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Αλεξία Γιαννακοπούλου • Γεωργία Γιαννακοπούλου • Ευαγγελία Καραμπάση • Θεώνη Σοφρωνά

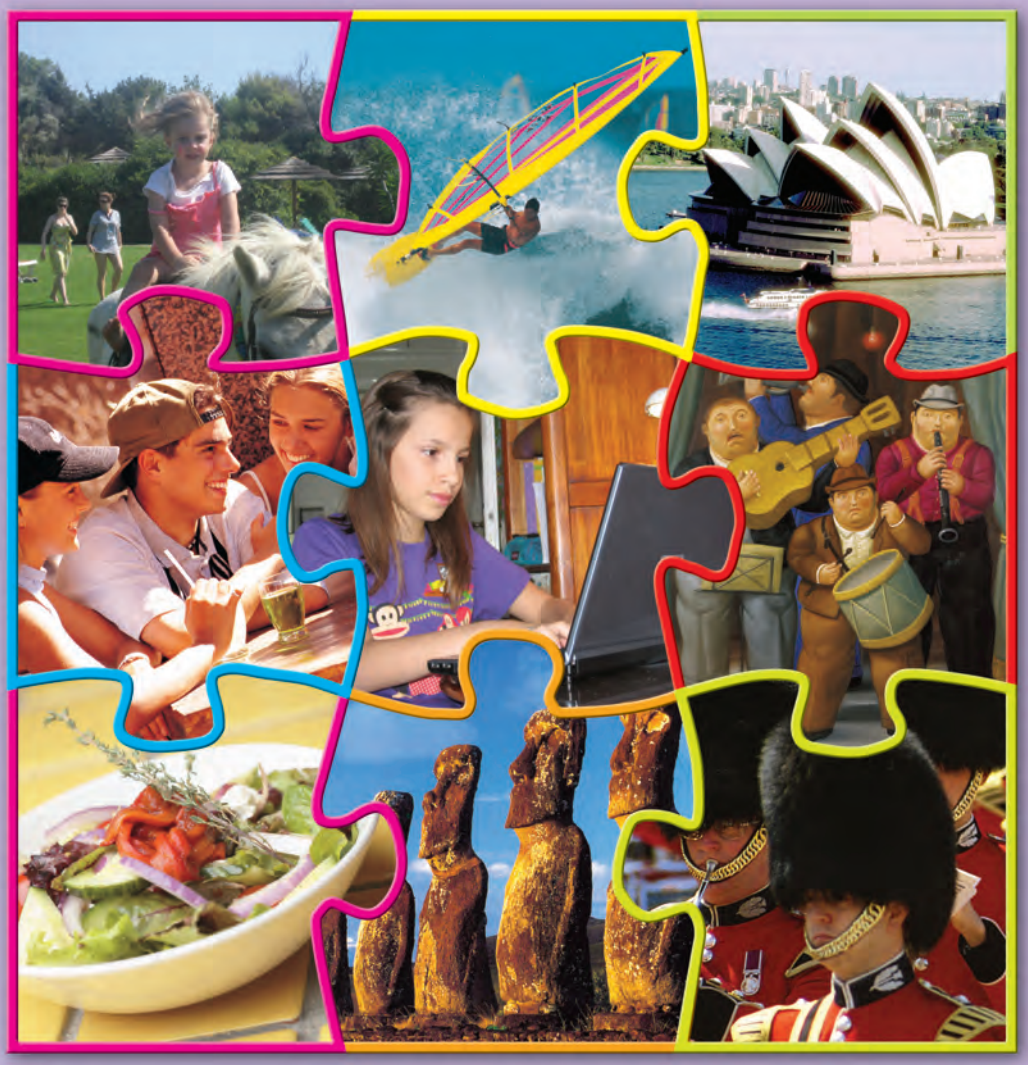
Think Teen!

2nd Grade of Junior High School

Β΄ ΓΥΜΝΑΣΙΟΥ

Προχωρημένοι

WORKBOOK



ΙΝΣΤΙΤΟΥΤΟ ΤΕΧΝΟΛΟΓΙΑΣ ΥΠΟΛΟΓΙΣΤΩΝ ΚΑΙ ΕΚΔΟΣΕΩΝ «ΔΙΟΦΑΝΤΟΣ»

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

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CONTENTS

UNIT 1: UNITY IN DIVERSITY

Lesson 1: People and Places . . . . . **p. 6**
Lesson 2: Joined in our Differences . . . . . **p. 12**
Lesson 3: Different Places – Different Buildings . . . . . **p. 17**

UNIT 2: ECHOES OF THE PAST

Lesson 4: Mysteries of Our World . . . . . **p. 22**
Lesson 5: Across the Ages . . . . . **p. 26**
Lesson 6: Life on the Water . . . . . **p. 31**

UNIT 3: TIME OUT

Lesson 7: Get on Board . . . . . **p. 36**
Lesson 8: What an Experience! . . . . . **p. 43**
Lesson 9: ...Let the Games Begin . . . . . **p. 49**

UNIT 4: LET'S CHANGE OUR SCHOOLS

Lesson 10: Looking at Other Schools . . . . . **p. 54**
Lesson 11: Schools Change through Time . . . . . **p. 60**
Lesson 12: Change: An Ongoing Process . . . . . **p. 66**

UNIT 5: THE ARTS

Lesson 13: Quite an Art! . . . . . **p. 70**
Lesson 14: It's Music to my Ears . . . . . **p. 75**
Lesson 15: Acting Up!... . . . . **p. 80**

UNIT 6: HEALTHY LIVING

Lesson 16: You are What you Eat . . . . . **p. 88**
Lesson 17: The 'Greenest' Way to School . . . . . **p. 95**
Lesson 18: Going 'Green' . . . . . **p. 100**

UNIT 7: EMBRACING OUR WORLD

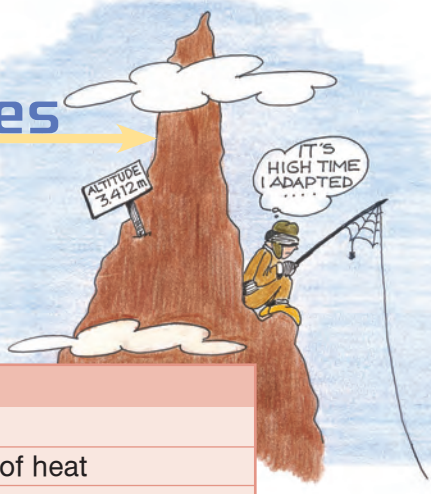
Lesson 19: Against the Odds . . . . . **p. 104**
Lesson 20: Seeing through a Friend's Eyes . . . . . **p. 110**
Lesson 21: Friends without Frontiers . . . . . **p. 114**

UNIT 8: WELCOME TO THE WORLD

Lesson 22: Breaking the Boundaries . . . . . **p. 118**
Lesson 23: It's a Small World After All . . . . . **p. 123**
Lesson 24: A World without End . . . . . **p. 128**

IT'S UP TO YOU . . . . . **p. 132**

Lesson 1 People and Places



1. Vocabulary

1.1 Find the words in list A in the interview (S's book, p. 11) and match them with their meanings in list B.

A		B
1. adaptation		a. develop gradually and naturally
2. altitude		b. the use of materials to prevent loss of heat
3. surroundings		c. take in heat, light, etc.
4. evolve		d. area
5. insulation		e. everything around a place
6. absorb		f. height above sea level
7. region		g. the process of becoming suitable for a new situation

1.2 Choose a word from list A above to complete the sentences.

1. Dry sand can ..... water.
2. Evolution occurs as a result of ..... to new environments.
3. It's important that buildings should fit in with their ..... .
4. We are now flying at an ..... of 10,000 metres.
5. Plants and animals ..... over millions of years to suit their environment.
6. Animals' thick fur provides very good ..... against the arctic cold.

1.3 The adjectives and expressions in the table below are used to describe people. Add more words to it by putting the words in the box below into the appropriate category. Look up any unknown words in the dictionary.

elderly **thin/thick eyebrows** **adolescent** **plump** **wrinkled** **slim** **spiky**
wavy **wears braces** **upturned** **square** **crooked** **tanned** **hazel**

age	old, middle-aged, young, teenager, adult, in his/her early/mid/late 20s (30s, etc.)
height	tall, of average height, short
body	fat, chubby, thin, skinny, lean, sturdy, well-built, muscular
hair	dark, fair, red, blond, long, short, straight, curly, shoulder-length, bald, worn in a ponytail/plaits
face	round, long, oval, freckled
skin	fair, dark, pale, light
nose	long, hooked, flat, pointed, large, straight
mouth	thin / full lips, crooked / even teeth, large
eyes	dark, large, slanted, almond-shaped, thick eyelids

useful tip

You can learn new words more easily if you put them into categories, for example: physical characteristics, personality, etc.



1.4 Look at the pictures and describe the people using adjectives and expressions from the table in 1.3.

e.g.
This is a young girl from Greece. She is at the beach and she is sitting under an umbrella. She has got an oval face and her fair hair is long and wavy. She is very thin. She is wearing a red swimsuit and flippers. She is smiling because she's having a great time!





a. This is a Mexican woman. She is making carpets. She .....
.....
.....
.....
.....
.....

b. This boy lives in Egypt. He is floating down the river Nile in a raft. He .....
.....
.....
.....
.....
.....





c. This is a young girl from England. She is reading a magazine on her bed. She .....
.....
.....
.....
.....
.....

1.5 Organise the adjectives that describe character into pairs of opposites. Put them in the lists below.

modest **rude** **calm** **shy** **cheerful** **lazy**
generous **arrogant** **hard-working** **nervous** **patient**
sociable **mean** **polite** **sensitive** **thoughtless**
dishonest **miserable** **impatient** **honest**

useful tip

Make a word bank listing adjectives and their opposites. This will help you remember them more easily.

Positive	Negative
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....



1.6 Which five of the character traits in 1.5 do you like most in a friend? Which do you dislike most? Discuss in groups.

1.7 Choose an adjective from the lists in 1.5 to describe the people below.

People who...	are...
1. don't like spending money	.....
2. don't talk about their abilities and achievements	.....
3. are happy and smile a lot	.....
4. don't consider how their actions affect others	.....
5. don't talk easily to somebody they don't know	.....
6. don't like working or making an effort	.....

1.8 Complete the sentences using an appropriate adjective from 1.5.

1. He's kind and ..... . He cares about others.
2. She always tells the truth. She's the most ..... person I know.
3. Don't be ..... . You can't leave without saying goodbye!
4. You should be ..... with children. They need time to do things.
5. Tom is not only helpful, but he's also ..... . He often gives us presents.
6. Even in difficult situations, mother tries to stay ..... .
7. I'm always ..... before a test. I feel worried no matter how hard I have studied.

1.9 Nouns can be formed by adding a suffix to an adjective. Form nouns to correspond to as many of the adjectives in 1.5 as possible. Use the suffixes in the box.

-sion **-tion** **-ness** **-ity** **-y** **-ence** **-ance**

Adjectives	Nouns
e.g. calm	calmness

1.10 Prefixes **im-**, **dis-**, **un-**, **in-**, **il-**, **ir-** are used to give adjectives a negative meaning. Which prefix forms the opposite of each of the adjectives below? Complete and then find one more example for each prefix. You can use your dictionary.

It's up to you p. 132

1. ..... pleasant
2. ..... polite
3. ..... obedient
4. ..... logical
5. ..... responsible
6. ..... sensitive

examples ....
....
....

1.11 Match the adjectives in box A with the nouns in box B to make expressions that best describe the pictures below.

It's up to you p. 132

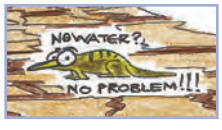
A	B
rocky	desert
freezing	earth
scorching	plain
wet	mountain
cracked	marsh


1. .....


2. .....


3. .....


4. .....



5. .....

2. Language Focus

2.1 Fill in the blanks with an appropriate form of the verbs in brackets.

Omar (1) ..... (be) a boy of twelve. He (2) ..... (live) in the Sahara desert and although the days (3) ..... (usually / be) hot, the nights (4) ..... (often / be) cold. Omar's people are nomads and they (5) ..... (live) in tents that can easily be moved from place to place. Today is a very busy day. Omar and his brothers (6) ..... (pull) up the tent poles and his father (7) ..... (roll) up the tents. They (8) ..... (move) to a new place near an oasis. Omar's sister (9) ..... (always / help) with the chores. Today, she (10) ..... (tie) the bundles to the camels' saddles and she (11) ..... (load) the food and water bags on them, too. Omar's family (12) ..... (never / stay) in one place very long.

2.2 Write questions and short answers.



It's up to you p. 132



1. the Japanese / always / wear / kimonos

   .....?

   No, ... Only on special occasions.

2. your French friend / often / eat / snails

   .....?

   Yes, ... They're his favourite food.



3. you / fly / Italy / tomorrow

   .....?

   Yes, ... I can't wait.

4. the children / listen / new songs / at the moment?

   .....

   .....?

   No, ... They're dancing.





5. it / be / wet / today

   .....?

   No, ... The sun is shining.

6. you / usually / travel / abroad

   .....?

   Yes, ... Once or twice a month.



3. Listening

3.1 Anna is a UNICEF volunteer visiting Zimbabwe. She meets Ndube, a twelve-year-old boy who talks to her about his life in his village. Which of the following does Ndube mention? Put a tick.

1. It takes Ndube a long time to get to school.	
2. He is studying a foreign language at school.	
3. After school, he helps with the chores in the house.	
4. His father works in the market.	
5. He has got a large family.	
6. They have celebrations every year in Zimbabwe.	



3.2 How is your life different from Ndube's? Discuss in class.

e.g. He has got a large family, but I don't.

4. Pronunciation

4.1 Listen and tick the right column. Listen again and repeat.

	/s/	/z/	/ɪz/
walks	✓		
has			
reaches			
eats			
allows			
gives			
helps			
catches			

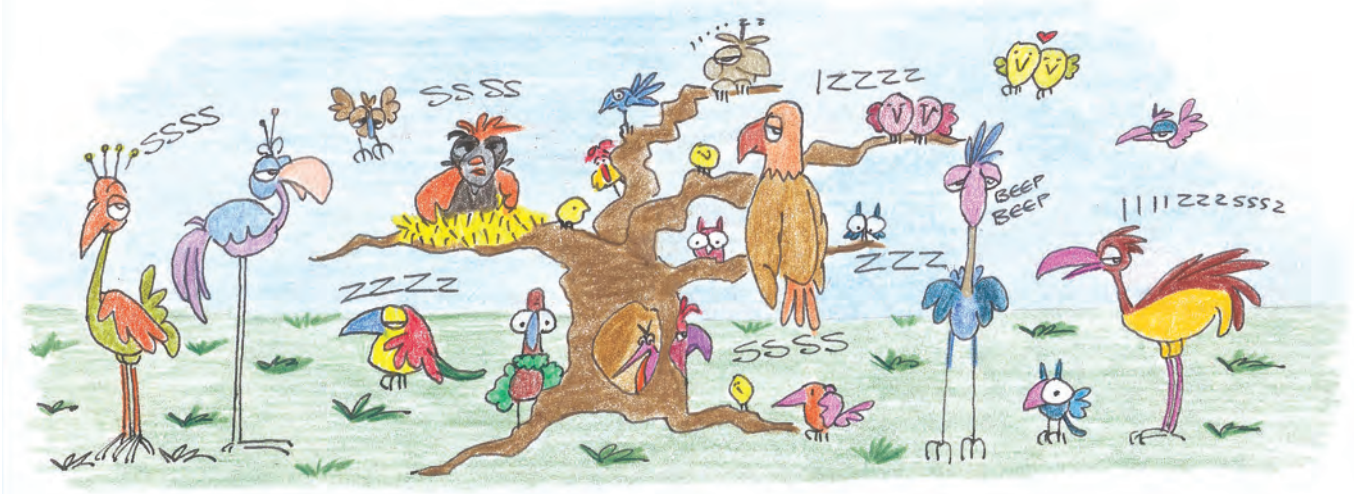
4.2 Listen to the words. Pay attention to the way we pronounce the /ŋ/ sound.

walking, wearing, living, spring, freezing

4.3 Listen and circle the words with the /ŋ/ sound.

big, fishing, flag, burning, surroundings, aggressive, protecting, absorbing, gold, staying, long, tin, again

4.4 Listen again and repeat.



Lesson 2 Joined in our Differences

1. Vocabulary

1.1 Find words in the the texts (S's book, p.16) which mean:



Text 1

1. traditions and beliefs: .....
2. to bend your head or body forward: .....
3. to welcome: .....
4. movements and gestures that show your feelings: .....
5. to be successful: .....

Text 2

6. to hold someone's hand in greeting: .....
7. a person / a country that grows or makes food: .....
8. style of cooking: .....
9. relating to an area: .....
10. to understand how good something is: .....



1.2 Find 10 words from the texts (S's book, p.16) in the puzzle.





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

1.3 Circle the appropriate meaning of the phrasal verbs below.

1.	Have you **made up** with Mary yet?	a) become friends again	b) understood
2.	He **made up** an excuse and left.	a) accepted	b) invented
3.	The elements that **make up** culture are common for all people.	a) form, compose	b) cause
4.	She got up and **made for** the exit.	a) moved towards	b) arrived at
5.	We could just **make out** a house through the trees.	a) see	b) build

2. Language Focus

2.1 Put the verbs in brackets into the Simple Present or Present Continuous.

It's up to you p. 132

1. In some places, people live (live) in homes made of mud or logs. Some of the mud houses in India ..... (look) like palaces!

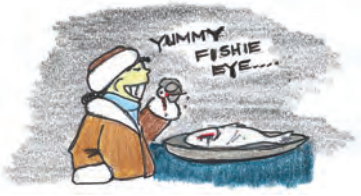


2. – What ..... (you / look) at?
   – That Scottish man who ..... (wear) a kilt.



3. Buddhists ..... (believe) that lots of money ..... (not / make) people happy.

4. – I ..... (think) of going to the festival. What about you?
   – I'm afraid I can't. My best friend ..... (have) a party tonight.



5. Eskimos ..... (like) frozen fish eyes but they ..... (think) that cheese is horrible to eat!



6. Most of the world's diamonds ..... (come) from Africa.



7. More and more people ..... (move) from rural areas to big cities these days.

8. Arabs ..... (not / eat) with their left hands.

2.2 Read the following text about games in different cultures. Fill in the blanks with verbs from the box in the appropriate form. One of the verbs is used twice.

It's up to you p. 132-133

win	**play**	**prefer**	**hop**	**not / need**	**show**
shoot	**consist**	~~**enjoy**~~	**like**	**believe**	

Time for games!

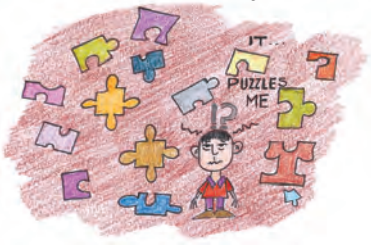
Everyone (1) enjoys playing games - especially children! (2) ..... you ..... playing outdoor games, indoor games or board games? (3) ..... your little brother usually ..... hopscotch or marbles in the playground? These are still popular games in many cultures.



Look at this young boy in the picture. He (4) ..... hopscotch. He (5) ..... from one end of the grid to the other.



Look at these children. They (6) ..... their marbles at their opponents' marbles. If they hit the other marbles, they (7) ..... them.



Puzzles, jigsaws and crosswords are all games of the mind. They (8) ..... strength but a lively mind. Tangrams are traditional Chinese puzzles. They (9) ..... of a square cut into seven pieces.

People of all ages (10) ..... playing chess. Most people (11) ..... it is a difficult game which requires strategy and good planning. You can play live chess on the Internet with players from around the world. Nowadays, more and more people (12) ..... an interest in computer games.



3. Speaking

You may not realise it but you interact with other cultures every day. You might wear clothes from Asia, eat chocolates imported from Europe, watch films produced in Australia, etc. Use the words below to act out short exchanges in pairs as in the example.



clothes	music
shoes	cars
food	CD players
films	electronic games

e.g. – Do you eat fruit from other countries?
– Yes, I eat bananas from Ecuador and strawberries from Spain.

4. Writing

Yoko from Japan and Pierre from France introduced their countries to the other students in the "Welcome Evening". It's your turn to do the same. Yoko and Pierre's texts may help you.



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



5. Everyday English: GREETINGS AND INTRODUCTIONS

5.1 Read the dialogues below and complete them with an appropriate expression from the box.

A. – (1) .....
– All right. Thanks, Brian. And you?
– I'm fine, thanks. See you later, Jane.
– (2) .....

a. Not so bad, thanks. How about you, Larry?
b. See you!
c. Nice to meet you, too, Peter.
d. Hello, Jane. How are you doing?



B. – Hi, Peter. How are things?
– (3) .....
– Pretty good, thanks. Peter, this is Maria. She's from Spain.
– Hi, Maria. Nice to meet you.
– (4) .....



5.2 Listen and check your answers.

5.3 Match the expressions (1-4) with their use (a-d).

1. Hi / Hello / How are you? / How are you doing? / How are things? / How is it going?
2. All right / OK / (I'm) fine / Not so bad / Pretty good, thanks.
3. (It's) Nice to meet you / Pleased to meet you.
4. (Brian), this is (Maria).

You say this when:

a. you meet someone for the first time. ☐
b. you introduce someone to someone else. ☐
c. you greet someone and ask how they are. ☐
d. you say how you are. ☐



5.4 Imagine you are students in an international school. Work in groups of three. (A) introduces (B) to (C). Take turns to act out short conversations.

6. Quiz

How well do you know Europe? Work in pairs to do the quiz. You have 5 minutes.



1. This country has a famous *loch* (lake).



2. This city has a famous clock tower.

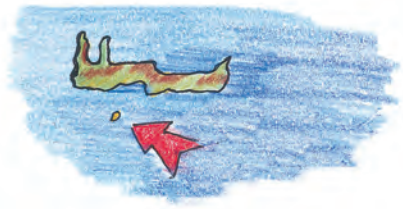
3. This city is famous for its football team and hosted the Olympic Games in 1992.

4. This country is well-known for its tulips and windmills.



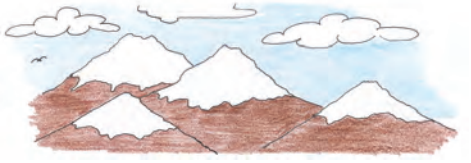
5. This city is the capital of Belgium and the seat of the European Union.

6. The southernmost part of Europe is in this country.



7. The Rhine and the Danube flow in this country.

8. The Alps stretch across five countries. Which ones?



9. This city used to belong to two countries.

10. What are *Λετονία* and *Λευκορωσία* called in English?

SCORE

Your time is up! Each correct answer gets two points. Add up your points and see how much you know about the part of the world you live in!

16-20 points	10-15 points	3-9 points	0-2 points
Excellent!	Very Good!	Quite Good!	Fair!

Lesson 3 Different places Different buildings

1. Vocabulary

1.1 Use the words in the boxes to fill in the blanks. There is an extra word in each box.

A.

support	**dome**	**soil**
pillars	**distinctive**	**marble**

(1) ..... are used to (2) ..... the roof or the (3) ..... of a building. They are often made of (4) ..... or stone and they give ancient Greek and Roman buildings their (5) ..... look.

B.

foundation	**installed**	**worked**
monuments	**construction**	**storeys**

The (1) ..... of the Colosseum was completed in AD 80 and it is one of Rome's most amazing (2) ..... . It had four (3) ..... and it could hold 50,000 spectators. Its floor has now fallen away and we can see the (4) ..... and the underground passages where cages had been (5) ..... to keep the animals until it was time for the Games.

C.

stable	**lean**	**columns**
attempts	**shallow**	**awe-inspiring**

Another (1) ..... structure is Stonehenge, in England, which is constructed of many heavy stone (2) ..... . Although some stones have tumbled and fallen to the ground and others (3) ..... against each other, the monument is very (4) ..... . Scientists have made many (5) ..... to understand how the stone pillars came to be vertical.



LESSON 3 • DIFFERENT PLACES – DIFFERENT BUILDINGS

1.2 Some of the very first dwellings were caves. In time, people learnt to build better houses to meet their needs. Match the types of accommodation with a suitable definition.


a block of flats

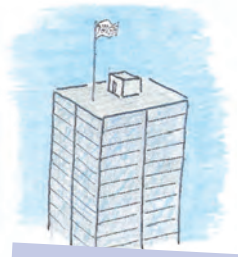

a tent


a chalet


a castle


an igloo


a hut


a skyscraper


a cottage


a semi-detached house


terraced houses


a detached house

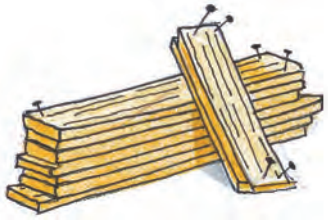
1. a row of houses that are joined together. ➔ .....
2. a large building containing many apartments. ➔ .....
3. a large strong building with towers and high walls built in the past. ➔ .....
4. a wooden house often on a snowy, mountain side. ➔ .....
5. a small simple house often made of wood, mud and grass. ➔ .....
6. a very tall building. ➔ .....
7. a house joined to another house by a common wall. ➔ .....
8. a house usually found in the countryside. ➔ .....
9. a structure made of poles and cloth used as a cover or to sleep under. ➔ .....
10. a house made of blocks of ice. ➔ .....
11. a house that is not joined to another building. ➔ .....

1.3 Work in groups. Find someone who has stayed in some of the types of accommodation in 1.2. Which do they prefer and why? Complete the table with the information.

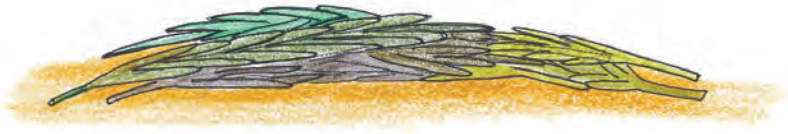
Name	Places	Which do you prefer	Why
e.g. Tom	block of flats, tent	tent	can carry it easily, closer to nature

1.4 We can use a variety of materials to make buildings. Match the materials below with the types of houses in 1.2.





1. wood: .....
2. stone: .....
3. bricks: .....
4. concrete: .....
5. mud: .....
6. grass: .....
7. ice blocks: .....
8. cloth: .....
9. glass: .....
10. steel: .....



1.5 What part or type of building does each definition below refer to? Find the words in the puzzle.

1. the top part of a window or door that is curved.
2. the top of a building.
3. something built in memory of a person or event.
4. a tall, narrow building.
5. a religious building of worship.
6. one of the floors in a building.
7. a stone or wooden pillar that supports a building.

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

2. Language Focus

2.1 Complete the following sentences with the appropriate form of the adjectives.

1. Mexico City is bigger (big) and ..... (noisy) than Los Angeles.
2. The traffic in Bangkok is even ..... (bad) than that of Athens!
3. The 'bullet train' in Japan is ..... (fast) train in the world.
4. In some countries, Chinese food is much ..... (popular) than Mexican food.
5. The Maracanã stadium in Brazil can seat ..... (many) spectators than any other stadium.
6. Oxford is not ..... (old) as London and Cambridge.
7. You can get the ..... (good) view of Paris from the Eiffel Tower.
8. The world's ..... (high) restaurant is in the CN Tower in Toronto.
9. St. Basil's cathedral in Moscow is one of ..... (colourful) buildings in the world.
10. Sometimes it costs ..... (much) money to restore a damaged building than to build it from the beginning.



St. Basil's Cathedral, Moscow

2.2 Cross out the extra word in each of the sentences below.

1. China is a ~~more~~ larger country than India.
2. English food is not as popular as than Japanese.
3. Spanish people are the more interested in football than French people.
4. This country is the most hospitable than in Europe.
5. This building is as less impressive than the Colosseum.
6. The Japanese are much polite people.
7. The Parthenon is not as much high as the Pyramids.

2.3 Complete the sentences below with the correct form of the adjectives in brackets.

1. The Great Sphinx is ..... (old) and ..... (short) than the Statue of Liberty.
2. The world's ..... (large) and ..... (famous) statue of Jesus is in Rio de Janeiro and is called 'The Corcovado Christ'.
3. The Colossi of Memnon are not ..... (tall) as the Bamian Buddah.
4. Although 'Motherland Calls' is ..... (tall) statue in the world today, it is not ..... (famous) as others.

5. Which of these statues is ..... (impressive) in your opinion?
6. Can you guess which of these statues was almost completely buried in the sand for ..... (many) than 4,000 years? *

* The Great Sphinx. For many years, only the head was visible. It was exposed in the 1920s.



The Corcovado Christ

The Statue of Liberty | The Bamian Buddha | The Dafo Buddha | Motherland Calls | The Colossi of Memnon | The Great Sphinx

2.4 Use the adjectives in the box to compare the buildings in the pictures below.

modern **new** **beautiful** **colourful** **traditional** **high** **impressive** **old** **plain** **low**

It's up to you p. 133



A cottage in Germany



Adobe homes



The Castle of the Knights in Rhodes



The Petronas Towers

e.g. The cottage is less modern than the skyscrapers.

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

Lesson 4 Mysteries of our World

1. Reading

1.1 Read the following text about the Maya. What makes their civilisation remarkable?

A City in the Jungle

Deep in the rainforests of Central America, the Maya built their amazing cities hundreds of years ago. They flourished in what is now southern Mexico and Central America. They were very religious and built enormous temples for their gods, some of which have survived up to now. They also had sophisticated systems of arithmetic, writing, astronomy, and calendars.



Chichén Itzà

Take a look at the picture. The city of Chichén Itzà is known for its unique pyramids. The Maya, like the Egyptians, buried their kings in big stone buildings that reached above the tallest trees in the jungle. The stairs on these buildings were for the priests who would climb to the top to worship the gods. The Maya worshipped nature gods such as a god of wind or a god of rain, and animal gods. They also had gods who were partly human and partly in the form of a jaguar. They used, like the Egyptians, picture writing to tell the stories of their leaders, their lives and their battles.

We know that the Maya built great cities and that they lived there for hundreds of years but we don't know why they left their cities. What happened to their civilisation? Why did they allow the jungle to spread over their cities and monuments? Was there a drought? A terrible disease? A war? It's still a mystery.

Adapted from: "Lost civilisations" Time-Life Publications

1.2 Use the verbs in an appropriate form to complete the questions. Then, find the answers in the text.

use **bury** **leave** **build**

It's up to you p. 133

1. – When ..... their cities?
   – ..... .
2. – Where ..... their kings?
   – ..... .
3. – Why ..... picture writing?
   – ..... .
4. – Why ..... their cities?
   – ..... .

2. Vocabulary



2.1 Look at the words below and find their opposites in the interview (S's book, p. 29).

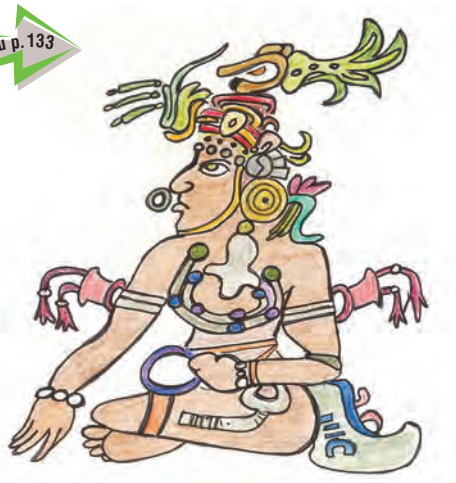
1. similar ≠ .....
2. certainly ≠ .....
3. above ≠ .....
4. destroyed ≠ .....
5. boring ≠ .....
6. rejected ≠ .....
7. poverty ≠ .....
8. primitive ≠ .....
9. accepted ≠ .....
10. reality ≠ .....

2.2 Look at the words below and find a derivative for each one in the interview (S's book, p. 29). What parts of speech are they? Write (**adj**) for adjective and (**n**) for noun in the brackets.

e.g. search (v) – researchers (n)

1. locate (v) – ..... ( )
2. discover (v) – ..... ( )
3. know (v) – ..... ( )
4. erupt (v) – ..... ( )
5. impression (n) – ..... ( )
6. prove (n) – ..... ( )
7. exploration (n) – ..... ( )
8. exist (n) – ..... ( )

It's up to you p. 133



2.3 Choose an appropriate verb from the box and fill in the blanks.

Lie – lay – lain	(to be in a flat position)
Lie – lied – lied	(to make an untrue statement)
Lay – laid – laid	(to put or set something down)

1. You ..... to me instead of telling me what really happened. Why?
2. If you still feel dizzy, ... down for a while.
3. Bobby ..... down his book and answered the phone.
4. Danae ..... down and went to sleep.

3. Pronunciation

3.1 There are 3 ways of pronouncing the -ed ending of Simple Past: /t/, /d/, /ɪd/ (see Grammar Reference, p. 169). Read the verbs below and circle the odd one out.

1.	travelled	decided	existed
2.	rolled	finished	proved
3.	watched	crossed	discovered
4.	lasted	proved	stated
5.	worked	stopped	excavated

3.2 Listen to check your answers.



4. Language Focus


Inca figure

4.1 Read about the Incas and put the verbs in an appropriate form.

The Enigmatic Incas

The Incas (1) ..... (hold) a mystical fascination for the people of the Western world for centuries. About 800 years ago, a powerful American tribe (2) ..... (begin) to conquer weaker tribes and eventually (3) ..... (unite) them into one empire, known as the Inca Empire. They (4) ..... (control) the area of present-day Peru, Bolivia, Chile and Ecuador. They (5) ..... (be) great farmers and excellent builders of roads and cities where the ruling classes lived. People (6) ..... (travel) into towns only for festivals and business. The emperor, 'Sapa Inca', (7) ..... (have) a palace in every major city. They (8) ..... (mine) gold and silver but this wealth (9) ..... (bring) about their disaster. The Inca Empire (10) ..... (last) only 100 years, from AD 1438 until the Spaniards (11) ..... (come) in 1532 and (12) ..... (seek) riches for themselves and their king. Since the beginning of the 20th century, archaeologists (13) ..... (show) interest in the area. Of course, they (14) ..... (not / investigate) every part of this civilisation yet. Peruvian archaeologists (15) ..... (recently / find) thousands of Inca mummies and artifacts beneath the streets of Lima, Peru. A few feet above the mummies, thousands of their descendants had been going about their daily lives!

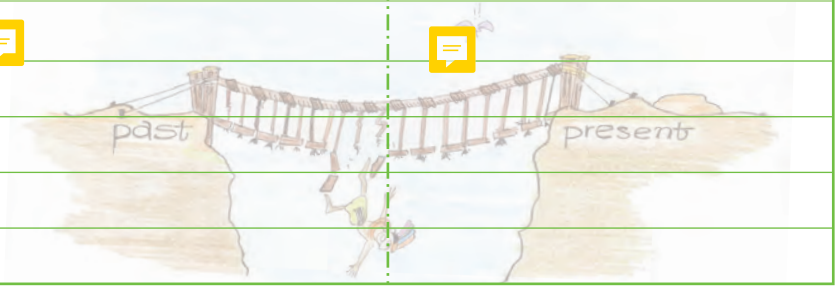
4.2 Find in the text and write the time expressions which:

a. refer exclusively to the past . . . . . .
b. form a bridge between the past and the present . . . . . .

4.3 Here are more time expressions. Write them under the appropriate heading below.

this week, last May, 10 minutes ago, since last year, in 2004, lately, at 4 o'clock, yesterday, for 5 days

refer to past	bridge past and present



Now, use the time expressions above to write true sentences about yourself.

4.4 You are planning to do a project on ancient civilisations. In pairs, ask and answer questions as in the example:

– *Have you looked up information on the Internet **yet**?*
– *Yes, I have **already** done that.*
– *Have you found information in books **yet**?*
– *No, I haven't done that **yet**.*

- ✓ look up information on the Internet
- × find information in books
- ✓ ask the History teacher for help
- × collect pictures
- ✓ decide which information to include
- × write down the information



4.5 You saw an interesting documentary on TV about Machu Picchu, one of the greatest archaeological sites in South America and the most amazing city of the Inca Empire. You wanted to find out more about it, so you went online and got in touch with an archaeologist who was actually working there. He agreed to give you an interview for your school newspaper. Choose the appropriate word / phrase from the box below and write down the questions you asked him.



Why	**Who**
How long ago	**When**
What discoveries	**What**
Where	**How long**

The Mystery of Machu Picchu

You: (1) . . . . . ?

Archaeologist: Hiram Bingham, a University Professor found Machu Picchu.

You: (2) . . . . . ?

Archaeologist: He found it many years ago, in 1911.

You: (3) . . . . . ?

Archaeologist: He discovered it 2,000 feet up the Andes in the middle of a tropical rainforest.

You: (4) . . . . . ?

Archaeologist: It was a complex of temples, palaces and observatories, terraces and ramps. A masterpiece of architecture.

You: Observatories? (5) . . . . . ?

Archaeologist: They built them to make observations of the stars.

You: (6) . . . . . ?

Archaeologist: They left the city at the end of the 15th century but it's still a mystery why.

You: (7) . . . . . ?

Archaeologist: We've recently found the first Inca burial site.

You: (8) . . . . . ?

Archaeologist: We've worked in this city for more than a year, but Machu Picchu hasn't revealed all its secrets yet! Don't forget that it's one of the wonders of the world.

You: Good luck and thank you for the interesting information.

4.6 Look at the pictures and try to guess the missing words.



The Incas called
'**gold**' the "s _ _ _ _ of the s _ _",
and '**silver**' the "**tears** of the **moon**".



Lesson 5 Across the Ages

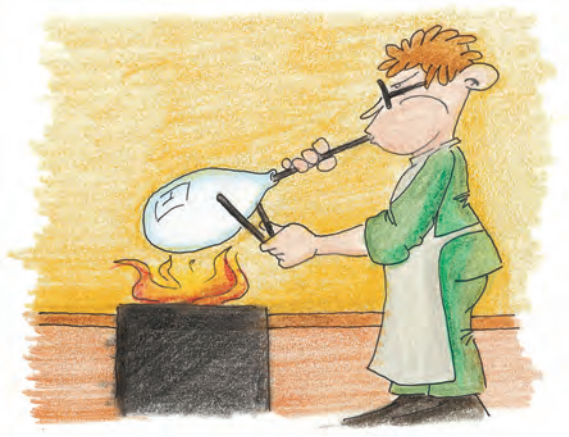
1. Vocabulary

It's up to you p. 133-134

1.1 Find 5 compound words in the text (S's book, p. 34) and write a brief definition for each one.

e.g. A shopkeeper = someone who has a shop.

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



1.2 Match the phrasal verbs in the sentences below with their meanings.

1. Fires **broke out** everywhere.
2. Archaeologists **made out** the shapes.
3. The bodies had **turned into** dust.

a. changed into something different
b. started suddenly
c. saw, understood

1.3 Here are more phrasal verbs with **break**. Match them with their meaning.

1. Someone **broke into** their flat last night.
2. My car **broke down** on the way to work.
3. They **broke up** after a quarrel.
4. He managed to **break out of** prison.

It's up to you p. 134



..... ➲ to stop working
..... ➲ to enter by force
..... ➲ to separate
..... ➲ to escape

1.4 Write four sentences using the phrasal verbs above.

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

1.5 Put the words in the box under the appropriate headings in the spider diagram. Words that belong to more than one categories should go under the heading "Words for all Categories". Can you add any more words or topic areas that you know?

It's up to you p. 134

tragedy	burn	sweep away	minor / major quakes	lava
spread	collapse	fire fighters	loss of human life	(over)flow
damage	drown	rescue team	layers of ashes	tremble
erupt	volcano	Richter scale	loss of property	put out
flame	panic	heavy rain	missing people	shake
float	survivors	tidal wave	warning sign	destruction



VOLCANIC ERUPTION



FIRE

NATURAL DISASTERS



EARTHQUAKES

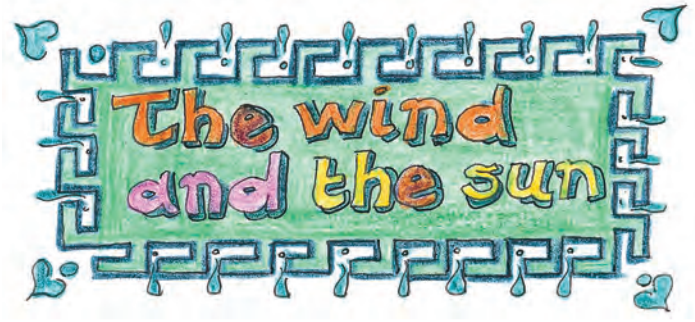


FLOODS

WORDS FOR ALL CATEGORIES

2. Language Focus

2.1 Read the first part of a fable by Aesop and put the verbs in an appropriate form.



The Wind and the Sun once (1) ..... (fall) into argument about who was the strongest, so they (2) ..... (decide) to put the matter to the test. While they (3) ..... (speak), they (4) ..... (see) a traveller who (5) ..... (come) down the road. The Sun (6) ..... (say), "Whoever can make that man take off his coat faster, will be judged the strongest. You try first".



So, the Wind (7) ..... (begin) to blow hard upon the traveller, making his coat flap wildly around him. *At first*, the man (8) ..... (button) his coat. The Wind *then* (9) ..... (blow) harder. The harder the Wind blew, the more closely the man (10) ..... (wrap) his coat around him. *Finally*, the Wind had to give up in defeat.

2.2 Look at the time words in italics in the first part of the fable. Why are they used?

2.3 Now, read the second part of the fable and complete the gaps with a suitable time word from the box below.

a bit later, finally, then, at first

Now, it was the Sun's turn. The Sun came out and began to shine brilliantly. (1) ....., the man loosened his coat. The Sun continued to smile upon him and (2) ....., the man unbuttoned his coat. (3) ....., as the air grew warmer and warmer, the man felt he couldn't bear it any longer. So, (4) ....., he threw off his coat.



MORAL: Persuasion is better than Force

2.4 Read the notes below about the life of the ancient Greeks and Romans. Then write full sentences comparing the two civilisations as in the example.

*e.g. Girls in Sparta **used to** go to school but Roman girls **didn't use to** go to school.*





ANCIENT GREEKS	ANCIENT ROMANS
Girls in Sparta went to school.	Girls did not go to school.
All boys went to school.	Only wealthy boys went to school.
People entertained themselves by watching plays.	People entertained themselves by watching gladiators fight.
Men gathered in the Agora, an open square market place.	Men gathered in the Forum, an open square or market place.
Girls learnt to weave, sew, cook, read and write at home.	Girls learnt to weave, sew and cook at home.



.....

.....

.....

.....

2.5 Some of the following sentences contain false information. Can you correct them? Tick the correct ones.



e.g. Mount Vesuvius erupted in 150 BC.
No, it didn't. It erupted in AD 79.

1. At the time of the eruption all the people were sleeping.

   .....

2. Archaeologists found only buildings in Pompeii.

   .....

3. Paintings on walls in Pompeii have survived until today.

   .....

4. Ancient Romans used to gather in the Forum.

   .....

5. All Roman boys used to go to school.

   .....

6. Ancient Greeks used to go to arenas to watch gladiators fight.

   .....



2.6 Read what a young potter from Santorini said about the eruption of the volcano there. Circle the right form of the verbs.

It's up to you p. 134

... I slowly (1) **lifted** / **was lifting** my head from the pots I (2) **have made** / **was making** and listened carefully. I (3) **went** / **was going** to the doorway and I (4) **have looked** / **looked** out. People (5) **used to run** / **were running** everywhere in panic. Some men next to me (6) **were closing** / **have closed** their shops. I (7) **decided** / **have decided** to leave, too. As I (8) **went** / **was going** back in to get my things, there (9) **was** / **has been** a tremendous rumble and the walls around me (10) **have begun** / **began** to crack. The volcano (11) **was erupting** / **has erupted**!

3. Everyday English: REACTING TO GOOD OR BAD NEWS

3.1 Listen to people reacting to good or bad news. Which of the expressions in the table did you hear? Tick.





Good news	Bad news
☐ Really? Did they?	☐ Oh, no!
☐ That's great (news).	☐ Oh, dear!
☐ How wonderful!	☐ How terrible / sad / tragic!
☐ That's terrific!	☐ That's a (real) shame / pity!
☐ That's a great relief!	☐ What a pity / a shame!

3.2 Read and complete the short dialogues below with expressions from 3.1.

1. – Did you know that they managed to rescue all the passengers from the airplane accident?
   – .....
2. – The tsunami has destroyed many small islands. Many people have been left homeless.
   – .....

3.3 You and your friend are reading the latest headlines. Take turns to act out dialogues as in the example. You can add details of your own.

e.g. – Floods have destroyed many villages in Romania. Many people have drowned.
– How tragic!

FLOODS DESTROY MANY VILLAGES IN ROMANIA

WILDLIFE BURNT IN FOREST FIRE

CHILD ESCAPES UNHURT FROM RUINS

BIG EARTHQUAKE IN INDIA. NUMBER OF INJURIES UNKNOWN

FIREMEN RESCUE ELDERLY COUPLE FROM FIRE

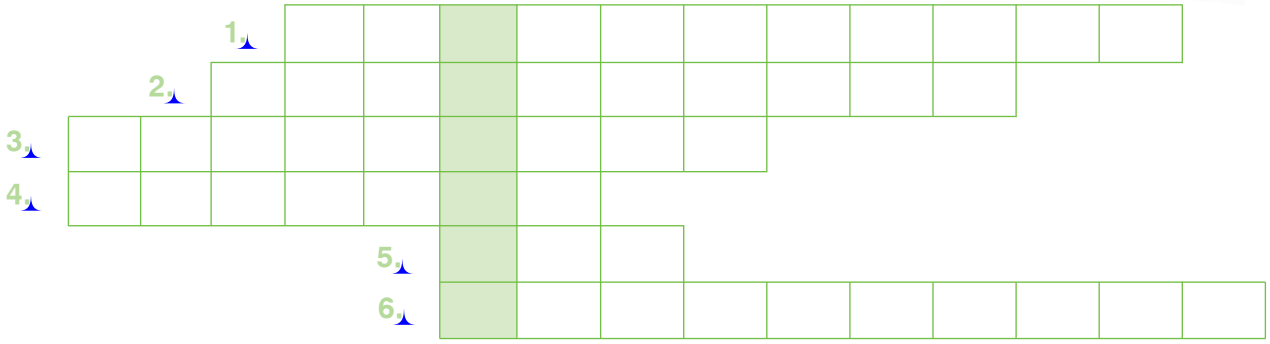
Lesson 6 Life on the Water

1. Vocabulary



1.1 Complete the puzzle with words from the text (S's book, p. 40) that match the definitions below.

1. went along with, escorted (par. 5)
2. astonishing, unbelievable, fantastic (par. 4)
3. tools, instruments (par. 4)
4. covered completely with water (par. 2)
5. put (par. 4)
6. buildings (par. 3)



1.2 Complete the gap with the word that appears in the green boxes in 1.1.

You already know that the ancient Egyptians didn't use the wheel to help them construct the pyramids. What you probably don't know is that they didn't use horses or ....., either!

1.3 Replace the underlined words or phrases in the sentences below with an appropriate word from the box. There are two extra words you do not need to use.

imposing **dragged** **wrapped** **preserved** **managed** **dedicated** **constructed**

It's up to you p. 134-135





1. He **folded** his handkerchief around his injured finger to stop the blood. .....
2. They have **built** a large shopping centre in the middle of the town. .....
3. The prisoner **was able** to escape from his cell. .....
4. The boss was a tall, **impressive** man that everyone admired. .....
5. Peter **moved** the heavy sofa across the hall to make room for his new piano. .....

1.4 Complete each pair of sentences using one word from the text (S's book, p.40). What do you notice about these words?



1. **(paragraph 1)**

Professor Smith is well-educated and has great experience of the world. He is ..... .

This computer system is more ..... than the last one. It's much faster.



2. **(paragraph 1)**

Last year's summer camp ..... two weeks.

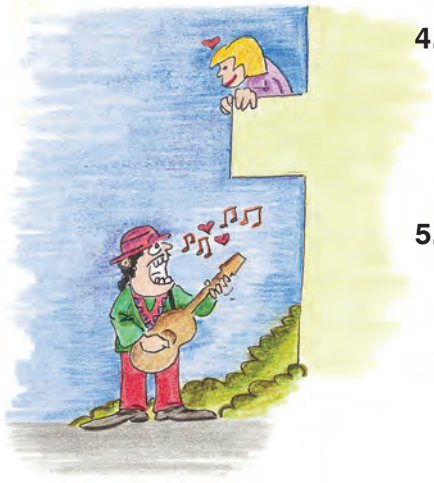
His previous secretary ..... only a month; then she was fired.



3. **(paragraph 2)**

Nothing can grow easily in a desert. There is not enough water, so the land is not ..... .

She has a ..... imagination. We are always amazed by her unusual ideas.



4. **(paragraph 3)**

She ..... her life to working with the poor.

He ..... the song to his girlfriend.

5. **(paragraph 5)**

Before refrigerators were invented, people ..preserved..... food on ice.

The government ..... peace for a long time before war started.

6. **(paragraph 5)**

He had a serious accident and died from ..... bleeding.

..... flights are usually cheaper than international ones.

7. **(paragraph 5)**

After the doctor had ..... the bandages, the patient felt better.

He ..... his hat before he entered the temple.

2. Language Focus

2.1 Read the sentences, tick the appropriate box and write what tense is used.



e.g. *Archaeologists didn't find where the tribe had hidden the coins.*
Which action happened first?

Archaeologists didn't find the coins. ☐ .....
The tribe had hidden them. ☑ ..... Past Perfect .....

1. After workers had begun the excavations, reporters went to the site.
Which action happened first?

Workers had begun the excavations. ☐ .....
Reporters went to the site. ☐ .....



2. They stopped to ask for information because they had lost their way.
Which action happened second?

They stopped to ask for information. ☐ .....
They had lost their way. ☐ .....

3. While the scientist was giving a speech, the students were taking down notes.

Actions happening at the same time. ☐ .....
Actions happening one after the other. ☐ .....

4. When the scientist finished the lecture, the students asked her questions.



Actions happening at the same time. ☐ .....
Actions happening one after the other. ☐ PAST SIMPLE .....



5. They were looking for their way when they found the ruins.

Which action interrupted the other action?

They were looking for their way. ☐ .....
They found the ruins. ☐ .....

6. They have lived in this house for 3 months.

Are they still living there? Yes ☐ *No* ☐



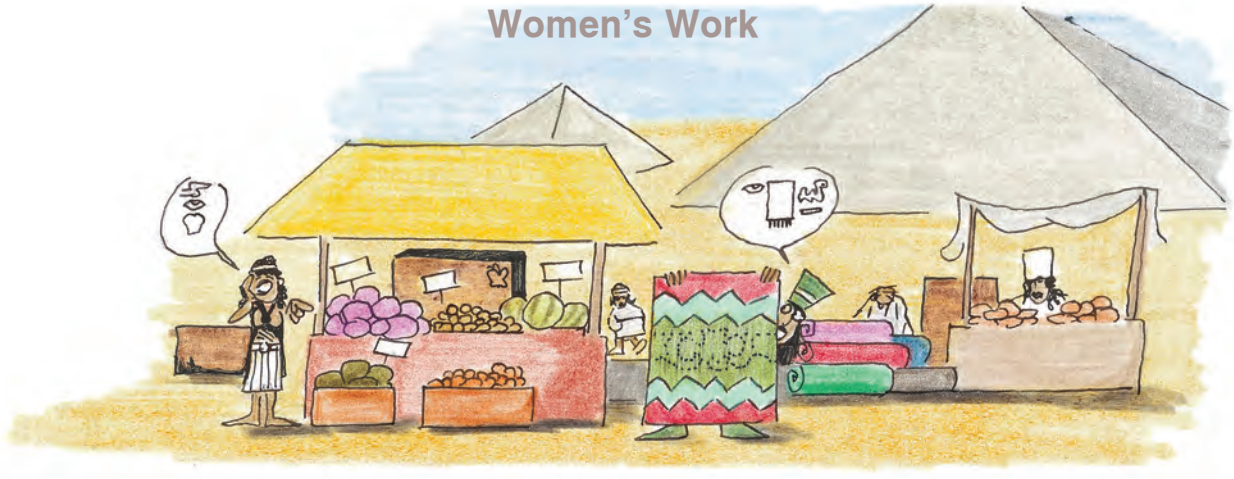
7. They lived in this town 2 years ago.

Are they still living there? Yes ☐ *No* ☐

2.2 What did women do in ancient Egypt? Choose verbs from the box below and use them in an appropriate form to complete the text. There is an extra verb you do not need to use.

care	**cook**	**open**	**feed**	**make**	**sell**
weave	**work**	**share**	**travel**	**be**	

Women's Work



Whether at home, in the marketplace or out in the fields, women in ancient Egypt (1) ..... the responsibilities of daily life right along with the men. Managing a household (2) ..... an enormous task. After the women (3) ..... the family's food, they (4) ..... and (5) ..... for the children. Weaving was also very important. They (6) ..... everything from baskets to linen. Herodotus, who (7) ..... to Egypt, was surprised to see even men weaving! Women also (8) ..... goods which they then (9) ..... at the marketplace. Many women also (10) ..... as millers, musicians, florists, beauticians and doctors.

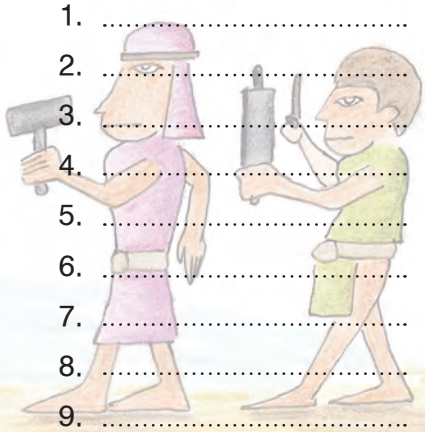
Type text here

2.3 Some of the verbs in the following text are in the wrong tense. Find the mistakes and correct them. Tick the lines that are correct.

How did the ancient Egyptians write?

Had you ever wondered what the ancient Egyptians wrote on? They haven't used paper like we do today. They were writing on flat sheets of papyrus. To make these sheets, they had cut long, thin slices of papyrus stalks and laid them out to form a mat. After they had pounded it well with a small hammer, they have left it to dry under a weight. When all of the plant's juices were drying, the sheet was light and flexible. Then, the scribe had rubbed the paper surface with a piece of wood and began to write.

1. .....
2. .....
3. .....
4. .....
5. .....
6. .....
7. .....
8. .....
9. .....
10. .....



2.4 You are doing a project on "Remarkable Architecture around the World". Here are your notes about how the Great Pyramid was built in Egypt. Use them to write a short text about it.

Building the Great Pyramid

It's up to you p. 135

1. After Khufu / become / pharaoh 2606 BC / he / decide / to build the biggest pyramid / that anyone / ever / build before.

.....

.....

2. Before construction / begin / the architects / already / draw up plans / and show / them to the Pharaoh.

.....

.....

3. From sunrise to sunset, workmen / cut / huge blocks of stone from quarries and others / take / them to the building site.

.....

.....

4. As many as 30,000 people / work / on this huge project. There / be / craftsmen and many peasants. Some of them / even / carve their names / in the giant blocks.

.....

.....

5. They / use / stone blocks / only after / they / rub / and / smooth / their surface carefully.

.....

.....

6. The workers / drag / blocks up earthen ramps to the top / after they / tie / them securely with ropes and put / them in place.

.....

.....

7. Sometimes, after the long tiring workweek / go by / labourers / sit / down to a feast of roast fish and wine!

.....

.....

Lesson 7 Get on Board!

1. Reading

Answer the questions to find out what type of holiday-maker you are.

QUESTIONNAIRE



1. If your friends invite you to go on a camping holiday with them, you...
   a. go along with no hesitation.
   b. ask if there are any sights nearby.
   c. refuse. Camping is not for you.
2. On the last day of your holiday you still have some money left. What do you spend it on?
   a. New hiking boots.
   b. A book from a museum gift shop.
   c. Expensive clothes.



3. You have one free day to do whatever you want. You choose to...
   a. go bungee jumping.
   b. buy tickets for a concert.
   c. have a meal at an expensive restaurant.
4. You are in Iraklio in Crete and your tour guide asks you where you would like to go. You choose ...
   a. to cross the gorge of Samaria.
   b. to go to the archaeological museum.
   c. to go shopping and have dinner in the centre of the city.



5. On the beach what you most enjoy is...
   a. playing beach volleyball.
   b. reading an interesting book.
   c. making new friends.

If you have mostly:

A s	B s	C s
You are an 'adventurous' holiday-maker! You love visiting exciting destinations, exploring the countryside and trying new things.	You are an 'intellectual' holiday-maker! You can't imagine visiting a place without seeing all the sights and learning about its culture.	You are a 'cosmopolitan' type of holiday-maker! You are happiest when you have time and money to spend on expensive clothes and luxurious items. You never say 'no' to an exciting night out.

2. Vocabulary

2.1 Match the words in list A with the meanings in list B.

A		B
1. resort		a. arrangements you make for a seat on a plane, a room in a hotel, etc.
2. reservations		b. suitcases and bags you carry with you when travelling
3. destination		c. the money used in a country
4. brochure		d. permission to go into a place
5. currency		e. the place you are travelling to
6. accommodation		f. somewhere to live or stay
7. luggage		g. a town where people go on holiday
8. admission		h. a leaflet advertising something



2.2 Use words from list A to complete the gaps. There is one extra word you do not need to use.

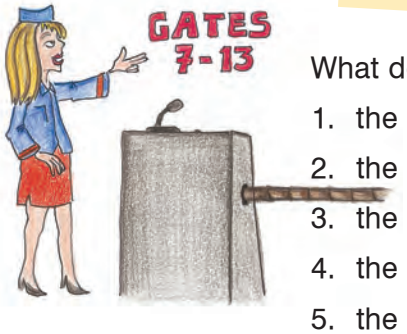


Choosing a holiday (1) ..... is not always as easy as it seems. You may have to look through a (2) ....., choose which (3) ..... to visit and make (4) ..... well in advance. Plan your daily activities to include sightseeing, shopping and having fun!

If the local (5) ..... is other than the 'euro', make sure you go to the bank. It's a good idea to travel light and not take too much (6) ..... with you. Last but not least, make arrangements for your (7) ..... . You don't want to find yourself in a foreign country with nowhere to sleep!!!

2.3 Answer the questions about air travel using the words or phrases below.

baggage reclaim · hand luggage · terminal building · check-in · runway · stewards · overhead locker · boarding card



What do you call

1. the place you go to when you first arrive at the airport? .....
2. the card they give you with your seat number? .....
3. the bags you can take onto the plane with you? .....
4. the place in the plane where you can put your things? .....
5. the people who look after you on the plane? .....
6. the part of the airport where planes take off and land? .....
7. the place where you collect your luggage after you arrive? .....
8. the part of the airport you find yourself in when you leave or arrive by plane? .....

2.4 Look up the following phrasal verbs in your dictionary and match them with their meanings.

1. to turn up	☐	a.	to cause heat, sound, etc. to be produced
2. to turn out	☐	b.	to refuse an offer or request
3. to turn down	☐	c.	to change and become someone or something different
4. to turn on	☐	d.	to stop heat, sound, etc. from being produced
5. to turn off	☐	e.	to appear suddenly
6. to turn into	☐	f.	to prove to be, to happen

2.5 Now fill in the blanks with the correct particle.

1. Brrr! It's so cold in here. Don't tell me you forgot to turn ..... the heating.
2. Your offer sounds interesting, but I'm afraid I must turn it ..... . Thanks anyway.
3. In the story, the frog turned ..... to be a prince who was under a spell.
4. Please turn the radio ..... . I'm trying to study!
5. Do you think John will turn ..... at the party? He was feeling ill this morning.
6. They will turn the old factory ..... a library.



3. Language Focus

3.1 Two people are talking about their travelling preferences. Complete the dialogue with the right form of the verbs in brackets.

It's up to you p. 135



Emily: Do you like (1)..... (travel) abroad?

Joan: Oh, yes. I love it. I go to a different country every year.

Emily: Really? I prefer (2)..... (visit) places in my own country. I always discover exciting new ones.

Joan: You're right but I'm keen on (3)..... (learn) about new cultures. Would you like (4)..... (come) with me this summer? I'm going to Rome.

Emily: That's a great idea! I've never been to Italy. We're going to travel by plane, aren't we?

Joan: Actually, I'm thinking about going by boat. I'd rather not (5)..... (fly).

Emily: I don't mind (6)..... (fly) at all. To tell you the truth, I really enjoy (7)..... (travel) by plane! It's much faster and more comfortable.

Joan: You're right but it's only a one-day voyage and we will have our own car there.

Emily: OK then. Let's make all the necessary arrangements. I hate (8)..... (wait) until the last minute!...

3.2 Match the words from the two lists to form words which describe sports and activities.



1.	bird		a. skiing
2.	scuba		b. climbing
3.	parachute		c. surfing
4.	rock		e. watching
5.	water		f. cycling
6.	hang		g. diving
7.	kite		h. jumping
8.	off road		i. blading
9.	ice		j. gliding
10.	roller		k. skating

3.3 Work in groups and find out who has done any of the activities above. Did they enjoy them? Why? Then find out which activities they would like to try and why. Act out short dialogues.

e.g. – Have you ever tried any of these activities?
– Yes. Actually, I love rock climbing.
– Which other one would you like to try?
– I'd love to learn scuba diving because I like observing underwater life.



4. Listening: BOOKING A HOLIDAY

Vassia is going on an adventure trip with her friends and she is in charge of making arrangements. Listen to the information the travel agent gives her and take down notes on the form below.



Mountain Trail Hiking Holiday

Dates: (1) .....

Hotel: (2) .....

Telephone: (3) .....

Facilities: (4) ..... and outdoor swimming pools, two (5) ....., football pitch, mini golf, mountain (6) ..... trails, spa.

Guide: Yes, (7) ..... € / 5 hours.

Equipment: (8) ..... clothes and sturdy (9) ..... boots.

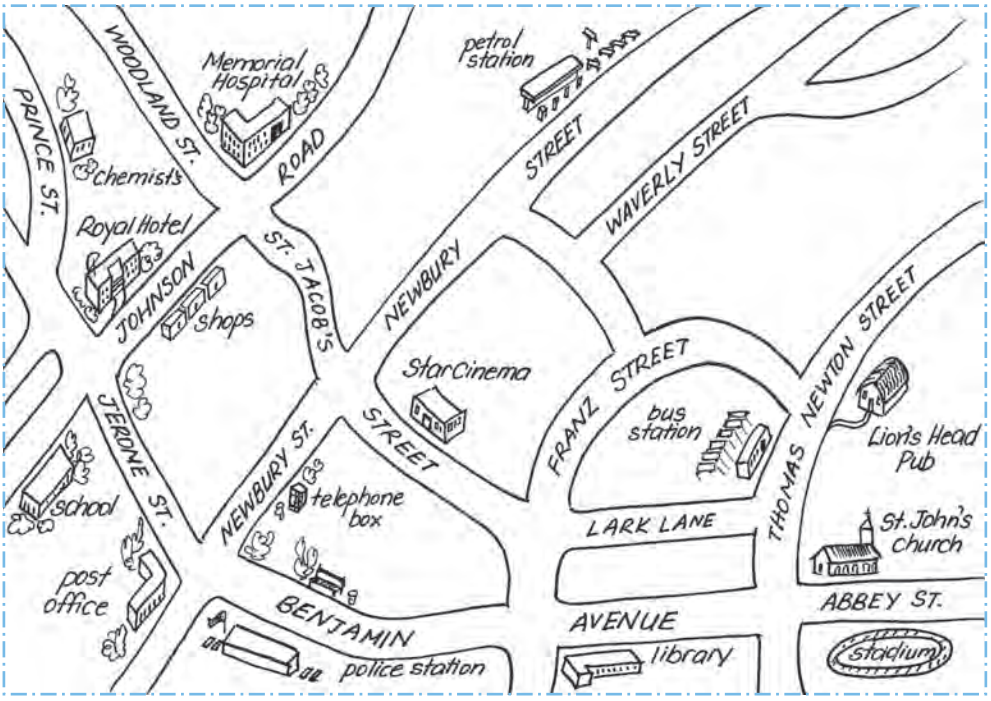
Cost: (10) ..... room / 80 € per night.

5. Everyday English: ASKING FOR AND GIVING DIRECTIONS

Use the map and the language in the boxes to act out short exchanges for each of the situations below.

It's up to you p. 135

1. You are outside the telephone box and you want to meet some friends at the 'Lion's Head Pub', but you don't know where it is. Ask the way.
2. You have just visited someone at Memorial hospital and you want to take the bus back home. Ask someone how to get to the bus station.
3. Your car has run out of petrol near the stadium. Ask someone how to get to the petrol station.





Asking for directions

- Excuse me, how can I get to the cinema, please?
- Can you tell me the way to the library, please?
- What is the shortest route to the St. John's church?

Giving directions

- Walk down / Go along this road until you come to a post office.
- Turn right / left at the traffic lights / into Newbury street.
- Take the first / second turning on your left. The restaurant's about half way along on the right-hand side.
- It's at the corner of Franz street and Benjamin avenue.
- Walk as far as the crossroads / roundabout.

6. Getting around London

Read about the highlights of London in the leaflet below. Then, look at the map of London on the next page. The red arrow is where you are. Follow the directions given to label each landmark as you come across it.

London Highlights

Welcome to London!!! It's a capital city of contrast with futuristic buildings near ancient monuments and with noisy streets leading to quiet parks. While you are here, don't forget to visit:

Buckingham Palace



The Queen lives here. You can see the royal flag outside the palace when she is at home. There are 600 rooms in the palace! Don't miss the changing of the guards.

British Museum



One of the best museums in the world. You'll have the chance to see great collections of archaeological findings, from Egyptian mummies to Roman and Greek sculptures.

Houses of Parliament / Big Ben



The centre of British Government where politicians work. The famous clock tower Big Ben is next to these spectacular buildings. It is 106m above the banks of the River Thames.

Natural History Museum

The world's leading natural history museum. You can see dinosaurs and mammals, feel an earthquake and explore the history of the planet Earth.

Hyde Park



The best-known park in London. It has 340 acres of trees and grass. You can go boating and swimming in Serpentine lake.

St. Paul's Cathedral



It is Sir Christopher Wren's most famous creation and the place where many royal weddings and ceremonies are held.

Covent Garden

One of the most fascinating shopping and restaurant areas in London today.

London Eye



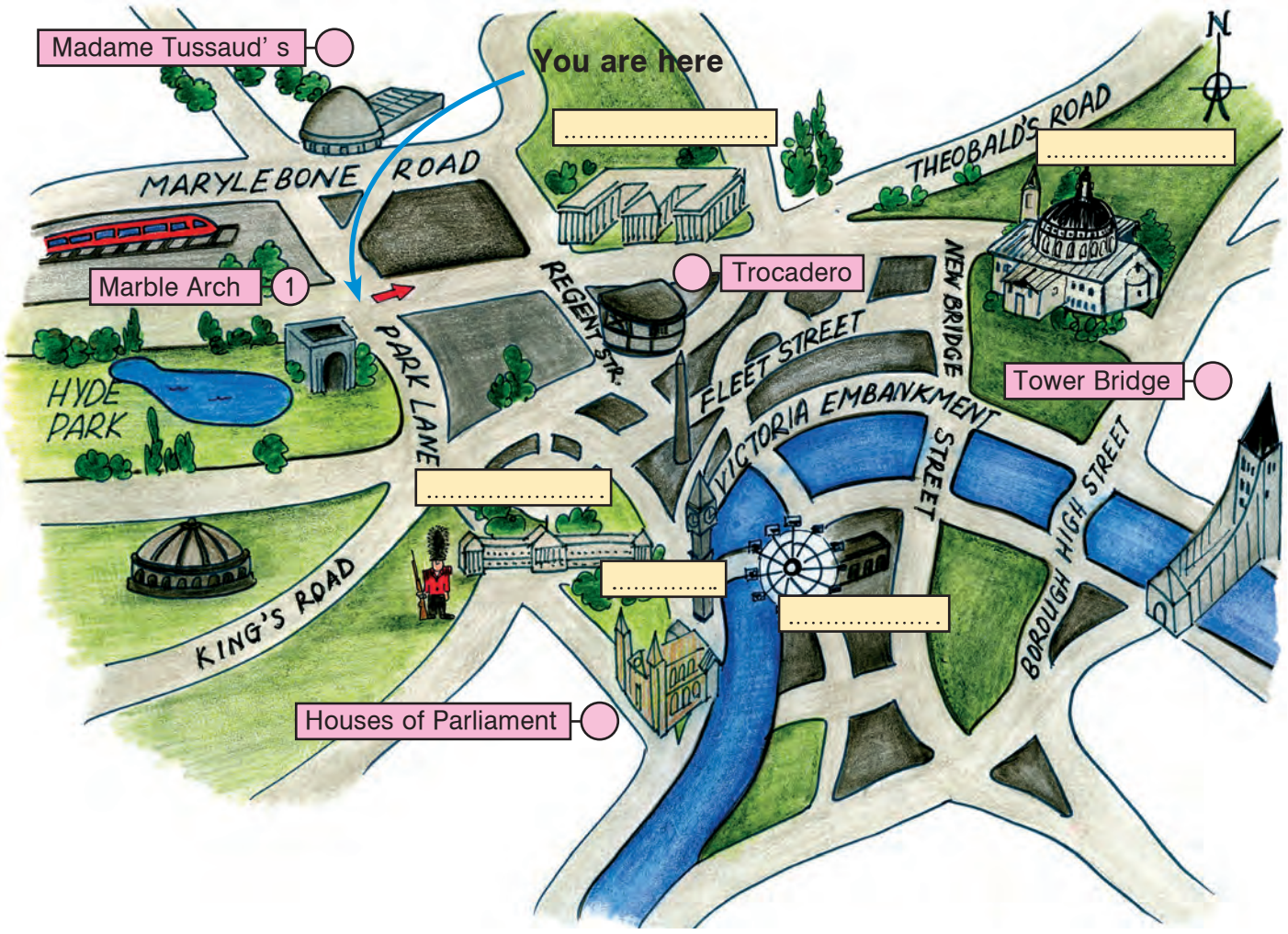
One of the biggest Ferris wheels in the world. It is 135m high. It's got 32 capsules, each carrying 25 people. You can enjoy a panoramic view of London from the top.

Tower of London



It was a palace and a prison but now it's a museum. It's 900 years old. It's famous for the Beefeaters, the Crown Jewels and its... ghosts!

LESSON 7 • GET ON BOARD!



1. Go straight in the direction of the red arrow. The first building you come across on your left is where you can see ancient relics and the Marbles of the Parthenon.
2. Keep going along the same street and you will see a large religious building; a true marvel of architecture.
3. Turn right into New Bridge street and then right again into Victoria Embankment and walk down along the river Thames. Do you see that tall tower with the clock on top? Its name sounds like the name of a person!
4. Don't move! Look across the bridge. If you're not afraid of heights and don't get dizzy, here's your chance to see London from high above!
5. On the other side of Big Ben to the west is a large building that is guarded. The Royal family lives there.

7. Listening



You are visiting London for the first time and you have joined a group of tourists for a ride around the city centre. Number the sights the tour guide mentions on the map above in the order you hear them.

Lesson 8 What an Experience!

1. Vocabulary

1.1 Find a word in the leaflet (S's book, p. 53) for each definition to complete the rollercoaster. Be careful you may get dizzy...



1. something extremely good, exciting or surprising (par. 1)
2. strong feelings of excitement and pleasure (par. 1)
3. nervous or silly laughter (par. 2)
4. many different types (par. 3)
5. things that make a place interesting for people to visit (par. 3)
6. so beautiful or exciting that it takes your breath away (par. 3)
7. without any limits (par. 4)
8. to allow someone to enter somewhere (par. 5)

ROLLERCOASTER

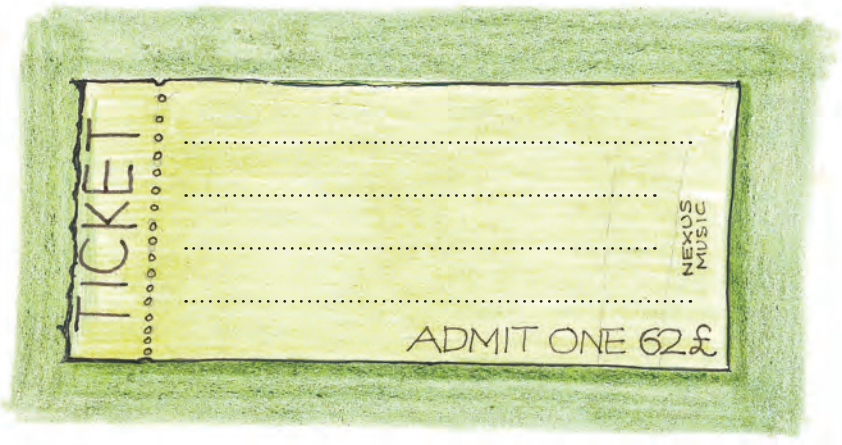
1.2 Write the words from the box below in the appropriate picture. Some words may be used more than once.

keyboard	bill	reservations	director	invitation	reviews
gifts	surfing the Internet	monitor	guests	order	dessert
audience	drinks and snacks	starter	chat-room	actor	queue
main course	music and dancing	ticket booth	tip	performance	play
row		subtitles	aisle		

at a **party**



at the **theatre / cinema**



at a **restaurant**



on **your PC**



1.3 Unscramble the expressions below as in the example so that they make sense.

1. to book a toast
2. to attend in a queue
3. to pay an invitation
4. to go a performance
5. to make a ticket
6. to wait a meal
7. to order reservations
8. to congratulate the bill
9. to accept the actors
10. to make on-line

1. to book a ticket
2. .....
3. .....
4. .....
5. .....
6. .....
7. .....
8. .....
9. .....
10. .....









1.4 Use some of the expressions from 1.3 to complete the sentences below.

1. "I'm sorry, miss. I didn't ..... . I just asked for a cup of coffee".
2. If you want to enter a chat-room, you must ..... .
3. That new restaurant is very popular. Don't go unless you ..... first.
4. I'm exhausted! I had to ..... for two hours before I could buy tickets for the new film!
5. "Please allow me to ..... . After all, I was the one who asked you out!"
6. You don't need to go to the ticket booth. You can ..... for the concert by visiting the Music Hall's website.
7. "Let's all ..... to the bride and groom. May they have a wonderful life together!"
8. If you can't ....., it's polite to inform the person who invited you.



2. Language Focus

2.1 You and your friends are at Eurodisney in Paris. Complete the short dialogues with the appropriate form of the verbs.

It's up to you p. 135

1. – What ..... (you / do) next? Have you decided?
   – Yes. I ..... (take) a ride on the Indiana Jones train. I can't wait! It's a rollercoaster!
   – Oh! Is it? I ..... (come) with you! Let's go!



2. – Where is John going?
   – He's going to the shops. He ..... (buy) some gifts for his family.
   (Later...)
   – Look! John is carrying five heavy bags!
   – He ..... (drop) them. I ..... (help) him.
3. – Phew! I feel tired. I think I ..... (take) a break at the 'Cookie Kitchen'. How about some chocolate chip cookies?
   – Not for me! I ..... (have) some juice, instead.



4. – Look at the clouds! It ..... (rain).
   – You're right! Let's get to the Peter Pan show before it ..... (start) raining.
   – Great idea! What time ..... (it / begin)?
   – At 5:30. Let's hurry.
5. – Mary wants to go to Discoveryland. What ..... (she / do) there? She can't stand speed.
   – I'm sure she ..... (see) the Jules Verne film.
6. – The Disney hero Parade ..... (finish) at 7:00.
   – OK! We can have a light snack afterwards.
7. – ..... (you / come) back tomorrow?
   – Of course. There are still a lot of things to see and do. What about you?
   – I'm coming, too. I hope I ..... (see) you.

2.2 Correct the mistakes in the sentences below. One sentence is correct.



1. When you'll finish your chores, will you help me?
2. What time is the play starting?
3. I promise I join you at the chess club next week.
4. We must wait here until the concert hall is opening.
5. He's going to start photography lessons. It's an excellent way to spend his time.
6. We will attend the performance tomorrow. I've bought the tickets.
7. Every Sunday they go on an excursion, but next Sunday they have a party.

3. Everyday English: ASKING FOR, MAKING, ACCEPTING AND REFUSING SUGGESTIONS

3.1 Use the phrases in the box to complete the short dialogues.

can we do	**how about**	**don't really feel like**	**a great idea**	**let's do that**	**don't we go**



1. – Where shall we go tonight?
   – ..... going to the cinema?
   – Yes, that's ..... ! There's a new science fiction film on.
2. – What ..... at the weekend?
   – Why ..... on a trip?
   – Well, I ..... it. Let's invite some friends.
   – OK, ...

3.2 Now listen to the dialogues and check your answers.

3.3 Write the expressions below in the appropriate box.

What shall we do tonight?
Do you fancy going out tonight?
Well, I'm not sure. I don't really like.....
What can we do this weekend?
What about / How about going to .....?
Would you like to go to .....?
That seems all right.
Well, I think I'd rather / I'd prefer to
It would be a good idea to.....
I've got a better idea.
That sounds great!
Where shall we go for .....?
OK, let's do that.
Yes, that's a good / great idea.
Why don't we go to .....?
I don't really feel like.....
I don't think that's a good idea because.....
Let's spend the weekend in .....
That would be nice.

Asking for suggestions	Making suggestions
	 ....
Accepting suggestions	**Refusing suggestions**
	 ....

3.4 Use the table in 3.3 and the prompts below to act out short dialogues as in the example.

e.g. – *Let's play computer games.*
– *Well, I don't really fancy that. How about going out for a walk?*
– *OK, let's do that.*

- play computer games / go out for a walk
- visit friends / go on a trip
- go climbing / go rafting
- visit a museum / go sightseeing
- go dancing / go to a concert
- spend the weekend at home / spend the weekend in the countryside





4. Role play

It's up to you p. 136

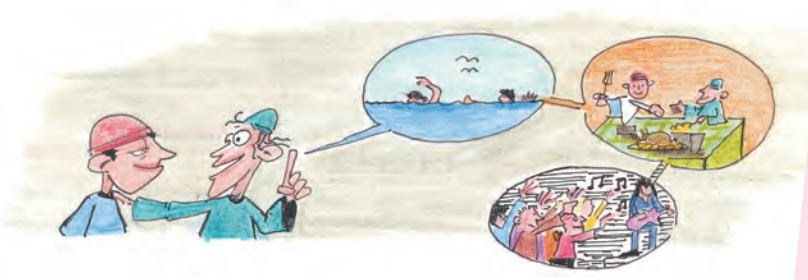
Work with your partner. You each choose a role card and read it carefully. Take a few minutes to prepare what you are going to say. You should each make some suggestions of your own and try to agree on a plan about where to go and what to do.

useful tip

When you act out a dialogue, think of the situation you are in, who the other speaker is, the ideas you want to communicate, how you feel, etc. Use gestures and expressions to make your dialogue more realistic.

Role card A

A friend of yours is staying at your house and is leaving early tomorrow morning. You want to plan the last day together. You think it's a good idea to go swimming, eat out and go to a local concert. Make your suggestions and listen to what your friend has to say. If he/she doesn't like your ideas, ask for his/her own suggestions. Come to an agreement.



Role card B

You are staying at your friend's house and you're leaving early tomorrow morning. Your friend wants to plan the last day together with you. You want to go to the shops for souvenirs, eat out and see a film. Listen to your friend's suggestions and if you don't like them, make your own. Come to an agreement.

Lesson 9 ...Let the Games Begin!

1. Vocabulary

1.1 Look at the list of sports and activities and put them under the appropriate verb.

It's up to you p. 136

football **golf** **aerobics** **running** **tae-kwon-do** **tennis** **basketball** **gymnastics** **cycling** **weight lifting** **horse racing** **swimming**



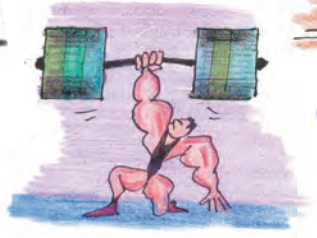
DO ...	GO ...	PLAY ...
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....



1.2 Can you think of any more sports or activities for each verb?

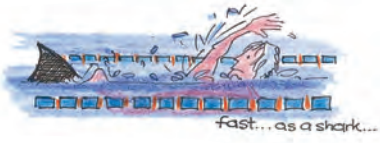






1.3 Which of the sports above can you perform in the places below?

It's up to you p. 136

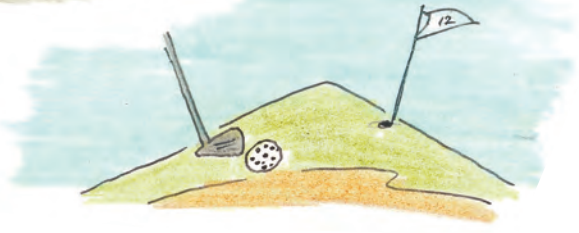


track	court	pitch	course	gym

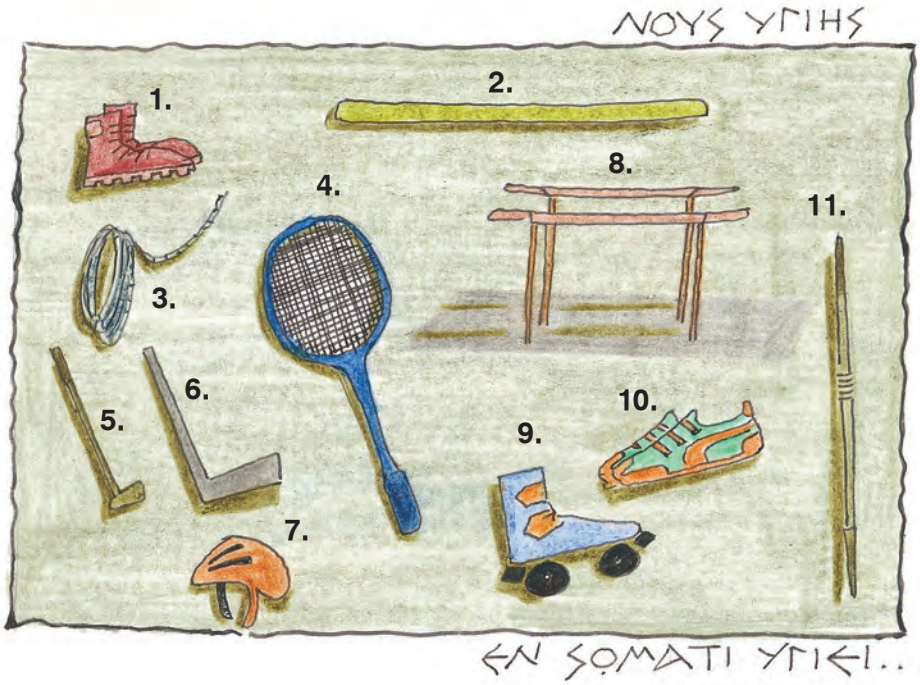








1.4 Match the words in the box with the pictures of sports equipment.



..... racket
..... club
..... mat
..... javelin
..... helmet
..... trainers
..... parallel bars
..... rollerskate
..... boots
..... rope
..... stick

1.5 Work in pairs and tell each other what sports these pieces of equipment are used for.

1.6 True or false? If false, correct the sentences to make them true.



1. For baseball, table tennis and golf you need a bat. .....
2. For most ball games you need boots or trainers. .....
3. For tennis, squash and badminton you need a racket. .....
4. Tennis is played on a pitch. .....
5. In every team, one player is the captain. .....
6. Tennis, cricket and baseball have an umpire. .....
7. The people who watch a match are the audience. .....
8. You need sticks to play hockey. .....

2. Listening



2.1 Listen to four teenagers talk about the sports they do. Which speaker is...

1. cautious? .....
2. ambitious? .....
3. confident? .....
4. enthusiastic? .....

2.2 **Question tags.** Practise intonation.

When we use question tags...	if we **aren't** sure of the answer, we use **rising intonation** ↗ if we **are** sure of the answer, we use **falling intonation** ↘

Listen to the sentences below and repeat. Are the speakers sure of the answer or not? Put rising or falling arrows next to each question tag.

e.g. *She won the medal, didn't she?* ↗ *(not sure of the answer)*
Nice day, isn't it? ↘ *(sure of the answer)*



1. The cyclist was injured, wasn't he?
2. Football rules are international, aren't they?
3. They went dancing yesterday, didn't they?
4. He doesn't go to the gym every day, does he?
5. You'll help me with the project, won't you?
6. You've spent a lot on this equipment, haven't you?
7. You aren't going to do more exercise, are you?
8. John can't participate in the competition, can he?

2.3 Listen again and repeat.

3. Language Focus



Skateboarding

3.1 Write the appropriate question tag for each sentence below and answer the questions if you can.

1. Eight players play on a baseball team, don't they ?
   No, nine players play on a baseball team.
2. Skateboarding is not a 'true' sport, ...?
   . . . . . .
3. There are sports called wakeboarding and unicycling, ...?
   . . . . . .
4. There were no Olympic Games in the years 1916, 1940, 1944, ...?
   . . . . . .
5. Olympic Games have never been held in Africa, ...?
   . . . . . .
6. A goalkeeper can't touch the ball with his hands, ... ?
   . . . . . .
7. Cycling is an Olympic Sport, ... ?
   . . . . . .
8. Sumo athletes often have health problems, ... ?
   . . . . . .



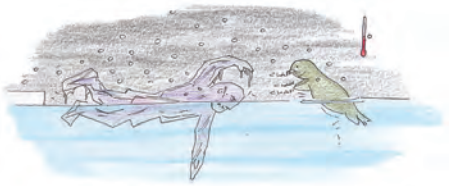
Sumo

9. The triathlon consists of cycling, running and swimming, ... ?
. . . . . .
10. Bob Beamon's record in the long jump remained unbroken for 15 years, ...?
. . . . . .

3.2 Fill in the sentences with **so** / **such**.



1. The film was ..... boring that we left before it was over.
2. They are ..... good players that everyone admires them.
3. The water was ..... cold that I couldn't swim.
4. It is ..... a good day for the Marathon that there will be hundreds of participants.



5. You need to train ..... hard for the race that there is no time for anything else.
6. He's ..... an egoist! He always has to win!

3.3 Fill in the sentences with **too** / **enough**.



1. Water-skiing is ..... risky for me to try.
2. The athlete wasn't fast ..... to win.
3. It was ..... foggy for the game to take place.



4. You aren't experienced ..... to go climbing on your own.
5. If you don't have ..... will power, you can't become an Olympic athlete.

3.4 Complete the short texts about adventure sports in Greece with **so**, **such**, **too**, **enough**.

Greece has hundreds of places where you can do any kind of adventure sport to your heart's desire!

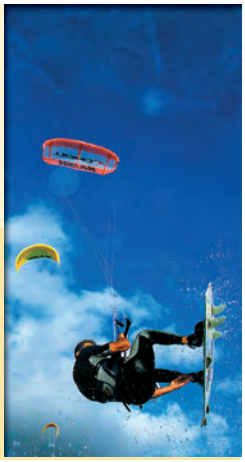


- Bungee jumping is (1) ..... exciting! You can enjoy the thrill of bungee jumping into the Corinth Canal or at the gorge of Aradaina in Chania! Remember it is (2) ..... dangerous to do without taking all the necessary precautions.



- Scuba diving in the seas around the Greek islands is (3) ..... an unforgettable experience! The waters are (4) ..... clean that you can enjoy marine life in all its beauty.

- Kite-surfing lessons are (5) ..... demanding that you must be fit (6) ..... to keep up with them. If you are keen on kite surfing, go to Paros and Naxos. The winds there are strong (7) ..... to enjoy this sport at its best.



- Wakeboarding has replaced water-skiing. It is easy (8) ..... for everyone to do, because the only thing you have to do is control a board. Go to places where the sea isn't (9) ..... rough to practise. Poros is a great choice.

3.5 Combine the sentences using **too** or **enough**.

1. I have lots of responsibilities. I can't go on holidays.

   . . . . . .

2. Peter plays football very well. He could be a professional football player.

   . . . . . .

3. Mary has little free time. She can't go on holiday.

   . . . . . .

4. Tom is very tall and fit. He could be a basketball player.

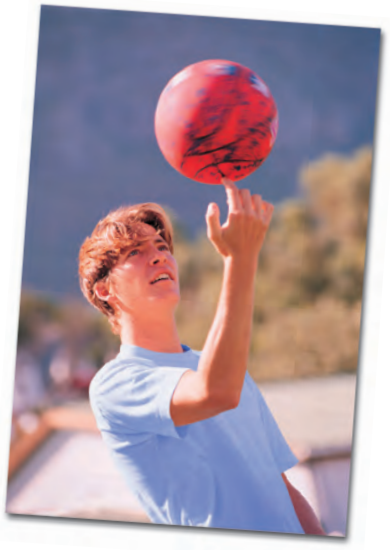
   . . . . . .

5. George is very busy. He can't take up a sport.

   . . . . . .

6. It's very windy today. We can go windsurfing.

   . . . . . .



3.6 Combine the sentences using **so** or **such**.

1. She has a lot of hobbies. She doesn't have time for her studies.

   . . . . . .



2. Scuba diving equipment is very expensive. I can't afford it.

   . . . . . .

3. It's very hot. We can't go running.

   . . . . . .

4. She's adventurous. She may try bungee jumping.

   . . . . . .

5. It's good weather today. Let's go swimming.

   . . . . . .

6. They're very good skaters. I can't compete with them.

   . . . . . .

Lesson 10 Looking at Other Schools

1. Vocabulary



1.1 Find the words below in the text (S's book, p. 66). Then use them to complete the sentences.

discipline **involve** **fortune** **elect**
grateful **experiment** **extracurricular**

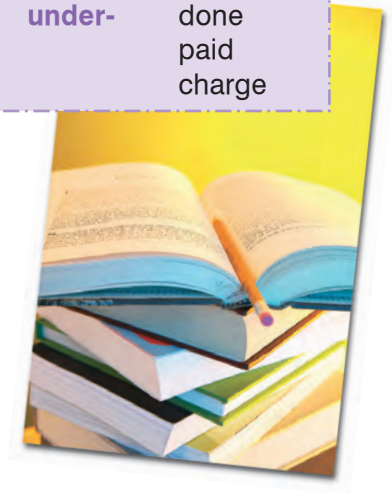
1. It would be a good idea to ..... everybody in the project.
2. The student body will get together on Thursday to ..... a new president.
3. The students were ..... for the new computer lab they got.
4. There is a variety of ..... activities in our school from fencing and tae-kwon-do to drama and painting.
5. Are you for or against strict ..... in schools?
6. They spent a ..... on new technological equipment for the school.
7. They are going to ..... with new methods of assessment in secondary education.

1.2 The prefixes **over-** (too much) and **under-** (less) can be used with certain verbs or adjectives to change their meaning. What do 'underestimate' and 'overcrowded' mean in the text on p. 66?

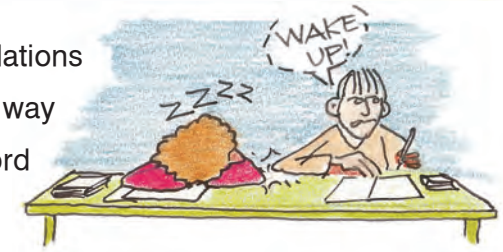
Complete the sentences with a suitable word from the boxes in the right form.

over-	crowded estimate charge react do
under-	estimate achieve done paid charge

1. A: I paid 150 € for my school books.
   B: I think they ..... you! I paid only 100 €.
2. A: The teacher said John could do better than he's doing.
   B: He ..... this term. He's getting lots of Cs.
3. A: I think I should put the biscuits back in the oven.
   B: You're right. They're ..... .
4. A: I don't think he can do the job. It's too demanding for him.
   B: Yes. They ..... his abilities.
5. A: I think rescue workers should get higher salaries.
   B: Yes. You're right. They're ridiculously ....., especially as the work is so dangerous.
6. A: All the snacks look delicious. I'll try one of each.
   B: Don't ..... it. You'll get sick.
7. A: I avoid going shopping in the city centre.
   B: So do I. It's ....., especially on Saturdays.



1.3 Match the expressions below with their definitions. There is one extra definition.



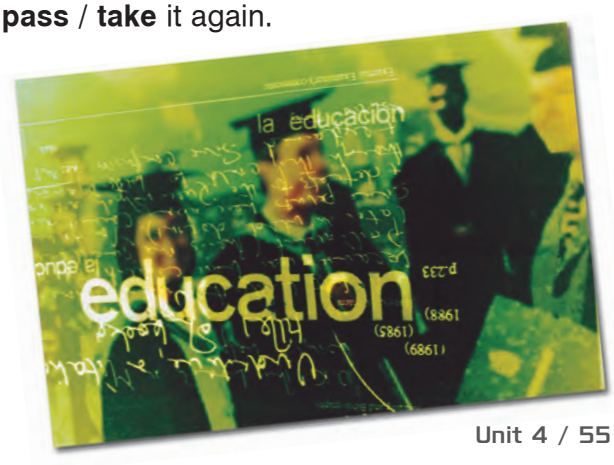
1. to break a record	☐	a. to go against the regulations
2. to break the ice	☐	b. to behave in an illegal way
3. to break a rule	☐	c. to go back on your word
4. to break a habit	☐	d. to say something bad
5. to break the news	☐	e. to perform better than anyone else, esp. in sports
6. to break the law	☐	f. to stop doing something annoying
7. to break a promise	☐	g. to tell somebody something unpleasant in a gentle way
	☐	h. to make people who have never met before feel more relaxed

1.4 The expressions with '**break**' in 1.3 have been used incorrectly in the sentences below. Write the correct expressions in the blanks.

1. People who **break a record** go to prison! .....
2. Try to **break a promise** to Susie gently. She will be furious! .....
3. Athletes who **break a rule** win medals and become famous. .....
4. If you **break a habit**, your friends won't believe you any more. .....
5. Every time you **break the ice** in school, the teacher gets upset. .....
6. If you're trying to **break the law**, you're trying to stop doing it. .....
7. At the beginning of the school year, our teachers often use activities to **break the news**. .....

1.5 Circle the appropriate word. Use your dictionary if necessary.

1. Everyone respects the **headmaster** / **professor** of the secondary school. He has been running the school successfully for years.
2. Her 4-year-old son has just started **primary** / **nursery** school.
3. I go to a private school. My parents have to pay **scholarships** / **fees**.
4. She has a **degree** / **certificate** in Physics from Oxford University.
5. Unfortunately, I failed the test and now I have to **pass** / **take** it again.
6. In England there are **boarding** / **private** schools. Students go home only during the holidays.
7. Although he was ill, he **attended** / **missed** all his classes today. He's really hard-working.
8. He's doing **research** / **a lesson** on a new scientific method at the University of Athens.



1.6 Complete the missing words.

A Cultural Melting Pot



Hillhead High School in Glasgow is a special school. Pupils come from 35 different (1) **c**..... and speak 30 different (2) **l**..... . More than 80 activities are offered on Friday afternoons throughout the term. Hillhead also offers a wide (3) **v**..... of extracurricular activities – sports from rugby and football to skiing, and a broad range of musical activities. There's a jazz (4) **b**....., guitar lessons and an orchestra. The school has international links, and (5) **f**..... students from all over the world study there. There is also a great deal of (6) **c**..... work done with more than £50,000 raised for 'Children in Need' over a ten-year period.

2. Language Focus

2.1 Below is a dialogue between two teenagers, Nick from Greece and Eric from England. In part A, read Eric's answers and write Nick's questions. In part B, fill in the blanks with an appropriate modal verb.





Part A

N: (1) . . . . . .
. . . . . ?

E: Well, I suppose not very different from yours. School starts at 8:55 with registration. Then we go to assembly where we pray. Lessons begin at 9:20 and end at 3:15.

N: (2) . . . . . ?

E: We study English, Mathematics, Science, Design and Technology, IT, History, Geography, Modern Foreign Languages, Art, Music and PE.

N: (3) . . . . . ?

E: Summer holidays last six weeks; both winter and spring holidays last two weeks.

Part B



N: *Do you have to wear a uniform?*

E: Yes. In most schools in England children (1) ..... wear a school uniform. Boys usually wear grey or black trousers, a white shirt and a jumper or sweater with the school logo on it. In our school, we (2) ..... (not) wear a school tie. Girls wear the same outfit as the boys or they can wear skirts.

N: *What different types of schools do you have in England?*

E: There are state schools financed by public funds, which means that the parents (3) ..... pay. Ninety percent of the children in England and Wales attend a state school. There are also private schools. These are also called public schools in England! Funny, isn't it? Parents (4) ..... pay fees for their children to attend these schools. There are primary and secondary schools. Children may stay on at school until the age of eighteen in order to pursue further studies; however, this is not compulsory. Pupils who stay on at school from the ages of sixteen to eighteen in England, (5) ..... take the Advanced (A) level examination, which is traditionally required to get into university.

2.2 Use some of the types of schools in the box to complete the sentences.



Educational System in Great Britain

	AGE
• nursery school	3-5
• primary school	5-11
• secondary school	11-16
• 6th form	16-18
• university	18-21



Types of schools

- **state school:** run by the state, you don't pay fees.
- **private school:** also known as 'public'; run by individuals, you pay fees.
- **boarding school:** private school where students live in rooms on the school campus.

1. I can't afford to send my children to a ..... school.
2. My English friends don't go to a public school. They go to a ..... school.
3. When you are thirteen years old, you go to ..... school.
4. When she left school, she went to ..... and studied medicine.
5. My sister is seven. She goes to ..... school and her favourite subject is Art.



2.3 Read the list of **DOs** and **DON'Ts**.

It's up to you p. 136

DOs and DON'Ts in England

- **Do stand in line:** In England people like to form orderly queues and wait patiently for their turn.
- **Do say "Excuse Me":** If someone is blocking your way and you would like them to move, say "excuse me" and they will move out of your way.
- **Do say "Please" and "Thank you":** It is very good manners to say "please" and "thank you". It is considered rude if you don't.
- **Do cover your mouth:** When yawning or coughing, always cover your mouth with your hand.
- **Do shake hands:** When you are first introduced to someone, shake their right hand with your right hand.
- **Do say "sorry":** If you accidentally bump into someone, say "sorry". They probably will too, even if it was your fault!
- **Do not stare at anyone in public:** Privacy is highly regarded.
- **Do not ask personal questions:** Do not ask questions such as "How much money do you earn?", "How much do you weigh?" or "Why aren't you married?".









Work with a partner. Make a list of similar ideas for your country using **must**, **should**, **mustn't**, **shouldn't**, **have to**, **don't have to**.

e.g. You should give up your seat on the bus to elderly people.

.....

.....

.....

.....

.....

.....

3. In a Summer School

3.1 Many students from all over the world spend their summer holidays in European colleges in order to improve the foreign language they are learning. What kind of activities do you think they do there?

useful tip

Before you listen, read the notes to see which activities are already mentioned. This will help you focus on the information you need while listening.



3.2 This is the programme for the first week in a Summer School in England. When Jill Stone, the school director, printed the programme she hadn't arranged all the activities. Listen to her and complete the programme.

Summer School Junior Programme

1st week	Morning	Afternoon	Evening
Monday	Placement Test	(1)	Welcome Disco
Tuesday	(2)	Visit to Hertford	Barbecue and (3) . . . . .
Wednesday	Sports	Lessons and (4)	Talent Show in the theatre Time: (5) . . . . .
Thursday	Full day trip to (6)	X	(7) . . . . . dancing
Friday	Lessons	Sports or Arts and Crafts	International Evening
Saturday	Lessons	(8)	(9) . . . . . Show
Sunday	(10)	X	Sports Tournament finals

3.3 How do you think the above programme helps the students improve the foreign language they are learning? How does it help them become fitter? How does it help them discover new things about themselves and the world around them?



Lesson 11 Schools Change through Time

1. Vocabulary

1.1 Find the words from list A in the advertisement (S's book, p. 72) and match them with their meanings in list B.

A		B
1. motivate		a. represented in electrical signals
2. reduce		b. new and original
3. digital		c. make someone want to do something
4. display		d. allowing a two-way transfer of information
5. innovative		e. make less
6. interactive		f. show

1.2 Put the following words in opposite pairs.

motivating **disciplined** **boring** **relaxed** **demanding** **chaotic**

motivating # ..... disciplined # ..... relaxed # .....

1.3 Complete the sentences with a suitable word from 1.2 above.

1. Everybody in the class participates in the history lessons. They are so ..... .
2. I'm not interested in playing computer games. I think they are ..... .
3. There is a ..... atmosphere in our art lessons. We feel happy and comfortable.
4. Some subjects need more work than others; they are more ..... .
5. The headmaster became upset because the situation in the classroom got ..... .
6. My father often tells me that during his school days students were very ..... .

1.4 **Make** or **Do**? Choose and complete.

It's up to you p. 136-137

1. ..... a test
2. ..... noise
3. ..... an effort
4. ..... an experiment
5. ..... progress
6. ..... homework
7. ..... a project
8. ..... harm
9. ..... a course
10. ..... a mistake



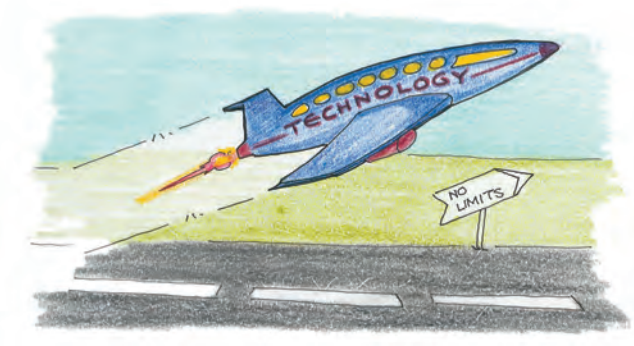


1.5 Replace the words in bold with a suitable expression from 1.4 in the right form.



1. She's **improving** / ..... . How many German lessons has she had?
2. **Be quiet** / ..... and concentrate. You have to finish the activity in a few minutes.
3. I'm going to **write my composition** / ..... for school tomorrow.
4. Getting involved at this stage of the project will **be damaging** / ..... .
5. Helen is **studying hard** / ..... to improve her report.
6. **You're wrong** / ..... again! Be careful!

1.6 Read the sentences and then match the phrasal verbs with their meanings.



1. The new technological era has **taken off**.
2. John's very tall. He **takes after** his father.
3. It was an interesting lecture but there was just too much to **take in**.
4. I think I will **take up** cycling. I need the exercise.
5. Who will **take over** Mr. Simpson's class when he leaves next week?

1. to take off		a. to understand
2. to take after		b. to get control of
3. to take in		c. to have sudden success
4. to take up		d. to start doing an activity
5. to take over		e. to resemble, to look like

1.7 What does '**take off**' mean in the following sentences?



1. The plane takes off in half an hour. Hurry up! .....
2. He took off in the middle of the night. We were all very worried. .....
3. Her singing career has just taken off. .....
4. You can take off your jacket. It's quite warm. .....

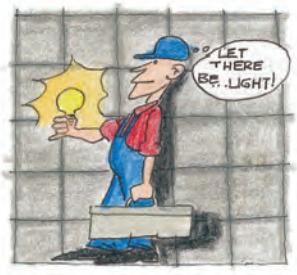
1.8 Which of the jobs in the box below do you think would suit the people described in the sentences? More than one jobs can be suitable.

doctor, accountant, engineer, software designer, musician, electrician, social worker, mechanic, journalist, bank clerk, actor, nurse, scientist, architect, computer programmer

1. I like dealing with people and offering my help. I'm very patient. .....



2. I'm keen on finding things out. I enjoy looking up information or doing experiments. .....
3. I'm interested in new technological advances. I can spend hours in front of a computer. .....
4. I love reading books and writing articles for newspapers and magazines. .....



5. I enjoy doing things with my hands and I'm very good at repairing or constructing things. .....
6. I'm interested in all forms of art and I am creative. .....
7. I like finding solutions and organising things. .....

1.9 Complete the conversation below with suitable questions.



– (1) . . . . . .
– I'm a doctor.
– (2) . . . . . .
– I work at the local hospital.
– (3) . . . . . .
– I examine and treat sick people.
– (4) . . . . . .
– I get about 4 weeks a year.
– (5) . . . . . .
– Yes, of course I do. I work night shifts twice a week and some days I don't even go home.
– (6) . . . . . .
– I get a tremendous feeling of satisfaction knowing that I'm helping people.







1.10 Choose another job from the ones in 1.8 and act out a similar dialogue.

2. Language Focus



2.1 Rewrite the sentences using the words in brackets.

1. Perhaps they are in the chemistry lab. (may)
   . . . . . .
2. It's possible that our school will get new software. (might)
   . . . . . .
3. It's possible that we will get a new library in our school. (could)
   . . . . . .
4. Perhaps I won't attend the history class today. (may)
   . . . . . .
5. I think the professor isn't in the office. (might)
   . . . . . .

2.2 Underline the modals in the sentences below and identify their use.

making a request, asking for permission, expressing possibility, expressing lack of necessity, expressing prohibition, expressing obligation / necessity, describing ability, giving advice

1. Can you talk louder, please? I can't hear you. ..... / .....
2. I may be late. Don't wait for me. .....
3. You must leave at once if you don't want to miss the lecture. .....
4. We don't have to study during the weekend. .....



5. You mustn't talk during the exams. .....
6. May I come in? .....
7. You should tell your parents. .....
8. She could read and write at the age of 3. .....

2.3 Read the situations below and respond to each one using an appropriate modal verb.

e.g. You want your friend to help you with your project.
Can you help me finish my project?
You have just finished eating dinner and want to leave the table. Ask for permission.
May I leave, now?

1. You advise your friend to join the art club. Perhaps he / she will find it interesting.
2. You want to have a short break after the test. Ask your teacher.
3. Tell your friend that students are expected to be on time for classes.
4. You are not allowed to use mobile phones in the classroom.
5. It is possible that you'll organise a bazaar for charity reasons.
6. You want to ask your teacher a question.
7. It's not necessary for you to help with the chores today.
8. It was necessary to send e-mails to all your friends.



3. Speaking

3.1 Read the following job advertisement and decide which of the statements below are True (**T**) or False (**F**).

Summer Camp Group Leader

Take the opportunity to spend a great two-month holiday and earn money. Be a group leader at Halkidiki's International Summer Camp for youngsters aged 9 –13. Each leader will be responsible for 20 children.
Requirements: knowledge of English, experience in sports and group activities, organisational skills, patience, kindness, and prior experience.
Contact us at: 2620055524

	T	F
1. The job is permanent.		
2. You will be responsible for the camp.		
3. The children will be from the same country.		
4. You need previous experience.		
5. You must be able to do sports.		



3.2 What qualities would be useful for the job?

3.3 Work in pairs. One of you is the interviewer and the other one is the applicant. Read your role cards and act out the interview.

It's up to you p. 137

Student A

You are the interviewer.

- Ask about personal details: name, age, etc.
- Ask about qualifications / skills for the job.
- Ask about interests / hobbies.
- Ask about any previous experience.
- Ask the applicant why s/he thinks s/he is suitable for the job.
- Explain job requirements.

Student B

You are applying for the job.

- Try to persuade the interviewer that you are the right person for the job.
- Answer the interviewer's questions.
- Talk about your qualifications.
- Ask about responsibilities and salary.

4. Everyday English: ASKING FOR, GIVING and REFUSING PERMISSION

4.1 Match the questions with the answers.

1. Can I use your laptop?		a. Yes, of course. I'll give you a 15-minute break.
2. Could we have a break after the test?		b. Yes, certainly. What do you want to know?
3. May I ask you a question?		c. Yes, that's fine but don't be late.
4. Is it all right if I leave the class early?		d. No, I'm afraid not. You can leave when the bell rings.
5. Is it OK if I go to the gym after school?		e. Yes, go ahead. I don't need it right now.
6. Can I bring my sandwich to the library?		f. No, I'm sorry. I have to study for the history test.
7. Could I borrow your history book?		g. Of course not. Eating is not allowed there.

4.2 Work in pairs. Use the prompts below and the expressions above to act out short dialogues.

e.g. Use your phone (Yes)
Can I use your phone? Yes, certainly.

1. borrow your CD player (Yes)
2. invite friends for the weekend (No)
3. use your e-mail (Yes)
4. bring food to the classroom (No)
5. go swimming after school (No)
6. sit at your table (Yes)



4.3 Work in pairs and read the role cards below. One of you will be the student and the other will be the teacher. Act out the dialogue.

Student A

Your school is having a bazaar for charity purposes. You belong to the **student committee** which is in charge. You need to ask for permission concerning the date, the activities and the items to be sold at the bazaar.

Student B

Your school is having a bazaar for charity purposes. You belong to the **teacher committee** who will help with the organisation. You can give or refuse permission to what the students will ask you. You can also make suggestions.

Lesson 12 Change: An Ongoing Process

1. Vocabulary

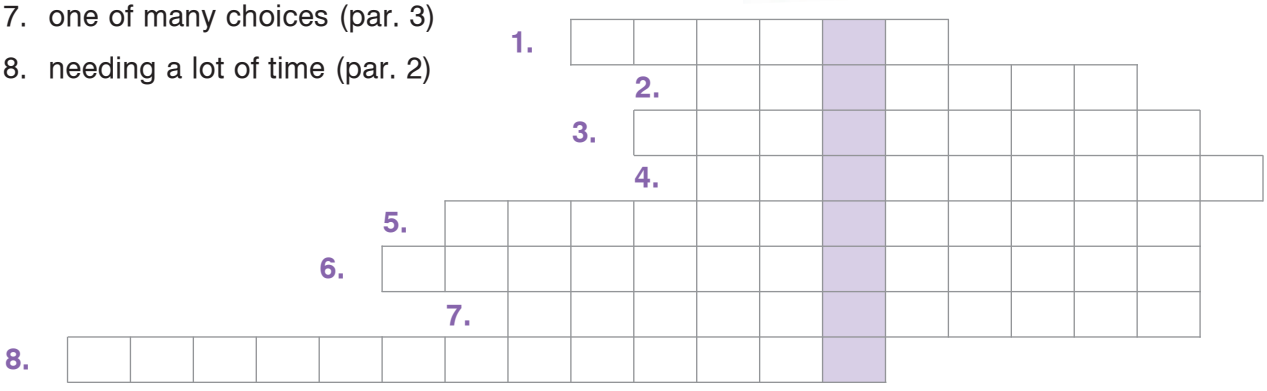
1.1 Puzzle it out!

Find words from the text (S's book, p. 77) that mean the same as the words or phrases below and complete the puzzle to find the word in the purple boxes.

It's up to you p. 137



1. a system of writing (par. 1)
2. something formed by cutting away material from wood or stone (par. 1)
3. calculated (par. 1)
4. changed (par. 2)
5. usual, traditional (par. 3)
6. make a change in (par. 3)
7. one of many choices (par. 3)
8. needing a lot of time (par. 2)



1.2 Use a suitable word from the puzzle to complete the sentences.



1. The journey is ..... to take a week.
2. I bought a very nice wood ..... of a horse in that shop.
3. The book was written in Arabic ..... .
4. After the public protests, the government had no ..... but to change the law.
5. Although this project is ....., we have to do it. So, let's get started.
6. It is certain that her discoveries will ..... Physics.
7. They only use ..... medicine. They avoid new methods.
8. They ..... the old building into offices.

1.3 Change the underlined words / phrases in the sentences below with words from the text (S's book, p. 77).



Paragraph 1

1. New inventions and discoveries help mankind **go forward** in all fields of science. .....
2. Before writing was invented, news did not **travel** widely around the world. .....

Paragraph 2

3. If something is not built with **strong** materials, it may break quickly. .....
4. When you want to do something well, you must take your time and not **do it quickly**. .....

Paragraph 3

5. This new CD can be **seen** on a conventional TV or on your computer. .....
6. Man is restless and curious. This means that mankind will **surely** continue to make progress. .....

1.4 The suffix **-able** is used to form adjectives from verbs or nouns. It often has the meaning 'can be done'. There are 3 adjectives in the text on p. 77 ending in -able. Match them with their meanings and use them to write sentences.



1. movable		a. likely to last for a long time
2. durable		b. something we cannot imagine happening
3. unthinkable		c. that can be moved

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

1.5 Use the suffixes **-able**, **-al**, and **-ive** to form adjectives from the verbs or nouns below.

1. change	.....	6. enjoy	.....	11. rely	.....
2. expense	.....	7. create	.....	12. tradition	.....
3. attract	.....	8. convention	.....	13. industry	.....
4. suit	.....	9. break	.....	14. invention	.....
5. accept	.....	10. admire	.....	15. politics	.....

1.6 Now use some of the adjectives from 1.5 to complete the sentences.

1. The weather was ..... last summer. One day it rained, the other it was hot.
2. He's a(n) ..... artist. He's not prepared to try anything new.
3. She's a(n) ..... girl. You can trust her.
4. He's very ....., always dreaming up new gadgets for the home.
5. Thank you for a(n) ..... evening. We had a great time!
6. Hold the camera carefully. It's ..... .
7. He lives in a(n) ..... area where there is a lot of smog.
8. The school uses a combination of modern and ..... methods for teaching reading and writing.



2. Language Focus

2.1 Match the names of the people below with their achievements and make sentences as in the example.

1. Steven Spielberg		a. had composed 3 symphonies by the age of 11.
2. Leonardo da Vinci		b. invented printing for blind people in 1829.
3. Wolfgang Amadeus Mozart		c. received the Nobel prize in Literature.
4. Roald Dahl	1	d. directed the film 'Jurassic Park'.
5. Ferdinand Magellan		e. sketched the first flying machine.
6. Seferis and Elytis		f. wrote "Charlie and the Chocolate Factory".
7. Louis Braille		g. sailed around the world first.

e.g. Steven Spielberg is the man who directed the film 'Jurassic Park'.

2.2 Complete with an appropriate relative pronoun if necessary.

It's up to you p. 137

1. The film ..... I saw was boring.
2. Where is the book ..... I lent you?
3. Peruggia is the name of the man ..... stole the Mona Lisa.
4. The lecturer ..... I talked to is my uncle.
5. My best friend goes to a school ..... has lots of sports facilities.
6. Danny Devito is the director ..... film 'Matilda' was a great hit!
7. These are the writers ..... made presentations of their books on TV last week.
8. This is the college ..... a debate competition takes place every year.





2.3 Six of the following sentences each contain one mistake.
Can you correct them? Put a tick next to the correct ones.

1. This is a special dog who helps blind people. .....
2. Thomas Edison was the man which invented the phonograph. .....
3. This is the student whose bag was stolen. .....
4. This is the man that I saw on TV last night. .....
5. This is the book which reviews are excellent. .....
6. The Brothers Grimm are the men which stories are very famous. .....
7. They wrote fairy tales where everyone knows and loves. .....
8. The man which is responsible for cleaning the school yard is sick today. .....

2.4 Join the sentences below using an appropriate relative word. Make any changes if necessary.

e.g. I saw the article. Your professor wrote it.
I saw the article (which) your professor wrote.

1. The students wrote short stories. They participated in a writing competition.

. . . . . .

2. Jenny found a CD player. Someone had left it on the bus.

. . . . . .

3. I've lost a book. Its cover is black and white.

. . . . . .

4. It was the day of the exams. We had a quarrel then.

. . . . . .

5. We visited a new school. Many foreign students go there.

. . . . . .

6. I have a new friend. His father is a famous writer.

. . . . . .



3. Pronunciation

3.1 Listen to the words and tick the right column.
Listen again and repeat.

	/ɒ/	/ʌ/	/ɔː/
plot	✓		
cover			
form			
modern			
more			
other			
ordinary			
often			

3.2 Circle the odd pronunciation out.

1.	discover	love	clock
2.	stop	mother	model
3.	nothing	complex	positive
4.	none	some	story
5.	morning	worn	won
6.	war	month	money

3.3 Listen to check your answers.

3.4 Listen again and repeat.

Lesson 13 Quite an Art!



1. Vocabulary

1.1 Match the words from the text in 3.1 (S's book, pp. 85-86) with the definitions below.

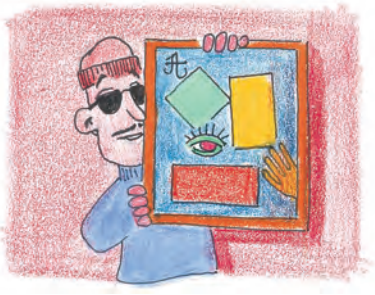
It's up to you p. 138

1. a war between two sides in the same country: .....
2. to make known: .....
3. the killing of large numbers of people: .....
4. somebody who personally sees what happened: .....
5. shocked: .....
6. a large painting on a wall: .....

1.2 Underline the following words in the text (S's book, p. 86). Then use them to fill in the blanks below.

chaos **crammed** **suffering** **experience**
interpret **depicts** **criticised** **immense**

1. There is an exhibition of paintings which show the ..... of people in war.
2. Everything we ..... affects our personality.
3. The museum was in a state of ..... when the burglars left.
4. Lots of people were ..... in the gallery to admire the new collection.
5. They ..... the film for being too violent.
6. This mural ..... historic scenes from the previous century.
7. The students find it difficult to ..... the symbolism of the poem.
8. Wars cause ..... pain and grief to everyone.



1.3 Use the words from the box to fill in the blanks in the texts. There is an extra word you do not need to use.

sculptures **mixture** **decorate** **drawings** **marble**
murals **painted** **landscapes** **materials**

It's up to you p. 138



useful tip

Read the texts quickly to get the main idea. Read again and choose a word for each gap focusing on the words before and after the gap. Read the completed texts again to make sure they make sense.

Ancient art

How do we learn about ancient people? We learn about them through their drawings, their paintings, their sculptures and their buildings. Art is a window into ancient people's lives.



Thousands of years ago, the ancient Greeks made statues, paintings, pottery, jewellery and sculptures. They made beautiful vases, "amphoras", with two handles and a red background with black (1) ..... all over its surface. They also made wall paintings with beautiful colours. To make black coloured paint, they used soot. Green came from green soil, blue was a (2) ..... of copper and glass, and purple was made from special seashells. White was made from chalk. Brown, red, and yellow were made from rocks, clay, and soil. The ancient Greeks used many (3) ..... in their artwork. Gold, stones, and glass were used in mosaics. Small Greek statues were made of terracotta. Larger statues were made of stone, bronze, or (4) ..... .



The ancient Japanese created many art forms, and drawing was one of them. Many people wrote poetry on beautifully-drawn scrolls made of paper. Poets used calligraphy or decorative writing as an art form. Japanese artists also made many (5) ..... . Most of them were made of wood and then (6) ..... in gold. A lot of paintings had beautiful backgrounds of mountains and valleys with streams and rivers flowing towards waterfalls, while others had backgrounds that were plain white.



Ancient Chinese art was influenced by religions, which stressed love for nature. The subjects they liked to paint were birds, flowers, and (7) ..... from the countryside. Chinese art came in many different forms such as painting, folk art, silk, calligraphy, pottery, sculpture, metal arts and paper-cuts. The Chinese invented paper, which was very important for paper-cuts. People would hang them up to (8) ..... windows, houses, clothes and even ladies' hair.



1.4



Look through the texts above and underline all the materials people used in their artwork. Explain what the words mean.



2. Language Focus

2.1 Make sentences using the Simple Present passive.



1. Yellow and red ..... (mix) to make orange.
2. Bright colours ..... (use) to express happiness.
3. Brushes ..... (clean) with a special liquid.
4. Water paints ..... (dissolve) in water.
5. Famous paintings ..... (often / steal).
6. A great artist ..... (admire) for his talent.
7. Egg ..... (use) to paint religious icons.

2.2 Use the passive voice to write full sentences from the prompts below.

It's up to you p. 138



1. Valuable paintings / keep / in museums.

   . . . . . .
2. Works of art / buy / at auctions.

   . . . . . .
3. Museums / guard / by security guards.

   . . . . . .
4. An old painting / often / examine / by specialists.

   . . . . . .
5. Famous paintings and sculptures / often / copy / by other artists.

   . . . . . .
6. The Prado Museum / visit / by thousands every year.

   . . . . . .
7. The Louvre / clean / and / lock / every evening.

   . . . . . .
8. Visitors / admit / to some museums / after a fare / pay. (2 passives)

   . . . . . .
9. Sometimes works of art / steal / from museums / and / never / find. (2 passives)

   . . . . . .
10. Tours / organise / by guides / in some museums. Visitors / inform / about the exhibits / and lead / through the whole museum. (3 passives)

    . . . . . .

    . . . . . .

3. Artists and their Styles

3.1 Read the biographies of the artists below and complete the missing words.



Salvador Dali was born in Spain in 1904. When he (1) ..... a child, he exhibited strange behaviour and often interrupted his class in school. As he got older, he started to paint pictures (2) ..... came from his dreams. His dreams and his paintings were scary and unreal. Dali (3) ..... to art school in Madrid, but he was expelled and never graduated. He even spent time in jail. However, he continued to paint, and his art style became known (4) ..... Surrealism. Salvador Dali drew everyday items, but changed them in odd ways. For example, one of his paintings is of melting clocks. Before he died at the age of 85 in 1989, Dali (5) ..... created works in film, ballet, opera, fashion, jewellery, and advertising illustrations.



Leonardo Da Vinci was born in (6) ..... Italian town called Vinci in 1452. He lived in a time period called the Renaissance, (7) ..... everyone was interested in art. Even though Da Vinci was a great artist, he became famous because of all the other things he (8) ..... do. He was a sculptor, a scientist, an inventor, an architect, a musician, and a mathematician. When he was twenty, he helped his teacher finish a painting (9) ..... 'The Baptism of Christ'. When he was thirty, he moved to Milan. That is where he painted most (10) ..... his pictures. Da Vinci's paintings were done in the Realist style.



El Greco (1541–1614) was a painter, sculptor, and architect of the Spanish Renaissance. He usually signed his paintings in Greek letters (11) ..... his full name, Doménicos Theotokopoulos. He was born in Crete, (12) ..... was at that time part of the Republic of Venice and the centre of Post-Byzantine art. (13) ..... the age of 26, he travelled to Venice, as (14) ..... Greek artists had done. In 1570, he moved to Rome, (15) ..... he opened a workshop and created a series of works. In 1577, he moved to Toledo, Spain, where he lived and worked (16) ..... his death. El Greco led the way to the development of Expressionism and Cubism. His personality and works were a source of inspiration (17) ..... poets and writers such as Rainer Maria Rilke and Nikos Kazantzakis.

3.2 Read the biographies again and decide if the following statements are True **(T)** or False **(F)**.

	T	F
1. Dali was known for his antisocial behaviour.		
2. Dali drew ordinary items exactly as he saw them.		
3. Da Vinci was named after his birthplace.		
4. Da Vinci had many different skills.		
5. El Greco opened his workshop in Venice.		
6. El Greco was born and died in Crete.		

4. Everyday English: ASKING FOR AN OPINION / GIVING AN OPINION

4.1 Match the questions with the answers.



1. What do you think of the new museum?



2. What's your opinion of his latest paintings?



3. What's your view on people keeping famous works of art at home?



4. How do you feel about graffiti?

a. Personally, I feel that graffiti makes a town look bad.



b. In my opinion, it's excellent. There are collections of many famous artists there.



c. I believe they're very good. Excellent, in fact.



d. I think it would be better if they were in museums for everyone to enjoy.



4.2 Work in pairs. Use the expressions above and the prompts below to ask for and give an opinion.

e.g. *What do you think of the new concert hall?*
Personally, I think it's superb. The best in the country!

1. exhibition of works of the art students – not as good as last year
2. the use of technology in art – excellent / give artists freedom
3. the film on Van Gogh's life – fascinating / great actors
4. contemporary art movements – difficult to understand
5. the new art gallery – spectacular / used to be a factory



Lesson 14 It's Music to my Ears



1. Vocabulary

1.1 Choose the right word from the box to complete the text.

instrument	**metal**	**materials**
sound	**musicians**	**drum**

You don't need money to make music. Percussion and vocal music can be free to produce. Just use what's around you: wood, plastic, glass, (1) ..... . Turn a plastic bin upside down, hit it with your palms and you've got the (2) ..... of an African (3) ..... . Fill glass bottles with water and you've got bells. Take two empty tins, fill them with dried beans, tape them together and you've got a Latin-American (4) ....., the shaker. Some (5) ..... have had successful careers from using unusual (6) ..... to make music.

1.2 Write the musical instruments under the right category.



violin **viola** **recorder** **cello** **clarinet**
flute **drums** **trumpet** **harp** **tambourine**
piano **bagpipes** **castanets** **gong**
xylophone **tuba** **triangle** **harmonica**

wind	stringed	percussion
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....

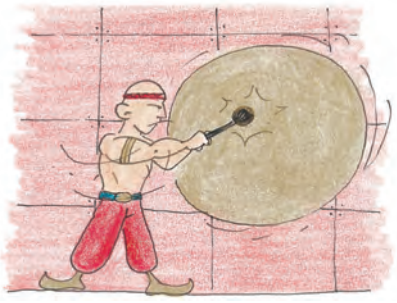
1.3 What do you call the people who play the following instruments?

1. piano .....
2. violin .....
3. saxophone .....
4. cello .....
5. guitar .....
6. flute .....



1.4 Complete the 'music' diagram with words from the box. Can you add any more areas or words that you know?

band jazz classical guitar orchestra choir trumpeter songwriter composer folk harmony note rock tune melody rhythm lyrics drummer conductor audience saxophone perform bells rehearse mandolin compose record (n/v)







MUSICAL INSTRUMENTS

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

PEOPLE

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



MUSIC

KINDS OF MUSIC

.....
.....
.....
.....
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VERBS

.....
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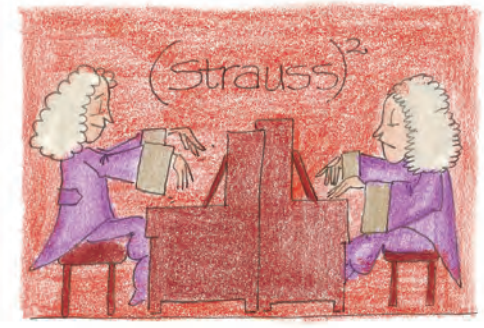
MUSICAL TERMS

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



1.5 How much do you know about music? Tick True **(T)** or False **(F)**. Can you correct the sentences that are False?

	T	F
1. There are two composers named Strauss.		
2. Wagner and Verdi were born in the same year.		
3. Beethoven was almost deaf when he wrote some of his masterpieces.		
4. Mozart composed his first piece of music at the age of 15.		
5. People who were taught music in their childhood have a better memory.		
6. Composers are not influenced by their native language.		
7. When shopping, people's choices are influenced by background music.		





2. Language Focus

2.1 Read what happens at the Music Awards ceremony every year. Complete the gaps with the appropriate form of the verb as in the example.

Two months before the ceremony, the presenters (0) are chosen (choose) and rehearsals begin. E-mails (1) ..... (send) to music companies, singers and composers all over the country. The invitations (2) ..... (write) and (3) ..... (give) to all celebrities. The date of the festival (4) ..... (announced) on TV.

Tickets (5) ..... (sell) to the public one month before. On the day of the occasion, everything is well-organised. Awards (6) ..... (give) to the best songs and performers. The work of new groups (7) ..... (present) and old singers (8) ..... (award) special prizes.



2.2 What happened at last year's Music Awards ceremony? Use the prompts to make sentences in the passive voice.

It's up to you p. 139

1. It / hold / in Stewart Music Hall.

. . . . . .

2. Short speeches / give / celebrities.

. . . . . .

3. The winners / announce / young musicians.

. . . . . .

4. A film on / History of European Music / show.

. . . . . .

5. British singers / invite / to sing.

. . . . . .

6. The audience / amaze / dance show.

. . . . . .

7. Money / raise / for homeless people / the celebrities.

. . . . . .



2.3 Live 8 was a concert which was simultaneously held in 8 different countries for the same purpose. Complete the gaps with an appropriate form of the verbs in brackets in the active or passive voice to learn more about the concert.

United by Music



More than a million people (1) ..... (gather) in cities across the world on July 2nd, 2005, for "Live 8", the biggest music concert ever held, to pressure rich nations to do more for the poor. "Live 8" coordinator, Bob Geldof, (2) ..... (urge) 200,000 fans in London's Hyde Park to demand "No More Excuses". He (3) ..... (join) by Paul McCartney, who opened the London concert with Bono, Madonna, Elton John, and Pink Floyd.

Twenty years ago, "Live Aid", another big concert, (4) ..... (also / organise) by Bob Geldof. More than 100 million dollars (5) ..... (raise) for Ethiopian famine victims. The aim of "Live 8" (6) ..... (be) to change the world we live in. Two billion people (7) ..... (watch) the concerts.



U2's lead singer, Bono, sent a message: "We (8) ..... (not / ask) you to put your hand in your pocket, but to put your fists in the air".

3. Song and Music



3.1 Read the song and try to fill in each gap with a suitable word. What do you think the title of the song is?

Are those (1) ..... in your eyes?
Make you feel you can cope no more?

When it all just gets too (2) .....
Let me wipe (3) ..... your tears
You know you can (4) ..... on me.

No one can tell you who you should be.

We are all the (5) ..... and yet unique
Never be ashamed of (6) ..... you are.

Just be true to you.

You are precious
There's only (7) ..... of you
So stand tall
Be proud
Just be (8) ..... to you.

And I'll always be there
I'll always be there for you.



3.2 Now listen to the song and check your answers.

3.3 Listen to some pieces of music from well-known films and number them in the order you hear them. The first one has been done for you.

- [ ] a. Star Wars
- [ ] b. Titanic
- [ ] c. Fantasia
- [1] d. Billy Elliot
- [ ] e. Pirates of the Carribean: The Curse of the Black Pearl
- [ ] f. Lara Croft: Tomb Raider
- [ ] g. Harry Potter and the Chamber of Secrets
- [ ] h. Gladiator
- [ ] i. E.T.
- [ ] j. The Lord of the Rings: The Fellowship of the Ring



Which of these films have you seen? Do you like their music?

Lesson 15 Acting up!...



1. Making a Choice

1.1 Steven is a 13-year-old student who lives in London. It's his turn to decide which play his class is going to see this month. Work in groups. Read the advertisements of performances in London's West End. If you were in his place, which performance would you choose for your class and why? Consider the following: the age of the students, the theme of the play, and how long the plays last.

1.2 Now can you help the people on the next page decide which play they should see? It's up to you p. 139

THEATRE

THE MOUSETRAP. Mon-Sat 20.00; Sat 17.00; Tue 14.45 (2hrs 15 mins). St Martin's Theatre, West Street, WC2. ☎ (020) 7836 1443. ◎ Leicester Square. Agatha Christie's captivating mystery, the longest-running play in the world, is 48 years old and still no-one has given away the ending.

CATS. Mon-Sat 19.30; Tue & Sat 15.00 (2hrs 40 mins). New London Theatre, Parker Street off Drury Lane, WC2. ☎ (020) 7404 4079. ◎ Covent Garden. London's longest-running musical now in its 19th year. Andrew Lloyd Webber's harming, award-winning show is based on T.S. Eliot's 'Old Possum's Book of Practical Cats'. Exciting spectacle, plenty of dancing and fantastic costumes with all characters dressed as cats.

HAMLET. 6, 8, 25-28 July 19.30; 6, 8, 13, 19-21 July 14.00 (3hrs 20 mins). Shakespeare's Globe Theatre, 21 New Globe Walk, SE1. ☎ (020) 7401 9919. ◎ Southwark. Artistic director of the Globe, Mark Rylance, stars as Hamlet. The Prince of Denmark returns home following his father's death and finds that his uncle has married his mother and taken the throne.

SPOT'S BIRTHDAY PARTY. Opens 26 July. Mon-Fri 11.00 & 14.30; Sat 10.30, 14.00 & 17.00. Lyric Hammersmith, King Street, W6. ☎ (020) 8741 2311. ◎ Hammersmith. Steve the Monkey, Helen the Hippo and Tom the Crocodile all gather together to celebrate Spot's birthday.

LES MISERABLES. Mon-Sat 19.30; Thu & Sat 14.30 (3hrs 15 mins). Palace Theatre, Cambridge Circus, W1. ☎ (020) 7434 0909. ◎ Leicester Square. Highly-acclaimed musical adaptation of Victor Hugo's novel about love, passion, courage, set in the Paris uprising of 1832. It's an absorbing, emotional evening which follows the story of a small child abandoned by her mother – be prepared to cry!

THE PHANTOM OF THE OPERA. Mon-Sat 19.45; Wed & Sat 15.00 (2hrs 30 mins). Her Majesty's Theatre, Haymarket, SW1. ☎ (020) 7494 5412. ◎ Picadilly Circus. Andrew Lloyd Webber's hugely popular musical about the masked Phantom who haunts the Paris Opera House and falls in love with the singer, Christine. Spectacular and tense with some memorable sets.

SINGIN' IN THE RAIN. Closes 20 July. Mon-Sat 19.15; Wed & Sat 14.00. Oliver Theatre, South Bank, SE1. ☎ (020) 7452 3000. ◎ Waterloo. West Yorkshire Playhouse's revival of the stage version of the smash hit film from 1952. Set in 1930s Hollywood, Lina Lamont, a great star of the silent movies, is having problems making the transition to talkies, because of her truly dreadful voice.

STONES IN HIS POCKETS. Mon-Sat 19.30; Thu & Sat 15.30. New Ambassadors Theatre, West Street, WC2. ☎ (020) 7836 6111. ◎ Leicester Square. Award-winning comedy examining what happens when a Hollywood film company arrives in a remote Irish village.

DISNEY'S THE LION KING. Mon-Sat 19.30; Wed & Sat 14.00 (2 hrs 45 mins). Lyceum Theatre, Wellington Street, WC2. ☎ 0870 243 9000. ◎ Covent Garden. Book early for this hugely successful award-winning stage adaptation of Disney's animated film. The young lion cub, Samba, struggles to accept responsibilities of adulthood and his destined role as King. Superb costumes and special effects.







TIPS FOR THEATREGOERS

DISABLED ACCESS. Artsline ☎ (020) 7388 2227. London's information and advice service for disabled people on arts and entertainment.

HISTORY OF THEATRE & BACKSTAGE TOURS. Visit the **Theatre Museum** for the history of theatre and other performing arts, plus special exhibitions. For backstage tours contact **Theatre Royal, Drury Lane** ☎ (020) 7494 5456 and **The Royal National Theatre** ☎ (020) 7452 3400.

IF ENGLISH IS NOT YOUR FIRST LANGUAGE. A number of shows are particularly suitable for visitors for whom English is not a first language. These include many of the musicals, especially **Buddy**, **Cats**, **Disney's The Lion King**, **Fosse**, **The King & I**, **Mamma Mia!**, **Notre Dame de Paris**, **The Witches of Eastwick**, **Starlight Express** and most of the Family Shows.

From: "London Planner", British Tourist Authority, July 2000



I would like to see an amusing play.

1. Pamela Gilbert



I'm very fond of Shakespeare's plays.

2. Sally Smith

I want to go to the theatre, but I don't speak English very well.



4. Rubens Gonzales



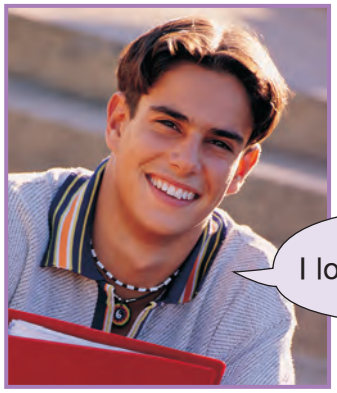
We want to take our 8-year-old daughter to the theatre.

3. The Taylors



I want to see a musical that has been a hit for many years.

6. Niki Gouros



I love mysteries.

5. Ben Russell

I'm very keen on musicals with a moving plot.



7. Tom Cutting

2. Vocabulary

useful tip
Learn adjectives and nouns that go together. This will help you use them correctly.

2.1 Find all the adjectives that describe the following nouns in the leaflet in 1.2. Explain what they mean.



..... comedy
..... musical
..... play
..... mystery
..... costumes
..... show
..... effects

2.2 Match the words with their definitions.

1. stage		a. parts of a play
2. costumes		b. articles or comments that judge a play
3. set		c. set of actors in a play
4. acts		d. platform where the actors perform
5. reviews		e. scenery, furniture on the stage of the theatre
6. cast		f. clothes the actors wear



2.3 Choose an appropriate word from the box below to fill in the blanks.

costumes audience roles curtain lines director set critics leading seats reviews dressing applaud play stage

It's up to you p. 139



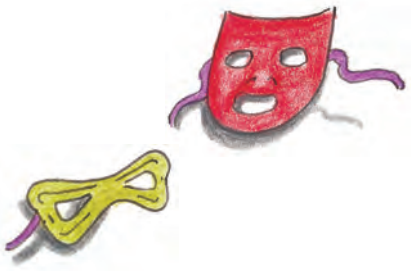
Putting on a (1) ..... is not something easy. Everything has to be very well-organised. The actors must memorise their (2) ..... and the (3) ..... must make sure that everyone is in place. There are other actors who also know the roles by heart in case one of the (4) ..... actors is ill. The furniture and all other props on the (5) ..... must be ready, too. The spectacular (6) ..... are in the (7) ..... room waiting to be worn and the (8) ..... with tickets in hand wait to be shown to their (9) ..... . On the big night, the lights dim and the audience falls silent. The (10) ..... goes up and the magic begins. The actors go out onto the (11) ..... and say their (12) ..... . If they have done a good job, the audience will (13) ..... them when the curtain goes down, and the newspaper (14) ..... will write positive (15) ..... about the play!

2.4 Find words and phrases in the text (S's book, p. 95) which mean:



1. a strong negative feeling . . . . . .
2. a formal dinner . . . . . .
3. in a mask . . . . . .
4. saw . . . . . .
5. bad luck . . . . . .
6. happiness . . . . . .
7. admitted . . . . . .
8. a feeling of having no hope . . . . . .





2.5 Match the phrasal verbs in the sentences with the definitions.

1. When does their new album **come out**?
2. The play wasn't a disaster. In fact, it **came off** very well.
3. We need to **come up with** new ideas to make the gallery known.
4. You must **come round** to the flat for dinner some time.
5. I **came across** a lovely little shop with handicrafts in the village.

- ☐ a. to visit
- ☐ b. to be successful
- ☐ c. to think of a plan, idea or solution
- ☐ d. to find, meet by chance
- ☐ e. to become available

come around or **come round** PHRASAL VERB
1 If someone **comes around** or **comes round** to your house, they call there to see you. *Beryl came round this morning to apologize... Quite a lot of people came round to the house.* VP / VP to n
2 If you **come around** or **come round** to an idea, you eventually change your mind and accept it or agree with it. *It looks like they're coming around to our way of thinking... She will eventually come round.* VP to n / VP
3 When something **comes around** or **comes round**, it happens as a regular or predictable event. *I hope still to be in the side when the World Cup comes around next year.* VP
4 When someone who is unconscious **comes** =come to **around** or **comes round**, they recover consciousness. *When I came round I was on the kitchen floor.* VP
come at. If a person or animal **comes at** you, they PHRASAL VERB move towards you in a threatening way and try to attack you. *He maintained that he was protecting himself from Mr Cox, who came at him with an axe.* VP n with n / Also V P n

2.6 Look at the dictionary entry for '**come round**' and write the appropriate meaning for each of the sentences below.

1. He came round after the difficult operation. .....
2. I can't believe that winter has come round again. .....
3. I know that Mary doesn't like you borrowing her car, but she'll come round. .....
4. Come round for lunch tomorrow. We'll have your favourite food. .....

3. Pronunciation

3.1 Listen to the words and tick the right column.

Listen again and repeat.

	/ə/	/eɪ /	/ɜː/
theatre	✓		
lane			
world			
comedy			
return			
play			
daughter			
stage			

3.2 Circle the odd pronunciation out.

1.	celebrate	rain	word
2.	version	portrait	early
3.	together	shirt	further
4.	superb	enter	moment
5.	work	first	take
6.	maintain	popular	instant

3.3 Listen to check your answers.

3.4 Listen again and repeat.

4. Language Focus

4.1 Read the advertisement and use the information to fill in the text with the correct form of the verbs in the passive voice.

Planning Ahead



Epidaurus Festival:

- Euripides' **Orestes** – **August 10-11**; direction: National Theatre
- Euripides' **Bacchae** – **August 28-29**; direction: National Theatre
- Aristophanes' **Peace** by the State Theatre of Northern Greece – **August 22-23**.

Tickets available at the central box-office, tel: 801-3335000 and at the ancient Theatre of Epidaurus.

Performance times for all events: in August, 9:00 pm and in September, 8:30 pm

50% discount for children and students. Free programmes.

For more info, visit our website at www.hellenicfestival.gr

From: Athens News

provide **perform** **find** **direct** **sell** **stage** **write**

Three great ancient plays (1) ..... at the Epidaurus Theatre every summer. This August, 'Orestes' and 'Bacchae', two tragedies which (2) ..... by Euripides, (3) ..... by the director of the National Theatre. 'Peace', the superb comedy by Aristophanes (4) ..... by the actors of the State Theatre of Northern Greece. Tickets (5) ..... at the central box-office and at the theatre of Epidaurus. Programmes (6) ..... free of charge. More information (7) ..... at www.hellenicfestival.gr



4.2 Are the sentences in the **active** (A) or **passive** voice (P)?

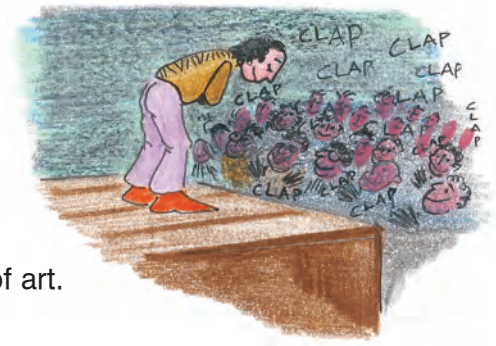
1. What art form do you find most interesting? ☐
2. Technological developments are used in modern art. ☐
3. Punk music was born in reaction to pop music. ☐
4. The Tate Modern Gallery in London used to be a power station. ☐
   It was converted into a museum by Swiss architects. ☐
5. How was this piece of music inspired? ☐
6. A fire destroyed the theatre completely last year. ☐
7. The performance takes place in the amphitheatre and consists of 5 scenes. ☐
8. In my country, English films are either shown with subtitles or they are dubbed. ☐



Tate Modern Gallery

4.3 Complete the second sentence so that it has a similar meaning to the first sentence, making the necessary changes.

1. Many tourists visit the ancient theatre every year.
   The ancient theatre ..... every year.
2. The audience applauded the actors for 5 minutes.
   The actors ..... for 5 minutes.
3. The tickets for the musical were booked yesterday.
   They ..... yesterday.
4. New forms of art are created by young people.
   Young people ..... new forms of art.
5. The mayor will not open the new theatre next week.
   The new theatre ..... next week.
6. Shakespeare's heroes have been played by famous actors.
   Famous actors ..... Shakespeare's heroes.



4.4 Rewrite the sentences in the passive voice.

1. Shakespeare wrote many plays and poems.
   . . . . . .
2. They will use wind and stringed instruments in the concert.
   . . . . . .
3. Do they play rock music in this club?
   . . . . . .
4. We hold an art exhibition in our school every year.
   . . . . . .
5. When did Picasso paint 'Guernica'?
   . . . . . .
6. Dali did not make sculptures.
   . . . . . .
7. They lit fireworks on the opening day of the museum.
   . . . . . .
8. The students haven't rehearsed their roles yet.
   . . . . . .







5. Speaking: MEDIATION

Your English friend is on holiday in Greece. You want to go to the cinema together. Look at the film summaries and act out the dialogue.

It's up to you p. 139

ΠΕΡΗΦΑΝΙΑ ΚΑΙ ΠΡΟΚΑΤΑΛΗΨΗ ★★★
PRIDE AND PREJUDICE, 2005 (127′)
Αγγλική ταινία σε σκηνοθεσία **Τζο Ράιτ**, με τους: Κίρα Νάιτλι, Ντόναλντ Σάδερλαντ, Μπρέντα Μπλέθιν, Τζούντι Ντεντς. **Στην επαρχιακή Αγγλία του 19ου αιώνα, η ζωή της Λίζι Μπένετ και των τεσσάρων ανύπαντρων αδελφών της αναστατώνεται από τον ερχομό του πλούσιου κ. Μπίνγκλεϊ και του φίλου του κ. Ντάρσι.**

ZATHURA, ΜΙΑ ΠΕΡΙΠΕΤΕΙΑ ΣΤΟ ΔΙΑΣΤΗΜΑ ★
ZATHURA, A SPACE ADVENTURE, 2005 (103′)
Αμερικανική ταινία σε σκηνοθεσία **Τζον Φαβρό**, με τους: Τιμ Ρόμπινς, Τζος Χάτσερσον, Τζόνα Μπόμπο. **Δύο αδέλφια που δεν έχουν την ιδανικότερη σχέση μεταξύ τους ανακαλύπτουν το Zathura, ένα μαγικό παιχνίδι που τους μεταφέρει μαζί με το σπίτι τους στο Διάστημα και τους θέτει αντιμέτωπους με αληθινούς διαστημικούς κινδύνους.**

ΤΟ ΧΡΟΝΙΚΟ ΤΗΣ ΝΑΡΝΙΑ: ΤΟ ΛΙΟΝΤΑΡΙ, Η ΜΑΓΙΣΣΑ ΚΑΙ Η ΝΤΟΥΛΑΠΑ ★
THE CHRONICLES OF NARNIA: THE LION, THE WITCH AND THE WARDROBE, 2005 (140′)
Αμερικανική ταινία σε σκηνοθεσία **Άντριου Άνταμσον**, με τους: Τίλντα Σουίντον, Τζόρτζι Χένλι, Σκάνταρ Κέινς. **Τέσσερα αδέλφια ανακαλύπτουν σε ένα βρετανικό πύργο μια μαγική ντουλάπα που τους οδηγεί στην παραμυθένια χώρα της Νάρνια.**

Αθηνόραμα, Φεβρουάριος 2006



Student A		Student B
Tell your friend what films are playing.	→	Ask your friend what kind of films they are.
Answer.	← →	Ask your friend about the plot of each film.
Tell your friend.	← →	Ask about the cast of actors.
Answer. Ask your friend which one he would like to see.	← →	Ask what the reviews say.
Answer.	← →	Tell your friend which film you would like to see.

Lesson 16 You Are what you Eat



1. Vocabulary

1.1 Find words or phrases in the text (S's book, p. 104) and match them with the following definitions.

1. substances we need to eat in order to live and grow (par. 1) .....
2. a healthy mixture of different kinds of food (par. 1) .....
3. worried (par. 2) .....
4. make better (par. 2) .....
5. offer (par. 3) .....
6. containing substances your body needs to stay healthy (par. 3) .....
7. a strong feeling of dislike (par. 4) .....
8. a 'letter' signed by many people (par. 5) .....
9. a sum of money for a specific purpose (par. 6) .....
10. change a situation (par. 7) .....

useful tip

Replace a word / phrase in the text with the words / phrases in this activity. If the sentence makes sense, you have found the right word!

1.2 Match the words with the definitions below.

sour **smoked** **salted** **raw** **tender** **spicy** **stale** **fatty**

1. heated over a wood fire ➲ .....
2. with salt ➲ .....
3. uncooked ➲ .....
4. with lots of spices ➲ .....
5. not fresh ➲ .....
6. with a lot of fat ➲ .....
7. having a sharp taste, not sweet ➲ .....
8. easy to cut ➲ .....



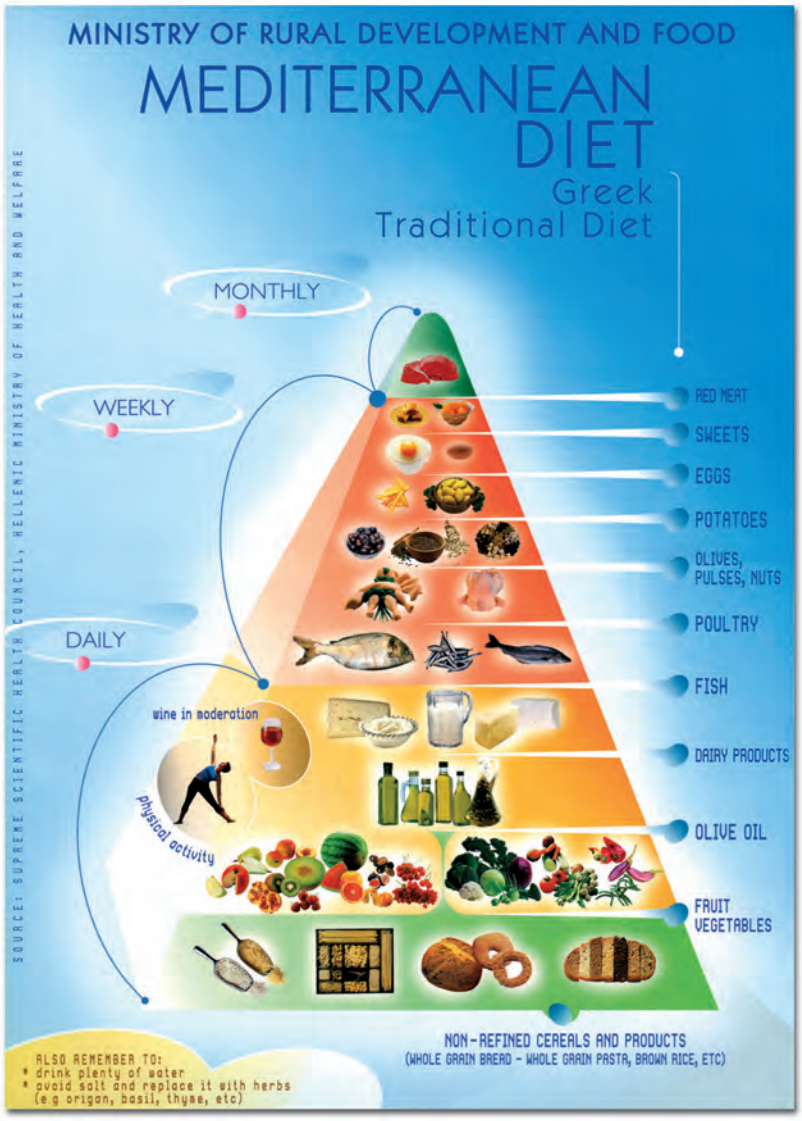


1.3 Choose an adjective from 1.2 to describe each of the foods below.

1.	.....	bread	5.	.....	bacon
2.	.....	salmon	6.	.....	peanuts
3.	.....	spinach	7.	.....	lemon
4.	.....	chillies	8.	.....	chicken

1.4 The 'Mediterranean Diet' Food Pyramid is one way for people to understand how to eat healthily. The horizontal bands represent the food groups, fats and oils. Look at the pyramid and put each word into the appropriate food group.

pork
spinach
poultry
plums
watermelon
butter
eggs
yoghurt
bread
cereals
cheese
celery
ice cream



crackers
pasta
peas
fish
rice
nuts
lamb
beef
pulses
pears
salmon
lettuce
cabbage
broccoli
dried peaches

tinned pineapple
fruit juice
sour cream

Grains	Vegetables	Fruits	Dairy	Meat and other proteins

Which of the above foods do you like, don't mind, can't stand, hate or are fond of eating? Work in pairs and share your answers. You can add any other foods you like or dislike to the categories above.

LESSON 16 • YOU ARE WHAT YOU EAT

1.5 The Food Pyramid suggests what and how much to eat every day. Let's look at some of the messages it sends. Read the text below and complete the gaps with a suitable word from the box. There is an extra word you do not need to use.

dried	**grains**	**vegetables**	**variety**	**fats**	**active**	**dairy**	**nutrients**	**poultry**

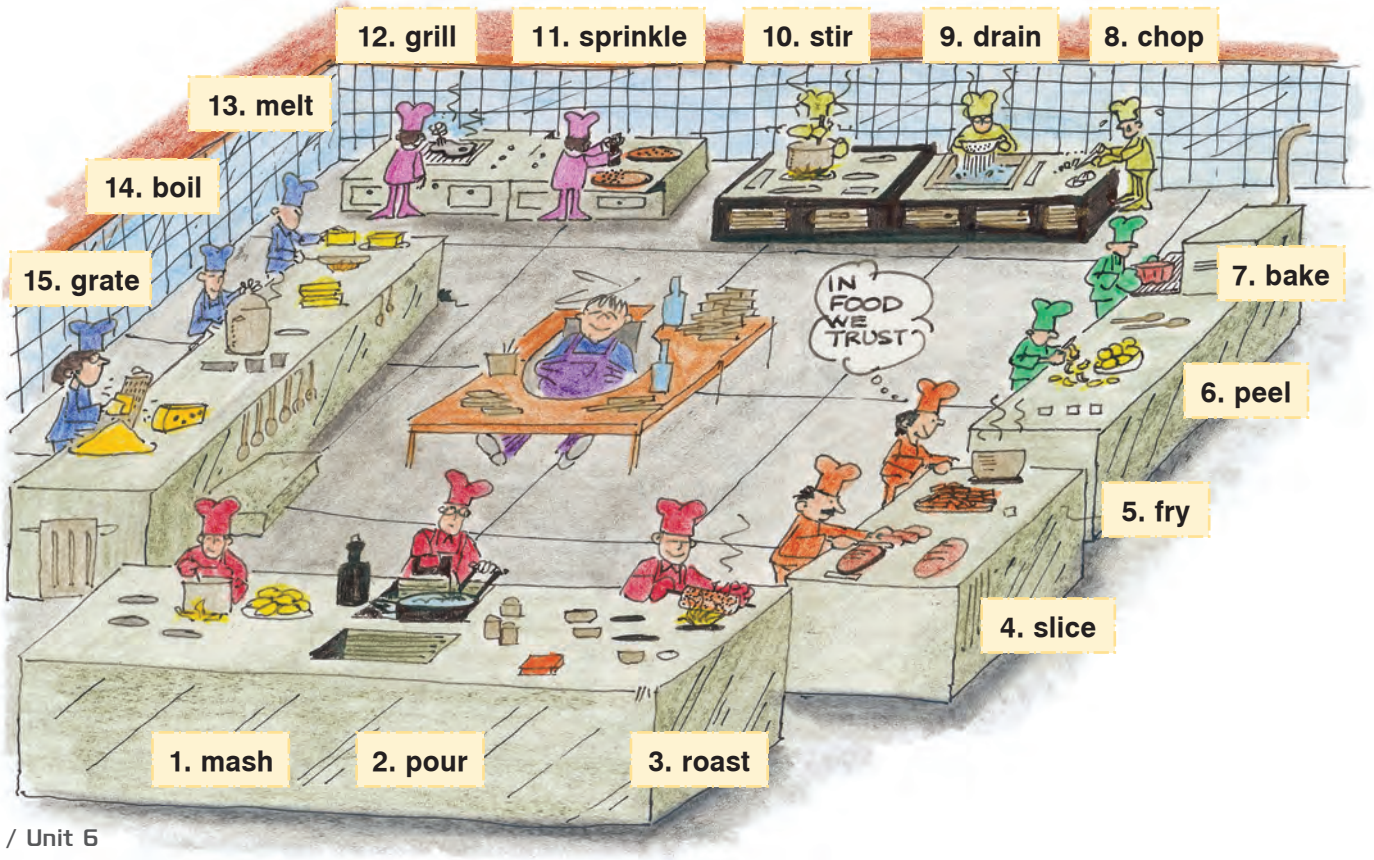
Eat a (1) ..... of foods. Have foods from every band in order to get the right (2) ..... . You can see that the bands at the top of the pyramid are smaller than those at the bottom. That's because you need to eat less of those foods. Choose low-fat meat, fish and (3) ..... . Try to eat a lot of whole (4) ..... such as brown rice and wheat bread. Vary your (5) .....; eat broccoli and spinach as well as carrots and potatoes. Eat different kinds of fruit. Choose fresh, canned or (6) ..... fruit. It is also very important to include a variety of (7) ..... products such as milk, yoghurt and cheese in your diet. Don't forget to be (8) ..... . Thirty minutes of exercise daily is the minimum for a healthy life.





1.6 Look at the picture of a restaurant kitchen. Use the verbs around the picture to talk about what the people are doing.

e.g. The chef in picture 1 is mashing potatoes.



1.7 The following recipe is very healthy and easy to make. Read it and circle the right word. You can also make the dish yourself!

It's up to you p. 140



Spanish rice

Ingredients (serves 4):

- 1 onion
- 5 garlic cloves
- 3 tablespoons olive oil
- 1 small yellow pepper
- 1 small red pepper
- 1 small green pepper
- 1 carrot
- 4 cups cooked rice
- 2 cups tinned, chopped tomatoes
- 1 teaspoon salt
- 1 teaspoon sugar
- some pepper
- 4 tablespoons grated cheese

Preparation:

(1) **Hold** / **Chop** the onions, the garlic and the peppers. (2) **Peel** / **Melt** the carrot and (3) **grate** / **pour** it. Heat the oil in a frying pan and lightly (4) **boil** / **fry** the vegetables for about 7 minutes, until they are soft. (5) **Add** / **Slice** the tomatoes, the salt, the sugar and the pepper. Cook for 5 to 7 minutes, add the rice and (6) **grill** / **stir** well. Place the mixture in an oiled baking dish. (7) **Sprinkle** / **Drain** the cheese on top and (8) **mash** / **bake** at 180°C for about 15 minutes. Bon appétit!

1.8 Work in pairs and ask each other the following questions.

1. Who does the cooking in your house? Is he / she a good cook?
2. Do you only eat food that is typical of your country or do you also eat dishes from other cuisines?

1.9 You have invited two of your friends to dinner. One is a vegetarian and the other is not. Create a menu with a starter, a main course and a dessert that both of your friends will enjoy.



MENU

Starter

.....

.....

Main Course

.....

.....

.....

Dessert

.....



1.10 Match the phrasal verbs in the sentences below with their meanings.

1. Jamie decided not to **put up with** this situation any longer.		a. raise
2. She folded the towels and **put** them **away** in the cupboard.		b. connect on the phone
3. They've **put up** the price of fuel.		c. suggest an idea, a plan for consideration
4. We can **put** you **up** for the night.		d. decide to do something at a later time
5. We decided to **put off** the festival for next week.		e. accept an unpleasant situation or behaviour
6. The firemen managed to **put out** the forest fire after 3 days.		f. return to proper place
7. Can you **put** me **through** to the director, please?		g. let somebody stay in your home for a short period
8. They accepted the proposals I **put forward** in the committee.		h. extinguish



2. Language Focus

2.1 Complete the conditional sentences and guess what the people are talking about in the following situations.

1. If I ..... (drink) too much of it, it ..... (keep) me awake. It's ..... .
2. If you ..... (leave) it out of the freezer, it ..... (melt). It's ..... .
3. If mum ..... (use) it in cooking, our breath ..... (smell). It's ..... .
4. It ..... (make) you sneeze if it ..... (go) up your nose. It's ..... .
5. If you ..... (not/like) it rare, but well-done, ... (grill) it a few minutes longer. It's ..... .
6. If I ..... (be) thirsty, I ..... (prefer) it still and not sparkling. It's ..... .

2.2 Complete the sentences in an appropriate way.

It's up to you p. 140

1. If you eat different kinds of food, ...
2. If you don't like milk, ...
3. You can have dried fruit if ..... .
4. If somebody needs calcium, ...
5. If you take regular exercise, ...
6. Children will make healthier choices if ..... .



2.3 Correct the sentences that have mistakes and put a tick next to the correct ones.



1. If you won't combine healthy diet and exercise, you won't keep in shape.
2. He will lose weight if he choose low-fat meat and poultry.
3. If you add 500 calories to your regular diet per day and are not active, in just 7 days you will gain half a kilo.
4. Kids don't get the right nutrients if they are eating a lot of junk food.
5. Remember to drink a lot of water every day if you will want to stay healthy.

3. Listening

3.1 You are going to listen to an interview with Jamie Oliver, who looks back on the good and bad points of filming "School Dinners". Before listening, tick what you think he mentions.



- ☐ the children's reactions
- ☐ the teachers' reactions
- ☐ his relationship with the dinner ladies
- ☐ his feelings
- ☐ the heavy schedule
- ☐ his family
- ☐ his future plans

3.2 Now listen to the interview and check your answers.

3.3 Look at the sentences below. Listen again and circle the correct answer.

1. Jamie thinks that children today
   a) haven't changed a lot.
   b) haven't changed at all.
   c) are different from what he expected.

2. Jamie thinks that being a teacher
   a) is easy.
   b) is difficult.
   c) is interesting.

3. What does he say about dinner ladies?
   a) They supported him.
   b) It was difficult to work with them.
   c) They were funny.



4. The best point of the series was
   a) cooking healthy food.
   b) the schedule.
   c) the change of attitude.

5. Jamie realised that
   a) kids don't usually share meals with their families.
   b) kids don't like sharing meals.
   c) kids enjoy eating with their friends.

6. He thinks that parents can't
   a) realise the bad effects of junk food.
   b) understand what doctors say.
   c) understand statistics.

3.4 Do you sit around the table to have your meals? Discuss.

4. Everyday English: ASKING ABOUT A PROBLEM / GIVING ADVICE / ACCEPTING ADVICE

Complete the dialogue below with an appropriate sentence or phrase from the box.

a. What do you think I should do	c. What's the matter
b. I'll do that. Thanks a lot.	d. You should

Jill: You don't look well. (1) .....?

Tom: I'm sitting for a test in two days and I just can't concentrate. I feel exhausted.

Jill: Did you get any rest?

Tom: I did, but it made no difference. (2) .....?

Jill: (3) ..... definitely try some ginseng tea. It does wonders.

Tom: That sounds like a good idea. (4) .....

Jill: Not at all. I hope you do well on your test.



5. Herbs and Spices to the Rescue

Using herbs and spices for healing and medicinal purposes has been a part of many cultures throughout history, and there has recently been a growing interest in herbal remedies. You have come across a leaflet containing information on a variety of herbs and spices. Read the information carefully and decide what you would advise the people in the situations below to do. Get into pairs and act out short dialogues like the example in activity 4.

Chamomile
- aids digestion
- relaxes at bedtime
- relieves restlessness in children



Oregano
- treats indigestion
- relieves toothache
- treats cough, headache



Rosemary
- boosts memory
- relieves indigestion
- treats headache



Mastic
- increases appetite
- brings calmness, relaxation
- reduces plaque in the mouth
- improves the function of the stomach



Saffron (Crocus)
- builds up resistance to infection
- prolongs vitality
- aids relaxation
- favours digestion and stimulates appetite



Ginseng
- enhances concentration
- improves alertness, memory
- enhances intelligence



Situations:

1. I've been suffering from a terrible toothache for two days. Nothing has helped me so far.
2. I'm having trouble sleeping at night. I lie awake for hours and I'm tired in the morning.
3. I've been having trouble concentrating on my studies and I can't memorise things as easily as I used to.
4. I've got an annoying cough and a sore throat. I need something to help it go away.
5. I don't seem to enjoy my food anymore. I've lost my appetite. What might help me?

Lesson 17 The 'Greenest' Way to School

1. Vocabulary

1.1 Complete the definitions below with suitable words from the text (S's book, p. 110).

Paragraph 1

(1) When someone is quick to notice and react to things around him, we say that he is ..... .

(2) The ..... of a student is how well he/she does at school.

Paragraph 2

(3) A person who is certain about his abilities is a ..... person.

(4) An ..... person is someone who doesn't want or doesn't need anyone to help him or do things for him.

Paragraph 3

(5) When there is too much traffic and many roads are blocked by vehicles, this is called ..... .

(6) Poisonous fumes and smoke from exhaust pipes and factories are also known as ..... .

Paragraph 4

(7) When there is a need for something to be supplied, we say that there is a ..... for it.

(8) We say that something is ....., when it's all gone, when there's nothing left.

1.2 Use 6 of the words in 1.1 to fill in the blanks below.

1. Eco-friendly vehicles produce few ..... that are dangerous to the environment.
2. Frank's ..... at school would be much better if he studied more and paid more attention in class.
3. When the weather is hot and dry, citizens must be ..... for signs of forest fires.
4. Many oil-wells are now ..... . It will take thousands of years before they fill up again.
5. You should be more ..... in yourself. You're just as smart as anyone else.
6. There's an increasing ..... for natural resources such as oil, coal and gas.



1.3 The words in the tables below are from the text (S's book pp.109-110). Complete the blanks with an appropriate derivative. Use a dictionary if necessary.



NOUN	ADJECTIVE
1.	confident
strength	2.
3.	alert
safety	4.
5.	fit
benefit	6.
7.	aware
freedom	8.
9.	healthy
10.	brainy

NOUN	VERB
emissions	11.
12.	encourage
performance	13.
14.	improve
pollution	15.

1.4 Read the article below and fill in the blanks with an appropriate word from the box.

promoting	**fitness**	**achievement**	**motivated**	**skills**
concentration	**alert**	**work out**	**junk food**	**improve**

ACTIVE STUDENTS FIT FOR BETTER GRADES



A remarkable study of 33 Ontario schools – where students (1) ..... each day, play extra sports and are discouraged from eating (2) ..... – saw overall test scores climb by 18 percent over two years.



Principals also said there were fewer fights and better attendance. "It seems (3)..... and nutrition aren't just good for your health – they're good for (4)..... as well," said teacher Melanie Adams.

This small study echoes a bigger international research that says daily physical activity can cut stress, (5) ..... a child's mood and sharpen learning and social (6) .....



"We can see that (7)..... physical activity does not mean neglecting lessons – in fact, kids may be more attentive in class after a 20-minute workout," says Dr. Henry Jones. Daily physical activity boosts marks as well as behaviour and (8) ..... .

"I got more A's on my report card as soon as I went to this school where we do physical activity every day and eat apples instead of junk food," Susan Dupont, 14, said. "I feel more (9) ..... and more (10).....".

2. Reading



2.1 Cycling to school is a good idea but don't forget about safety. It comes first! Here's a leaflet with some simple rules for being a safe cyclist. Read the leaflet and choose a suitable heading for each rule.

A. KEEP WATCH!
B. LOOK AFTER YOUR BIKE!
C. SPECIAL CARE!
D. STAND OUT!
E. IT'S GOOD TO CHECK YOUR HELMET!
F. LEARN THE ROAD RULES!

1. . . . . .

Wear bright clothes and a helmet. At night, use reflectors and lights.

2. . . . . .

Always be ready to stop quickly, in case other people do unexpected or dangerous things. After all, even if it's their fault, you'll be the one hurt.

3. . . . . .

Make sure it sits flat and firmly on your head, and fasten the strap securely.

4. . . . . .

There is a Bike Code that cyclists must follow when on the road. Some useful tips included are:

- **Indicate clearly**, don't let other road users guess your movements.
- **Keep to the right**, about a metre from the kerb or parked vehicles and make sure you are visible to other drivers on the road.
- **Be extra-careful at intersections**, drivers may not be looking out for you.

5. . . . . .

Before you get on your bike, make sure it's working properly and keep it that way.

6. . . . . .

If you, your brothers or sisters haven't turned 10 yet, you should only ride on the road with an adult.

After putting the headings in the right order, use the first letter of each heading to complete the sentence:

You must have street _ _ _ _ _ _ in order to cycle safely.

2.2 Work in pairs and ask each other the following questions.

1. Which of these rules do you follow?
2. Which of these rules don't you follow?
3. Have you ever had an accident when riding your bike?

3. Language Focus

3.1 Put the verbs into the correct form to make second conditional sentences.

It's up to you p. 140

1. If more children ..... (ride) their bikes to school, the streets ..... (be) less congested.
2. If you and your friends ..... (walk) to school, you ..... (get) some exercise and have fun on the way.
3. Students ..... (perform) better at school if they ..... (not / eat) so much junk food.
4. If our cities ..... (have) special cycling lanes, more people ..... (use) bicycles to get around.
5. If he ..... (take up) swimming, he ..... (probably / be) fitter.
6. You ..... (feel) healthier if you ..... (eat) less and ..... (exercise) more.
7. If I (be) ..... you, I (not / try) ..... to lose more weight. You look fine!
8. If people ..... (not / use) their cars so much, the planet ..... (not / suffer) as it does.

3.2 Make a first or second conditional sentence for each of the statements below.

1. Not many people care about the environment, so they don't recycle.
   .....
2. Turn off the lights when you're not in the room, or your electricity bill will be huge.
   .....
3. When something breaks, it's better to mend it rather than replace it.
   .....
4. Wear your helmet when you ride your bike, or you may be injured.
   .....
5. Many animals die because their habitats are polluted.
   .....
6. This ring is made of ivory, so I'm not going to buy it.
   .....
7. We waste a lot of water because we take long showers.
   .....
8. The earth's temperature may rise more. The polar ice will melt.
   .....

4. Speaking

Work in pairs.

Student A: Ask your partner these questions and listen to what he/she answers. Then answer your partner's questions.

a. If you could meet a famous person, who would you like to meet?
b. If you could buy just one thing, what would you buy?
c. If you could live during another time in history, when would you like to live?



d. . . . . (write your own question)

Student B: Answer your partner's questions. Then ask your partner these questions and listen to what he/she answers.

a. If you could be a famous person for a day, who would you like to be?
b. If you could live anywhere in the world, where would you like to live?
c. If you could have any job in the world, which job would you like to have?



d. . . . . (write your own question)

5. Pronunciation

5.1 Listen to the words and tick the right column.

Listen again and repeat.

	/æ/	/aː/	/eə/
tram	✓		
car			
bear			
transport			
demand			
compared			
flat			
add			

5.2 Circle the odd pronunciation out.

1.	catch	laptop	air
2.	care	park	wear
3.	card	gland	large
4.	charge	character	stand
5.	camp	annual	hair
6.	married	charming	answer

5.3 Listen to check your answers.

5.4 Listen again and repeat.

Lesson 18 Going 'Green'



1. Vocabulary

1.1 Find the words in the text (S's book, p. 114) and match them with the definitions.

1. consume		a. hand or deliver to a number of people
2. estimate		b. do things and be a part of an activity or event
3. monitor		c. watch and record the results
4. be involved		d. use something such as a product, energy
5. sensitise		e. people living in a particular area
6. community		f. calculate the cost, size, etc. of something
7. distribute		g. make someone care and be aware of something

1.2 Choose one of the two words to fill in the blanks in the sentences below. Make a sentence of your own using the other word.

1. involved / estimate — It was difficult to ..... how many trees were destroyed.
. . . . . .

2. distribute / value — Our company will ..... eco-friendly products to all the students.
. . . . . .

3. consume / sensitise — We'd like to ..... the local community to the environmental problems of our town.
. . . . . .

4. monitor / measure — They have to ..... the effectiveness of the new traffic lights.
. . . . . .

1.3 Match the words to make phrases and use 5 of them to write sentences of your own.

1. take		a. an observation
2. identify		b. energy
3. do		c. for the causes
4. waste		d. the quantity
5. distribute		e. leaflets
6. search		f. research
7. make		g. action
8. measure		h. problems

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

2. Reading

The following text is about global warming. Some sentences have been removed from it. Read the text carefully and see if you can choose the appropriate sentence for each of the blanks. Be careful! There is one extra sentence.

The Heat is On

The greenhouse effect is caused by increasing levels of certain gases in the atmosphere. Among them are methane and nitrous oxide, but the worst of all is carbon dioxide. (1) ..... . Man releases 400 thousand million tons of carbon dioxide into the air every year. Without any carbon dioxide to trap the sun's heat, the earth would freeze. But as the amount of carbon dioxide grows, too much heat is trapped. (2) ..... . The effects of global warming are extremely complex and difficult to predict. Warmer temperatures will probably cause sea levels to rise. (3) ..... . Scientists predict that the sea could rise by 15-30cm in the near future. (4) ..... . We must try to change things now, because the greenhouse effect could speed out of control soon with unpredictable results.

a. One result of this is the slow but steady rise in the world's temperature.
b. This could endanger coastal towns and cities round the world.
c. A few experts believe that global warming could be occurring much faster than this.
d. This comes mainly from burning fossil fuels – coal, oil and gas – and forests.
e. The glaciers and the polar ice caps may also begin to melt.

3. Language Focus

3.1 Use the information from the text 'The Heat is On' to write 3 conditional sentences.

e.g. If carbon dioxide didn't trap the sun's heat, the earth would freeze.

a. If ....., ...
b. ..... if .....
c. Unless ....., ...

3.2 Use combinations of words and phrases from the boxes below to make six if-clauses. Then complete the conditionals.

A	B	C
If we	commute	the environment, ...
Unless we	pollute	our resources, ...
	save	by bicycle, ...
	conserve	our efforts, ...
	increase	our planet, ...
	assist	the government, ...



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

3.3 Complete the gaps in the sentences below, using **as a result**, **therefore**, **so**, **in order (not) to**, and **to**.

1. Tropical rainforests are cut down. ....., the amount of carbon dioxide in the atmosphere increases.
2. A lot of factories still dump their industrial waste into seas and rivers. ....., water is polluted, and life in seas and rivers is in danger.
3. We're going to buy a hybrid car ..... pollute the air as much.
4. In our school we recycle paper, batteries and electrical appliances ..... contribute to the conservation of resources.
5. He's very concerned about the environmental problems of our town, ... he has decided to join a 'green' organisation.
6. ..... save energy at home, all lights should be turned off when not needed.
7. You should have showers instead of baths ..... waste water.

3.4 Complete the sentences from the two advertisements below to find out what these 'green' gadgets are.

It's up to you p. 140

1. 'Flowerpod' is a digital flower that comes all the way from Denmark.
   a. If / you / waste / energy / it / slowly / die.
   . . . . . .
   b. if / you / not / consume energy thoughtlessly / it bloom.
   . . . . . .
   c. The digital flower / 'inform' you / in its own special way / if / you / forget / lights or air conditioning on.
   . . . . . !





2. This unique umbrella stand is also a watering can and comes from Japan. It is made of a traditional Japanese ceramic material.

a. On a rainy day if / you / put / wet umbrella in / stand / water from it / help / plants / grow.

. . . . . .

b. If / it / rain / a lot / in your country / plants / grow quickly.

. . . . . .

c. Remember / water the plants / yourself / if / it / not / rain / much.

. . . . . .

4. Crossword

In the box below you will find the answers to the crossword clues. Can you do the puzzle?

poisoned pollution safe oil trash materials spill tip fill toxic
greenhouse waste fumes sun smog contaminate gas dam bin

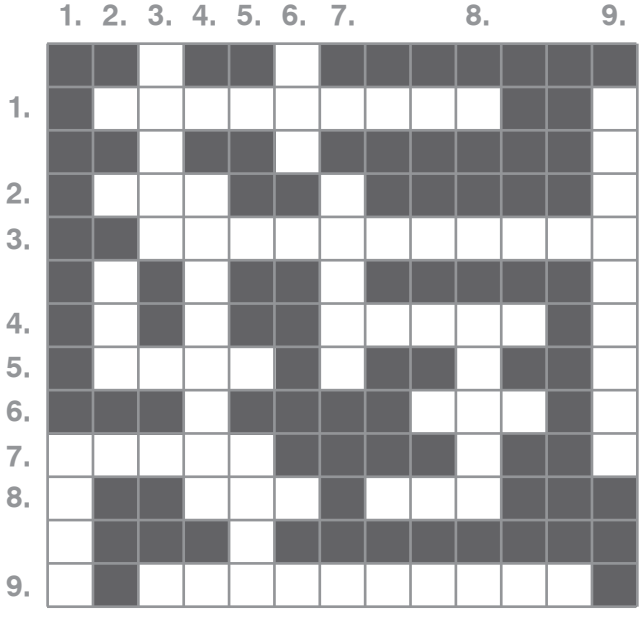
ACROSS

It's up to you p. 141

1. There are different types of .....: air, water, land, soil and noise.
2. This is a large area where rubbish is taken and left.
3. This verb means 'to make something dirty or impure'.
4. Another word for 'rubbish, garbage'.
5. A word that comes from the words 'smoke' and 'fog'.
6. We throw our rubbish in a ..... .
7. Cars and factories emit ..... into the air.
8. A ..... is necessary in some places to reserve water. / We use this liquid as fuel.
9. The '.....' effect is another term for 'global warming'.

DOWN

1. Land ..... is another word for 2 across.
2. A kind of fuel that is like air.
3. Waste from industry is sometimes very .....
4. Animals that die from substances causing death have been ..... .
5. We should try to make the world ..... for people and animals alike.
6. The heat of the ..... causes global warming.
7. Many factories empty their ..... into rivers and seas.
8. An oil ..... will kill thousands of sea creatures if it isn't cleaned up quickly.
9. Coal and oil are important raw ..... for the manufacture of plastics.



Lesson 19 Against the Odds

1. Reading

1.1 You typed this story on your computer for a school project, but the computer mixed up the paragraphs. Read them and put them in the right order.

a. The snake then attacked, biting the (1) **brave** dog on the nose. Although the dog was bleeding, it didn't (2) **let go of** its (3) **hold** until its owner killed the snake.



b. Partner, a twelve-year-old Golden Retriever had been trained to stay away from snakes, but the old dog bravely leapt onto a (4) **very dangerous** rattlesnake to save two little boys' lives.

c. Happily, Partner recovered from his bites and won a special award for his (5) **courage**. What a heroic pet!

d. The two eight-year-olds were chopping down an old tree for firewood, when the huge snake dropped out of the tree right in front of them. The boys were (6) **very scared**. The snake was ready to strike when Partner jumped to the rescue, snatching up the reptile in his jaws and shaking it.

1.2 Find synonyms for the underlined words above in the text (S's book p. 124).

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



2. Vocabulary

2.1 Look at the underlined words from the text (S's book p. 124) and circle the word that is similar in meaning.

1. As they splashed in the water, something **grabbed** Edna's arm.
   a. moved near b. held onto c. let go of
2. For **a brief instant**, the alligator loosened its grip.
   a. a short moment b. a long time c. quite a while
3. Edna **burst** to the surface and cried for help.
   a. swam b. moved quickly c. was taken
4. All the kids were **heading for** the shore.
   a. looking at b. moving away from c. swimming towards
5. The alligator seemed to **glare at** them.
   a. bite b. attack c. look at
6. Paramedics were waiting to **rush** her to hospital.
   a. leave b. drive c. help
7. The reptile had **snapped** Edna's arm.
   a. eaten b. pulled c. broken
8. She's a **courageous**, amazing friend.
   a. brave b. sweet c. lovely



2.2 Choose the appropriate word from the box and use it in the right form to fill in the blanks in the story below. There is one extra word you do not need to use.

scream	**grab**	**panic**	**shore**	**paddle**	**bravery**
fearless	**splash**	**qualify**	**tow**	**spin**	



Pets provide far more than companionship – sometimes they show fantastic (1) ....., love and intelligence in saving the lives of humans.



A three-month-old pig named Priscilla was swimming with her owner in a Texas lake, when 11-year-old Anthony Melton (2) ..... and began to drown. He (3) ..... about trying to keep his head above the water, (4) ..... for help. The little piglet, hearing his screams, (5) ..... towards him. She quickly got close to him and he was able to (6) ..... onto her collar. He held on tightly to the brave pig as she turned around and began to swim towards the (7) ..... . After a short while, she managed to (8) ..... him safely out! Priscilla is a (9) ..... pet that truly (10) ..... as a hero!

2.3 Some words can be both a **noun** and a **verb**. Find the words below in the text (S's book p. 124) and write **N** for noun or **V** for verb in the space provided.

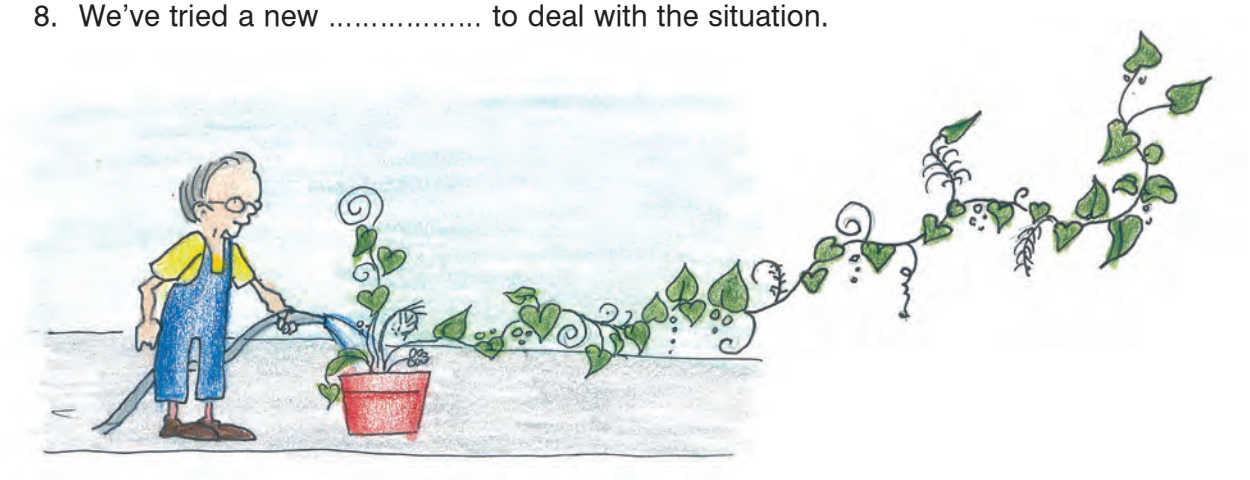
It's up to you p. 141

1. end (par. 1)		7. grip (par. 3)	
2. dip (par. 1)		8. help (par. 3)	
3. water (par. 2)		9. panic (par. 4)	
4. surface (par. 2)		10. approach (par. 4)	
5. head (par. 2)		11. fear (par. 5)	
6. scream (par. 2)		12. risk (par. 5)	

2.4 Complete the sentences below with an appropriate word from 2.3 in the right form.

1. Alex can ..... you with your essay. He's very good.
2. If you want your plants to be healthy, ... them twice a week.
3. Marilena ..... her spoon into the soup and started eating.
4. Newborn babies do not ..... water.
5. Few people would ..... their lives for their friends.
6. How does Edna and Amanda's story ..... ?
7. The submarine ..... a few miles off the coast.
8. We've tried a new ..... to deal with the situation.

Happy End



2.5 Circle the right particles to complete the phrasal verbs with **'look'** in the sentences below.

1. They all look **up to** / **into** Amanda. She's very brave.
2. Can you look **up** / **after** the children while I'm out?
3. They are looking **into** / **out** the causes of the accident.
4. I looked **through** / **on** a few brochures.
5. I'm looking **up** / **over** these words in the dictionary.

2.6 Rewrite the sentences in 2.5 replacing the phrasal verbs with the verbs or phrases from the box below in the right form.

read quickly	investigate	admire	take care of	find the meaning of

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

3. Language Focus

It's up to you p. 141

3.1 Put the following sentences into the reported speech.

1. "The trapped boy is very scared as he waits for help from the police", said the reporter.
   The reporter said . . . . . .
2. "I finished my essay on friendship", said Joanna.
   Joanna said . . . . . .
3. "Stay home and don't let anyone in", said mother.
   Mother told us . . . . . .
4. "Most of my friends are older than I am", said Natasha.
   Natasha told me . . . . . .
5. "You must support Jim. I think he needs your help", Mary said to me.
   Mary told me . . . . . .
6. "I haven't seen my best friend for a long time because he's studying abroad", Tony said to me.
   Tony told me . . . . . .
7. "Don't worry. I can invite all our classmates to the party", she said to me.
   She told me . . . . . .



3.2 Complete the gaps with **tell** or **say** in the right form.

REMEMBER!

We **tell**
- a tale / a story / our experiences
- lies / the truth
- a joke
- the time
- one person from the other
- the difference

We **say**
- something / nothing
- so
- a few words
- goodbye
- hello

1. She often ..... things like that.
2. Could you ..... a few words about the incident?
3. I never ..... lies to my friends.
4. She ..... me she didn't know what to do.
5. –"Who ..... so?"
   – "I say so".
6. Did she ..... George who she was looking for?
7. His friends ..... that he is always quick to ..... a joke.
8. How do you ..... one twin from the other? They look exactly the same!
9. Did she ..... where to meet her?
10. He ..... goodbye to all his friends and left.



3.3 You are writing a survival story for your school magazine and you found the extract below on the Internet. Turn it into reported speech so that you can add it to your story.

"The shark towed me out into the frigid ocean. I was very scared and so I prayed to God", said Krishna. "I tried to get free, but the shark was stronger. It pulled me under the water", he added. "I punched it hard on the nose and it suddenly swam away. I'm very grateful to be alive. I know God was with me that day", said Krishna with a smile.



Krishna said .....

.....

.....

.....

.....

4. Listening

4.1 Your younger sister is writing an article for school about a true-life rescue. She taped this amazing story from a radio show, but she couldn't understand everything that was said. Listen to her tape and help her add the missing words to her notes.

An Amazing Rescue

When David Hurst heard desperate cries for (1) ..... from a panicked swimmer, he didn't think twice. He jumped into the rough (2) ..... to save the man's life. The amazing thing was that David Hurst is completely (3) .....!

David was playing with (4) ..... on a beach in Wales, when he heard the panicked calls of a drowning (5) ..... . David dived into the huge waves, moving towards the man. He was only about (6) ..... away from the shore but he was very tired and couldn't get back out. David pulled him along as he swam towards (7) ..... .
When they finally got out of the water, the man was shocked to see that David was blind! He was even more shocked to learn that David has run in (8) ....., has (9) ..... some of the highest mountains in the world and has won many (10) ..... in judo and water-skiing! He is truly amazing!

4.2 After the radio show there was an article in a local newspaper about this amazing rescue. In it, a reporter interviewed David Hurst's wife. Read part of the article carefully and write out her exact words.



... Mrs. Hurst said that David had always been a very brave man. She said that his blindness was not a handicap and added that he could do almost anything he wanted to. She told us that this was the first time that David had rescued someone. She ended by saying that she was very proud of him and that she would never forget that day.



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

Lesson 20 Seeing through a Friend's Eyes

1. Vocabulary

1.1 Complete the sentences with a 'sound' word from the box below.

sneeze	whistle	yell	sigh	sniff	scream	whisper	puff and pant



1. Don't speak out loud. Just ..... . He's studying.
2. When you ....., people often say "Bless you".
3. After running, we usually ..... .
4. He used to ..... Beatles tunes as he walked to school.
5. I heard the ..... of a terrified man in the middle of the night.
6. She had to ..... at the top of her voice to be heard in the crowd.
7. We always ..... with relief when school exams finish.
8. Don't ..... . Use a handkerchief, please.

1.2 Choose a suitable word from the box to complete the sentences below.

rustle	hum	crash	splash	bang	squeal	creak	slam

1. The strong wind made the door ..... .
2. When relaxing in the park, I enjoy listening to the ..... of the leaves.
3. The boy fell into the pond with a great ..... .
4. We heard the ..... of the tyres of the police car.
5. The firework went off with a ..... .
6. The floorboard used to ....., but my father fixed it.
7. The vase landed on the floor with a ..... .
8. In the forest we can hear the insects' ..... . I prefer it to the ..... of traffic!



1.3 Match the adjectives with their definitions and give an example of an object that may feel like this.

stiff	greasy	rough	soft	fluffy	smooth	sharp	sticky

e.g. not hard, easy to press: soft (cushion)

It's up to you p. 142

1. pleasant to touch, without holes or raised areas: ..... (.....)
2. not smooth, uneven: ..... (.....)



3. hard, not easy to bend: ..... (.....)
4. covered with a substance that can stick: ..... (.....)
5. covered with fat or oil: ..... (.....)
6. with a pointed edge that can cut things: ..... (.....)
7. covered with soft fur or cloth: ..... (.....)

1.4 Match the verbs below with their meanings.



1. grope
2. squeeze
3. stroke
4. seize
5. tap

a. press firmly with your hands
b. move your hand slowly and gently
c. take hold of something quickly
d. try to find something by moving your hands around
e. hit a surface lightly and repeatedly with your fingers or feet



1.5 Use a verb from 1.4 in the appropriate form to complete the sentences.

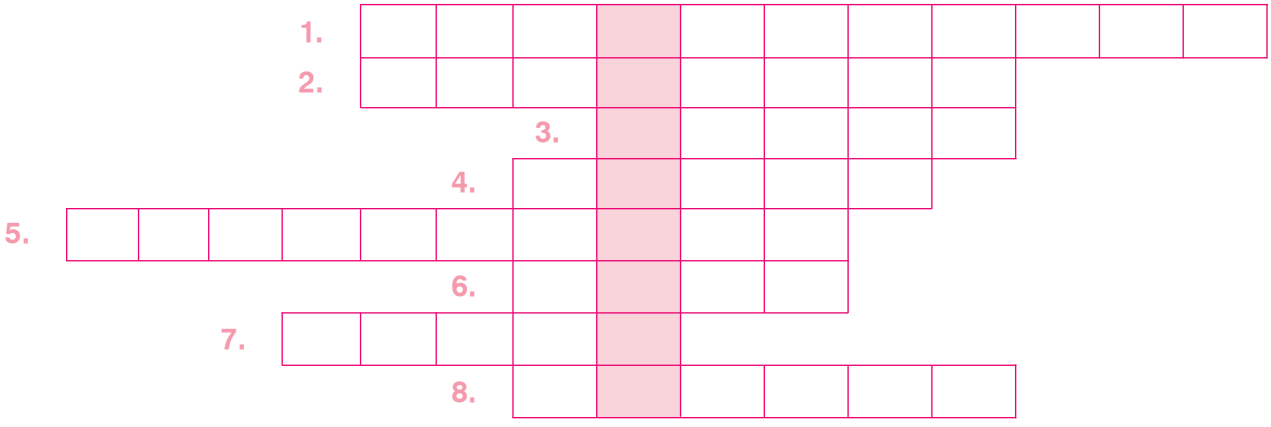


1. She ..... her fingers nervously on the table.
2. He didn't turn on the light but ..... his way across the room.
3. I ..... his arm and made him turn to look at me.
4. Cut the oranges and ..... the juice into the bowl.
5. She ..... her child's face with the tips of her fingers.

1.6 Find words in the poem (S's book, p. 130) that match the definitions below and complete the puzzle. What is the word in the red boxes?

1. the action of watching (1st stanza)
2. to have a natural talent (1st stanza)
3. wanting to do something very much (5st stanza)
4. a weapon consisting of a long pole with a metal point (3st stanza)
5. came closer (2nd, 4st stanzas)
6. to shout or cry loudly (2nd stanza)
7. simple (5th stanza)
8. strong and solid (2nd stanza)





1.7 **A sensory poem:** Write a poem using the five senses: sight, hearing, smell, touch and taste. Choose a theme (holidays, seasons, emotions) and address one sense in each line of the poem. The first line should include a colour.

Line 1: Name the theme and give it a colour.
Line 2: Say what it sounds like.
Line 3: Say what it smells like.
Line 4: Say what it looks like.
Line 5: Say what it tastes like.
Line 6: Say what it feels like.

Summer

Summer is blue with clear, bright skies
The waves splash and seagulls cry
The salty breeze tickles my nose
Boats sail away to faraway lands
Ice cream cones cold and sweet in children's hands
Summertime renews all hope.



2. Language Focus

2.1 Read the following sentences from the first chapters of Helen Keller's book 'Story of my Life' and change them into reported speech. Use a variety of reporting verbs.

1. "I feel the need for communication with those around me."
. . . . . .
2. "I begin to make simple signs which my parents can understand."
. . . . . .
3. "When I'm unable to express my thoughts, I feel very angry."
. . . . . .
4. "My teacher has come to reveal all things to me."
. . . . . .
5. "Today my teacher made me understand that everything has a name. I learned many new words."
. . . . . .
6. "Now I'm lying in my bed thinking over the joy this day has brought me."
. . . . . .
7. "Tomorrow I'll wake with joy in my heart because I can see everything with the new beautiful sight which has been given to me."
. . . . . .
. . . . . .

Helen Keller (1880-1968) was an American author and lecturer. A serious illness left her deaf and blind when she was 19 months old. Her teacher Anne Sullivan played a crucial role in her life. She was able to teach Helen to speak using a special method (touching the lips and throat of others as they speak) combined with "fingerspelling" alphabetical characters on the palm of Helen's hand.

2.2 One morning Helen asked her teacher the meaning of the word 'love'. Read what her teacher replied and then change it into reported speech. Use a variety of reporting verbs.



"Love is here in your heart. Feel your heartbeats", she told Helen. "Love is something like the clouds that are in the sky before the sun comes out", she said. Then she explained, "You cannot touch the clouds but you feel the rain and know how glad the flowers are to have it after a hot day. You cannot touch love either but you feel the sweetness that it pours into everything. Without love you would not be happy or want to play."



. . . . . .

. . . . . .

. . . . . .

. . . . . .

. . . . . .

. . . . . .

. . . . . .

2.3 Read the following quotes by Hellen Keller. Discuss in pairs what you think she meant by them.

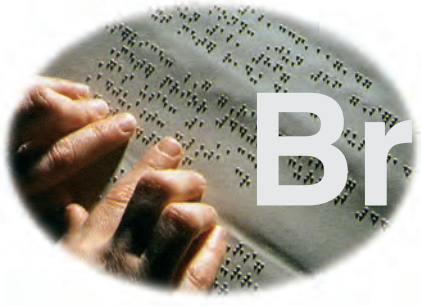
"The only thing worse than being blind is having sight but no vision."

"Walking with a friend in the dark is better than walking alone in the light."

Do you know the Braille code?

It's a code of six tiny raised dots, invented by a fifteen-year-old French boy, Louis Braille, two hundred years ago. It has brought literacy to thousands of people with visual disabilities worldwide. Helen Keller used the Braille code to learn how to read. Without it she wouldn't have been educated. You can visit the www.afb.org/braillebug/ for more information.





Braille code

Lesson 21 Friends without Frontiers

1. Vocabulary

1.1 Find words in the texts (S's book, p. 131) that match with the definitions below.

Text A:
1. full of life, energy . . . . . .
2. able to think of or create new and exciting things . . . . . .
3. two weeks . . . . . .
4. give something to each other . . . . . .
5. of many different cultures . . . . . .

Text B:
6. difficult or unpleasant conditions of life . . . . . .
7. effect . . . . . .
8. be worried about . . . . . .
9. the world . . . . . .
10. the activity of collecting money . . . . . .



1.2 Use some of the words from 1.1 in the appropriate form to complete the sentences below.

1. It used to be a ..... town, but a lot of people have moved away.
2. The anti-smoking campaign had quite an ..... on young people.
3. The drought is one more ..... in this remote area.
4. He's a highly ..... writer. His books are full of original ideas.
5. We met each other a ..... ago and we ..... e-mails every day.
6. I've been ..... about you lately. You look very tired.
7. This event is being watched by 100 million people around the ..... .



1.3 The prefix **'multi'** can be added to adjectives or nouns to mean 'having many'. Choose a suitable word from the box to complete the sentences.

multicultural	**multidimensional**	**multilingual**	**multistorey**
multimillionaire	**multinational**	**multitasker**	**multimedia**

1. Crime is a ..... problem. It affects us on many levels.
2. He's a ..... . He can do many things at the same time!
3. It is believed that ..... companies can increase employment because they have branches in many countries all over the world.
4. As part of the celebrations, they held a big, open-air ..... event with music, videos, readings and dance.
5. A ..... society is a society with people who have different traditions and beliefs.
6. She's ..... . She can speak 5 languages!
7. At the age of 30, she inherited a fortune and became a ..... .
8. A ..... car park was built in the centre of the town.



1.4 Use the expressions in the box below in an appropriate form to complete the short dialogue.

• **get in touch with sb:**	contact them by writing to them or telephoning them
• **keep in touch with sb:**	write, phone or visit them regularly
• **be out of touch:**	not know the latest news or information about sth or sb
• **lose touch with sb:**	gradually stop meeting or getting in contact with them





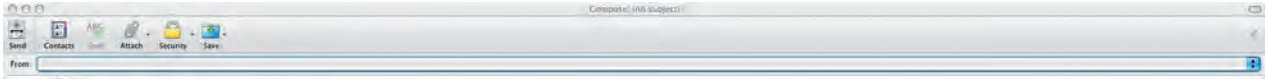
– (1) ..... you still ..... with your school friends?
– No, over the past few years we've (2) ..... .
– I may see Mary and Tom at a conference next week.
– Really? Please ask them for their phone numbers so that I can (3) ..... with them again.
– I think I can find their e-mail addresses for you.
– I'm afraid I (4) ..... with modern technology, sorry...

2. Language Focus

It's up to you p. 142



2.1 Read the e-mail from your Swedish friend Eric and report back to your classmates what he wrote to you.



Hi there,

How are things at school? My school is working with other European schools on an e-Project on the environment. Are you involved in any similar projects? Have you ever participated in anything like that? We are really enjoying it! I think young people can do a lot to improve the world around them. Will your school join efforts with us? Don't hesitate! E-mail me as soon as possible!

Take care,

Eric

My friend asked me . . . . . .

. . . . . .

. . . . . .

. . . . . .

. . . . . .

2.2 When Eric's class started their e-project, they didn't know much about writing e-mails. Read about their first attempt and their teacher's advice, and underline the appropriate reporting verbs.

1. The students **asked** / **said** / **told** what information they had to include in their first e-mails.
2. The teacher **answered** / **told** / **asked** that they could introduce themselves, their family and their school.
3. The students **said** / **wanted to know** / **replied** how long their e-mails should be.
4. The teacher **said** / **explained** / **advised** them not to write too much in their first e-mail.
5. The students **wondered** / **thought** / **said** if they could add information about events they had attended.
6. The teacher **said** / **told** / **ordered** that it was a good idea.
7. The students **wanted to know** / **said** / **told** what the topic of their next e-mail would be.
8. The teacher **explained** / **wondered** / **asked** that they could talk about their country and they might send pictures.
9. The teacher **said** / **asked** / **announced** them to send their e-mails the next day.

2.3 Work in pairs. One of you is a student from Eric's class and the other one is the teacher. Use the information from 2.2 and act out the dialogue.

3. Everyday English: THANKING AND RESPONDING TO THANKS



Thanking	Responding to Thanks
Oh, thank you so much!	Not at all!
Thank you for...	It's a pleasure! / My pleasure!
Thanks (a lot)!	You are (very) welcome.
Thanks a million!	Please don't mention it.
I'm very grateful for...	I'm glad I was able to help.
I really appreciate...	It was the least I could do.
It's very kind of you.	You would have done the same in my place, I'm sure.



Work in pairs. Use the expressions above and the prompts below to act out short dialogues.

e.g. You give your friend a present from a trip abroad.
"Oh, it's great! Thank you so much!"
"Please don't mention it. I'm glad you like it".

1. You leave your wallet in a shop and the shop assistant runs after you and gives it to you.
2. You give your seat to an old lady on the bus.
3. You've helped your friend with a difficult school project.
4. You lent your friend money to get home with.
5. You explain a new computer programme to your teacher.
6. You offer your old clothes and books to a family in need.
7. You risked your life to save someone else's life.



4. Pronunciation

4.1 Listen to the words and underline the letters that are not pronounced.

sigh	although
thought	walk
night	listen
write	should
fight	knee
wrong	right

4.2 Underline the words that have silent letters.

answer	asleep	enough
high	know	though
against	bench	talk
knight	colourful	half
wreck	would	blind

4.3 Listen to check your answers.

4.4 Listen again and repeat.

Lesson 22 Breaking the Boundaries

1. Vocabulary: ON THE GO

1.1 Find the expressions in the text (S's book p.140) and match them with their meaning.

1. be on the go	a. begin to breathe regularly again
2. catch my breath	b. go across
3. set off	c. go quickly
4. zip on	d. really enjoy myself
5. cross over	e. start a journey
6. have a ball	f. go round a place with someone who hasn't visited it before
7. show somebody around	g. be very busy

1.2 Complete the sentences with an appropriate expression from 1.1 in the right form.

1. I ..... all day, so I'm going to bed as soon as I get home.
2. They ..... just ..... on a round-the-world cruise.
3. Don't try to talk. Sit down and ..... first!
4. ..... that bridge and you will see the gift shop right in front of you.
5. Let me know when you're coming to Cambridge and I ..... .
6. I'm just going to ..... to the shops. Don't wait for me.
7. It was the most exciting trip we'd ever had. We .....!



2. Vocabulary: FAVOURITE PASTIMES

2.1 Use the clues below to find out which activity each one refers to.

1. travelling in a boat using the wind: .....
2. travelling in a boat using a paddle: .....
3. getting up a mountain: .....
4. looking at birds: .....
5. going for a long walk in the countryside: .....
6. travelling on snow using a sledge: .....
7. lying in the sun: .....
8. running for exercise: .....



2.2 Complete the dialogue using an appropriate phrasal verb in the right form. There is one extra verb you do not need to use.

come across | come round | take up | look up to | turn down | make up | put up with | turn into



Dana: You know, John, I really (1) ..... explorers because they're brave people. And you know what? I'm thinking about (2) ..... rock climbing and hiking. This way I'll have the chance to explore new places and meet new people.

John: It sounds interesting.

Dana: Would you like to join me? What do you say?

John: Well, I've been very busy lately.

Dana: Oh! Come on. Don't (3) ..... excuses.

John: To be honest, I'm not very fond of heights. I get dizzy. But I (4) ..... a very interesting site with new adventure games on the Net. Fancy?

Dana: Oh! You're unbelievable! I can't (5) ..... you any more. You're always (6) ..... my suggestions. I'm going to join a climbing club on my own.

John: Don't get upset! I just don't feel like spending my free time rock climbing!

Dana: Fine! You can (7) ..... some day to see the photos of the wonderful places I'm going to explore. Good luck with your computer games!...

2.3 Find ten words that are related to travel in the puzzle below. Do you remember their meanings?

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

3. Vocabulary: 'WHEN IN ROME, DO AS THE ROMANS DO'

3.1 Greetings are an important part of social culture. They are more than just words. They involve touching or movement like waving or bowing. Look at the pictures and find in which countries people greet each other in the following ways.





Japan
France
England
New Zealand
Africa
Italy
Thailand



GREETINGS ALL OVER THE WORLD!

1. In ..... people bow.
2. In ..... people kiss three times.
3. In ..... people join their hands and raise them to a position between the chest and forehead.
4. In ..... people snap their fingers when shaking hands.
5. In ..... people kiss on the cheek four times.
6. In ..... people press their noses together.
7. In ..... people formally greet each other saying 'How do you do?' and shaking hands.









3.2 When you are in another country you should adapt to its culture. For example, in Japan, slurping noodles is a compliment to the cook. It shows that you like your meal! In Canada burping is considered a sign of thanks!



Read the list of European table manners to give advice to your Chinese friend who has visited your country and wants to go to a fancy restaurant.



European Table Manners: DOs and DON'Ts

Be on time!
Turn off your mobile phone when at the table.
When someone approaches the table, it is polite to stand up.
Sit upright and keep your elbows off the table.
Ask for salt and pepper to be passed.
Don't make noise eating.
Never put your knife to your mouth.
Chew with your mouth closed.

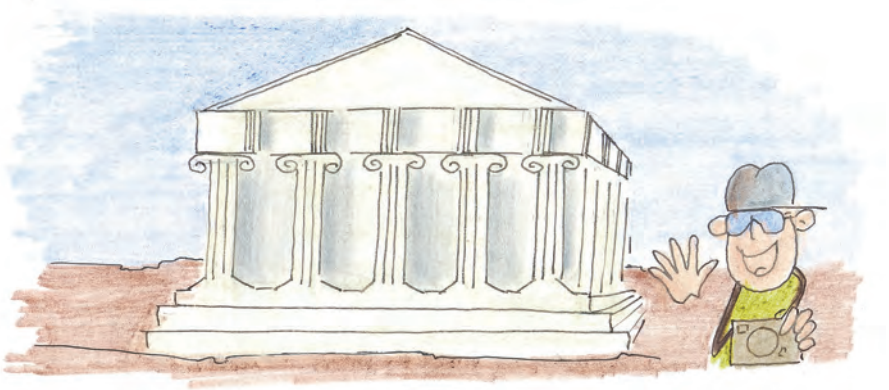


4. Quiz: CHECK YOUR MEMORY

4.1 Read the following sentences about famous buildings around the world. Which are true and which are false? Where are these buildings? You can check your answers in Unit 1, Lesson 3 in the S's book.

	T	F
1. Agia Sophia was built in AD 532 by the Emperor Justinian.		
2. The Leaning Tower of Pisa is the tower of a castle.		
3. The Leaning Tower of Pisa took 20 years to complete.		
4. The Sydney Opera House has 100 rooms.		
5. The Sydney Opera House was built on a lake.		
6. The Kallimarmaron Stadium was built in 330 BC.		
7. The Taj Mahal is a cathedral. It was a present from an emperor to his children.		
8. The Parthenon is made of white marble and was built about 2,500 years ago.		

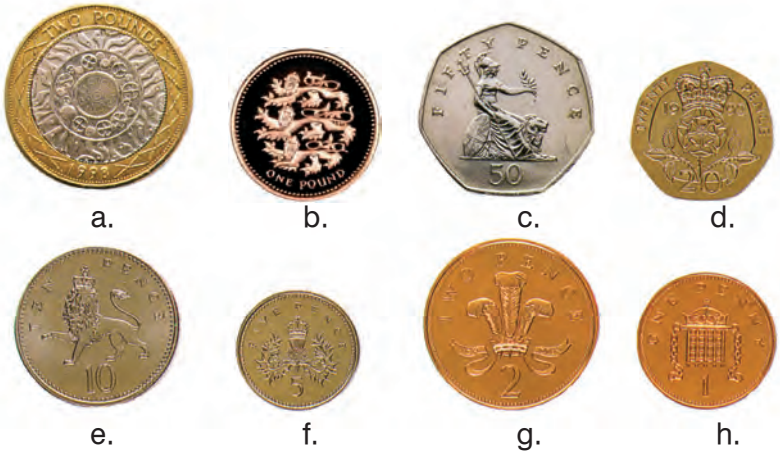
4.2 Have you visited any of these wondrous buildings? What were your impressions? Share your experience with your classmates.



5. Vocabulary: COINS AND FLAGS

5.1 The British currency is the pound sterling (£) or GBP = Great British Pound. It is also referred to as 'quid'. The pound is made up of 100 pence, exactly as the euro is made up of 100 cents. All the coins bear the Queen's head on one side.

Match the coins to their descriptions.



a. b. c. d.

e. f. g. h.

1. It pictures a rose, the national flower of England. ➲ .....
2. It shows the symbol of Scotland, the thistle. ➲ .....
3. It pictures the lion which was the symbol of Britain's strength. ➲ .....
4. It shows the picture of Britannia and a lion. ➲ .....
5. It shows the three lions of England. ➲ .....
6. It pictures the portcullis of Westminster Palace. ➲ .....
7. It shows the Prince of Wales' feathers. ➲ .....
8. It represents technological development. ➲ .....

5.2 National flags carry symbolism for the countries they represent. For example, in the flag of South Africa, the colours symbolise the unity of the nations' races.



The flag of South Africa



The flag of the United Kingdom

In the flag of the United Kingdom, the crosses represent England, Scotland, Wales and Northern Ireland. What does the flag of your country represent?

Choose one of the countries the students visited in this Unit, draw its flag, colour it and find out information about its symbols and its history. Present it to your class.

Lesson 23 It's a Small World after All

1. Language Focus: WATCHING THE WEATHER

1.1 Look at the weather forecast for the places the students visited (S's book p.144-145) and write sentences comparing them. You can use some of the adjectives below.

dry	**wet**	**pleasant**	**agreeable**	**good**
bad	**cool**	**warm**	**high**	**low**

Tokyo, Japan



Mostly cloudy | 20°C

Sydney, Australia



Light showers, rain | 10°C

Beijing, China



Clear | 20°C

Delhi, India



Partly cloudy | 30°C

Helsinki, Finland



Mostly cloudy | 19°C

Moscow, Russia



Clear | 12°C

e.g. Tokyo, Japan is cloudier than Delhi, India.

1. .....
2. .....
3. .....
4. .....
5. .....
6. .....
7. .....



1.2 Complete the following text about weather around the world with a suitable word from the box below.

flooding	**blizzards**	**dry**	**climate**	**Equator**
vegetation	**glaciers**	**wet**	**droughts**	**temperatures**

Different parts of the world have different weather. Weather describes the daily changes in sunshine, clouds, temperature and rainfall at any one place. The average weather of a place is called its (1) ..... .



In deserts, the weather is very (2) ....., but it is not always hot. Some deserts are cold places because they are situated at high altitudes. A desert is anywhere with less than 25 centimetres of rain per year.

In tropical rainforests, it's very (3) ..... . It rains nearly every day, and there are no summer or winter seasons. Rainforests are located near the (4) ....., where it's hot all the time. Mountain climates change the higher up you go. Lower down, there is a lot of (5) ..... and trees. Higher up there are only ground plants. Some mountains reach higher than the clouds. At this altitude the extreme cold and high winds cause (6) ..... . In some mountainous areas the rivers are permanently frozen and are called (7) ..... .

In Antarctica, around the South Pole, (8) ..... can fall to −60° Celsius in the winter. The snow rarely melts. The Arctic region in the North Pole is not quite as cold, because it is made up of frozen ocean and in the summer the snow melts.



Extreme weather affects people and places. Great amounts of rainfall may result in (9) ..... . When it does not rain for a long time, you get (10) ..... and crops do not grow. Hurricanes and other violent storms destroy people's homes. But perhaps we should count ourselves lucky we don't live on Saturn. Scientists have detected a 300-year-old storm there that is so powerful, it would flatten a big city!

2. Language Focus: MAKING OUR TOWN A BETTER PLACE

City planners want to reduce pollution, congestion, traffic and accidents in your town. They are going to:

- provide more ramps for people who need them
- provide more buses and trains
- provide safe footpaths away from traffic
- build special lanes for cyclists
- build by-passes so that traffic doesn't have to pass through the town centre

What do the people of your town think about these changes? Write their views in the speech bubbles below.

1. I think, if more buses are provided .....
.....
.....
.....



John Pavlidis

2. .....
.....
.....
.....
.....



Mrs. Kalogeropoulou

3. .....
.....
.....
.....
.....



Dr. Maria Roussou

4. .....
.....
.....
.....
.....



Peter

5. .....
.....
.....
.....
.....



Mr. Vassiliou

6. .....
.....
.....
.....
.....



Mr. Daskalakis

3. Listening: ANOTHER KIND OF CUISINE

3.1 During their stay in Australia the students visited a local school. That day a group of international students presented traditional dishes from their countries as part of a project on cultures. Listen to their presentations and write the name of the country each speaker comes from.

Speaker 1: .....
Speaker 2: .....
Speaker 3: .....
Speaker 4: .....
Speaker 5: .....





3.2 Now listen again and find which speaker...

1. says that his/her favourite food is easy to make ➲ .....
2. recommends the food for picnics and parties ➲ .....
3. says the food has to be put in the fridge ➲ .....
4. talks about the shape of the food ➲ .....
5. says restaurants in other countries offer a different version of his/her food ➲ .....

3.3 Read part of an e-mail written by one of the students during their stay in China. There are 10 mistakes in the verb forms used. Find them and correct them.



My biggest worry about my trip to China was what I will eat after hearing so many horror stories about the Chinese eating anything that move. But the food was the biggest surprise - I loved it! In fact, I felt lighter and more active than I was for a very long time. There was such a variety of dishes that we didn't eat the same thing twice.

Luckily, I have practised my chopstick skills before the trip, so I could use them perfectly. We went to tea houses and are given demonstrations on how to make and serve tea.

What really impressed me though, was the Beijing Night Food Market. While I am strolling among the stalls, I have seen cooks making the local specialties such as starfish, snakes and scorpions! Most of the snacks were neatly arrange, kebab-style, on wooden skewers.

There were plenty of tourists biting into these things and having their photos taken. A Chinese friend of mine had a scorpion! 'Go ahead! Perfectly safe! It is tasting like a potato chip', he cried, grinning. It was an offer I refused! If you will visit the Night Market one day, will you try an insect? Crunch! Crunch!...





4. Vocabulary: SOUVENIRS

4.1 When travelling to new places we usually buy local things to remember the place and its culture. Look at the pictures of the souvenirs the children bought from the countries they visited. Match each one with its name from the list below. Then choose a word from the list to complete the information about the souvenirs.

d. 

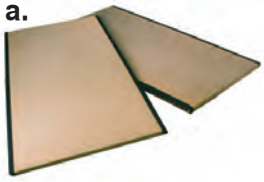
f. 

- [ ] a boomerang
- [a] tatami mats
- [ ] a nesting doll
- [ ] Beijing tea cups
- [ ] a samovar
- [ ] eucalyptus soap
- [ ] a kimono
- [ ] a brass dragon

b. 

e. 

c. 

a. 

g. 

h. 

1. ..... are a traditional type of Japanese flooring. They are made of soft, woven rush straw. They are associated with Japanese religious rites and the tea ceremony.
2. ..... is a heated metal container traditionally used to heat and boil water in and around Russia.
3. ..... is known for its medicinal properties. It contributes to a feeling of freshness, cleanliness and well-being.
4. ..... is a Chinese gift that is supposed to bring good fortune to its owner and protect him from harm.
5. ..... or 'Matreshka' is probably the most popular Russian souvenir. It is a symbol of motherhood and fertility. The smaller doll fits inside the larger one, the next one fits within the next one, and so on.
6. ....., meaning clothing in Japanese, is perhaps one of Japan's most beautiful treasures. Traditionally, the art of wearing it is passed from mother to daughter. Today, there are also special schools that teach the proper techniques of how to wear it.
7. ..... is a kind of throwing stick that, when thrown correctly, travels in a curved path and returns to its point of origin. It is primarily associated with Australian Aborigines. It has been used for hunting and recreational activities.
8. ..... are made of exclusive porcelain, have no handles and are used for drinking tea.

4.2 Which souvenir would you suggest that tourists buy from your country? Discuss with your partner and decide on three popular souvenirs that are representative of your country. Choose one and write a short paragraph about it.

Lesson 24 A World without End

1. Game: BINGO!

How many connections do your friends have with the rest of the world? Play this game of 'global bingo' to find out!

Below there are 16 questions and on the next page there are 16 squares on the Bingo Card. Ask your friends one question each. Put their names in the corresponding square and tick 'YES' or 'NO'. When you have 4 'YES' boxes ticked in a line (vertical, horizontal or diagonal), you have a bingo!

1.	Have you ever travelled to another country?
2.	Have you ever sent a letter to another country?
3.	Have you ever telephoned or e-mailed a person in another country?
4.	Do you have a relative living in another country?
5.	Have you ever spoken to a visitor from another country in his/her language?
6.	Do you own CDs with music from another country?
7.	Are you wearing anything made in another country?
8.	Do you like food from another country?
9.	Can you name a sports star from another country?
10.	Does your family have a car that was made in another country?
11.	Do you have an electrical appliance at home that was made in another country?
12.	Do you live in a home where the language of another country is spoken?
13.	Have you recently read a newspaper story about another country?
14.	Have you recently seen a television programme about another country?
15.	Do you have an e-friend you communicate with in another country?
16.	Do you have a relative who was born in another country?



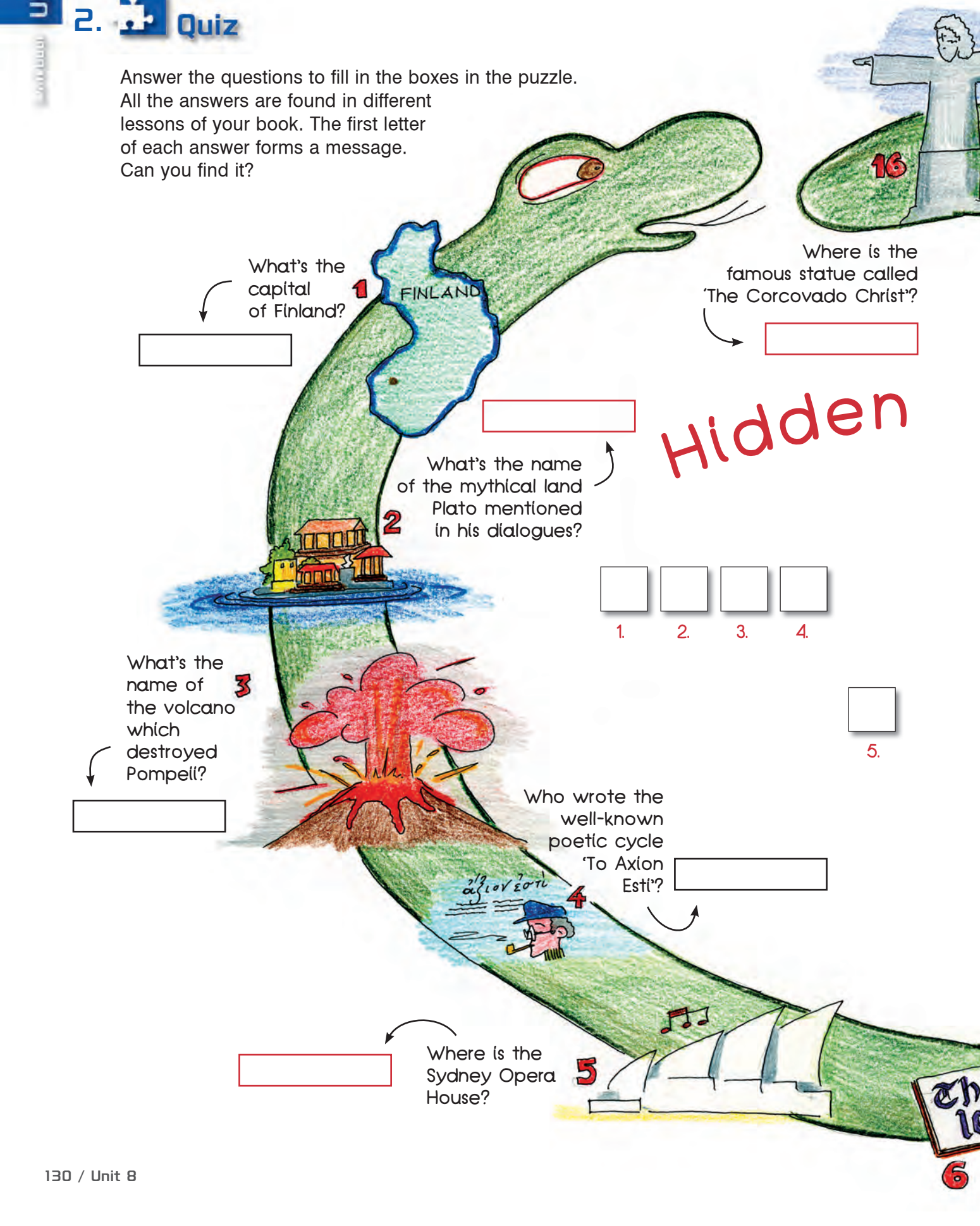
BINGO CARD

1. NAME: ..... YES ☐ NO ☐	2. NAME: ..... YES ☐ NO ☐	3. NAME: ..... YES ☐ NO ☐	4. NAME: ..... YES ☐ NO ☐
5. NAME: ..... YES ☐ NO ☐	6. NAME: ..... YES ☐ NO ☐	7. NAME: ..... YES ☐ NO ☐	8. NAME: ..... YES ☐ NO ☐
9. NAME: ..... YES ☐ NO ☐	10. NAME: ..... YES ☐ NO ☐	11. NAME: ..... YES ☐ NO ☐	12. NAME: ..... YES ☐ NO ☐
13. NAME: ..... YES ☐ NO ☐	14. NAME: ..... YES ☐ NO ☐	15. NAME: ..... YES ☐ NO ☐	16. NAME: ..... YES ☐ NO ☐

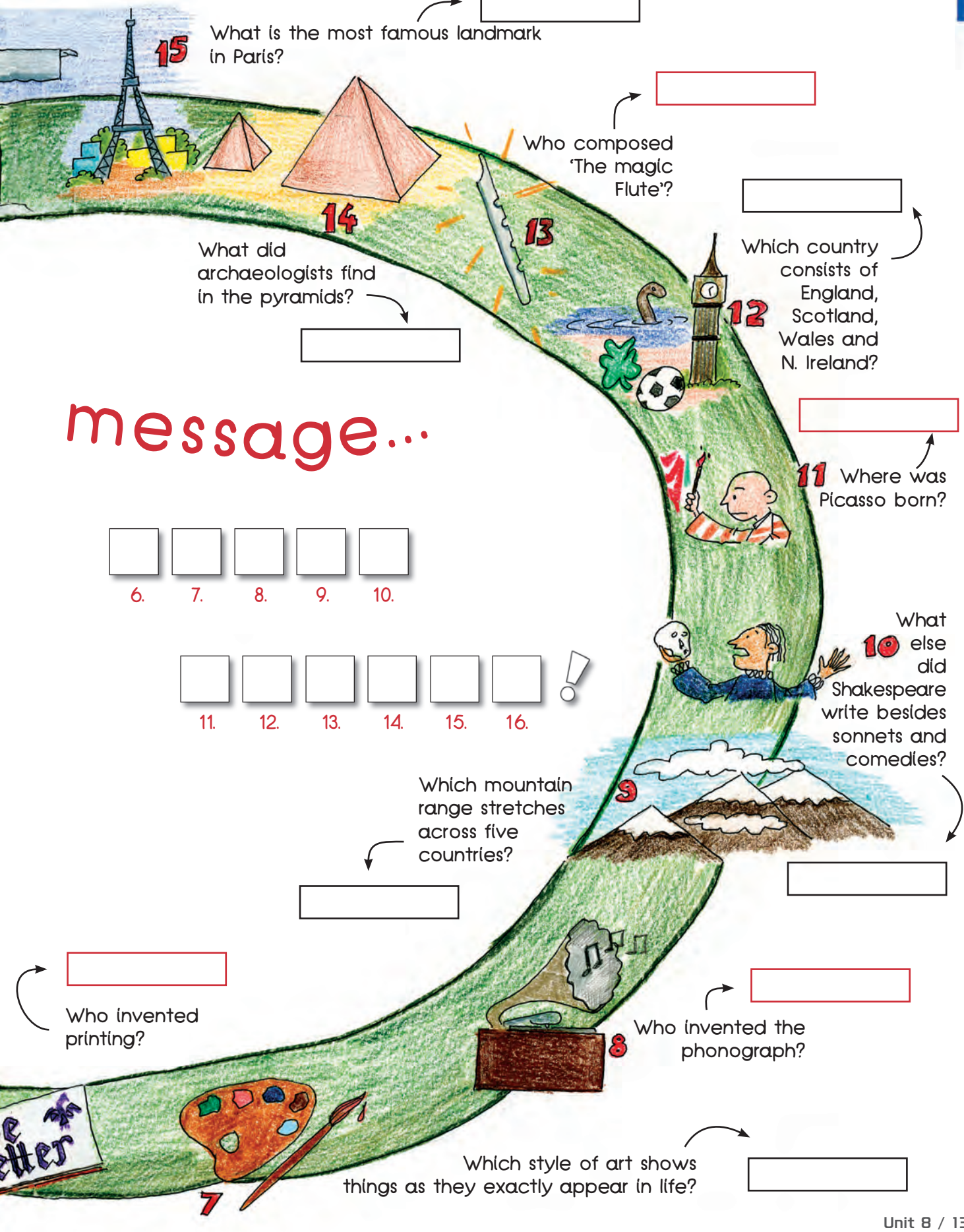


2. Quiz

Answer the questions to fill in the boxes in the puzzle. All the answers are found in different lessons of your book. The first letter of each answer forms a message. Can you find it?



Hidden



message...

6. 7. 8. 9. 10.

11. 12. 13. 14. 15. 16.

UNIT 1 – UNITY IN DIVERSITY

LESSON 1 – PEOPLE AND PLACES

Extra – Vocabulary, activity 1.10, p. 9

**

Use four of the adjectives and make sentences that explain their meaning. Replace each adjective with a gap and ask your partner to guess the missing word.

e.g. *She's very ..... . She never does what her parents ask her to do. (disobedient)*

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

Extra – Vocabulary, activity 1.11, p. 9

***

Complete the texts with a suitable word from the boxes below. There are two extra words you do not need to use.

dry	**breeze**	**temperature**	**terrain**
altitudes	**blizzards**	**vegetation**	**heat**

icy	**barren**	**rocky**	**scorching**
regions	**drought**	**harsh**	**frostbite**

Have you ever wondered what it would be like to live in a place like the Sahara? There, the (1) ..... heat of the desert can reach a (2) ..... of over 60° C! In some parts it is very (3) ..... because it almost never rains and there are long periods of (4) ..... So, there is very little (5) ..... The sandy ground is almost (6) ..... and almost no plants grow. The strange thing is that at night temperatures may drop to below 0° C!

On (7) ..... mountaintops at very high (8) ..... the climate is not mild at all; it is (9) ..... The air is (10) ..... and it is hard to breathe. The (11) ..... is rough and difficult to cross and there are often strong winds and heavy snowstorms which are called (12) ..... If you don't have suitable protective clothing, in this kind of weather, you may get (13) ..... Not many people live in (14) ..... like this, with such extreme weather.

Did you know?
The South American Uru tribe have larger hearts and lungs to breathe the thin air at high altitudes.

- What do mountaineers use to breathe at high altitudes?

Activity 2.2, p. 10

**

Put the words in the right order to write questions and then answer them using short answers.

1. saris / always / Indians/ wear /
   . . . . . .?
   No, ...Only on special occasions.
2. eat / often / your Italian friend / pasta
   . . . . . .?
   Yes, ...It's his favourite food.
3. tonight / bags / you / pack /
   . . . . . .?
   Yes, ...I'm leaving tomorrow.
4. computer games / play / the children / at the moment?
   . . . . . .?
   No, ...They're studying.
5. it / today / hot
   . . . . . .?
   No, ...The weather is cooler today.
6. usually / you / abroad / travel
   . . . . . .?
   Yes, ... Once or twice a month.

LESSON 2 – JOINED IN OUR DIFFERENCES

Extra – Language focus, activity 2.1, p. 13

**

Read the following text about strange places people live in. Fill in the gaps with verbs from the list below in the appropriate form.

live	**like**	**own**	**prefer**
exist	**think**	**sound**	**need**

(1) ..... you ..... the place you live? (2) ..... you ..... that everyone (3) ..... in a home like yours? It (4) ..... unbelievable, but there are people who (5) ..... homes that are completely underground. They (6) ..... these underground homes to regular ones, because they're safe and cool. Many homes like this (7) ..... in Tunisia. They may look strange to you, but just think: if you (8)..... more room, all you have to do is dig!

Extra – Language focus, activity 2.2, p. 14

**

Put the stative verbs in the Simple Present or the Present Continuous depending on the meaning they have in the sentences below.

1. You look sad. What ..... (you / think) about?

2. The ice-cream ..... (taste) delicious! What flavour is it?
3. Helen and Dimitris ..... (have) a party on Saturday. Can you come?
4. ..... (you / think) I ..... (look) good in this traditional costume?
5. ..... (Nicki / see) Mr. Johnson about the interview tomorrow?
6. That perfume ..... (smell) terrible! Wash it off!
7. The chef ..... (taste) the curry to check if it is too spicy.
8. Look! The dog ..... (smell) the food. I ..... (not / think) he likes it.
9. I ..... (have) two friends from France. We often send each other e-mails.
10. Who ..... this coat ..... (belong) to? Is it Mary's?

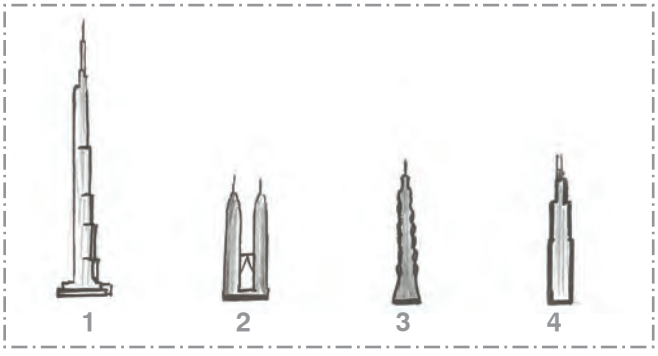
LESSON 3 – DIFFERENT PLACES – DIFFERENT BUILDINGS

Extra - Language focus, p. 21

**

Read the information below about some of the world's great towers and compare them.

Sizing Up: Towers



1. **Burj Dubai**
   Location: Dubai, United Arab Emirates
   Estimated Height: 3,000 feet
   Completion Date: 2009
2. **Petronas Towers**
   Location: Kuala Lumpur, Malaysia
   Height: 1,483 feet
   Storeys: 88
   Completed: 1998
3. **Taipei 101**
   Location: Taipei, Taiwan
   Height: 1,671 feet
   Storeys: 101
   Completed: 2001
4. **Sears Tower**
   Location: Chicago
   Height: 1,451 feet without antenna
   Completed: 1703

UNIT 2 - ECHOES OF THE PAST

LESSON 4 – MYSTERIES OF OUR WORLD

Activity 1.2, p. 22

***

Look at the sentences below and write the questions.

1. ..... ?
In Central America, hundreds of years ago.
2. ..... ?
Yes, some of them have.
3. ..... ?
It is known for its unique pyramids.
4. ..... ?
Yes, they were taller than the tallest trees in the jungle.
5. ..... ?
To worship the gods.
6. ..... ?
Some gods were partly human, some were nature gods and some were animals.
7. ..... ?
They had two things in common with the Egyptians. They buried their kings in pyramids and they used picture writing.

Extra – Vocabulary, p. 23

*

Look at the words below and find a word from the same family in the text on page 22 of your workbook.

1. depth (n) / ..... (adj)
2. religion (n) / ..... (adj)
3. survival (n) / ..... (v)
4. knowledge (n) / ..... (v)
5. lead (v) / ..... (n)
6. natural (adj) .....(n)
7. civilised (adj) ..... (n)
8. mystery (n).....(adj)

LESSON 5 – ACROSS THE AGES

Extra – Vocabulary, p. 26

*

1. Choose words from the two lists below to make more compound words. Can you explain what they mean?

1. grand ___ a. fish .....
2. song ___ b. teller .....
3. story ___ c. light .....
4. night ___ d. writer .....
5. gold ___ e. child .....

***

2. Combine words from list A with words from list B to make as many compound words as possible. Then use some of these compound words to match the definitions.

A	B
foot	prints
bank	note
note	book

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

1. Marks left by someone's feet . . . . . .
2. A piece of paper used as money . . . . . .
3. A book recording money put in or taken from a bank . . . . . .
4. A note at the bottom of a page . . . . . .
5. A small book in which to write notes . . . . . .

***

3. Complete each compound word with the missing part.

Compound Nouns

fall, ache, cut, time, man, ~~work~~, seeing

e.g. housework

1. head .....
2. over .....
3. rain .....
4. chair .....
5. sight .....
6. hair .....

Compound Adjectives

kind, home, time, ~~middle~~, well, right, take

e.g. middle – aged

1. ..... - known
2. ..... - made
3. ..... - handed
4. ..... - hearted
5. ..... - away
6. ..... - consuming

4. Which compound word from the two lists above would you use to describe:

1. a person who writes with his / her right hand .....
2. a person who has a kind heart .....
3. a meal that you take with you .....
4. what tourists do when they see sights .....
5. something that takes a long time to do .....
6. the amount of rain that falls .....
7. extra time that you work .....
8. made at home and not bought from a shop .....

Activity 1.3, p. 26

**

Use an appropriate phrasal verb with **break** in the right form to complete the sentences.

1. Many people were trapped in the building when the fire .....
2. If your computer ever ..... , call my brother. He's an expert.
3. Jim and Sandra ..... . Don't mention I told you about it. It's a secret.
4. The criminal managed to ..... the maximum security prison.
5. I heard the alarm and thought that someone ..... my car.

Activity 1.5, p. 27

**

Add the words in the box below to the lists on page 27 of your workbook.

tremor extinguish rumble sparks sink perish victim smoke

Activity 2.6, p. 30

**

Read what a young potter from Santorini said about the eruption of the volcano there. Put the verbs in brackets in the right tense to complete the story.

I slowly (1) ..... (lift) my head from the pots I (2) ..... (make) and listened carefully. I (3) ..... (go) to the doorway and I (4) ..... (look) out. People (5) ..... (run) everywhere in panic. Some men next to me (6) ..... (close) up their shops. I (7) ..... (decide) to leave too. As I (8) ..... (go) back in to get my things, there (9) ..... (be) a tremendous rumble and the walls around me (10) ..... (begin) to crack. The volcano (11) ..... (erupt)! I (12) ..... (reach) for my bag and quickly (13) ..... (get) out. I (14) ..... (not / know) what to do. As I (15) ..... (try) to decide which way to go, a beautiful young girl (16) ..... (take) my hand and (17) ..... (pull) me away from my workshop. We (18) ..... (start) running towards the beach. I (19) ..... (not/know) her, but she (20) ..... (look) familiar. Suddenly, I realised who she was ...

LESSON 6 – LIFE ON THE WATER

Activity 1.3, p. 31

***

Use the words in the box to fill in the blanks in the sentences below. One word will be used twice.

imposing	**dragged**	**wrapped**	**preserved**
managed	**dedicated**	**constructed**	

1. The dead pharaoh's body was (1) ..... in linen bandages which (2) ..... it from decay.
2. Thousands of workers (3) ..... heavy granite blocks up dirt ramps and (4) ..... giant tombs (5) ..... to their pharaohs and life after death.
3. No matter how (6) ..... and secure the pyramids look, thieves and plunderers have (7) ..... to break into them and steal the riches.
4. The myth of the secret powers of pyramids will always be (8) ..... in mystery.

Extra - Language focus, activity 2.4, p. 35

**

Read the text about a fatal voyage and put the verbs in the right tense.

If you believe in the curse of the Pharaohs, then here is one case which overshadows all others. In 1912 a liner (1) ..... (cross) the Atlantic with a valuable cargo on board – an Egyptian mummy. None of the passengers (2) ..... (know) about the mummy because it was said to carry a curse. It was the body of a prophetess who (3) ..... (live) during the reign of Tutanhamun's father-in-law, Akhenaton. An ornament found with the mummy (4) ..... (have) a spell on it. It (5) ..... (say) that whoever (6) ..... (dare) to disturb the mummy's sleep would suffer the horrible revenge of the mummy.

Because of its value, the captain (7) ..... (order) his crew not to place the mummy in the hold but in the compartment behind the bridge on which the captain (8) ..... (stand). Unknowingly, it was he who (9) ..... (seal) the fate of 1,513 passengers. Most of them (10) ..... (die) while the ship (11) ..... (sink).

• Can you guess the ship's name?

UNIT 3 - TIME OUT!

LESSON 7 – GET ON BOARD!

Extra - Language focus, activity 3.1, p. 38

**

Fill in the blanks in the sentences below using either **(to) infinitive** or the **-ing** form of the verbs in the box.

join	**travel**	**watch**	**stay**	**splash**
eat	**wait**	**book**	**visit**	**go**

1. Tony can't stand ..... in queues.
2. The baby enjoyed ..... in the water.
3. Would you like ..... us at the theatre tonight?
4. I fancy ..... Chinese food for lunch. I'll order Peking duck, my favourite!
5. John is keen on ..... to far away places. He's going to India next month.
6. Joan doesn't mind ..... films on TV but she prefers ..... to the cinema.
7. I'd prefer ..... my grandparents rather than ..... at home.
8. I'd rather ..... the tickets today. There may not be any left tomorrow.

Activity 5, p. 40

**

Look at the map and the expressions on page 28 of your workbook. You are a stranger in town and you ask someone the way to the following places from the bus station.

1. the cinema
2. the shops
3. the library
4. the post office

Work in pairs, taking turns to ask for and give directions. Act out the dialogues.

LESSON 8 – WHAT AN EXPERIENCE!

Extra - Language focus, activity 2.1, p. 46

**

You are at a big shopping mall with some of your friends. Complete the dialogues with the appropriate future forms of the verbs in brackets.

A.
– When (1) ..... (the mall / close)?
– All the shops (2) ..... (close) at 8:30.
– (3) ..... (you / buy) more things?
– Yes. I think I (4) ..... (get) something for my friend Zoe. It's her birthday tomorrow.
– I (5) ..... (help) you choose something for her! I know just the shop!

B.
– Wow! What a big bookstore. I'm sure you (6) ..... (find) that book on cultures you wanted. Look at those over here.
– Yeah! There are lots! As soon as I (7) ..... (decide) which one I want, we can leave.
– Don't worry! I (8) ..... (wait)! Take your time.

C.
– Oh no! Look at the time! I (9) ..... (be) late! What time (10) ..... (the last train / leave)?
– Don't worry. Tony (11) ..... (take) us home. Finish your shopping.
– I think I (12) ..... (come) back tomorrow. It doesn't really matter.

Activity 4, p. 48

*

Work in pairs. Use the prompts below and act out the dialogue.

Person A	Person B
Ask your friend what he/she wants to do.	Ask your friend to suggest something.
Suggest going swimming in the morning.	Accept the suggestion. You say you love it.
Suggest eating out for lunch.	Agree. Suggest going to Italian restaurant.
You don't like Italian food very much. Suggest a fish taverna instead.	Accept the suggestion.
Suggest going to a local concert in the evening.	Refuse. You want to buy souvenirs, see a film and wake up early in the morning.
Accept the suggestions. Finish the conversation.	

LESSON 9 – ...LET THE GAMES BEGIN!

Extra - Vocabulary p. 49

***

1. Form derivatives from the following words?

1. wide (adj)	(n)	(v)
2. long (adj)	(n)	(v)
3. high (adj)	(n)	(v)
4. weigh (v)	(n)	
5. broad (adj)	(n)	(v)

2. Complete the sentences below with a suitable word from the list above.

1. How much does a curling stone .....? 19 kg.
2. The ..... of the mountain we're going to climb is 945 m.
3. Do you know the ..... of this river? I think it's one of the longest.
4. The ..... of this motorway is unbelievable. There are 5 lanes.
5. Athletes must watch their diet so as not to put on ..... .
6. Travel helps you ..... your horizons.
7. You need to ..... your trousers. You've grown tall lately.

Extra – Vocabulary, activity 1.3, p. 49

*

Complete the sentences with a suitable word from the box.

court pool course rink centre pitch

1. At the end of the game, the football fans ran into the football .....
2. Let's meet at the tennis ..... for a game.
3. I've just started learning ice-skating. I can't cross the ..... yet.
4. It's a great gym with its own heated swimming .....
5. We can do a lot of sports at the new sports .....
6. We can't go to the golf ..... It admits only club members.

UNIT 4 – LET'S CHANGE OUR SCHOOLS

LESSON 10 – LOOKING AT OTHER SCHOOLS

Extra – Language focus, p. 58

*

Complete the sentences with **must**, **have to**, **should** in the right form.

1. You ..... drive when you feel tired. It's dangerous.
2. I ..... wear glasses for reading.
3. Liz ..... work on Saturdays, so she usually goes on trips.
4. Why ..... you ..... leave early last night?
5. You ..... stay up late again. You need a rest.
6. George ..... work from 7:30 to 5:00 every day.
7. 'You ..... write in ink', the teacher told the students.
8. You ..... keep it a secret. You ..... tell anyone else.
9. Your salary is very low. You ..... look for another job.
10. ..... we invite Jim to the party?

LESSON 11 – CHANGE THROUGH TIME

Extra – Vocabulary, activity 1.4, p. 60

***

Make or **Do**? Complete the blanks and match with the right definition.

1. ..... your duty
2. ..... the most of something
3. ..... room for
4. ..... somebody a favour
5. ..... sure
6. ..... a fool of
7. ..... good
8. ..... a fortune
9. ..... a remark

____ a. to take advantage of
____ b. to be certain
____ c. to find room for
____ d. to make somebody look silly
____ e. to do what is expected of you
____ f. to benefit somebody
____ g. to do something for somebody to help him
____ h. to say something
____ i. to make a lot of money

Activity 3.3, p. 64

*

Work in pairs. Look at the job advertisement on page 64 of your workbook, complete the following interview and then act it out.

Interviewer: What ..... (name)?
You: .....
Interviewer: How old .....?
You: .....
Interviewer: .....
(you / work / group leader / before)?
You: Yes, ...
..... (work / group leader / summer camp / Kalamata /last year).
Interviewer: And .....
(what / you / know / sports / games)?
You: .....
..... (play football / volleyball / tennis, swim very well, organise / interesting games and activities).
Interviewer: .....
..... (have / other / hobbies)?
You: .....
..... (like music / have / a lot / CDs, member / drama club).
Interviewer: .....
..... (speak languages)?
You: .....
..... (English very well, also German and French).
Interviewer: Why .....
(think / you be / good / this job)?
You: .....
..... (love children, get on well with them, have / a lot / patience).
Interviewer: .....
(you / ask / anything / the job)?
You: Yes. .....
(what / be / my duties)?
Interviewer: .....
(you / accompany / children, help / if have / problem, organise / interesting activities).
.....
(other / questions)?
You: Well, how much .....
..... (I / get / for job)?
Interviewer: 500 €. So, if that's all, you .....
.....
(hear / us / soon). Goodbye.
You: Thank you very much. Goodbye.

LESSON 12 – CHANGE: AN ONGOING PROCESS

Extra – Vocabulary, activity 1.1, p. 66

**

The words below can be used both as nouns and as verbs.

copy **view** **hand** **book** **use**

Read the pairs of sentences below and decide which word is suitable for each pair.

1. a. Can you please ..... me that newspaper?
   b. All books used to be written by ..... in older times.
2. a. The ..... from the top of the mountain is breathtaking.
   b. If you ..... these DVDs on a traditional DVD player, they will not be very clear.
3. a. There are some people who can ..... both hands.
   b. Don't touch this printing press when it is in ..... It can be dangerous.

Extra - Language focus, activity 2.2, p. 68

**

Complete with the appropriate relative. Omit it where possible.

1. Here are the keys ..... I lost last week.
2. The person ..... wrote this book is very talented.
3. Our teacher is a man ..... has a great sense of humour.
4. The scribes ..... lived in ancient Egypt were considered very talented.
5. This is the man ..... invention changed the world.
6. Hieroglyphs are a kind of script ..... is difficult to read.
7. The boy ..... wants to be a writer is in my class.
8. Was the book ..... I lent you interesting?
9. The museum ..... she visited is very well-known.

10. Katerina is the only student ..... compositions are excellent.

UNIT 5 – THE ARTS!

LESSON 13 – QUITE AN ART!

Extra – Vocabulary, activity 1.1, p. 70

*

1. Use the words below to fill in the blanks.

violence	numerous	trapped	images

1. There were ..... people waiting to see the president.
2. Mary was terrified by the ..... of the storm.
3. Music often creates ..... in our minds.
4. The young boy was ..... in the lift for two hours before the firemen got him out.

***

2. Use the words below to fill in the blanks.

civilians	brutal	criticised	define
interpret	exact		

1. "Can you ..... the word 'nuclear'?" asked the teacher.
2. All ..... were ordered to leave their homes in the war zone.
3. Paintings of scenes from battles often include ..... images.
4. Please give me the ..... amount. I haven't got change.
5. Whenever leaders from foreign countries meet, there is always someone there to ..... from one language to the other.
6. The journalist was ..... for not being objective.

Extra – Vocabulary, activity 1.3, pp. 70-71

***

Look at the words in the box and explain what they mean. Then use them to fill in the blanks in the texts that follow. There is an extra word you do not need to use.

Prehistoric Art

successful	mixed	stored	pierced
found	accepted	depict	believed
known	natural	symbolic	

The very first paintings (1) ..... to archaeologists are those which were (2) ..... on walls of caves in France and Spain. They are (3) ..... to be over 20,000 years old. Most of the paintings (4) ..... animals and this has given experts a clue to their meaning.

It is now generally (5) ..... that these images had (6) ..... or magical functions. Palaeolithic man believed that by painting a picture of a bison (7) ..... with arrows, he would have a (8) ..... hunt. The images were painted in red, brown, yellow and black with brushes or fingers. The colours were made from (9) ..... materials – such as rust or soot from fires – and were (10) ..... with water. They were stored in bones and skulls.

Extra – Language focus, activity 2.2, p. 72

***

Use the passive voice to write full sentences from the prompts below. Make any other necessary changes.

1. Ancient coins / exhibit / in the museum.
   .....
2. Paintings / sell / for great amounts of money.
   .....
3. The colours / must mix / before the artist starts.
   .....
4. Gifts and souvenirs / sell / in the museum's gift shop.
   .....
   .....
5. Leonardo da Vinci and Michelangelo Buonarroti / believe / to be two of the greatest artists that ever lived.
   .....
   .....
   .....
6. People / fascinate / their work and some of their masterpieces / consider / to be priceless.
   .....
   .....
7. Many of their paintings and sculptures / find / in museums and churches along with works of other artists. All these works of art / guard / very carefully and complex security systems / use / for their protection.
   .....
   .....
   .....
   .....
   .....
8. If a work of art / consider / to be invaluable, it / put / in a special room where the temperature and even the humidity / control.
   .....
   .....
   .....

LESSON 14 – IT'S MUSIC TO MY EARS

Extra - Language focus, activity 2.2, p. 78

*

1. Use Simple Past passive voice to complete the gaps.

Did you know?
Music for Shakespeare's play 'A Midsummer Night's Dream' (1) ..... (write) by the famous composer Mendelssohn. Unfortunately, all his papers (2) ..... (lose) when they (3) ..... (leave) by the composer in a taxi. Thankfully, every note (4) ..... (rewrite) from memory!

***

2. Use Simple Present or Simple Past passive voice to complete the gaps.

A violin that (1) ..... (make) in the 18th century by Antonio Stradivari of Italy can be worth as much as $1 million. These violins are so valuable because they (2) ..... (consider) to be the finest violins ever produced. Stradivari's two sons (3) ..... (train) to make stringed instruments as well. What made these violins so extraordinary? Specialists suspect the varnish that (4) ..... (use). Stradivari's formula for the varnish (5) ..... (write) on a page of the family Bible, but unfortunately, it (6) ..... (destroy) by one of his descendants.

LESSON 15 – ACTING UP!

Extra – Reading, activity 1.2, p. 80

**

Read through the advertisements on p. 80 to find

1. how many animals are mentioned.
   .....
2. which performance may be scary.
   .....
3. where a mother leaves her child.
   .....
4. who has a horrible voice.
   .....
5. which performance features someone in a mask.
   .....
6. which two performances are about kings.
   .....

Extra – Vocabulary, activity 2.3, p. 82

***

Choose a suitable word from the box below to fill in the blanks.

scenery dialogue culture lines performers special effects original characters

The Japanese (1) ..... has produced two (2) ..... forms of theatre – Noh and Kabuki. Noh is very simple and formal. There is little spoken (3) ..... and no (4) ..... or (5) ..... The (6) ..... are all men wearing masks to represent their (7) ..... A chorus sings the main performer's (8) ..... while he executes the ritual movements of a dance.

Activity 5, p. 87

*

Your English friend is on holiday in Greece. You want to go to the cinema together. Look at the film summaries and complete the dialogue. Then act it out.

ΖΑΘΟΥΡΑ, ΜΙΑ ΠΕΡΙΠΕΤΕΙΑ ΣΤΟ ΔΙΑΣΤΗΜΑ ★
ZATHURA, A SPACE ADVENTURE, 2005 (103')
Αμερικανική ταινία σε σκηνοθεσία Τζον Φαβρό, με τους: Τιμ Ρόμπινς, Τζος Χάτσερσον, Τζόνα Μπόμπο. Δύο αδέλφια που δεν έχουν την ιδανικότερη σχέση μεταξύ τους ανακαλύπτουν το Zathura, ένα μαγικό παιχνίδι που τους μεταφέρει μαζί με το σπίτι τους στο Διάστημα και τους θέτει αντιμέτωπους με αληθινούς διαστημικούς κινδύνους.

ΤΟ ΧΡΟΝΙΚΟ ΤΗΣ ΝΑΡΝΙΑ: ΤΟ ΛΙΟΝΤΑΡΙ, Η ΜΑΓΙΣΣΑ ΚΑΙ Η ΝΤΟΥΛΑΠΑ ★★
THE CHRONICLES OF NARNIA: THE LION, THE WITCH AND THE WARDROBE, 2005 (140')
Αμερικανική ταινία σε σκηνοθεσία Άντριου Άνταμσον, με τους: Τίλντα Σουίντον, Τζόρτζι Χένλι, Σκάνταρ Κέινς. Τέσσερα αδέλφια ανακαλύπτουν σε ένα βρετανικό πύργο μια μαγική ντουλάπα που τους οδηγεί στην παραμυθένια χώρα της Νάρνια.

A: What's on at the cinema?
B: Let's look in the magazine. There's ..... and ..... .
A: What's the Space Adventure about?
B: .....
A: Who's starring?
B: .....
A: Is it an English film?
B: .....
A: What's the plot of 'The Chronicles of Narnia'?
B: .....
A: That sounds interesting. What do the reviews say about them?
B: .....
A: OK. Shall we go and see '..... then?

Workbook

UNIT 6 – HEALTHY LIVING

LESSON 16 – YOU ARE WHAT YOU EAT!

Extra – Vocabulary, activity 1.7, p. 91

**

This is a recipe for a yummy sandwich which is tasty and healthy. Choose the appropriate verbs from the list below to fill in the blanks. There are two extra verbs.

grate	**chop**	**flake**	**slice**
put	**open**	**sprinkle**	**add**
spread	**drain**	**mix**	**bake**

Ingredients

1 tin of tuna
3 tablespoons of mayonnaise
1 celery stalk
bread
Salt and pepper

- (1) ..... the tin of tuna and (2) ..... the oil.
- (3) ..... the tuna into a bowl and (4) ..... it with a fork.
- (5) ..... the celery into small pieces, and (6) ..... it to the tuna.
- (7) ..... in the mayonnaise.
- (8) ..... the bread and (9) ..... the tuna filling onto one slice.
- (10) ..... salt and pepper on it and enjoy.

Activity 2.2, p. 92

*

Complete the sentences in an appropriate way. The ideas in the box will help you.

eat / dairy products
become / fitter
not like / fresh
parents / help / them
your body / get / variety / nutrients
have / orange juice

1. If you eat different kinds of food, ...
2. If you don't like milk, ...
3. You can have dried fruit if ..... .
4. If somebody needs calcium, ...
5. If you take regular exercise, ...
6. Children will make healthier choices if ..... .

LESSON 17 – THE 'GREENEST' WAY TO SCHOOL

Extra – Language focus, activity 3.1, p. 98

*

1. Put the verbs in brackets in the appropriate form for the second conditional.

1. If more students used bikes to get to school, the streets ..... (have) fewer cars.
2. If you and your friends ..... (walk) to school, it takes longer to get there.
3. Fotis would be in better shape if he ..... (not / eat) so much junk food.
4. If I lived closer to school, I ..... (wake) up later!
5. If Danae took up swimming, she ..... (be) fitter and healthier.
6. If I ..... (be) you, I wouldn't worry about my weight.
7. Erica ..... (join) the new gym if it didn't cost so much.
8. If everyone ..... (have) alternative vehicles, our cities would be ideal places to live in.

**

2. Match the two halves to make correct sentences.

1. If the air becomes too polluted,
2. If you throw plastic into the sea,
3. Your meals will be healthy
4. If children are informed about recycling
5. Fewer children would eat unhealthy snacks
6. If more people worked at home
7. I would exercise more
8. If the world population keeps growing

____ a. we will have to find other places to live.
____ b. the streets would have less traffic.
____ c. they will grow up to be conscientious citizens.
____ d. if you grow your own vegetables.
____ e. it takes hundreds of years to disappear.
____ f. if I had a stationary bike at home.
____ g. if school canteens served fresh food.
____ h. the temperature will rise a lot.

LESSON 18 – GOING 'GREEN'

Extra – Writing, activity 3.4, pp. 102-103

***

Work in pairs or groups to create an advert for a new ecological product for TV, a billboard or a magazine. Your aim is to persuade other young people to become more environmentally conscientious.

Extra – Vocabulary, activity 4, p. 103

**

1. Look at the following ways of saving energy and complete the blanks with a suitable verb from the box below.

turn off	**repair**	**recycle**	**walk**
use	**unplug**	**take**	**install**
plant	**collect**	**recharge**	

1. ..... showers, not baths and ..... a water-saving showerhead.
2. ..... the water while you're brushing your teeth.
3. ..... any electrical device that's not being used.
4. ..... reusable containers for food storage instead of wrapping food in foil or plastic wrap.
5. ..... your batteries, don't throw them away.
6. ..... paper products, glass, tin, plastic, aluminum, printer's toner cartridges.
7. ....., cycle or carpool to reduce carbon dioxide pollution in the air.
8. ..... and mend rather than discard and replace.
9. ..... rainwater to water your plants.
10. ..... a tree. One well placed shade tree can reduce the cooling costs of your home by 25%.

***

2. Match the words with their definition.

1. greenhouse effect
2. smog
3. endangered species
4. insecticide
5. habitat
6. atmosphere
7. evolution
8. biosphere
9. conservation
10. extinct

____ a. a species of plant or animal that is in danger of becoming extinct.
____ b. the continuous modification and adaptation of organisms to their environments.
____ c. no longer existing as an animal species.
____ d. the warming trend on the surface and in the lower atmosphere of the planet, which occurs when solar radiation is trapped, as by emissions from the planet.
____ e. the natural environment of a plant or animal.
____ f. a substance used to kill insects.
____ g. the mass of gases surrounding the earth.
____ h. the act of preserving and protecting from loss, destruction or waste.
____ i. the part of the earth's atmosphere and surface in which animals and plants can exist.
____ j. a haze caused by the effect of sunlight on foggy air that has been polluted by vehicle exhaust gases and industrial smoke.

UNIT 7 – EMBRACING OUR WORLD

LESSON 19 – AGAINST THE ODDS

Activity 2.3, p. 106

**

Use a suitable word from the box below in the appropriate form to complete the sentences.

surface	**head**	**scream**	**crack**	**grip**	**panic**

1. When Bethany saw the shark, she didn't ..... She calmly swam towards the shore.
2. The alligator ..... and started going after the animal that was drinking water.
3. Pericles got a good ..... on the rope and slowly pulled the girl out of the water. He saved her life.
4. If a river is frozen, don't try to walk on its ..... because it may ..... .
5. Although it was dark, the boy managed to read the map and ..... for home.
6. I heard a terrifying ..... in the middle of the night, and went outside to see what was going on.

Extra - Language focus, activity 3.1, p. 107

**

Put the following sentences into the reported speech.

1. "Don't worry, I'm all right", said Sarah.
   Sara told her mother ..... .
2. "I can't leave Fay all alone", Jenny said.
   Jenny said that ..... .
2. "You must ask mother before you leave the house", Ben said.
   Ben told Jacob that ..... .
3. "Sylvana invited me to her party yesterday", Irene said.
   Irene said that ..... .
4. "George is definitely a true hero", Said Pamela.
   Pamela said that ..... .
5. "Nick is eating all the ice-cream, mother", said Alex.
   Alex told his mother that ..... .

Workbook

LESSON 20 – SEEING THROUGH A FRIEND'S EYES

Extra – Vocabulary, activity 1.3, p. 110

**

What do the things in the chart below feel like? Put a tick under the appropriate touch characteristic. Then write down 4 more items and ask your partner to complete the chart.

	ice	flour	steel	jelly
WET				
DRY				
HOT				
COLD				
HARD				
SOFT				
ROUGH				
SMOOTH				

WET				
DRY				
HOT				
COLD				
HARD				
SOFT				
ROUGH				
SMOOTH				

LESSON 21 – FRIENDS WITHOUT FRONTIERS

Extra - Language focus, activity 2.1, p. 116

*

Read the e-mail from your Italian friend and report back to your friends what she wrote to you.

Hi there,
I've just arrived home and I'm getting ready to unpack! I can't believe my holiday is over! I had a great time and everything we did and saw was amazing! I can't thank you enough!
I'm very lucky to have you as my friend and I feel I've known you for all my life. It's important to have good friends even if they live in other countries. I truly hope that I will be able to do the same for you one day. Will you think about coming next summer? Don't forget to say hello to your brother Mike for me and e-mail me soon.

Love,
Carla

1. Carla told me that .....
   ..... .
2. She said that .....
   ..... .
3. She told me that ..... and that
   ..... .
4. She said that .....
   ..... .
5. She added that ..... and that
   ..... .
6. She told me that .....
   ..... .
7. She said that .....
   ..... .
8. She wanted to know if .....
   ..... .
9. She asked me ..... and
   ..... .

Προέλευση φωτογραφιών

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