ship.

Με εργασίες απορρύπανσης γιόρτασαν, χθες, στη θήρα την Ημέρα Περιβάλλοντος. Στις νότιες περιοχές της Καλντέρας εντοπίζεται η ρύπανση. «Αν και συμπληρώνονται δύο μήνες, δεν έχει παρουσιαστεί ακόμα κανένα σχέδιο άντλησης», λέει ο δήμαρχος του νησιού.





Role-play

The sinking of the Titanic was one of the greatest disasters ever. One of the survivors gave an interview to a journalist after the disaster. Look at the situations he describes below and the comments made by the Interviewer. In pairs, take turns and use the information below to make short dialogues and play the roles of the survivor and the interviewer. Look at the example.

The ship was eleven storeys high.

It must have been amazing.

Survivor

Situation

a. We were on the bottom deck and water was coming in fast.
b. The sea was icy cold.
c. The captain knew about the icebergs.
d. He didn't read the weather report.
e. Everyone was going about their daily life as normal.
f. We knew there were few lifeboats.
g. In the end I found my mother alive.
h. Researchers found children sitting at a kitchen table.
i. The crew knew the weather was going to be bad soon.
j. A boy was stuck up on a ladder for hours.



Interviewer

Comment

1. He shouldn't have been climbing alone.
2. You can't have felt very safe.
3. He might have forgotten.
4. You must have been freezing.
5. They must have been having lunch.
6. You must have felt pleased.
7. That must have been very frightening.
8. They should have left days earlier.
9. They can't have known it would happen so suddenly.
10. He could have slowed down.

Task

Take turns with your partner. Use must have, can't have, should have, might have, could have with your own ideas to suggest a reason for the following situations.

a. We couldn't find our dog.

b. I lost my bag.

c. I can't find my pen.

d. Everyone was crying.

e. He didn't know what to do.

f. There were lifeboats for only 700 passengers.

Lesson 3 Catastrophes

Task 1



Aesop was the first to stereotype animals. Today, his stereotypes are accepted as representative of various animals' "true" natures. Look at the pictures of the animals. How do we stereotype them?
For example, what would you say for a fox: sneaky/happy?

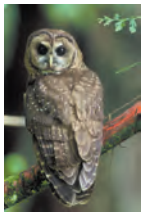
Complete the similes with the qualities you know about animal behaviour:

happy gentle sick busy strong stubborn wise blind slippery sneaky quiet

as ..... as a mouse	as ..... as a bee	as ..... as a bat
as ..... as a fox	as ..... as an eel	as ..... as an owl
as ..... as a lark	as ..... as a mule	as ..... as a lamb
as ..... as an ox	as ..... as a dog	



Task 2







We stereotype animals. In what way do we stereotype people?
In small groups, decide on someone you know who has the qualities of the animals. Say why.
In your group, make a list of the ways in which we stereotype people from different countries.



Western Countries	Eastern Europe	Asia

Project

What can we learn from catastrophes?
Your school is participating in an environment protection project and you have to write a report on the causes and consequences of natural disasters in your country. Use newspapers, magazines, the internet or historical data to create a list of three natural disasters that have occurred in Greece in recent years.

1. Make a list of the things that may have caused the disaster.
2. Make a list of the things that people should have done before the disaster.
3. Make a list of the new precautions that are in place to prevent such further disasters.
4. Draw a map of the location for each of the three disasters.
5. Find out the damage that the disaster caused to the environment and loss of life.
6. Find out how much money the disaster cost.
7. Find out how the disaster might have affected different people.

http://www.lpb.org/education/classroom/itv/envirotacklebox/teacherguide/module4/4natln1.htm

Self-evaluation

Activity A

Make a statement about each of the following situations using a Perfect Modal form with the verb in brackets.

a) Margaret was playing with matches when her parents were out. (burn)

_____

b) Simon saw a group of boys breaking the shop window. (phone)

_____

c) John didn't turn up for the meeting. (forget)

_____

d) The captain hit the rocks at night. (see)

_____

e) Xenophon's team lost the match. (angry)

_____ ___/5 points

Activity B

Write an answer for each of the following questions.

i) Why do we stereotype a mouse as 'quiet'?

ii) Can a bat be stubborn?

iii) Why do we say 'busy bees'?

iv) Do you think bats are actually blind?

v) A 'lark' is: a cow, a sheep, a cat, a bird, a rabbit?

___/2.5 points

Activity C

Complete the headlines with a noun from the Unit.

1. **Crew doesn't pay ..... to passenger demands.**

2. Researchers looking for more ..... about causes of disaster.

3. ..... of the local beaches from oil spills is a must.

4. New ..... in place to warn ships of the rocks.

5. Great ..... among passengers when ship struck iceberg.

___/2.5 points

Self-evaluation

Activity D

What are the causes of stress for people who

a) live in an area where there is a volcano

_____

b) have to travel long distances to work each day

_____

c) control ships and planes

_____

d) live in a forested area

_____

e) people who live in an earthquake zone near the sea

_____

___/5 points

Activity D

Use the information from the texts in the Unit to explain the following:

Hours before an earthquake, domestic animals like cows, dogs, cats struggle against being tied up, and even turn on the owner.

.....

.....

.....

.....

.....

.....

___/5 points

Total ___/20 points

Now tick how well you can do the following:

	With difficulty	Quite well	Easily
✓ I can make statements of deduction	☐	☐	☐
✓ I can compare things using similes	☐	☐	☐
✓ I can understand the main story from reading newspaper headlines	☐	☐	☐
✓ I can infer information from visuals	☐	☐	☐

Appendix 1

Unit 1 — What a wonderful world!

Task 1

Read texts A and B below and match the missing sentences to the right text.

i) It was just outside the town and although at times it was a bit too quiet, she felt that there was never any risk and the children were always safe and sound.

ii) It rained every day, so never again.

iii) I just want to hang out on a warm sunny beach.

A

A major consideration for me is the weather. Last year I went to New Zealand and I was *sick and tired* of the weather (1) .....! It was so boring! I work so hard all the year that when I go on holiday, I need to be able to laze around and relax. I do not want to take any tours or see the sights, and I don't want to sunbathe either (2) ..... I intend to have a good time this year so perhaps the Med is my best bet.

B

My sister went to Chania two years ago and said it was the best holiday she ever had. She said she loved the peace and quiet of the small fishing village where she was staying. (3) ..... She especially loved the way all meals were prepared on time in the hotel, and two out of every three meals had fish.

Task 2

In pairs read the description of the two trips. Match a trip to the people in the table below. Which of the three people would probably not like these trips? Why?

A.

Trip One

Week long cruise down the Nile to the Valley of Kings in July. All expenses included in the cost. An overnight journey from Cairo leaves you at the entrance to the valley where you are met by your tour-guide and his camels.

B.

Trip Two

Five days and nights skiing and surf boarding on the snow slopes of Parnassos. Take in the historical sights of Delphi, and experience a trip back in time as you wander round the incredible museum and the local sites.

1) My grandfather who is 78.

2) George who is a sports teacher.

3) My cousin Nancy who is at University studying archaeology.

Appendix 1

Task 3 *Read the following four short texts and answer the questions.*

The 7 wonders of the ancient world

A.

Although most people know that a list exists of Seven World Wonders, only a few can name them. The first reference to the idea is found in 'History' of Herodotus in the 5th century BC. The number 'seven' appears in many aspects of literature, mythology, geography and religion. We have the seven Dwarfs; the seven continents; the seven Seas.

a. How many students in your class can name the wonders of the world?
b. Where was the first historian to mention the Seven Wonders from?
c. List things that we count in seven. Compare your list with your class.

B.

The Pyramids

The oldest wonder is the Great Pyramid of Cheops at Giza in Egypt. It is the only surviving wonder. The monument was built by the Egyptian pharaoh Khufu around the year 2560 BC. Although scientists are still arguing about the main reason for the pyramid, we know for certain that it was used as his tomb when he died. Each side measures 229 metres long. It was the tallest building in the world for more than 43 centuries.

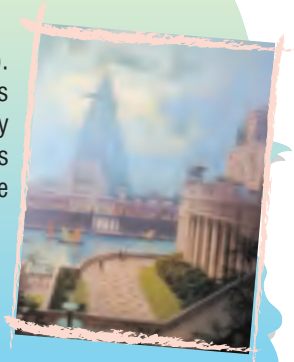


a. How many wonders can you see in the world today?
b. How old is the Great Pyramid?
c. Who was buried inside the Great pyramid?

C.

The Hanging Gardens at Babylon

The gardens were the idea of Nebuchadnezzar almost who lived in Babylon (604-562 BC). Historians say that he built the gardens to please his wife. Access to the terraced-roofs was through a huge stone stairway". The plants and grass in the gardens were permanently green as streams of water were running through the gardens all the time. Alexander's soldiers had stories to tell about the amazing gardens and palm trees on the banks of the river Euphrates about 50 kilometres south of modern day Baghdad.



a. Why were the Hanging Gardens built?
b. Do you think Alexander's soldiers were amazed or not by the gardens? Why?
c. In which country is the Euphrates river?

D.

The Statue of Zeus

The statue existed near the ancient town of Olympia. The Athenian sculptor Pheidias began working on the statue around 440BC. The statue was 13 metres tall and sat on a 6 metre wide base. The statue was so high that visitors could see it from as far as five kilometres away. The Greek Pausanias wrote "On his head is a wreath of olives. In his right hand he holds a figure made of ivory and gold. His robe and sandals are made of gold, and his throne is decorated with precious stones, ebony and ivory".



a. Does the statue exist today?
b. Look on the internet to find the name of another monument that Pheidias built.
c. What nationality was Pausanias?

Task 4

A POSTCARD

Match the famous places with the photograph of each. What do you know about each place? Discuss what you know with your partner. Check on the internet. Type in the name of each site to access the site.

Choose one of the places and imagine you are visiting it. Write a postcard home to your friends. Tell them what you are doing at the moment. Tell them what life is like there.



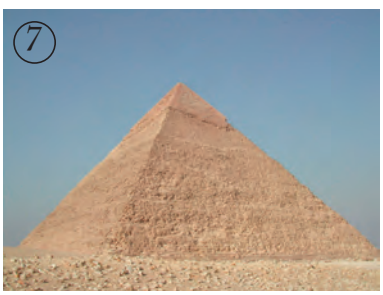












Opera House - Sydney
The Pyramids - Cairo
Sugar Loaf Mountain - Brazil
Colosseum - Rome
Parthenon - Athens
Skanderberg Square - Tirana
Dragalevtsi - Sophia
Stonehenge - England



Appendix 1

Project

A COMPETITION

Read the destination guide below. Does it talk about personal information or general information? Does the text sound attractive or not very interesting? Why do you think this?

Use the ideas in the text to create a similar guide for Athens or a city near your home. Include photographs or postcards to show how exciting the place is. Your class can judge the best project.



Destination Guide **Prague**

Country code: 420
Currency: Check Koruna

From the airport

Bus Buses run every half hour from the main terminal to the centre of Prague. The journey takes about 40 minutes. The 119 bus connects to the metro line which goes to the centre.

Water taxi An easy way to get to the city is with Cedaz, a private van service. Drivers are usually waiting outside the main terminal and the journey costs about CZK480.

Bon Appétit

Up to €10 Country world. Here you can find all kinds of vegetarian dishes at reasonable prices. The waiters are helpful and the service is fast.

Night Fever

Low key

Café au Lait is a fashion café which is just off Wenceslas Square. It is so large that there is never any problem finding a table. The coffee is good too!

Key Areas

Petrin Hill Hop on the funicular which runs up and down the hill, and check out the observation deck from Prague's mini-Eiffel Tower.

Day tripping

Centrum Babylon

Here you experience all kinds of water activities. You can see children splashing around in the pool or sliding down the water slides. The water park is a ten-minute walk from the city centre.

Did you know?

In Texas in the USA, Czech is the third most spoken language after English.

Task 5

In pairs, match the holidays to the texts A-E on page 4 of your Student's book.

1. Love of the Sea
2. Sun and Beaches
3. High Places
4. The Love of the Old
5. Family Affair

Task 6

Read the postcard on page 10 and look carefully at the words in bold. Decide in pairs which of the words

a) explain a reason

b) introduce an opposite idea.

Task 7

In pairs, complete the postcard with the missing words.



Appendix 1

Unit 2 — Teen idols

Task 1

Before you read the text look at the following questions. Discuss your answers in pairs.

a. Write the names of three teen idols or stars that many young people in Greece like.

b. How many of these stars are from Greece? How many are from other countries?

c. Which advertisements on TV have got famous stars?

d. Are there any politicians who are idols? Why? Why not?

Now, in pairs choose one half of the text to read in order to find out who young people in Asia look up to as idols. Tell your partner the main points in your half of the text.

Idols in other parts of the world - Asia

STUDENT A (First half)

The power of popular culture celebrity has yet to reach China, despite it's opening up of free market ideals in the past decade. But soon it will.

We all know that 'idols' have an influence on young people worldwide. Advertisers, market researchers, and marketing professionals are well aware of the spending power of teenagers, and use idols to get kids to spend their money. But idols are not the same in different parts of the world.

In the naming of "top idols" by a sample of Hong Kong and China teenagers aged 13 to 17, said that 9 of the 'top ten idols' were Chinese pop stars. 'God' came in at a position of 9th.

Students in mainland China, voted for foreign businessmen, elderly local politicians, dead revolutionaries and scientists. Former premier Chou En Lai came in first, followed by US IT businessman and richest man in the world Bill Gates, revolutionary Mao Zedong, scientist Albert Einstein. In atheist China, God didn't even get a look in.

STUDENT B (Second half)

The Chinese list of idols contains various kinds of people with a respect for intellectuals and politicians and 'old guys'. Much of this can be explained by the Chinese education system of highly controlled media. In the Westrern world, idol status goes far beyond artistic talent only, and moves to a curiosity of their personal lives, opinions, and values. As a result pop celebrities become powerful opinion leaders for their fans. This has a value in adverstising, especially for short to medium term products.

Perhaps the first 'manufactured' pop idols were the American 1960's pop group 'The Monkees' - a group of limited-to-average out of work struggling talents who were developed as a commodity by rigorous selection, training, media exposure and what we know call brand 'guardianship'. They were not only marketed by advertisers, but created and developed by them. It was a multimedia blitz - several singles and record albums and the TV show were the result. But like many modern day idols they did not last long and soon their status was forgotten.

Task 2

Now tick the right box for each text.

FIRST HALF	TRUE	FALSE
1. European kids have politicians as idols.		
2. Advertisers know that kids have money to spend.		
3. A politician was the most popular idol in China.		

SECOND HALF	TRUE	FALSE
1. Chinese kids have different idols from kids in other countries.		
2. Idols in the Western world are always talented.		
3. The idol of today will not be the idol of tomorrow.		

Task 3

Read the following advice for parents. Do you agree or disagree? Why? Why not? Discuss your ideas with your partner.

Tips for Handling the Teen Idol Craze

1. _____
Let's face it, at some point each one of our teenagers will drive us crazy with their adoration of a teen idol. We did it, our parents before us did it and the cycle will continue through the end of time. Here are some tips to handle the teen idol craze:

2. _____
You have a world of resources on the Net, you can get information on any teen idol with a minimum of fuss. If you don't approve, then let your teenager know in a respectful, but stern, fashion. If the CDs have parental warnings, remember many can come edited. Ask for the options at the store.

3. _____
If you have a teenager that must have every poster in the world up on their walls, ceilings, doors, etc. use wall tack! Tape can rip the drywall and push pins leave holes.

4. _____
Let your teen in on just how far you'll go with the teen idol craze. If you don't want half nude posters on the wall, then you need to let them know before the poster is bought. If they are disturbing everyone else in the house with their music, set up an action plan on keeping down the volume.

5. _____
CD collections, posters and concert tickets cost money. Suggest a new responsibility for your teenager to take over to make a few extra shillings so they can earn it.

6. _____
Yes, they will think that you are so old, but who cares? Share your memories about how you drove your parents crazy with your teen idols and music. This makes a great family dinner conversation.

Appendix 1

Task 4 - Matching the headings

Match these headings to a suitable paragraph of the advice in Task 3:

a. Share the memories
b. Wall tack
c. Money management
d. Check them out
e. What to do
f. Set your expectations

Task 5 - Vocabulary

In pairs, try to guess the meaning of the following expressions as used in the text.

1. Let's face it _____
2. Drive us crazy _____
3. Let her in on it _____
4. How far you'll go _____
5. Let them know _____
6. To make a few shillings _____

Task 6 - Ideas

Write down three pieces of advice you would give your parents on how to deal with your idol craze. Compare your ideas with your partner's.

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

Task 7

Tick true or false

a. Micha Barton is English.
b. Leonardo di Caprio starred in Pirates of the Caribbean.
c. Britney Spears sang the song Baby One More Time.
d. Sakis Rouvas was once a member of the national Greek pole vaulting team.
e. Ronaldinho has played for Bayern Munich football club.

T	F



Task 8

Match the adjectives in the box to a star or famous person that you know and then ask your partner if s/he agrees with you.

handsome intelligent talented loveable honest cruel snobbish

Task 9

In pairs, match the meanings of the expressions in column A with those in column B.

A.
a) Don't let it go to your head.
b) What is on your mind?
c) Stick with it.
d) Whatever it takes.
e) Make a real effort.
f) Do what you want.

B.
i) Please yourself.
ii) Try hard.
iii) Don't be snobbish.
iv) What are you thinking about?
v) Do what you need to do.
vi) Keep trying.

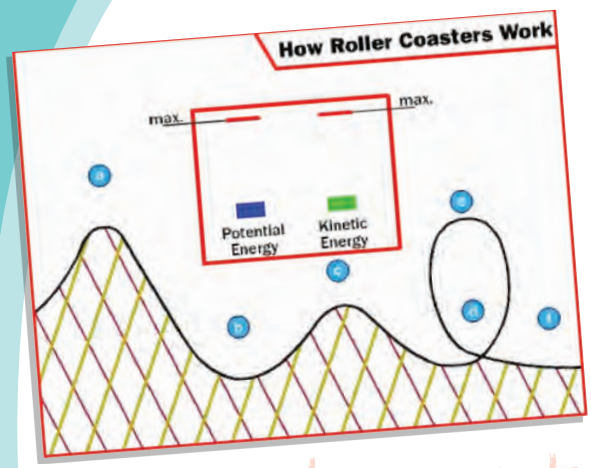
Task 10

In pairs, use the expressions in column A above to make a suitable response for:

1. you look worried
2. my tennis training is hard
3. I can't decide what to do
4. The head teacher said I am very clever.
5. How can I become successful?

Appendix 1

Unit 3 — Thrills and spills!





Task 1 - Design a Roller Coaster

Look at the diagram of a roller coaster. Indicate on the diagram where potential and kinetic energy increase or decrease.

Now check your answers by following the link http://www.science.howstuffworks.com/roller-coaster2.htm or by reading the text below; your partner will read the text on the next page.
Then match the words 1-6 under each text to the correct box on the diagram. Compare your answers with your partner and discuss any differences.

STUDENT A

Did you know that it is easier to get hurt playing sports or riding a bike than on a park ride? Amusement park rides use physics to make you feel *as if* there is danger, but *as a matter of fact*, the rides are very safe. How do the laws of physics affect amusement park ride design? At its most basic level, a roller coaster is a machine that uses gravity and energy to send a train along a twisting track.

The track begins with a steep **ascent**, which builds up energy in the car. Since an object in motion tends to stay in motion *(Newton's First Law of motion)*, the coaster car will maintain a forward **velocity** even when it is moving up the track opposite the force of **gravity.** When the coaster ascends one of the smaller hills that follows the first hill, its **kinetic energy** changes back into **potential energy.** In this way the course of the track is constantly converting energy from kinetic to potential and back again. As the train moves, it slowly loses energy to **friction** until it comes to the end of the ride.

Write the words below onto the diagram. Where do forces apply? Compare your answers with your partner and discuss any differences.

1) kinetic energy **2) potential energy**

3) gravity **4) friction**

5) velocity **6) first hill**

STUDENT B

Did you know that it is easier to get hurt playing sports or riding a bike than on a park ride? Amusement park rides use physics to make you feel as if there is danger, but as a matter of fact, the rides are very safe. How do the laws of physics affect amusement park ride design? At its most basic level, a roller coaster is a machine that uses gravity and energy to send a train along a twisting track.

A roller coaster's energy is constantly changing between potential and kinetic energy. At the top of the first hill, there is maximum potential energy because the train is as high as it gets. As the train starts down the hill, this potential energy is converted into kinetic energy and the train speeds up. At the bottom of the hill, there is a maximum of kinetic energy and little potential energy. The kinetic energy propels the train up the second hill. As the train enters the loop, it has a lot of kinetic energy and not much potential energy. The potential energy level builds up as the train speeds to the top of the loop, but it is soon converted back to kinetic energy as the train leaves the loop. The coaster tracks channel this force as they control the way the cars fall.

Write the words below onto the diagram. Where do forces apply? Compare your answers with your partner and discuss any differences.

1) kinetic energy **2) potential energy**

3) gravity **4) friction**

5) velocity **6) first hill**

Task 2 - 'As'

1. In pairs, find the phrases and expressions with the word 'as' in them.

2. Which phrases mean the following?

a) when

b) in fact

c) at the highest point

d) because

e) while (at the same time)

Task 3

In pairs, find the words in both texts which mean the following:

a) not straight

b) all the time

c) changed

d) circle

e) use

Appendix 1

Task 4 - Project (optional): Design a Roller Coaster

Speaking

A. Look at the drawings below. In pairs, discuss the best drawing for each stage. Use the texts A-E to help you.

1. The height of first hill
1 ☐ 2 ☐ 3 ☐

2. The shape of first hill
1 ☐ 2 ☐ 3 ☐

3. The exit path
1 ☐ 2 ☐ 3 ☐

4. The height of the second hill
1 ☐ 2 ☐ 3 ☐

5. The loop
1 ☐ 2 ☐ 3 ☐



A. The amount of energy the coaster has depends on the potential energy it gets from the height at the beginning.

B. The slope must be safe.



C. The shape of the loop affects the speed and gravity.







D. Remember the relationship between the height of the hill and the energy of the coaster when the car comes out of the loop.

E. The speed is related to the height of the hill. You need time to slow down at the end.

B. Draw your roller coaster.

Writing

Write the process of how you made your roller coaster.



First, we choose _____ because _____.

Then, we decided on _____ as _____.

Thirdly, we selected _____.

Fourthly, _____.

And finally, we _____.





Task 5

Decide with your class whether your roller coaster will be a success or failure? Why? not? Decide as a class which is the best design of all the students' work.

See Amusement Park Physics at:
http://www.learner.org/exhibits/parkphysics/coaster/section1.html

Appendix 1

In pairs, read and complete Newton's 'Laws of Motion' using the words in the box

moving	states	lessons	amout	motion	object	test	forces

Newton's first of motion states that for every force there is an equal and opposite force. These ..... are called action and reaction forces . The second law of ..... states that objects at rest tend to stay at ..... , and that objects that are moving tend to continue ..... . The third law ..... that when an unbalanced force is applied to an ..... the object accelerates. The fourth law states that the amount of effort a student makes in ..... affects his or her success in school.

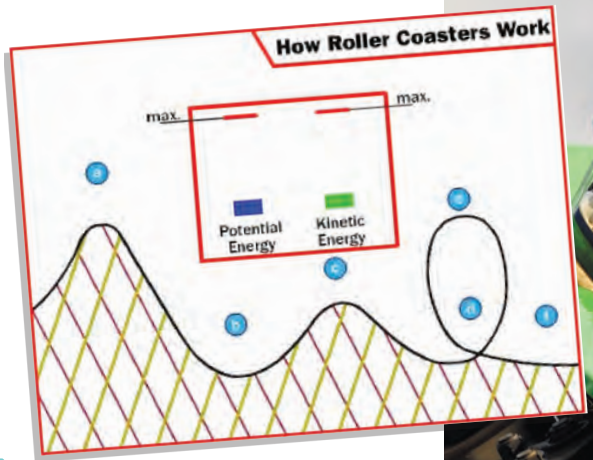
Task 7 - Which Law is not one of Newton's Laws?

Ask your Physics teacher to explain Newton's laws of Motion in Greek to check that the Laws on page 27 are correct. Report back to your class.

Task 8

Read the text and match the letters on the diagram with potential energy (P) and kinetic energy (K). Then compare your answers with your partner.

When the roller coaster car reaches the top of a hill the car has a lot of energy. This is called potential energy. When the car starts moving down the hill it has kinetic energy which keeps it moving until it reaches the top of the next hill.





Task 9 - Reading

Read about three theme parks and discuss with your partner which one you would like to go to and why.

Pleasureland

Southport's Pleasureland Theme Park has got the biggest and fastest roller coaster ride in the UK. It is called the Traumatizer and has got five loops and rolls and travels at 80 kilometres per hour so don't eat anything before you go on it!



Sea Life

At Sea Life you can walk around the park and see all kinds of fish and sea life. You can hear lectures about the world under the sea and learn some interesting facts about sea creatures. Bring a notebook!



Hello Fun Park

This is a great place for young teenagers to hang out. As well as the rides there are different places where you can eat and drink. Go with your class and the price is cheaper. Frighten your teachers and take them on the vertical drop which falls 40 metres top the ground!



Comprehension

1. ***Which place would be good for a group of school friends?***

2. ***Where would your little 8 year old sister enjoy most?***

3. ***Which one mentions a frightening ride?***



Appendix 1

Unit 4

Click on-Line!

Task 1



A. Look at the photograph. What is in the glass case?

B. Look at the table and fill in the ways that people use the mobile phone in Greece.

At home	At school	At a party	At work
Playing games	Sending messages	Speaking to parents	Ringing family members

Now, compare your answers with three of your classmates to see which uses are the most popular. Compare your ideas with your class.

C. Read the ways some people use the mobile phone and tick if this is right or wrong behaviour. Then in the last column tick the ways you sometimes use your mobile phone. Compare your answers with your partner. Which of you uses the phone in a better way?

Speaking on the phone when they are driving		
Calling friends during a film at the cinema		
Talking to others on the phone when in a bus		
Sending messages to friends during lessons		
Ringing parents to tell them where you are		
Using the phone to keep notes for an examination		

D. Read the following extract from the BBC News site on the web and decide if the writer believes that the telephone has made our lives better. Discuss your answer with your partner.

Whether it's mobile phones that play music, or touch screen computers, the speed of change in technology is growing. But do these gadgets really make any difference to our lives?

Yes, I believe electronics influence how we live and can sometimes help to make our lives easier. For example the mobile phone is useful as we can get in touch with friends or family whenever we want. The phone with a camera is useful to take photographs but I don't agree that our lives are any better than they were before.

All of us can easily think of times when the mobile phone can be annoying. Then there is the danger when people speak on the phone when they are driving. It is a fact, that this behaviour causes many accidents. So, does the phone improve our lives? I am not so sure!

(adapted from) http://news.bbc.co.uk/2/hi/uk_news/magazine/6280715.htm

Reading

A.

Tick true or false for each of the statements and then compare your answers with your partner. Do you agree or disagree with each other?

	T	F
a. Five years ago 7 children in every class had mobile phones. Today it is 21. This means the numbers have tripled.		
b. Fifty per cent of the people in Greece started going on line in 1971.		
c. Today most people in my class know what an e-mail is.		
d. Every Greek family uses electronic banking (e-banking) to buy clothes and food.		
e. All grandmothers in Greece use chat rooms to talk to their friends.		

B.

Read the text and match the correct pie chart A-C with the information mentioned in the text.

Nearly all kinds of internet use **have grown** over a three year period. The number of school-age children who have access to the web has tripled in the last twelve months, as more and more schools **have been going** on-line. 1) ☐ Together with school kids, about 30% of the population uses the web for information. In recent years, more and more people **have been buying** all sorts of electronic gadgets and internet connections which help them to communicate and get information.

(2) ☐ In fact, they **have been going** on line since 1971 with the birth of e-mail. Today 35% of the population sends e-mails to each other from the comfort of their own homes.

(3) ☐ Teenagers find answers for school subjects whereas adults use it to find out about local events or world news. The latest use among young people is meeting new people through chat rooms and interest in this use **has grown** rapidly in recent years to about 15% today. Another popular use is for e-banking with 10% of the people using it for commerce and e-banking. According to statistics, shopping on the internet **has been growing** steadily for the last few years as people discover how easy it is but the numbers are still small and are about10% of the use.



Appendix 1

Writing

Task 1

A. In pairs, read the aunt's letter about a problem she has with her internet and decide if you know how to help. Discuss the possible problems and solutions with your partner.

Dear Eli,

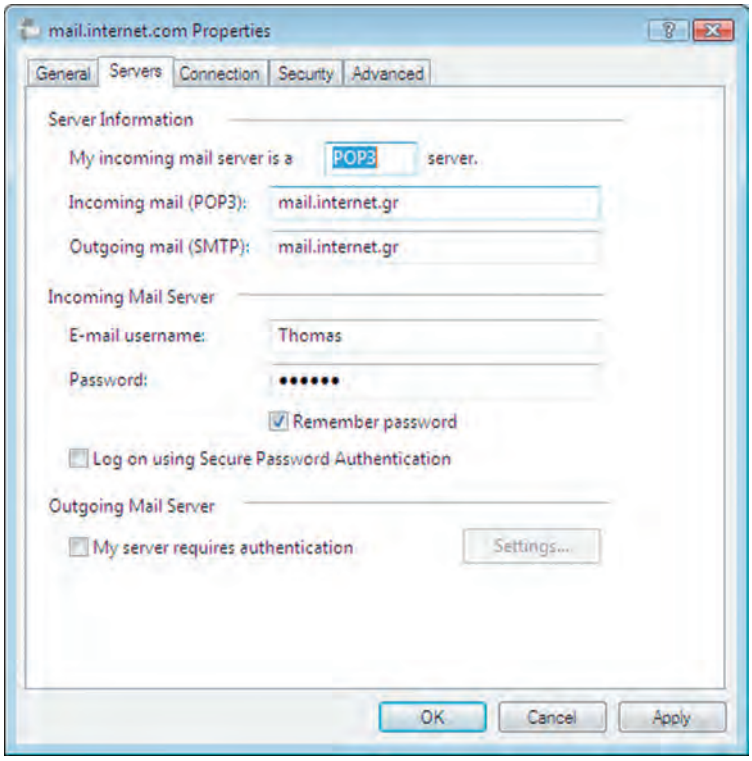
I have been trying to send you an e-mail for the past few days but I haven't been very successful. I have turned on the computer and I have opened Outlook but I have not been able to connect to the mail server. Can you help me, please?

Love, Nora

B. Now read the instructions and decide how to help Auntie Nora. Underline information that can help Nora.

Setting Up Your E-mail

1. To set up your e-mail, you need to open an e-mail account, select 'Tools'.
2. Find e-mail account window and select 'Add new e-mail account'. Then click 'Next'
3. Select 'Pop 3' and the click 'Next'.
4. In the 'Pop3' window, enter the following information:
   - Your first and last name
   - An e-mail address
   - A password
5. Click 'OK'.
6. Click 'Next'
7. Click 'Finish'.
8. Double click on the Internet Icon on your screen to connect to a server.



Unit 5 — The Myths we live by.

Task 1

Complete the sentences by choosing one of the nouns in the box.

i) The _____ teller told us that we would be lucky in our lives.

ii) Tyche hated arrogance and preferred people with _____.

iii) Some of the mythical heroes did great _____ to help others.

iv) The _____ goes out into the sea and was built by Finn.

v) Some of the gods took _____ in making people suffer.

vi) Can you answer this _____? 'What has an eye but cannot see?'

vii) What is another word for a big wooden box _____?

viii) The flag at the top of the _____ was all we could see of the ship.

a. deeds
b. chest
c. mast
d. riddle
e. causeway
f. pleasure
g. modesty
h. fortune

Task 2 A song

A. In pairs, discuss the meaning of the song. Is it about:

a) war and death?
b) love and freedom?
c) advice against dangers?

B. This song was a <u>Civil Rights</u> anthem in the 1960s. In which country was it used for this purpose? Go to the internet and type in the title: 'If I had a hammer' to find out the answer.

C. Discuss what you think the messages are in the songs below:
We Shall Overcome
Blowing In the Wind
Give Peace a chance

D. Find out more on the internet about these songs and share your information with your class.



If I had a hammer
I'd hammer in the morning
I'd hammer in the evening ... all over this land,
I'd hammer out danger
I'd hammer out a warning
I'd hammer out love between all of my brothers and my sisters
All over this land.

If I had a bell
I'd ring it in the morning
I'd ring it in the evening ... all over this land,
I'd ring out danger
I'd ring out a warning
I'd ring out love between all of my brothers and my sisters
All over this land.

If I had a song
I'd sing it in the morning
I'd sing it in the evening ... all over this world,
I'd sing out danger
I'd sing out a warning
I'd sing out love between all of my brothers and my sisters
All over this land.

If I've got a hammer
And I've got a bell
And I've got a song to sing ... all over this land,
It's a hammer of justice
It's a bell of freedom
It's a song about love between all of my brothers and my sisters
All over this land.

Appendix 1

Task 3

A. Read the texts below and answer the questions.

i) Who created lightning in the myth?.....

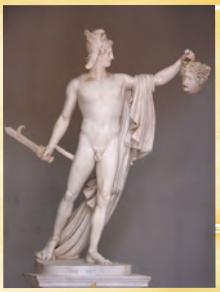
ii) How many eyes did Gracae have?.....

iii) How did Midas feel when his daughter turned to gold.....

Thor was the son of Odin who was the father of the Norse Gods. The word Norse is the beginning of the name of a northern European country. When Thor rode through the heavens on his chariot he made such a loud noise like the sound of thunder. Sometimes he threw his huge hammer and it created lightning. Today we have the words thunder and lightning which happens when two rain clouds crash into each other. We also remember Thor because one of the weekdays is named after him.



King Acrisius of Argos was afraid that his grandson would kill him one day so when she had her son Perseus, he threw his daughter Danae out of his kingdom. After some time, the king of Seriphus found Danae and fell in love with her. Danae's son, Perseus was jealous and so the king had a plan to send him away. He told Perseus to bring back the head of the gorgon, Medusa and he would not want to marry Danae. He asked the one-eyed Gracae to help him kill the gorgon and then he returned home.



Dionysus gave king Midas a wish as a way of thanking him for his help. Midas asked to be able to turn everything he touched into gold. At the start, Midas loved this wish and became very rich but then he realized that he couldn't touch food or drink because they became gold too. One day, by accident he touched his daughter and she turned to gold. He was very sad when this happened.



Task 4

Look quickly at the text on Delphi below. How many sites are there to see in Delphi? Read the text carefully and complete the table with the missing information.



Some of the most important monuments in Delphi are:

The Temple of Apollo. The visible ruins belong to the last temple, dated to the 4th century B.C., which was peripteral, in Doric order. It was erected exactly on the remains of an earlier temple, dated to the 6th century B.C. Inside was the "adyton", the centre of the Delphic oracle and seat of Pythia. The monument was partly restored during 1938-1941.



The Treasury of the Athenians. Small building in Doric order, with two columns in antis, and rich relief decoration. It was built by the Athenians at the end of the 6th century B.C. in order to house their offerings to Apollo. After its restoration, in 1903-1906, it is the best preserved building on the site.



The Altar of the Chians. The large altar of the sanctuary, in front of the temple of Apollo, was paid for and erected by the people of Chios, in the 5th century B.C., according to an inscription cut on the cornice. The monument was made of black marble, except for the base and cornice which were of white marble, resulting in an impressive colour contrast. The altar was restored in 1920.



The Stoa of the Athenians. The stoa, built in the Ionic order, has seven fluted columns, each made from a single stone. According to an inscription cut on the stylobate, it was erected by the Athenians, after 478 B.C., to house the trophies taken in their naval victories over the Persians. Excavation began in 1893.



The Theatre of the Sanctuary. It was originally built in the 4th century B.C. but the ruins we see today date from the Roman Imperial period and was built by the Romans. The cavea had 35 rows of stone benches; the foundations of the skene are preserved on the paved orchestra. The theatre was used mostly for the theatrical performances during the great festivals of the sanctuary.



The Stadium was constructed in the 5th century B.C. and was remodelled in the 2nd century A.D. at the expense of Herodes Atticus. Then were added the stone seats and the arched monumental entrance. It was in this Stadium that the panhellenic Pythian Games took place.



The Tholos. Circular building in Doric order, built in ca. 380 B.C. Its function remains unknown but It must have been an important building, judging from the multi-coloured stone, the fine workmanship and the high-standard relief decoration. The monument was partly reconstructed in 1938.



The Gymnasium was a complex of buildings used by the youths of Delphi for their education and practice. It was constructed in two levels: on the upper was a stoa and a free open space used for running practice, and on the lower was the palaestra, the pool and the baths (thermae).

Appendix 1

SITE	DATE	FEATURES	REASON
1. Temple of Apollo			
2. Treasury of Athens			
3. Altar of the Chians			
4. Stoa of Athenians			
5. Sanctuary Theatre			
6. The Stadium			
7. The Tholos			
8. The Gymnasium			



Writing

Task 1

Read through this letter and decide in pairs what the purpose is. Choose from:

i) to give information

ii) to ask for help

iii) to report an event

Dear Andrea,
As you know, our village is having problems and many young people are leaving. The Mayor wants to do something to help solve this problem and has decided to create jobs. He thinks that it would be a good idea to advertise all the ancient sites and history of the area to get tourists to come here. He has asked our school to help find ideas to make a leaflet about the area but we need some help. Have you any ideas? Hope you are well,
Aggeliki.

Task 2

A. Creating a leaflet

In pairs, read through the list of points on how to write a leaflet about the area where you live and decide which are good points and which are not so good. Discuss with your partner why each is good or bad.

i) talk about the local pollution

ii) mention the wonderful countryside

iii) mention the danger of forest fires

iv) talk about the clean beaches

v) mention the noise the motorbikes make

vi) mention historical sites

B.1 Look at the following words in bold in the two sentences and decide if they mean: when, and, or because.

i) **Since** the ancient site is near the forest, people shouldn't smoke.

ii) **As** you have a project to do on Mythology, a visit to Delphi might be good.

B.2 Complete each of the following sentences with your own ideas using the words as and since in each.

i) I didn't go to school yesterday _____

ii) Joseph has always loved history _____

B.3
Your cousin in another part of Greece needs to make a leaflet. Complete the missing parts of this letter of advice to your cousin to tell him or her what to say in the leaflet and why.

Dear _____,
In your letter you asked me what I would say in a leaflet to make the area where I live attractive to tourists. Well, if I were you, I would include ..... as ..... . Also, it would a good idea to talk about ..... since ..... . You might also want to mention ..... because .....
I hope that has been of help. Look forward to speaking to you soon.
Cheers!
Andreas

Appendix 1

Unit 6 — Keeping traditions and customs alive.

Task 1 - Reading

Read one of the two texts below and then use the questions to report to your partner what each text is about.

Halloween

Halloween is an annual celebration that takes place each year on the 31st of October. The word hallow is an old English word which means Saint. The ending *een* comes from the old word *eve* or *evening*. On the night of 31st October children dress up as ghosts or spirits and go around their area. They knock on the doors of their neighbours' houses and shout 'trick or treat'. The people in the houses usually give the children a treat which is some sweets or candy. People put a candle inside a pumpkin to frighten away the dead spirits.

A. Use the questions below to ask your partner about the text he or she has read:



i) What does Halloween mean?

ii) When is Halloween?

iii) What did people dress up as on Halloween?

iv) Why did people light bonfires?

v) What does 'trick or treat' mean?

B. What does the decoration of a key mean on the spoons in Wales?

St. Valentine's Day

One of the most popular customs in England is on 14th February. One story of the origins of Valentine's Day comes from the time of the Roman Empire, under the rule of Emperor Claudius the Second. Because few soldiers wanted to fight in the Roman wars, Claudius had a difficult time to get soldiers to join his army. He believed that Roman men did not want to leave their loves or families. During this time a Christian priest named Valentine decided to defend love in the empire. Valentine began to secretly marry couples despite the emperor's orders. When Emperor Claudius heard about this he sent Valentine to prison where he stayed until his death on February 14 in the year 270. In Wales, young men and women carve wooden spoons and give them as gifts. Hearts, keys and keyholes are favourite decorations on the spoons, meaning "You unlock my heart." Flowers are the most common gift, a dozen red roses or (more romantically and cheaper) just one red rose.

Valentine's Day celebrations in Japan are a different affair. Here ladies buy chocolate for men. Then one month later it is the turn of the men to give in return. It is March 14th (the White Day), when men give gifts of chocolate to all the ladies who remembered them on Valentine's Day.

A. Use the questions below to ask your partner about the text he or she has read:



i) Who was St. Valentine?

ii) When is St. Valentine's Day?

iii) Why did the Emperor Claudius put Valentine in prison?

iv) What do Japanese men do on March 14th?

v) What might your father give your mother on Valentine's Day?

Task 2 - Writing a description

Read the following list and tick the things you might see at a wedding.

- a) a horse ☐
- b) a church ☐
- c) a bride ☐
- d) a black wedding dress ☐
- e) hamburgers ☐
- f) drinks ☐
- g) mice ☐
- h) decorations ☐

Task 3

Read through the list and tick the points you would include in a description of a wedding ceremony.

- a) the guests clothes ☐
- b) the music in the church ☐
- c) the singing and dancing ☐
- d) the party ☐
- e) the bride's clothes ☐
- f) the groom's mother ☐
- g) the place ☐
- h) the decorations ☐
- i) the presents ☐
- j) the weather ☐
- k) the new couple ☐
- l) the local streets ☐
- m) means of transport ☐
- n) the groom's job ☐
- o) customs ☐

Task 4 - Organise a description

Look at the ideas you have ticked above and decide with your partner in which order you would talk about each. Write a number beside each of the points you think are important. For example:

- 1. the new couple.

At a Greek wedding, the couple do not come to the church at the same time. The groom arrives first and waits for the bride.

- 2. bride's clothes

The bride usually wears a white dress and she has flowers in her hair.

Task 5

Now, continue with a description of a traditional wedding in Greece.

Appendix 1

Task 6

What decorations do people use for their homes at Christmas time? Find the items on the tree.

Santa
snowmen
tinsel
baubles
lights
balls
star

Task 7

Tick the things that people do during celebrations:

- read books
- sing songs
- watch television
- give presents
- eat and drink
- play sports
- play games

Task 8

In pairs, write down the names of three celebrations that you like.



Unit 7 — Shades of Meaning!

Reading

Task 1A

Look at the picture from page 76. Which century do you think it comes from: the 7th century, the 15th century or the 20th century? Say why.

Look at the timeline below and match the picture to the correct time period






3,000 BC — AD 1450 — 21st CENTURY — AD 2500

Task 1B

Which of the following clothes did people wear in the Middle Ages in Greece?


a


b


c


d


e


f


g


h

Task 1C

Match the clothes to their names.

1. *nylons*, 2. *chlamys*, 3. *jacket*, 4. *leggings*, 5. *T-shirt*, 6. *anorak*, 7. *petticoat*, 8. *sandals*.

Appendix 1

Task 2A

Read the text below and circle 7 verbs that you like. Then, compare the verbs with your partner and check that you know what they mean. Ask other students for help.

Then choose five of those verbs and write a sentence of your own. Compare your sentences with your partner.

The Colour of Our Environment



The colours that we **wear** and the colours in our homes **tell** a lot about us. People use different colours to **express** moods and feelings and their status in society. Colours also **play** a role in our emotions. Our need for different colours **changes** as we change and while we might **have** a favourite colour, there are times when we **need** a specific colour to make us **feel** better or to **redecorate** our bedroom. It is important to **balance** our lives and colour can help us do this.

Task 2 B

Write down a colour scheme for your bedroom. Write a colour for the walls, the desk, the ceiling, the curtains, the door, the bedclothes, the bed. Ask your partner to guess what this colour scheme says about your character.

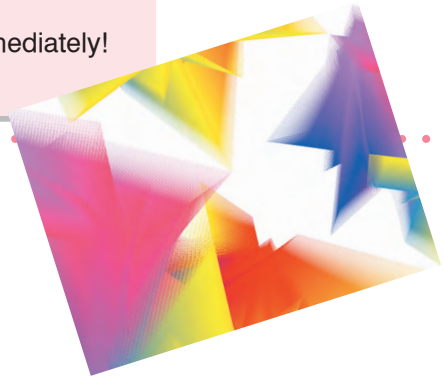


Reading 2

Task 1

Match the sentences 1-5 with their meaning A-E

1. I am always on the go.	A) They're fashionable
2. Let me have a go at that game.	B) Very busy and active
3. Think twice before you act!	C) I want to try it!
4. The idea is universal.	D) Don't decide immediately!
5. Nose rings are all the go nowadays.	E) it's everywhere



Task 2

Read the texts A-C on page 77 and find which text says:

a) colour for the face is not a new idea

b) bright colours are dynamic

c) the colours we see in food is not always the true colour.



Vocabulary

Task 1

A. Complete the following statements about word types with NOUN or ADJECTIVE.

A/An ..... is a word that tells you something about the person or thing or place in a sentence

A/An ..... is the person, thing or place in a sentence

B. Read the following sentences and write NOUN /ADJECTIVE for the underlined word in the space beside each.

a) Grey is a very stylish and classy colour. It never ages.....
b) When we think of green, we associate it with health.....
c) Joseph is a very mature young man and would never do anything silly. .....
d) Martina's mother loves to wear pure silk blouses. .....
e) The warmth of the room is created by the red walls. .....
f) An important quality in a friend is loyalty. .....
g) There was heavy security for the President's visit to the school. .....
h) The Orthodox religion is one of the oldest in the world. .....
i) The big boys were very aggressive and wanted to fight. .....

C. In pairs, use the sentences from B and write a new sentence using the word underlined. Then compare your sentences with the class.

Task 2 - Idioms

A. In pairs, look at the five pictures and try to make an idiom for each.



For example. My grandmother has greenfingers and her balcony is full of new flowers and plants.



a.



b.



c.



d.



e.

B. In pairs, try to guess the meaning of the idiom underlined in each sentence and match it to a meaning a-c.

i) When we discovered my uncle told lies we stopped speaking to him. He was the black sheep of the family.
a) liked b) ignored c) hungry

ii) To waste so much money on that empty building is a white elephant.
a) clever idea b) useful idea c) totally stupid and useless

iii) We go to the theatre once in a blue moon but we want to go more often.
a) very rarely b) two times a month c) always

iv) James was green with envy when he saw his neighbour's new Ferrari.
a) happy b) rich c) jealous

v) Nefeli saw red when her brother Christos broke her mobile.
a) laughed b) was afraid c) became angry

Appendix 1

Task 3

A. In pairs, decide what the following words mean

i)	in isolation:	a) with everyone else	b) away from everyone else
ii)	turning up:	a) arriving	b) leaving
iii)	dye:	a) colouring	b) old hair
iv)	individuality:	a) character	b) colour
v)	proper:	a) terrible	b) suitable
vi)	prevent:	a) allow	b) stop
vii)	penalize:	a) reward	b) punish
viii)	regulations:	a) rules	b) questions
ix)	beard:	a) face hair on men	b) head hair

B. Use the words in the left hand column to best complete the following sentences.

a) As he grew older, John's father grew a big white ..... on his chin.

b) When you do the examination, the ..... say you cannot have a mobile phone with you.

c) Sharon uses a blonde ..... to hide the brown bits in her hair.

d) The ..... way to paint a room is to remove all the furniture first.

e) Bill's father ..... him from painting the walls of his bedroom orange.

f) The driver was ..... for parking on the pavement.

g) What time did your friend ..... for your meeting last night?

h) When the child was very ill, the doctor put him ..... away from all the other patients.

i) Some young people dye their hair a strange colour to give themselves a sense of

..... .

Unit 8 Food for thought.

Task 1

Twenty questions Game

Work in pairs. Choose one of the items in the box and ask each other the twenty questions to find the food item your partner is thinking about. Tell him/her to ask you yes/no questions to find out what the food item is.

e.g. Can it be eaten raw?

olives	lettuce	cheese	mustard	eggs
nuts	strawberry	lemon	garlic	peas
steak	rice	macaroni	pepper	cucumber
potato	fish	octopus	cream	potato chips
yoghurt	ice cream	onion	chicken	grapes

The student who finds the item with the fewest questions is the winner.



Questions

1. Can it be eaten raw?
2. Can it be fried?
3. Can it be boiled?
4. Can it be roasted?
5. Can it be used in salad?
6. Can it be used as a dessert?
7. Can it be used as a starter?
8. Can it be stewed?
9. Can it be toasted?
10. Can it be sliced?
11. Can it be eaten as a main meal?
12. Can it be drunk?
13. Can it be baked?
14. Can it be eaten in a sandwich?
15. Can it be used to flavour meat?
16. Can it be eaten alone?
17. Can it be mixed with sauce?
18. Can it be eaten with fish?
19. Can it be used in making soup?
20. Can it be eaten with sweet things?



Appendix 1

Task 2

You decide to surprise your parents and cook them a meal. You look in the cupboard and fridge and find:

six eggs	a tin of tuna fish	a few onions	olive oil	4 apples
flour	a packet of rice	a tin of milk	green peppers	some cheese

In pairs, decide what to cook. Then compare your answers with the class. The class then decides which meal is best.

Reading 1

Task 2a

Before you read the text make a short list of the different ways in which olive oil is used around the house. Compare your list with your partner. Then read the text quickly to check your answers.

Olive Oil

Olive oil is obtained from the olive tree. It is used in cooking, cosmetics, pharmaceuticals, and soaps and as a fuel for traditional oil lamps. To make olive oil, you grind olives. First the olives are ground into an olive paste using large millstones. Then the olive paste is spread on disks. These disks are stacked on top of each other, and then placed into the press. Then, pressure is applied onto the disk to separate the oil from the paste. Water is run down the sides of the disks.

Olive oil has a high content of **monounsaturated** fat. Doctors say that monounsaturated fats in the diet is linked with a lower risk of heart disease.

Adapted from: http://www.tuscany-in-abottle.com/about_olive_oil.htm

Task 2b

Read the text carefully and put the sketches into the correct sequence.



Task 2c

Which words from the text mean:

i) make-up for the face

ii) medicine

Reading 2

Task 3

A. Read quickly through the text and find four uses of sugar.

a) _____ b) _____

c) _____ d) _____

Sugar cane is a grass. Sugar was first found in New Guinea then with Arab farmers to the Mediterranean. The word 'candy' is derived from the Arabic word qandi, meaning a sweet. Apart from being used to make sweets and cakes, it is an important source of ethanol fuel in countries like Brazil today which is one of the largest produces of sugar. It has also been used to treat a wide variety of health problems. A common remedy is to mix fresh stem juice with dry ginger in order to relieve hiccups.
Pieces of sugar cane are chewed for their syrup. This was the original use of sugar cane. Traditional methods are still used to produce Indian sugars such as gur.

http://www.plantcultures.org/themes/food_landing.html

B.

a) Why do you think Brazil is one of the largest producers of sugar in the world?

b) For people with cars, what fuel can they use in Brazil?

c) Which phrase in the second paragraph means 'a great number of'?

Task 4

Complete the following sentences with the correct word.

i) A sponge _____ water.
a) drinks b) uses c) absorbs

ii) The criminal was_____ from prison last week.
a) taken b) released c) put

iii) My dad prefers to drink _____ coffee beans and not powder.
a) brown b) round c) ground

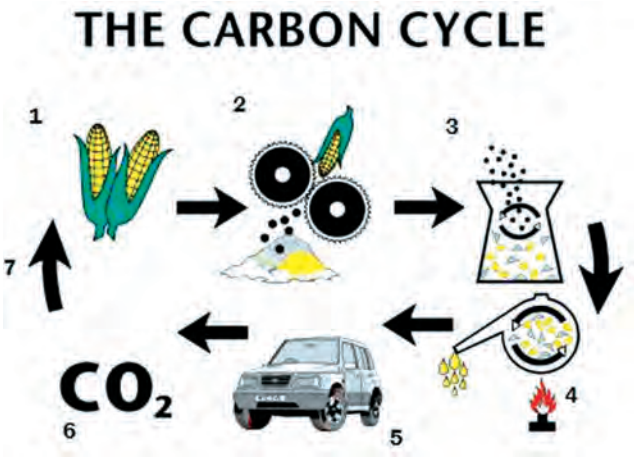
iv) Uncle Vassilis _____ his own tsipouro.
a) distils b) cooks c) creates

v) There are many different _____ inside a computer.
a) fuels b) components c) keys

Appendix 1

Task 5 – Alternative Sources of Energy

Look at the diagram on the right and the processes a-g below. Can you put the processes in order 1-7?



a) CO_2 is re-absorbed by the crops

b) CO_2 is released from the fuel

c) Crops are collected

d) Ethanol is used to make alternative fuel

e) Grains are finely ground

f) Sugars are distilled to make ethanol

g) The powder is separated into component sugars

http://www.eia.doe.gov/kids/energyfacts/sources/renewable/ethanol.html

Writing

Read the review and decide if you like to go to this restaurant. Tell your partner why.

Review

Dinner at **Le Pont de la Tour** may be a bit expensive but there's a marvellous view of Tower Bridge in the background. I was surprised when we were given a table in the window with a great view even though we booked the special deal of 3 courses for £25. They accept credit card. We had to pay some extra money for service but it was worth it.

In pairs, look at the restaurant details and the review.
How accurate is the review? Discuss with your partner and note the errors.

Restaurant Details	Le Pont de la Tour, London
Address: The Butlers Wharf Building, 36d Shad Thames, London, SE1 2YE	
Tube: London Bridge	
Cuisine: Regional French with Italian influences	
Opening times: Sun - Fri: 12pm - 3pm 6pm - 11pm Sat: 6pm - 11pm	
Average price: £25 / €40 and over	
Dress code: Smart	
Payment options: cash only	
Special offers for students: 2 courses: £20 from a set menu 3 courses £25; includes service	



Unit 9 What's the weather like?

Reading

Task 1

In an international project, schoolchildren were asked to send in letters and pictures that describe how energy sources are used in their community and the impact on the environment and their lives.

A. Look at the three texts and find the names of the capital cities in each. Then write down the name of each country. Ask your classmates to help you or look in your Geography book.

B. In groups of three, choose one of the texts A, B or C and skim quickly through it to find the energy sources mentioned. Then report back to your group.

Beijing bicycles

Hello! My name is Jiang An Li. I live with my mum and dad in Beijing. My mum says that everyone should go on bicycles because then the air would be cleaner. When I asked her how this could happen, she said that the government should ban all cars. When I don't have school or things to do around the house, I go for a ride on our bikes with my sister and friends. Our electricity comes from a power station outside Beijing that burns coal. My cousin Zhi Xian lives in Shanghai. Her house also has electricity, but it comes from hydro-power which comes from the water falling over the big Three Gorges dam, which has been built across the Yangtze River.



A

Task 2a

Draw a line to match each photograph with the corresponding part of the text.

Boiled alive!

Hello! My name is Brynja. I live in Reyjkavik In winter we have only four hours of daylight. When my cousin from Spain visited us last year he said it felt strange to have the lights on during the day. He told me that in Spain people used solar power to heat their houses and for showers. There is hot underground water in Iceland because of the volcanoes that are in our country. Even in winter, it's still really hot, so we can go swimming in it We all love to spend our free time in this way. My mum asked me if I wanted to go swimming this afternoon at an outdoor pool. Of course, I agreed.



B

Task 2b

Draw a line from the photographs to the corresponding parts of the text.

Appendix 1

An Indian summer

Hello, my name is Lalita. I live in Delhi. We use a horse and cart to travel around. I have never been to Delhi but my mum told me that it was a huge city. Mum cooks in the small room using a wood fire. We don't have enough wood to heat water to wash in, so I wash under the pump in the yard. Dad has told us that one day he would build us a new house. After school I collect firewood or help mum with dinner. When it gets dark we light our kerosene lamp, which lights our room with a bright flame. Mum sings and dad tells stories, when I told her they weren't as good as mine, she laughed.







Task 2c

Draw a line from the photographs to the corresponding parts of the text.

Task 3

Find the countries where the speakers live on the map in the Appendix. What else do you know about these countries (e.g. famous sites and landmarks, lifestyle, food, means of transport)? Do you know any other countries using the same energy sources and with the same lifestyle? Would you rather live in one of these countries or in your own? Why? Which of these countries would you like to visit? Why? Discuss as a class.

Task 4

Look at the following pictures and decide with your partner which three are the most important. Say why. Then, write a number beside each one in order of importance in our lives. Compare your answers with your partner.







Unit 10 **Natural phenomena.**

Reading 1

Task 1

What do you know about the lost world of Atlantis? Which of the visuals might be Atlantis? Why? Read the short text below to check your answers.







Atlantis

Plato described Atlantis as a place that must have been very beautiful. There were palaces, harbours, temples and docks. There were beautiful and buildings, fountains that had both hot and cold water. The capital city was built on a hill and surrounded by rings of water, which were joined by tunnels. These were large enough for a ship to sail through. A huge canal connected the outer rings of water to the ocean. Outside the city there were huge fields where farmers grew the city's food.

Adapted from:
http://www.kidzworld.com/article/960-history-the-lost-city-of-atlantis

Task 2

Read the short text and then write two statements about what you think life must have been like on Atlantis:

in a building	
in a harbour	
in tunnels	
in the fields	

Appendix 1

Task 3

Write answers to the following questions:

i) What do you think could have caused Atlantis to disappear?

_____

ii) What do you think might have happened to Atlantis?

_____

Reading 2

Read the title of the text and look at the picture of Pompeii. What might 'THE UNWELCOME NEIGHBOUR' refer to?

'An Unwelcome Neighbour'

Around noon on 24th August AD 79 Vesuvius awoke. During the previous months there were usual signs of an eruption and so the locals must have known that something terrible was going to happen. The first eruption must have happened around 1 o'clock as the marketplace was full of dead bodies. The people can't have made any preparations to protect the mselves from the flowing lava and burning ash. The local authorities should have had plans ready for the evacuation of the town but they didn't pay attention to the danger. What is certain is that it all must have happened so quickly that 2,000 people couldn't have predicted that day would turn into night in a matter of seconds.

Adapted from
http://www.windows.ucar.edu/tour/link=/earth/interior/Mt_Vesuvius_ad79.html&edu=high



Task 1

i. Why do you think it is possible to mean 'Vesuvius awoke'?

ii. Circle a verb phrase which shows a strong possibility.

iii. Find a verb phrase which shows that something is almost certain.

iv. Find a verb phrase which shows that something most likely didn't happen.

v. What signs do you imagine the people may have seen before the eruption?

Task 1

Read the three texts on natural disasters below and complete the table with signs of disaster.

DISASTER	earthquake	hurricane	tsunami
SIGNS			

Warning signs are often there! Learn to recognise them and be prepared.

A. Hurricanes



When the skies turn dark and begin to change colours to yellow or green, it is time to find somewhere to run. The rise in ocean temperatures causes strong winds to blow, as happened with hurricane Katrina in August 2007. As pressure falls and temperatures rise a stillness settles over the sea. These are all signs that a hurricane is coming.

B. Tsunamis



Tsunamis are perhaps the most difficult to prepare for. An earthquake near water may be sign that a tsunami will shortly follow. In an area where the sea suddenly draws back many survivors say they heard a sucking sound. The Indian Ocean tsunami of 26th December 2004, was one of the worst disasters in history.

C. Earthquakes



Before an earthquake the temperature of the earth rises between 5 and 9 degrees Celsius. This causes negative effects on the radio, television and telephone. Before an earthquake, mobile telephones stop working. Some hours before an earthquake, animals become restless. Animals like cows, dogs, cats struggle against being tied up, and even attack the owner.

Source: http://www.unesco.org/csi/pub/papers/glimpse6.htm

Appendix 2



World Map


GREENLAND
DENMARK
NORTH
ATLANTIC
OCEAN
SAUDI ARABIA
INDIAN
SOUTH
ATLANTIC
OCEAN

Appendix 2


United Kingdom
International boundary
National capital
Railroad
Road
Places I have visited
0 50 100 Kilometers
0 50 100 Miles
SHETLAND ISLANDS
Mainland
Lerwick
ORKNEY ISLANDS
Mainland
Kirkwall
Thurso
Stornoway
Lewis with Harris
North Uist
South Uist
Skye
Inverness
Aberdeen
Fort William
HEBRIDES
Scotland
Dundee
Perth
Saint Andrews
Kirkcaldy
Mull
Islay
Glasgow
Edinburgh
Ayr
Arran
NORTH ATLANTIC OCEAN
North Sea
Londonderry
Northern Ireland
Belfast
Stranraer
Carlisle
Newcastle upon Tyne
Sunderland
Middlesbrough
Scarborough
Isle of Man (U.K.)
Douglas
Barrow-in-Furness
Sligo
Westport
Dundalk
Blackpool
Preston
Leeds
Bradford
York
Kingston upon Hull
Grimsby
Irish Sea
Manchester
Liverpool
Sheffield
Galway
Dublin
Holyhead
Anglesey
Chester
Stoke-on-Trent
Derby
Nottingham
IRELAND
England
King's Lynn
Norwich
Shrewsbury
Leicester
Peterborough
Wolverhampton
Birmingham
Limerick
Tralee
Aberystwyth
Coventry
Cambridge
Waterford
Wexford
Wales
Northampton
Ipswich
Hereford
Stratford-upon-Avon
Saint George's Channel
Fishguard
Gloucester
Luton
Oxford
Southend-on-Sea
Swansea
Newport
Cardiff
London
Bristol
Reading
Canterbury
Dover
Bristol Channel
Bath
Cork
Southampton
Brighton
Hastings
Exeter
Bournemouth
Portsmouth
Weymouth
Plymouth
Torbay
Penzance
English Channel
ISLES OF SCILLY
FRANCE


Greenland
(DENMARK)
Jan Mayen
(NORWAY)
Greenland Sea
Denmark Strait
Norwegian Sea
Barents Sea
ICELAND
Reykjavik
NORWAY
SWEDEN
FINLAND
RUSSIA
Hammerfest
Murmansk
Arkhangel'sk
Kiruna
Luleå
Umeå
Oulu
Trondheim
Tórshavn
Faroe Islands
(DENMARK)
Bergen
Oslo
Stockholm
Tampere
Helsinki
Turku
St. Petersburg
SHETLAND ISLANDS
ORKNEY ISLANDS
Fickal
HEBRIDES
Stavanger
Tallinn
ESTONIA
ALAND ISLANDS
North Atlantic Ocean
North Sea
Aberdeen
Glasgow
Edinburgh
Belfast
UNITED
KINGDOM
Dublin
IRELAND
Leeds
Manchester
Liverpool
Birmingham
Cardiff
London
Gothenburg
Gotland
Baltic Sea
Oland
DENMARK
Copenhagen
Malmö
Kaliningrad
Riga
LATVIA
LITHUANIA
Vilnius
Vitsyebsk
Smolensk
Mahilyow
Minsk
BELARUS
Hrodna
Brest
Gdańsk
Hamburg
Bremen
Berlin
Poznań
Warsaw
POLAND
Łódź
Wrocław
Kraków
Lviv
Rivne
Kiev
UKRAINE
Chernivtsi
Mykolayiv
Chisinau
Iaşi
MOLDOVA
Odesa
Amsterdam
Rotterdam
Essen
Cologne
Leipzig
Brussels
Lille
BEL.
GERMANY
Prague
CZECH REPUBLIC
Brno
Frankfurt am Main
Luxembourg
LUX.
Paris
Stuttgart
Munich
Strasbourg
SLOVAKIA
Bratislava
Vienna
AUSTRIA
Budapest
HUNGARY
Cluj-Napoca
ROMANIA
Nantes
Zürich
Bern
SWITZ.
Basel
Geneva
LIECH.
Milan
Venice
SLOVENIA
Ljubljana
Zagreb
CROATIA
Belgrade
BOSNIA AND HERZEGOVINA
SERBIA AND MONTENEGRO
Sarajevo
Bucharest
Constanța
Black Sea
Varna
BULGARIA
Sofia
Bay of Biscay
FRANCE
Lyon
Turin
Genoa
SAN MARINO
Florence
MONACO
Marseille
A Coruña
Bilbao
Bordeaux
Toulouse
Andorra la Vella
ANDORRA
Porto
Zaragoza
Madrid
Barcelona
PORTUGAL
Lisbon
SPAIN
Valencia
Sevilla
Gibraltar
Málaga
Ceuta
Melilla
Oran
Algiers
Rabat
Casablanca
MOROCCO
ALGERIA
Tunis
TUNISIA
Valletta
MALTA
Corsica
Sardinia
Cagliari
Palermo
Sicily
Naples
VATICAN CITY
Rome
ITALY
Adriatic Sea
Tyrrhenian Sea
Ionian Sea
Aegean Sea
Balearic Islands
Mediterranean Sea
Tirana
ALB.
NORTH MACEDONIA
Skopje
Thessaloniki
GREECE
Athens
TURKEY
Izmir
Rhodes
Crete
Scale 1: 19,500,000
Lambert Conformal Conic Projection,
standard parallels 40°N and 56°N

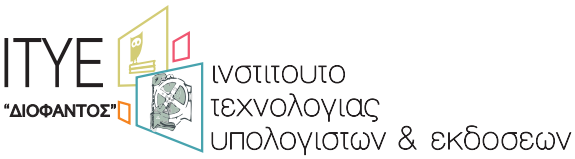
EUROPE

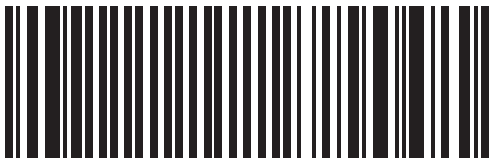
Βάσει του ν. 3966/2011 τα διδακτικά βιβλία του Δημοτικού, του Γυμνασίου, του Λυκείου, των ΕΠΑ.Λ. και των ΕΠΑ.Σ. τυπώνονται από το ΙΤΥΕ - ΔΙΟΦΑΝΤΟΣ και διανέμονται δωρεάν στα Δημόσια Σχολεία. Τα βιβλία μπορεί να διατίθενται προς πώληση, όταν φέρουν στη δεξιά κάτω γωνία του εμπροσθόφυλλου ένδειξη «ΔΙΑΤΙΘΕΤΑΙ 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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