

Ευανθία Π. Τσιούρη

Σαραντούλα Π. Παρλαπάνη



ΓΕΝΙΚΑ

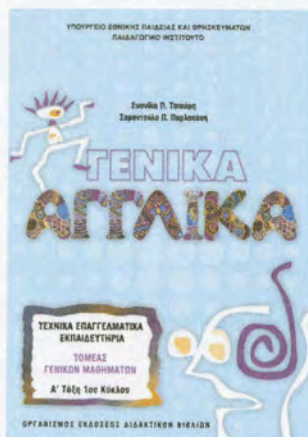
αρχικά

Α΄ Τάξη 1ου ΚΥΚΛΟΥ

ΤΟΜΕΑΣ
ΓΕΝΙΚΩΝ ΜΑΘΗΜΑΤΩΝ



Γενικά Αγγλικά



Ευχαριστίες

Ευχαριστούμε θερμά:

1. Τον κ. Γεώργιο Κασίμη, Δήμαρχο Αρτέμιδας Αττικής, για την άδειά του να χρησιμοποιήσουμε τις αφίσες του Δήμου που αφορούν στην προστασία του περιβάλλοντος (τις οποίες φιλοτέχνησε ο ζωγράφος κ. Νίκος Στρατάκης) στο κεφάλαιο εννέα του εγχειριδίου, καθώς επίσης και την ΕΥΔΑΠ για την άδεια να χρησιμοποιήσουμε υλικό της στο ίδιο κεφάλαιο.
2. Τον κ. Νίκο Ρουσσόπουλο για φωτογραφικό υλικό που μας παραχώρησε από το προσωπικό του αρχείο, τις κυρίες Σταμάτη Κατερίνα, Ανδριανοπούλου Μαρία, Κούρος Μαίρη, Brigid Mckittrick και τους κυρίους Δημήτρη και Κώστα Τσιούρη για φωτογραφίες που μας παραχώρησαν. Αρκετές φωτογραφίες προέρχονται από το προσωπικό αρχείο της κ. Ευανθίας Τσιούρη, ανάμεσά τους και η αφίσα της British Heart Foundation (Unit 4), την οποία μας επέτρεψαν να φωτογραφήσουμε, ενώ όλα τα σκίτσα/board games που υπάρχουν στο εγχειρίδιο φιλοτεχνήθηκαν από την ίδια.
3. Τα Ελληνικά Ταχυδρόμια (Unit 3), το περιοδικό «Ταχυδρόμος» (Unit 7), την εκδοτική εταιρία Hillside Press (Unit 7) και την εφημερίδα metroRAMA (Unit 9), που μας επέτρεψαν να χρησιμοποιήσουμε υλικό τους.
4. Την εκδοτική εταιρία Express Publishing που μας επέτρεψε να συμβουλευτούμε υλικό της, τις εφημερίδες ELT News, Athens News, Greek News Weekly, τα περιοδικά SHE, WOMAN'S OWN και EXPRESSION: The magazine for Exeter alumni που μας επέτρεψαν επίσης να συμβουλευτούμε υλικό τους, και την κ. Μακαρονοπούλου Σταυρούλα, καθηγήτρια του 5^{ου} Δημοτικού Σχολείου Νέας Σμύρνης, που μας επέτρεψε να συμβουλευτούμε το υλικό που υπήρχε στην συνθετική εργασία των μαθητών της «Let's Give Earth a Chance».
5. Τις κυρίες Πόπη Περρή και Ευαγγελία Μανίκα για την ανάγνωση των χειρογράφων στα πρώτα στάδια του βιβλίου και την κ. Lily Niarchos για τις παρααινέσεις της στη σωστή χρήση της Αγγλικής γλώσσας.
6. Την κ. Δέσποινα Χατζηδημητρίου για την επεξεργασία κειμένου και γραφικών.
7. Η συμβολή των Διευθυντών, των καθηγητριών Αγγλικής και των μαθητών των Τ.Ε.Ε. Λιβαδειάς και Σχηματαρίου που συμμετείχαν στην έρευνα που έγινε στα σχολεία τους και στη φωτογράφιση, αξίζει ιδιαίτερης αναφοράς.

Επίσης, ευχαριστούμε τα μέλη της κριτικής επιτροπής του Παιδαγωγικού Ινστιτούτου για τη συνεργασία τους και τη συμβολή τους στη συγγραφή του βιβλίου.

Τέλος, ζητούμε συγγνώμη γιατί σε ορισμένες περιπτώσεις, παρά τις προσπάθειες να μας δοθεί άδεια δημοσίευσης φωτογραφικού και άλλου υλικού πριν από τη δημοσίευση αυτού του εγχειριδίου, αυτό δεν κατέστη δυνατό.

Οι συγγραφείς

multimedia

Με απόφαση της ελληνικής κυβέρνησης τα διδακτικά βιβλία Δημοτικού, Γυμνασίου, Λυκείου και Τ.Ε.Ε. τυπώνονται από τον Οργανισμό Εκδόσεως Διδακτικών Βιβλίων και διανέμονται δωρεάν.

ΥΠΟΥΡΓΕΙΟ ΕΘΝΙΚΗΣ ΠΑΙΔΕΙΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ

ΠΑΙΔΑΓΩΓΙΚΟ ΙΝΣΤΙΤΟΥΤΟ

Ευανθία Π. Τσιούρη, Σαραντούλα Π. Παρλαπάνη

Γενικά Αγγλικά

ΤΕΧΝΙΚΑ ΕΠΑΓΓΕΛΜΑΤΙΚΑ ΕΚΠΑΙΔΕΥΤΗΡΙΑ

1^{ος} Κύκλος

Α' Τάξη

ΤΟΜΕΑΣ ΓΕΝΙΚΩΝ ΜΑΘΗΜΑΤΩΝ

ΟΡΓΑΝΙΣΜΟΣ ΕΚΔΟΣΕΩΣ ΔΙΔΑΚΤΙΚΩΝ ΒΙΒΛΙΩΝ

ΑΘΗΝΑ

ΣΥΓΓΡΑΦΕΙΣ

Τσιούρη Ευανθία Π., Σχολική Σύμβουλος Αγγλικής, M.A., Ph.D.
Παρλαπάνη Σαραντούλα Π., Καθηγήτρια Αγγλικής

ΚΡΙΤΕΣ - ΑΞΙΟΛΟΓΗΤΕΣ

Καραγιάννη Ευαγγελία, Καθηγήτρια Αγγλικής, MA
Χαρτζουλάκης Βασίλης, Καθηγητής Αγγλικής, MA
Χρυσόχοος Ιωσήφ, Καθηγητής Αγγλικής, M.A., Ph.D

Χρυσόχοος Ε. Ιωσήφ, Πάρεδρος ε.θ., Παιδαγωγικού Ινστιτούτου
υπεύθυνος του Παιδαγωγικού Ινστιτούτου

ΓΛΩΣΣΙΚΟΣ ΕΛΕΓΧΟΣ ΑΠΟ ΤΗΝ ΠΛΕΥΡΑ ΤΟΥ ΠΑΙΔΑΓΩΓΙΚΟΥ ΙΝΣΤΙΤΟΥΤΟΥ

Κουλοχέρη Φωτεινή-Βασιλική, Καθηγήτρια Αγγλικής, RSA Dip., MA
αποσπασμένη στο Παιδαγωγικό Ινστιτούτο

ΠΑΙΔΑΓΩΓΙΚΟ ΙΝΣΤΙΤΟΥΤΟ

ΥΠΕΥΘΥΝΟΣ ΤΟΥ ΤΟΜΕΑ ΓΕΝΙΚΩΝ ΜΑΘΗΜΑΤΩΝ
Δασκαλάκης Αριστείδης
Μόνιμος Πάρεδρος του Παιδαγωγικού Ινστιτούτου

ΓΕΝΙΚΑ ΑΓΓΛΙΚΑ ΤΕΕ

1^{ος} Κύκλος, Α' Τάξη

Table of Contents

ΓΕΝΙΚΑ ΑΓΓΛΙΚΑ 1

UNIT 1: BACK TO SCHOOL

A. Welcome to Cycle 1, Grade A of TEE	1
B. In the playground.....	4
C. Choices of importance	7
D. How language holds together and works	11
E. Work and play with words.....	13
F. Make your point	17

SKILLS, STRUCTURES AND FUNCTIONS

● **Reading:** to get the gist (skimming), to look for specific information (scanning), to extract information in order to fill in tables/diagrams and circle the correct option, to infer, verify/refute information, to relate text to pictures

● **Listening:** to listen for the main ideas, to respond appropriately, to confirm or modify understanding, to recognise sounds (/s/, /ʃ/, /z/, /ʒ/)

● **Speaking:** to exchange opinions and/or impressions by referring to personal information, to anticipate content, to make your point, to make comments

● **Writing:** to respond to inquiries, to express ideas/make comments, to fill in missing information, to write a paragraph, to write an e-mail

● **Grammar:**

- to associate meaning and form
- to express intentions and plans for the future when there is a possibility that they may become true (*going to* + basic form of main verb)
- to make an appropriate greeting/introduction

● **Vocabulary:**

- to revise, reinforce and learn vocabulary on school and social life
- to reinforce memory retention
- to brush up opposites
- to develop dictionary skills

● **All skills:** to do projects which aim at the practice /development of linguistic skills (e.g. reading), cognitive skills(e.g. memory) and social skills (e.g. interpersonal)

UNIT 2: HOLIDAY MEMORIES – SUMMER SNAPSHOTS

A. Another TEE English class. Aspects of Hydra	18
B. Images from Poros	21
C. Getting a beautiful tan	24
D. George's holiday	26
E. How language holds together and works	30
F. Work and play with words	33
G. Make your point	35

SKILLS, STRUCTURES AND FUNCTIONS

●**Reading:** to select specific factual information in order to answer questions, to get sensitised to your history, tradition and culture, to make guesses and infer meaning from context and visual prompts, to recognise a text type, to match/prioritise information by relying on context, to focus on the main ideas, to identify pros and cons

●**Listening:** to extract valuable information, to familiarise yourself with the language of obligation and prohibition in public places, to recognise sounds (/i/, /i:/, /ɒ/, /ɔ:/)

●**Speaking:** to talk with your partner about his or her experiences, knowledge about history and places in his or her country, to make inquiries, to make your point

●**Writing:** to respond to inquiries, to get familiar with the layout of an informal letter, to take down notes (words/phrases), to make a summary of a limited number of words, to write questions on cards, to write an e-mail

●**Grammar:**

- to associate meaning and form
- to express incomplete present events as opposed to those that happened in the past (Present Simple vs Past Simple)
- to agree and disagree appropriately
- to give advice appropriately

●**Vocabulary:**

- to revise, reinforce and learn vocabulary on holidays, place descriptions, on taking health precautions and on using the public means of transport
- to distinguish between word meanings in order to make the correct option
- to develop dictionary skills

●**All skills:** to do projects which aim at the practice/development of linguistic skills (e.g. reading), cognitive skills (e.g. memory) and social skills (e.g. interpersonal)

UNIT 3: SAY IT WITH WORDS

A. Who is on the phone?	37
B. There is a message for you	40
C. The History of the Telephone	41
D. Post it to me!.....	43
E. How language holds together and works	46
F. Work and play with words.....	50
G. Make your point	52

SKILLS, STRUCTURES AND FUNCTIONS

●**Reading:** to get the gist, to interpret visual prompts, to scan a text and match information, to identify features that give away formality/informality, to infer/verify or refute information, to look for specific information.

●**Listening:** to understand recorded messages for gist, to extract specific information in order to fill in gaps, to identify speakers and match speaker to content, to recognise sounds (/t/, /d/, /v/, /f/)

●**Speaking:** to apply knowledge of social codes during a phone conversation, to talk with your partner about his or her experiences/his or her opinion on cultural points, to reach points of agreement, to describe a visual prompt, to role-play messages

●**Writing:** to respond to inquiries, to match content, to write dialogues by using models, to take down notes (words/phrases), to write an e-mail

●**Grammar:**

- to associate meaning and form
- to express actions taking place at the moment of speaking (Present Progressive)
- to compare and contrast Present Continuous to Present Simple

●**Vocabulary:**

- to revise, reinforce and learn vocabulary on means of communication and its development across time
- to use adjectives appropriately in order to qualify nouns
- to form adverbs in -ly in order to express manner, time and place relations
- to revise vocabulary by filling in a spidergram and reinforce memory retention
- to match words to meanings/definitions
- to develop dictionary skills

●**All skills:** to do projects which aim at the practice/development of linguistic skills (e.g. reading), cognitive skills (e.g. memory) and social skills (e.g. interpersonal)

UNIT 4: EAT WELL! FEEL GOOD!

A. What to eat.....	55
B. Making the pizza “Quattro Stagioni”.....	57
C. A recipe for a tart.....	60
D. The value of food and drink	62
E. How language holds together and works.....	64
F. Work and play with words.....	69
G. Make your point	72
H. Mark your progress.....	74

SKILLS, STRUCTURES AND FUNCTIONS

●**Reading:** to infer meaning and/or information, to scan a text and fill in a table, to respond to inquiries, to match pictures and content, to get familiar with the language of instructions in recipes, to give a title, to compare information

●**Listening:** to take notes and categorise information in recipes, to extract specific information in order to complete gaps in instructions, to link information with visual prompts, to recognise concepts and categories, to check and polish your work, to recognise sounds (/a/, /æ/, /ʌ/)

●**Speaking:** to talk about likes and dislikes, to order food, to talk about food/eating places and habits, to make comments on a poster, to talk to your partner, to make your point

●**Writing:** to respond to inquiries, to write instructions, to match content, to write dialogues by using models, to take down notes (words/phrases), to write an e-mail, to evaluate your progress

●**Grammar:**

- to associate meaning and form
- to use the 1st conditional in order to describe events that will take place in the future if certain preconditions are met
- to understand the two uses of Present Perfect:
 - a) when the action described is incomplete up to now
 - b) when it is used with *since* and *for*
- to use the comparative and superlative degree of adjectives
- to practise word order

●**Vocabulary:**

- to revise, reinforce and learn vocabulary on food and healthy diet
- to match words/phrases with their meanings
- to pay attention to gender specific words
- to use words in sentences of your own
- to develop dictionary skills

●**All skills:** to do projects which aim at the practice/development of linguistic skills (e.g. reading), cognitive skills (e.g. memory) and social skills (e.g. interpersonal)

UNIT 5: STOP AND DO REVISION (Units 1-4).....75-83

UNIT 6: GETTING AROUND AND SHOPPING

A. Shopping nowadays	84
B. Where to buy what	87
C. Time for presents	90
D. How language holds together and works	93
E. Work and play with words	97
F. Make your point	99

SKILLS, STRUCTURES AND FUNCTIONS

●**Reading:** to answer direct and indirect questions, to understand a narrative and fill in a chart showing stages of a development, to scan a text to single out the main ideas, to give a title, to classify information comparatively.

●**Listening:** to transfer information, to discard information that does not fit a group of things, to identify categories and match items to the category they belong to, to spot the odd item out, to recognise sounds (/e/, /ɜ:/, /ə/)

●**Speaking:** to exchange opinions in class on a topic related to a text, to talk about cons and pros, to assess and prioritise information and then discuss your criteria for making a choice with your partner, to make your point

●**Writing:** to respond to and comment on a text, to categorise information and make comparisons and evaluations, to continue an article, to write an e-mail/send a mobile message

●**Grammar:**

- to associate meaning and form
- to understand the concept and use of *used to* + *basic form of verb* for past habits
- to learn the use of the 2nd conditional to express the impossible
- to use countable and uncountable nouns properly
- to use *some* and *any* in interrogative, negative and positive sentences

●**Vocabulary:**

- to reinforce and learn vocabulary on getting around and shopping and on developing healthy consumer habits
- to revise vocabulary by filling in a spidergram and reinforce memory retention
- to match words/phrases with their meanings
- to use compounds in sentences of your own
- to develop dictionary skills

●**All skills:** to do projects which aim at the practice/development of linguistic skills (e.g. reading), cognitive skills (e.g. memory) and social skills (e.g. interpersonal)

UNIT 7: ART AND GRAFFITI

A. Man's need to create.....	101
B. The portrait of an artist	105
C. Developing creativity.....	107
D. How language holds together and works.....	110
E. Work and play with words	112
F. Make your point	116

SKILLS, STRUCTURES AND FUNCTIONS

●**Reading:** to match pictures to content, to respond to questions, to infer meaning from context and visual prompts, to verify information, to prepare interview questions, to single out specific information and fill in a diagram, to make choices

●**Listening:** to extract valuable information, to form an objective view on a contradictory issue, to make notes about an argumentative topic, to compare points of view, to recognise sounds (/θ/, /ð/, /u:/, /u/, /k/, /g/)

●**Speaking:** to exchange opinions on challenging topics, to reach an agreement, to ask and answer questions, to compare your work with your partner's, to simulate an interview, to make your point

●**Writing:** to respond to inquiries, to transfer information, to prepare interview questions, to comment on announcements, to make notes on important points, to deduce and report art features in columns, to write a summary, to learn the techniques of descriptive writing, to write an e-mail

●**Grammar:**

- to associate meaning and form
- to form nouns by adding suffixes (*-ion, -tion, -ment*)
- to understand the use of the Future tense for future plans and intentions
- to choose the correct tense (Past Simple/Present Simple/Future Simple)

●**Vocabulary:**

- to revise, reinforce and learn vocabulary on graffiti and arts and on how to develop creativity
- to match words/phrases to meanings/definitions
- to write sentences using the same word first as a noun and then as a verb
- to complete spaces with words/phrases and work on them
- to develop dictionary skills

●**All skills:** to do projects which involve the practice/development of linguistic skills (e.g. reading), cognitive skills (e.g. memory) and social skills (e.g. interpersonal)

UNIT 8: SPORTS, GAMES AND ACTIVITIES

A. Winning is not what really counts	119
B. What 's your favourite sport?	122
C. Let's keep active and healthy!	125
D. How language holds together and works	127
E. Work and play with words.....	130
F. Make your point	132

SKILLS, STRUCTURES AND FUNCTIONS

●**Reading:** to match visual prompts to content, to select information and respond to inquiries, to make guesses, infer meaning from pictures and match them to given information, to verify or refute information, to match subtitles to paragraphs

●**Listening:** to get valuable information, to understand descriptions and match them to pictures, to categorise information, to make comparisons, to recognise sounds (/uə/, /əu/, /t/, /d/, /n/, /ŋ/)

●**Speaking:** to talk to your partner, to brainstorm ideas, to compare your work, to make corrections, to report on and describe a ceremony, to discuss a title, to role-play, to question knowledge, to simulate a situation, to ask questions, to make your point

●**Writing:** to respond to inquiries, to write down main ideas and cue words, to write a suitable title, to write a summary, to prepare questions for an interview, to write an e-mail

●**Grammar:**

- to associate meaning and form
- to get familiar with the concept and use of the passive voice when focus is placed more on the action
- to brush up the use of Past Perfect Simple to refer to actions far back in the past before more recent past actions
- to compare the basic structure between a formal and an informal letter

●**Vocabulary:**

- to revise, reinforce and learn vocabulary on sports, games and activities and on how to keep fit
- to match words/phrases with their meanings
- to revise vocabulary by filling in a spidergram and reinforce memory retention
- to develop dictionary skills

●**All skills:** to do projects which aim at the practice/development of linguistic skills (e.g. reading), cognitive skills (e.g. memory) and social skills (e.g. interpersonal)

UNIT 9: IT'S A GLOBAL MATTER NOW

A. Why should I care?	134
B. The more you know, the more you pay attention!	137
C. Natural resources: Use with care!	139
D. Towards a better future?	141
E. How language holds together and works	144
F. Work and play with words.....	149
G. Make your point	153
H. Mark your progress.....	155

SKILLS, STRUCTURES AND FUNCTIONS

●**Reading:** to skim for global understanding, to scan for specific information, to respond to inquiries on factual information and get sensitised to one's environment, to make associations and guesses and infer meaning from visual prompts, to match pictures and badges to content, to give a title and subtitles

●**Listening:** to get valuable information, to appreciate people's opinions, to identify speakers and topic in a telephone conversation, to deduce relations between speakers, to deduce meaning, to evaluate role-playing and vote for the best actor as a result, to recognise sounds (/iə/, /eə/, /ei/, /au/, /ai/, /ɔi/)

●**Speaking:** to discuss the social meaning of posters and slogans, to collaborate in groups in order to produce collective work, to interview people, to role-play, to give a one-minute speech, to talk to your partner, to ask questions, to make your point

●**Writing:** to respond to inquiries, to write titles/subtitles, to describe processes, to continue a text and bring examples, to list sequences of events, to write a slogan, to make notes in order to match information and discard irrelevant items, to prepare a short interview, to write an e-mail, to evaluate your progress

●**Grammar:**

- to associate meaning and form
- to differentiate an action that stopped the moment another action was in progress in the past (Past Continuous vs Past Simple)
- to understand cause and effect relations between ideas and use connectors like *because, as, although* and *but*
- to familiarise yourself with the 3rd type of conditional to refer to past events that cannot change
- to agree by using *so + auxiliary, neither + auxiliary*

●**Vocabulary:**

- to revise, reinforce and learn vocabulary on environmental issues, on the rights of animals that share the earth and on resources conservation
- to make sentences with adjectives ending in *-ful*
- to use opposites starting with *un-* in sentences of your own
- to develop dictionary skills

●**All skills:** to do projects which aim at the practice/development of linguistic skills (e.g. reading), cognitive skills (e.g. memory) and social skills (e.g. interpersonal)

UNIT 10: STOP AND DO REVISION.....156-163

APPENDICES: (They contain the listening texts of the units)

GLOSSARY

BIBLIOGRAPHY

ΠΡΟΛΟΓΟΣ

Ένα από τα πάγια αιτήματα των μαθητών των ΤΕΕ είναι η συγγραφή ενός εγχειριδίου, το οποίο αφενός θα είναι επικεντρωμένο αποκλειστικά στις δικές τους ανάγκες όσον αφορά στην εκμάθηση της Αγγλικής, θα είναι ενδιαφέρον, αισθητικά ελκυστικό και, γενικά, φιλικό προς το χρήστη και αφετέρου θα παραχωρείται δωρεάν από την Πολιτεία.

Ασχολούμαστε με τη διδασκαλία της Αγγλικής στα ΤΕΕ περισσότερο από 10 έτη προσπαθώντας να διερευνήσουμε τους παράγοντες που επηρεάζουν τη μάθηση και την εκδήλωση ενδιαφέροντος των μαθητών για το μάθημα της Αγγλικής. Πρόσφατα (2002-2003), πραγματοποιήσαμε δύο έρευνες στα ΤΕΕ Λιβαδειάς και Σχηματαρίου, με θέμα τις προσδοκίες των μαθητών από το μάθημα της Αγγλικής και τα θέματα που θα επιθυμούσαν να πραγματεύονται τα βιβλία τους. Οι απαντήσεις τους κατηύθυναν την επιλογή των θεματικών ενοτήτων των Γενικά Αγγλικά 1 και Γενικά Αγγλικά 2, καθώς επίσης και των δραστηριοτήτων που συνοδεύουν τα κείμενα και τους διαλόγους.

Η χρήση της Αγγλικής παράλληλα με την Ελληνική σε δημόσιους χώρους με τη μορφή ανακοινώσεων, οδηγιών κ.λπ. είναι πλέον επιβεβλημένη ανάγκη για την εξυπηρέτηση ενός κοινού που δεν αποτελείται μόνο από Έλληνες. Την ανάγκη, λοιπόν, να διευκολυνθεί η εκμάθηση της Αγγλικής, σήμερα περισσότερο παρά ποτέ άλλοτε κατά τη διάρκεια της φοίτησης στο δημόσιο σχολείο, στοχεύει να καλύψει η σειρά Γενικά Αγγλικά 1 και 2. Ο Έλληνας πολίτης του μέλλοντος πρέπει να αποδεχτεί το γεγονός ότι στην καθημερινή του επικοινωνία θα χρειαστεί να μετατραπεί σε διαμεσολαβητή-διευκολυντή στον εθνικό του χώρο χρησιμοποιώντας την Αγγλική ως εργαλείο του. Η διείσδυση της γλώσσας αυτής στην κοινωνία της πληροφορικής, στα μέσα μαζικής ενημέρωσης, στο διαδίκτυο, στη διασκέδαση και στο μάρκετινγκ είναι υπαρκτή, και όχι εικονική, πραγματικότητα. Όσο γρηγορότερα, λοιπόν, την κατακτήσει ο μαθητής, τόσο αποτελεσματικότερα θα λειτουργήσει ως κοσμοπολίτης του αύριο σε ένα πολυπολιτισμικό πλαίσιο σε καθημερινή σχεδόν βάση.

Πέρα, όμως, από τη χρήση και επικέντρωση στην εκμάθηση της Αγγλικής, καθίσταται αναγκαία, μέσα από το γνωστικό αντικείμενο, όχι μόνο η απόκτηση καθαρά γλωσσικών δεξιοτήτων, αλλά και η ανάπτυξη συμπεριφορών, στάσεων και στρατηγικών αναγνώρισης της ετερότητας πολιτισμών διαφορετικών από εκείνους των γηγενών πολιτών. Το ελληνικό σχολείο σήμερα έχει πολύ ευρύτερους προσανατολισμούς από το σχολείο του χθες. Η ύπαρξη αλλόφωνων πληθυσμών στον ελληνικό χώρο και η διάσταση της παγκοσμιότητας που επεκτείνει τα ελληνικά σύνορα συνεπάγονται ανοίγματα προς ευρύτερους ορίζοντες που κάθε γνωστικό αντικείμενο του σχολείου οφείλει να μην αγνοεί.

Λαμβάνοντας υπόψη τα παραπάνω, επιλέξαμε τα ανάλογα κείμενα, διαλόγους, λεξάντες, πόστερ, διαφημίσεις και αποσπάσματα, έτσι ώστε οι πληροφορίες που δίνονται από αυτά να είναι αντικειμενικές, να επιτρέπουν την ταύτιση, αλλά και συγχρόνως να δίνουν εναύσματα για σχολιασμό και παρουσίαση και άλλης άποψης. Το διδακτικό υλικό συντάχθηκε με γνώμονα το γνωστικό επίπεδο των μαθητών των ΤΕΕ, αφού πρώτα συμβουλευτήκαμε ποικίλες πηγές σχετικές με την κάθε θεματική ενότητα που παρουσιάζουμε, κατά το πλείστον στην Αγγλική, χωρίς να αφήσουμε στο περιθώριο και τη χρήση της Ελληνικής.

Οι δραστηριότητες που συνοδεύουν το υλικό στοχεύουν στη σταδιακή προσέγγιση του θέματος, ξεκινώντας από το γενικό στο ειδικό, για να προχωρήσουμε στα επόμενα στάδια στη γλωσσική ανάλυση της πραγμάτωσης της επικοινωνίας που γίνεται με τη βοήθεια της αλληλεπίδρασης και του πιο ελάχιστου μορίου έννοιας με τις γραμματικοσυντακτικές και φωνολογικές δομές (*How language holds together and works*). Επειδή η κατάκτηση του λεξιλογίου είναι πάρα πολύ βασική για την επικοινωνία σε μια ξένη γλώσσα – πέρα από τις δραστηριότητες κατανόησης, ανταπόκρισης σε ακουστικά μηνύματα και παραγωγής προφορικού και γραπτού λόγου – αφιερώσαμε μια ολόκληρη υποενότητα στο παιχνίδι με τις λέξεις (*Work and play with words*), με τις οποίες είναι αμφίβολο αν, υπό άλλες συνθήκες, ασχολούνταν ξανά οι μαθητές ή αν τις έγραφαν απλώς σε ένα τετράδιο. Η τελική υποενότητα *Make your point* είναι η ενότητα όπου ο μαθητής μπορεί πια να δοκιμάσει να παράγει το δικό του μήνυμα στην Αγγλική, χωρίς να εστιάζει τόσο στην απόλυτα σωστή χρήση της όσο στην επίτευξη του επικοινωνιακού του στόχου. Σ' αυτή την υποενότητα ο μαθητής μπορεί, αν θέλει, να ασχοληθεί με σχέδια εργασίας (projects), μόνος του ή σε συνεργασία με τους συμμαθητές του και με τους διδάσκοντες των άλλων γνωστικών αντικειμένων, καθώς και με την ευρύτερη σχολική ή/και εξωσχολική κοινότητα. Στην υποενότητα *Mark your progress*, που ακολουθεί μετά από την 4^η και 9^η ενότητα, ο μαθητής μπορεί να αξιολογήσει μόνος του τον εαυτό του, να δει ποιες ασκήσεις τον δυσκόλεψαν, πού χρειάζεται να προσπαθήσει περισσότερο και τι χρειάζεται να επαναλάβει. Η υποενότητα *Stop and do revision* που ακολουθεί μετά από κάθε τέσσερις ενότητες εστιάζει στον ίδιο ακριβώς σκοπό: να βοηθήσει το μαθητή να επαναλάβει την ύλη και να σταθμίσει το πόσο έχει κατακτήσει την Αγγλική μέχρι το σημείο του βιβλίου στο οποίο βρίσκεται.

Επειδή η μέθοδος εργασίας που προτείνεται στο εγχειρίδιο είναι, κυρίως, η ομαδο-συνεργατική και μαθητοκεντρική, θα είναι προτιμότερο οι μαθητές να συζητήσουν με το διδάσκοντα τους γενικούς στόχους και σκοπούς κάθε κεφαλαίου προτού προχωρήσουν στην επεξεργασία του υλικού. Έτσι θα αποκτήσουν μια πρώτη εικόνα του τι θα μάθουν και ποιους επικοινωνιακούς στόχους θα μπορούν να επιτύχουν σε κάθε ενότητα. Οι λεπτομερείς αυτές πληροφορίες βρίσκονται στο τμήμα *Table of Contents* που προηγείται του Προλόγου.

Αφήνουμε την πραγμάτωση των στόχων και των επιμέρους σκοπών του βιβλίου στα χέρια των διδασκόντων και των μαθητών. Πιστεύουμε ότι το βιβλίο *ΓΕΝΙΚΑ ΑΓΓΛΙΚΑ* μπορεί να βοηθήσει το μαθητή να κατακτήσει την Αγγλική γλώσσα και να συντελέσει στην ανάπτυξη της προσωπικότητάς του, ώστε μαθαίνοντας πώς να μαθαίνει, να αυτονομηθεί και να συνεχίσει αδέσμευτα τη δική του πορεία στο δικό του αύριο, το οποίο θα συνοδεύεται από τη χρήση της Αγγλικής σε παγκόσμιο επίπεδο.

Οι συγγραφείς

UNIT 1

BACK TO SCHOOL

A. Welcome to Cycle 1, Grade A of TEE

Task 1

Look at the two pictures. What do they show? Discuss in class.



Task 2

Read the information on Greek education below and answer the questions that follow.

School Life News Supplement

Athens, 2004

Options. Education Today.
by Sonia Pappa

Although people can go on learning while they are physically able to do so, compulsory education ends when school students reach a certain age. This is the picture of what happens in Greece today. The information comes from Laws 1566/1985 and 2640/1998 which relate to Education. Effort has been made to make it simple for everybody to understand.

Once High School students finish Junior High School*, which usually happens at the age of 15, the Law offers them three options:

- They can stop compulsory education altogether.
- They can continue their compulsory education and attend Senior High School*.

- They can attend a Technical Vocational School (TEE).*

Students who continue their education may transfer from one type of school (e.g. Senior High School) to another (e.g. TEE), if they change their mind later on. This is done only under certain conditions.

In High School, Greek students get a general type of education. Almost every town has a Senior High School. Technical Vocational Schools specialise in various sciences and technical subjects. Only cities and big towns have TEE. Also, not every TEE covers all sciences and specialisations. It is, therefore, probable that the choice of a TEE, on the part of Junior High School leavers, may mean moving from the area they live in to specialise in what they want.

*Note : Junior High School = Gymnasium
Senior High School = Lyceum
Technical Vocational School = TEE

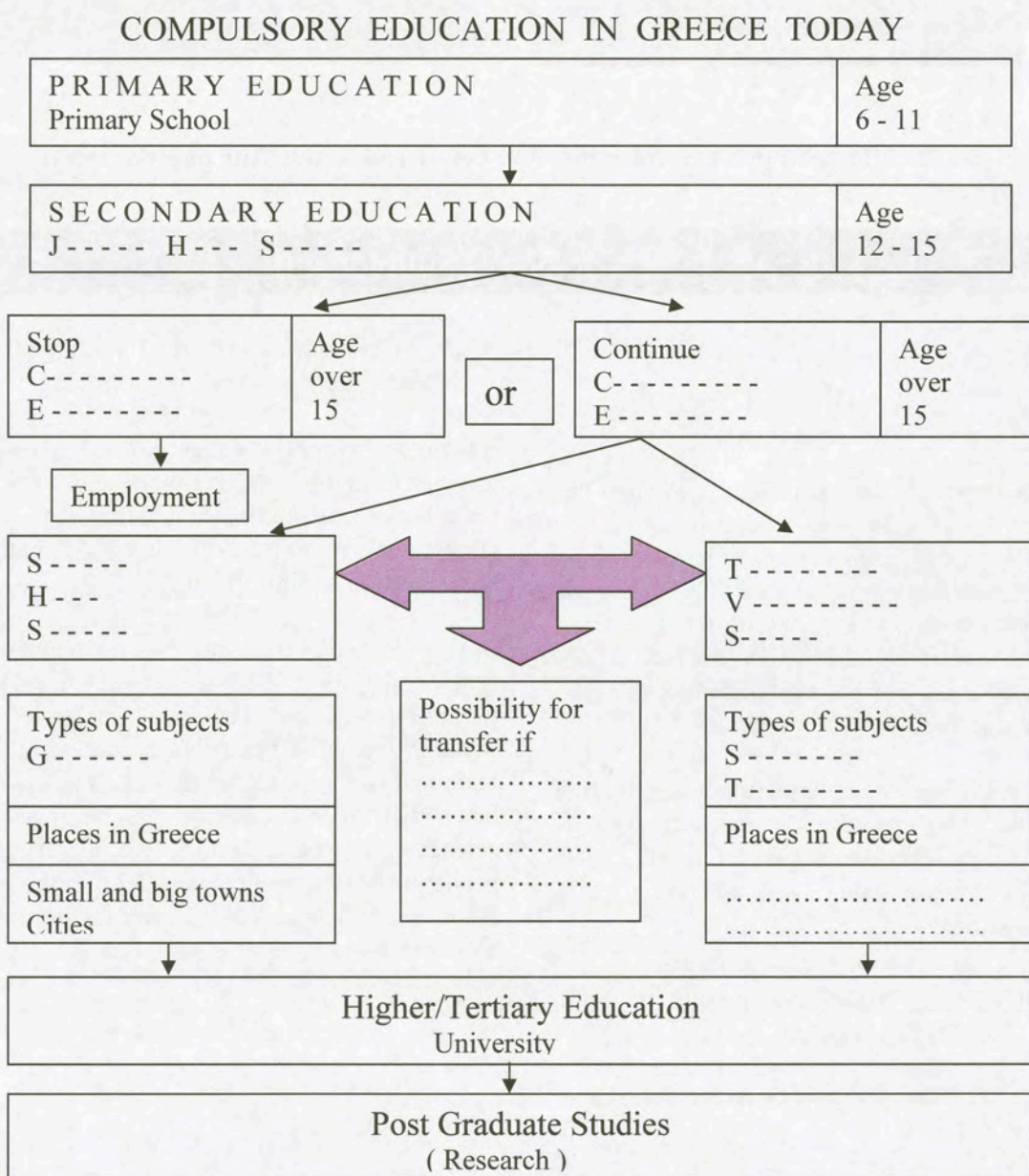
- When can Greek students stop compulsory education leave school? Circle the right answer.
 - Any time they wish.
 - Once they finish Primary School.
 - Once they finish Junior High School.
- Can pupils transfer from Senior High School to TEE?
- Do Senior High School students specialise in technical subjects?
- Where do you think this information comes from? Circle the right answer.
 - a magazine
 - a leaflet
 - a newspaper

2.....

3.....

Task 3

Go back to the text and read it carefully. Fill in the diagram below with information on Greek education today. There is some help for you.



Task 4

In the table below match the Greek translations with the English phrases or words as in the example. There is some unnecessary information too.

Phrases/words	Greek translation
subject →	θέμα, μάθημα
law	προϋπόθεση
attend Senior High School	μεταφέρω, αλλάζω σχολείο
transfer	ποικίλος
condition	εξειδικεύομαι
change my mind	δυνατότητα
specialise	αλλάζω γνώμη
various	ένθετο
science	πάω στο Γενικό Λύκειο
supplement	νόμος
	μόρφωση
	επιστήμη

Task 5

These two students go to TEE Schimatariou. There is a 10-year difference between them. The boy, Tony, is twenty and is in Cycle 1, Grade B. The lady, Marina, is thirty and starts TEE this year. In pairs, imagine you are one of the characters. Take turns to ask each other the following questions.

1. Where do you come from?
2. When did you finish Primary School?
3. When did you finish Junior High School?
4. Is this the first time you go to a TEE?
5. Did you go to a Senior High School?
6. Are you good at English?
7. What school subjects do you like?
8. Why did you choose to go to a TEE?



Task 6

Fill in the following table with information about Tony and Marina. Put a blank where you have no information. Give information about yourself in the third column.

	Tony	Marina	You
Finished Primary School.	Tony finished Primary School in 19--		
Finished Secondary School.			
Finished Senior High School.			
Finished another TEE.			
Place they/you come from.			
Expectations from TEE.			
Subjects they/you prefer.			
How good they/you are at English.			

B. In the playground

Task 1

Look at these photos. Do they show scenes familiar to you? Which part of a school do they come from? How do the boys and girls look? Discuss in pairs or groups.



Task 2

Read the two texts that come from a TEE newsletter with the above photos in mind. Are the texts and the photos related to each other?

Text 1

This is the first day of the school year at a Greek TEE. As you know, Technical Vocational Schools (TEE) are schools that specialise in technical subjects. They offer training in 14 professional areas of knowledge, while Cycles A and B offer a choice of about 80 specialisations.

The snapshots we show you come from TEE Schimatariou, which is a typical school of this kind. They could come, however, from any Greek TEE. You could be one of the schoolboys and schoolgirls, they could be one of you. At the moment, a group of them are in the playground where the A grades, Cycle 1 meet each other for the first time, while most of the B grades and C grades (Cycle 2) already know each other.

Text 2

What do people do when they meet each other?

First of all, they are happy to see each other again, meet the newcomers and spend as much time as they can in the playground. They are joyful and talkative. They want to know who the others are, what they share, how they can get along well and how they can progress in knowledge about the world around them and about themselves. They hope that their teachers and their school as a whole can help them to do this.

Task 3

Read the texts again and write a paragraph about your expectations and feelings when you return to school in September, i.e. how you feel when you meet people of your age there and what going to school means to you. You can start as follows if you wish.

Schools in Greece usually start on September the 11th.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

Task 4

Read the following dialogue, which is part of a conversation translated into English, of a group of the schoolgirls and schoolboys in the playground of their school. Underline the way boys and girls say hello to each other and how the newcomer talks to them.

Dialogue

Maria: Hi! Good to see you, Gina! Give me a hug.
Gina: Hi! Where have you been? Your mobile was dead almost all summer.
Maria: Oh, there's so much to tell you.
George: Hi, girls! You look glamorous!
Girls: Hi, George. Nice to see you again.
Gina: Where did you get that super T-shirt?
Maria: What's that on your chest? Let me see.
George: Hands off me, Elena! I'm great!
Elena: You're smug!
Nick: Hey, hey! Save some love and kisses for me, everybody. Here I am.
Elena: You said you were going to attend Senior High School, Nick.
Nick: That was my plan. Then, I went to my uncle's farm this summer.
That changed it all. I'm going to work with him on the farm. That's why I chose TEE. I need to learn everything about farming.
Tony: Hi, guys!
Gina and Nick: Hi! Who are you?
Tony: I'm Tony. I'm new here.
Gina: Where are you from?
Tony: I'm from Kastro.
Gina and Nick: Fine. Nice to meet you Tony. Join us then.

Task 5

Compare what you have underlined. How does Tony present himself to boys and girls of his age? Would he say "hi" to a teacher he meets for the first time or to the school Principal? Discuss in class.

Task 6

- a) Look at the way Gina introduces Tony to another group of TEE students and how they respond.**

Gina: This is Tony. / Have you met Tony?
Members of the group: Hi, Tony! / Nice to meet you Tony.

- b) Look at the way Tony's parents, the school Principal and a class teacher introduce each other.**

Tony: May I introduce you to my parents?
Principal (to a class teacher): I'd like you to meet Tony's parents.
Principal's response to Tony's parents: How do you do? / (I'm) pleased to meet you.
Teacher's response to Tony's parents: How do you do? / (I'm) pleased to meet you.

Task 7

a) In box 1 introduce:

In box 2 say how the following people respond.

Box 1

Box 2

1. a friend from school to your parents	1. your friend's response
2. your uncle to a class teacher	2. your teacher's response
3. your boy/girlfriend to a classmate	3. your boy/girlfriend's response

b) Role-play in class what you have written in the boxes.

C. Choices of importance

Task 1

Answer the three questions below before you read on.

1. Do you think your parents believe that good school marks show that a child can be successful professionally later on in life?
2. Was it you who decided to come to TEE or did you decide to come to TEE together with your parents?
3. Do you believe that a school report is always fair?

.....

.....

.....

.....

.....

.....

Task 2

Read the text and compare your answers to what is said in it. Then turn to your partner and have a short talk together about school marks and progress in school.

School Report and School Achievement

When most Greek parents receive bad school reports for their children, it seems that they are affected much more negatively than their children. "You are not able to attend Senior High School, so you'd better go to a Technical Vocational School (TEE)" is a usual reaction to a Junior High School leaver whose school report is not especially good. They tend to view a TEE as a kind of school for failures and not a school that may perhaps suit the child's skills and abilities better.

How can one show parents that, if a school report recommends that the child cannot progress in that type of school, they'd better make peace with the fact that:

- a) it is the school in question that may not be suitable for their child, and
- b) a society does not need only doctors and lawyers, but also good technicians of all kinds. How can one tell parents that they must understand the possible effect on their child if she or he is not ready for a certain type of school, but advances anyway? According to a psychologist, "If the learning load in school is too heavy for the child, struggling won't build character, it will erode self-esteem".

Once parents have reconciled themselves to the fact that their child may not be able to achieve much next year in what has been traditionally considered a prestigious type of school, what could they do to make choice of a TEE school successful for the child?

Task 3

Read the text again and choose the correct answer.

1. When Greek parents receive bad school reports for their children,
 - a) they accept the fact that their child may not be good in everything.
 - b) they feel unhappier than the child and say nasty words.
 - c) they have a calm talk with the child to see what went wrong.
2. Greek parents seem to view TEE as a school option appropriate for
 - a) pupils with excellent marks.
 - b) pupils with skills suitable for this kind of school.
 - c) pupils with bad marks.
3. What society needs is
 - a) people of all professions.
 - b) only doctors and lawyers.
 - c) only good technicians of all kinds.
4. According to a psychologist, if children go to a school that demands
 - a) more than they can do, their self-esteem will grow.
 - b) less than they can do, their self-esteem will grow.
 - c) more than they can do, their self-esteem will become less.

Task 4

Match the English words with their definitions.

1.	affect	a)	think that	1-K
2.	prestigious	b)	in agreement with	
3.	reconcile	c)	meaning 'no' in a bad way	
4.	traditionally	d)	find a way to agree	
5.	negatively	e)	lack of success	
6.	struggle	f)	move forward	
7.	consider	g)	destroy slowly	
8.	failure	h)	more important than	
9.	advance	i)	the way you feel about yourself	
10.	according to	j)	as in the past with no change	
11.	self-esteem	k)	cause to change	
12.	erode	l)	try very hard	

Task 5

You are going to listen to a psychologist's suggestions to parents. Before doing so, ask yourself the following questions. Be honest. Turn to your partner and see how he/she has answered his/her questions.

1. How do you feel when you get bad marks?
2. Do you ever blame others for your mistakes?
3. Have you been forced to choose your school or was it your own decision?

1.
2.
3.

Task 6

Listen for a second time. Complete the following statements. When you finish, give your work to your partner. Exchange information. Listen to the text again. Correct his/her mistakes.

1. It is important to increase the child's.....
2. Let your child assume responsibility.....
3. You are not punishing your child by.....
4. It is better to choose a school which.....
5. A teenager may take a bad report as
6. Not choosing a Senior High School is not something to be.....
7. Three years at a TEE is what one might call.....
8. Tell your child how smart he/she is to make a move towards making.....
...and getting ahead with.....

Task 7

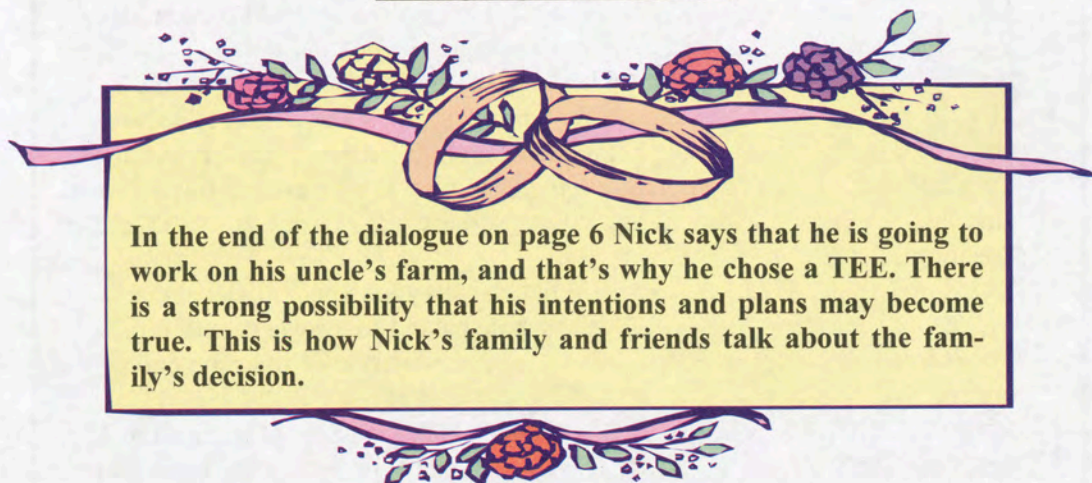
Work together with your partner and comment on each of the five suggestions to parents mentioned in the text of Tasks 5 and 6 above. Then write your comments on each of the suggestions. If you need more help, go to the Appendices, Unit 1.

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

D. How language holds together and works

In this part of Unit 1, you will practise **Grammar** (how words relate to each other) and **Syntax** (in what order we put words next to each other) in order to be able to communicate. In this unit you will also practise English sounds (**pronunciation**).

"I am going to ..." (Future)



In the end of the dialogue on page 6 Nick says that he is going to work on his uncle's farm, and that's why he chose a TEE. There is a strong possibility that his intentions and plans may become true. This is how Nick's family and friends talk about the family's decision.

Nick's brother: Nick **is going to** work on Uncle Bill's farm.

Nick's friend: You say you **are going to** work on your uncle's farm, right?

Nick's father: Nick, you **are going to** work on Uncle Bill's farm.

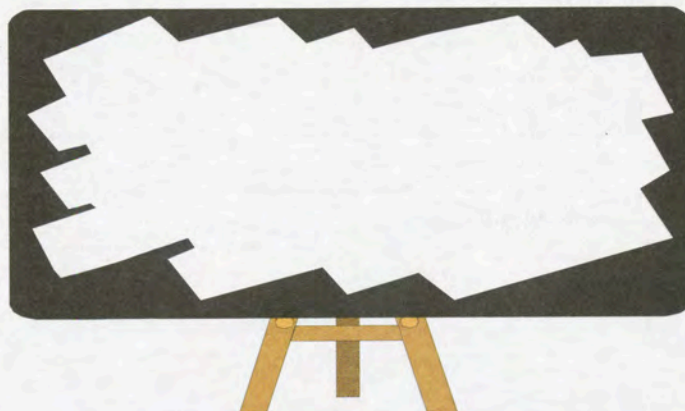
Nick's mother: Nick, you **are going to** work on my brother's farm.

A neighbour: Bill and his nephew **are going to** work on the farm together.

The family: We **are going to** make our farm bigger.

Task 1

Write in the box the form we use to express future plans and intentions. Ask your teacher to help you.



Task 2

Choose the verb that best suits the meaning of the sentences from the list below and put it in the form you have just written in the above box.

catch	have
visit	rain
eat	get
blow	buy
watch	send
make	snow

1. I a salad. I have already sliced the tomatoes.
2. We a swim. It's so hot and the sea is lovely.
3. It There are too many black clouds in the sky.
4. She an umbrella. She doesn't want to get wet.
5. He a doctor tonight. He has a terrible toothache.
6. Tom and Pat a tent. They plan to go camping this summer.
7. George some cards. Easter is at the end of this month.
8. It What else do you expect in December?
9. I the whole cake. I love sweets very much.
10. The referee his whistle. This is the end of the match.
11. We the 8 o'clock bus. School begins at 8.15.
12. Peter and Tom TV tonight. They don't feel like doing any homework.

Task 3

Think about the way the schoolboys and schoolgirls in the dialogue on page 6 greet each other and about other ways people say hello and introduce themselves. In your opinion, when do we say "Hi!" and when do we say "Hello"? What is the relationship between speakers and listeners in the greetings/responses below?

1. Hello!	
2. Hi!	
3. Good morning, Mr Taylor!	
4. Hello, Sandra!	
5. Hello, sweetheart!	
6. How do you do?	
7. Let me introduce you to Mrs Davies.	
8. I'm pleased to meet you.	
9. Hi! I'm Tom.	
10. Hi, guys!	

Task 4

Practise your pronunciation.

Try to listen to the /s/ sound (not the letter s of the alphabet) when your teacher says these words: *school*, *share*, *simple*, *she*. Are there more than two types of the /s/ sound, e.g. a 'thin' /s/ and a 'thick' /s/? Do the same with the words *noise* and *measure*. Is the /z/ sound (not the letter z of the alphabet) the same in both cases? Listen to your teacher pronouncing the words in the big box three times. Arrange them in the smaller boxes according to the way the /s/ and the /z/ sounds are pronounced. Check your work in your dictionary.

say	shape	pleasant	garage
show	stop	massage	nose
spend	shot	busy	collage
sheet	summer	casual	easy

/s/

school

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

/ʃ/

reach

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

/z/

specialise

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

/ʒ/

measure

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

E. Work and Play with Words

Task 1

The following words (nouns) appear in this unit. Fill in the missing letters and use them in a sentence of your own.

1. e _ u _ t _ n

.....

2. in _ or _ a _ on

.....

3. sc _ nc _

.....

4. pl _ g _ _ nd

.....

5. kn _ _ l _ d _ e

.....

6. p _ re _ t

.....

7. ps _ _ h _ l _ g _ _ t

.....

8. r _ po _ _

.....

Task 2

What are the opposites of the words in column A? Write them in column B.

Column A	Column B	Column A	Column B
1. good		7. day	
2. sweet		8. happy	
3. high		9. negative	
4. first		10. peace (noun)	
5. senior		11. dead	
6. stop (verb)		12. love (verb)	

Task 3

Words relate to each other and, like people, form family trees.

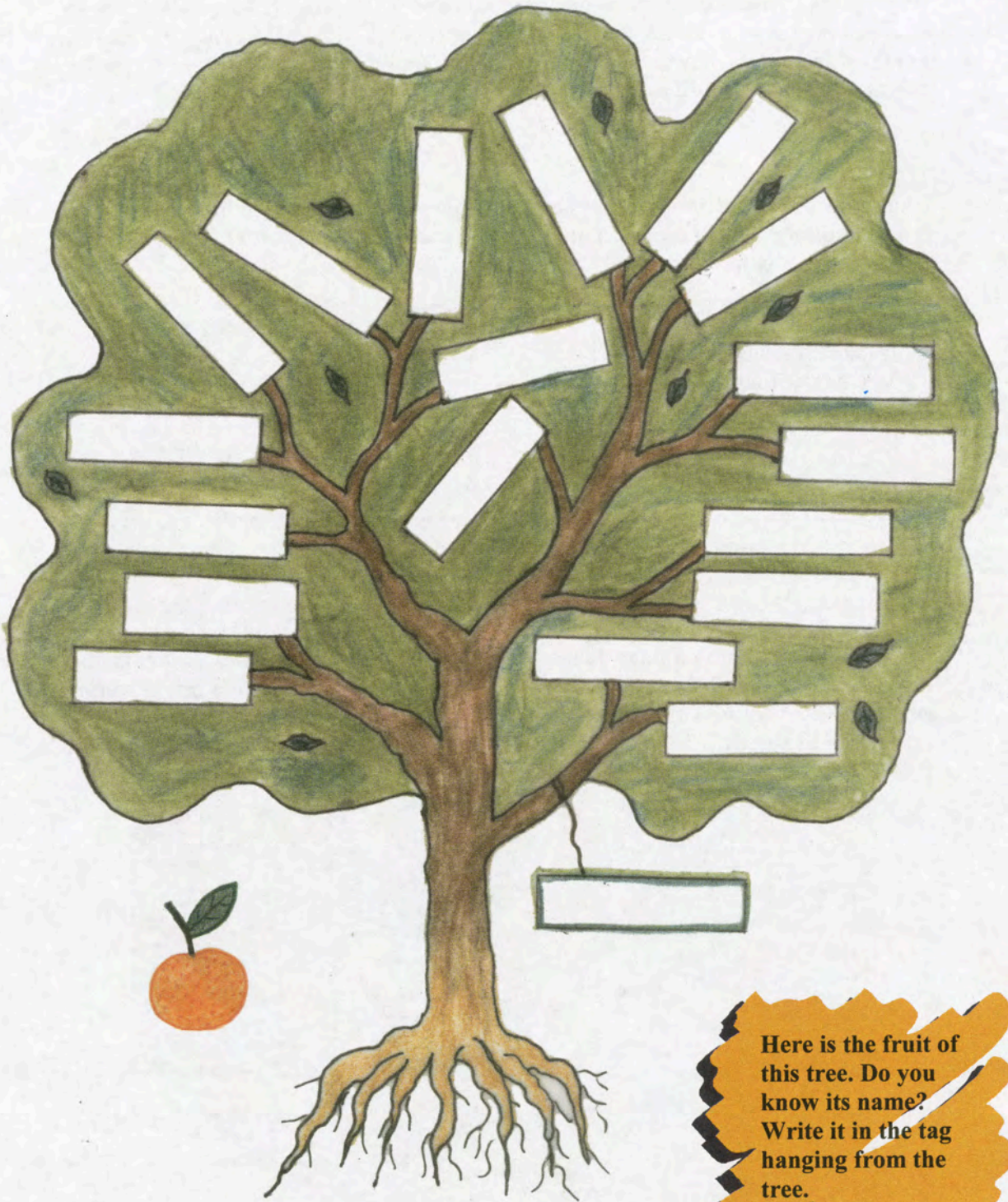
- Go back to the material you have covered so far and fill in the boxes in the branches of the “Word Tree” on page 15 with words/phrases you don’t know, starting from left to right.**
- Compare your tree with the tree of your partner’s. Exchange information. Write in a different ink colour the Greek meanings of the words/phrases your partner knows under each of the words in your tree branches.**
- Open your dictionary and look up the words/phrases none of you knows or ask your teacher.**

Task 4

Go back to the material you have covered so far again. Find the words/phrases that neither you, nor your partner know. Underline them and look them up in a dictionary. Choose six of them and write sentences of your own. The way these words/phrases are used in this unit and the examples in your dictionary can help you. Show your work to your teacher.

- _____
- _____
- _____
- _____
- _____
- _____

WORD TREE



Here is the fruit of this tree. Do you know its name? Write it in the tag hanging from the tree.

F. Make your point

In this section you will make your point by using English without thinking of mistakes. Try to use your knowledge of English to do things like expressing your feelings about images, impressions, thoughts you made and words that challenged your thinking. You may also do follow-up work (projects), and/or cross-curricular activities (activities where you will need to use information from other school lessons) and mediation tasks (where you use information from Greek texts).

Task 1

Chat with a friend from another school, while you are in the computer room, by sending him or her an e-mail. There is some useful information about e-mails for you in the box below.

E-mails are short.
E-mails are clear.
You can be funny.
You can shorten words. E.g.
pls=please
asap=as soon as possible
sth=something

Your e-mail



Task 2

This is the picture of a drawing on the front wall of TEE Schimatariou, just under its title (1st photo on page 1) made by a group of TEE C Grade students and their teachers. Imagine that you attend TEE Agriniou. Explain to a group of foreign students visiting your school during a European programme the meaning of the words in the drawing, i.e. ΕΠΙΣΤΗΜΕΣ (SCIENCES), ΔΡΑΣΗ (ACTION), ΡΥΘΜΟΣ (RHYTHM), ΧΡΩΜΑ (COLOUR).



Task 3

Think in groups and decide how you could decorate the front wall of your TEE. What will the message of your design be? What will you include in it? Whose teacher's help will you ask for? Decide on an action plan. How much time will you need to make the first presentation in class? A group of students from another class will vote for the best design.

UNIT 2

HOLIDAY MEMORIES – SUMMER SNAPSHOTS

A. Another TEE English class. Aspects of Hydra.

Task 1

Answer the three questions below.

1. Where is the island of Hydra?
2. People say that, apart from the noisy waterfront, Hydra is a quiet island. Why do you think they believe so?
3. What do you remember about Hydra from your history classes?

Now look at the following photos and answer the following question.

Views of Hydra



4. What do *you* think of Hydra?



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

Task 2

Read the conversation between Miss Stratou, the teacher, and her TEE class and learn more about Hydra.

- Teacher: Harry, why is Hydra quiet?
 Harry: Because there isn't much traffic there, and there aren't any industries.
 Teacher: You could be right. Gina?
 Gina: There can't be much traffic. Hydra is very small.
 George: I'm not sure, but Hydra has no other town or village, apart from the main port. The rest of the island is dry and all rocks.
 Teacher: You almost got the answer. No vehicles are allowed on the island. The only means of transport are mules and donkeys. You can use your feet, of course, if you like!
 Nick: I don't like walking up steep roads.
 Harry: It's very unusual for a place not to have any vehicles at all.
 Teacher: You're right Harry, but this makes Hydra special. What about its history? Does anybody know anything about Hydra's history?
 Class:
 Teacher: Come on, say something.
 Elena: All I know is that Hydra was important in the Greek War of Independence in 1821.
 Teacher: Bravo, Elena!
 Class: Wow!
 Teacher: Well, the silent group at the back of the class will bring some information on Hydra's history from the library. Their history teacher can help them. They can also look at tourist guides on travelling in Greece.

Task 3

Read the text again and match the words with their definitions below. There is some unnecessary information.

Words	Definitions	
1. transport →	a. moving people or goods from one place to the other by car, bus, train, etc.	1-a
2. industry	b. a structure on wheels such as a car, truck, etc. that carries things, people, animals from place to place	
3. allow	c. a road, hill, etc. that rises or falls sharply	
4. vehicle	d. ways, methods of doing something	
5. traffic	e. keep my eyes open	
6. steep	f. different from what is normal or happens very often	
7. unusual	g. let somebody do something and do not stop him	
8. port	h. the movement of buses, cars, bicycles, etc. on roads of towns and cities	
9. dry	i. a town or a city by the sea	
10. means	j. an instrument used in factories	
	k. the work involved in making things and in producing goods in factories	
	l. with no water in it	

Task 4

Exchange information with your partner on Hydra's history. Which of you knows more about it? What about your classmates in the row in front of/behind you?

Task 5

Read the project on Hydra's history a group at another school did. Don't worry if there are words you don't know. Then say if the following statements about the Hydra Project are True (T) or False (F).

Our Hydra Project

by Stelios, Martha, Aspasia, Sotiris, Lakis

Hydra is one of the islands of the Argosaronic Gulf, a small distance from the port of Piraeus. It is said that once Hydra was covered with forests. The name, Hydra, means a place with plenty of water, but today it is grey and rocky.

Since agriculture was impossible, the island could not offer much to make a living. As a result, the people who first settled on the island started building ships. For the same reason, when the Turks captured Hydra in 1715, they ignored this infertile island. The canny Hydriots then built up an important fleet of ships, which developed into a merchant marine power. By the 19th century Hydra was rich, a great maritime power and had been allowed to acquire autonomous status. Its ships had the monopoly of food supplies in the Mediterranean Sea.

Hydriots were not the first to start the Greek War of Independence against the Turks in 1821. When they joined, however, their ships made up two-thirds of the whole Greek fleet. More than that, Hydra offered its men to the Revolution. Admiral Andreas Miaoulis became the famous commander of the Greek fleet, while Georgios Koundouriotis was the first Prime Minister of the newly born Greek State from 1822 to 1827.

If you go to Hydra, you must visit the Museum of Hydra. Hydrian costumes, memories from the War of Independence, art objects of the 18th and 19th century, figureheads and paintings of the ships of the 1821 Greek Revolution are exhibited there.

Every year around June 20, a big festival is organised in Hydra called Miaoulia. A plane of the Greek Air Force drops a wreath into the sea in memory of the hero Andreas Miaoulis. It is good to communicate with history and remember that Miaoulis' cross, and more importantly, his heart, the heart of Greece, is 'alive' in the Hall of Paintings of the Museum of Hydra even today.

1. Hydra has always been a dry island with no forests. F
2. Because agriculture was impossible, people started building ships.
3. The island could offer a lot, and that's why the Turks settled in the island.
4. The Hydriots became important merchants by the 19th century.
5. Hydriots supplied the Turks with food products. They had the monopoly in the Mediterranean Sea.
6. Hydriots were the first to start the Greek War of Independence.
7. The Hydriot ships made up the whole Greek fleet.
8. Admiral Andreas Miaoulis became the first Prime Minister of the New Greek State.
9. You can find figureheads and paintings of the ships of the Greek Revolution in the Museum of Hydra.
10. Nothing is left to see of Admiral Andreas Miaoulis today.

Task 6

Close your books. Try to remember some facts about Hydra from the text. Form groups. Prepare some question-cards for your classmates. Exchange cards. The group that knows all the answers is the winner.

B. Images from Poros

Task 1

Ask your partner what she/he knows about the island of Poros. Then read the texts below and answer the question in cooperation with him/her.

Task 2

Vana, a young, Greek-American girl, who spent her holidays at an international campsite on Poros, took the photos below and wrote the following texts. Read the texts and underline the points that seem most important to you.



A) This is a panoramic view of the island of Poros, one of the most picturesque Greek islands in the Argosaronic Gulf near Athens. You can also see the town of Galatas on the shore, opposite the harbour of Poros. Frequent water-taxis and small boats of all kinds going back and forth can take you there. It is only 300 metres to Galatas, where you can visit the beautiful lemon grove.

B) These are pictures of Poros harbour with the island's white houses going from the water edge up the steep hill, of part of the waterfront, of boats in a calm blue summer sea and of the best beach in Poros called 'Love Bay'.



C) Here is the group of the international boys and girls I joined on Poros. We shared unforgettable moments relaxing, sunbathing, swimming, playing games, joining in modern dances and having fun in the traditional Greek way of dancing and being carefree and happy.



Task 3

Make a summary of Vana's holidays in no more than 50 words.

Task 4

Exchange questions with your partner like the ones below.

1. Which picture did you like?
2. Why did you like it?
3. Do you have a similar snapshot?
4. Do you have a funny summer snapshot? What is in it?

Task 5

This is the letter one of the girls, Sandra, wrote to her friend Robert from Poros. For some reason it got mixed up. Think of how we write a letter, e.g. what we speak about first, what comes last. Put the parts of the letter below in order (1st, 2nd, ...) after you have read it at least twice.

First, I took the bus from Athens to Nafplion. Then, I had to change and get another bus to Galatas. The road wasn't in good condition, but the view was breathtaking. I haven't seen such a beautiful blue sea before. Finally, I got off the bus and caught one of the boats across the Poros strait to Poros town. The people on the boat spoke Greek and I couldn't understand a word, but they were helpful and friendly.

Here I am on the island of Poros. I arrived 3 days ago. Since then I have been busy meeting young people like myself from all over the world and seeing the sights on both sides of the Poros Channel. Getting here was an adventure that I quite liked.

Dear Robert,

Poros Island,
12 July 2004.

Here's my address in case you wish to contact me.
International Camp,
Poros Island,
Greece.

Take care.
Yours,
Sandra.

After I got off the boat, I had to find my way to the place I was staying at. A nice gentleman said I'd better take a taxi because my place was on the other side of the island. I got into a taxi and gave the address to the driver, who spoke a bit of English. The weather was warm. There was a pleasant smell of sea wind, flowers, lemon trees and food, all mixed up. I feel so relaxed. I'll stay here for about 5 weeks.

Task 6

Now describe in a few words what the layout of an informal friendly letter is by filling in the missing information below.

Dear..... ,

--

--

--

Yours,

P.S. (υστερόγραφο)

C. Getting a beautiful tan

Task 1

Before you read the text, answer this question by ticking the right box.

Do you like relaxing in the sun in summer?

Yes		No		Sometimes	
-----	--	----	--	-----------	--

See what happens while you are doing so.

As nothing feels quite as good as relaxing in the sun, one never thinks about the dangers of sunbathing. Sunlight is good for you because it helps you get rid of stress and helps your body produce vitamin D, which is very important for strong healthy bones. So, how can something so good as sunlight be so bad at the same time? Well, it is true that while you are relaxing in the sun to get a tan, there are three main dangers:

- burning
- ageing of your skin
- skin cancer

If you know about the dangers, then you can learn how to guard yourself against them.

Burning: If you wish to get a tan, you do not have to burn. When your skin starts getting red, this is a sign that your skin has been damaged. Sunburn is mainly caused by ultraviolet rays. You have to give your skin time to thicken and allow the cells of your skin time to produce **melanin**, which is the colour that gives your skin a tan.

Ageing: Doctors say that sunlight causes more changes in our skin than natural ageing does. They have shown that changes in the skin are due to sunlight rather than to the passing of time. This is because the ultraviolet rays break down our skin and make it dry and wrinkled.

Skin cancer: It is a fact that you can risk getting skin cancer if you stay too long in the sun. Too much sunlight is dangerous. If you try to tan faster than your skin can produce melanin, then the risk of skin cancer is bigger. You must be careful in the sun and keep an eye on changes to your skin.

How can you get a light tan with very little danger to your skin?

You must always protect your skin with a good suntan cream. Look for the sun protection factor number on the suntan cream. It tells you how much protection you will get from ultraviolet rays. The higher the number, the more protection you will get. A sun protection factor number 3 will let you stay out in the sun three times as long as you would usually stay without burning. A sun protection factor number 4 will let you stay out in the sun four times as long as you would usually stay without burning, and so on. Get the right sun protection factor and relax in the sun this summer without any risk!

Task 2

List the good and bad things about spending time in the sun.

Good things	Bad things

Task 3

The information in the boxes of the following grid got mixed up. Can you put it right? Which box goes with which information? We did the first for you.

A.	You can learn how to guard yourself against the dangers from relaxing in the sun	1. when it starts getting red.	A-3
----	--	--------------------------------	-----

B.	A sign that your skin has been damaged is	2. for strong healthy bones.	
C.	The main changes while relaxing in the sun	3. if you know about them.	
D.	Sunlight is good for people because it helps them	4. tell you how much protection you will get from ultra-violet rays.	
E.	A sun protection factor number 4 will let you	5. but because of the ultra-violet A and B rays, which make it dry and wrinkled.	
F.	If you stay too long in the sun	6. are burning, ageing of the skin and skin cancer.	
G.	The sun protection factor number on a suntan cream	7. which gives your skin a tan and protects it from ultraviolet A and B rays.	
H.	Ageing of our skin does not happen because of passing of time	8. you can risk getting skin cancer.	
I.	Vitamin D is very important	9. stay out in the sun four times as long as you would usually stay without burning.	
J.	You have to give your skin time to thicken and produce melanin	10. get rid of stress and help the body produce vitamins.	

Task 4

Where do you think the information on “Getting a beautiful tan” comes from? Does it come from a school text book, a newspaper, an advertising leaflet or a magazine of general interest? Give reasons for your answer.

D. George's holiday



The Athens Metro Experience



Task 1

Discuss in class if anyone of you has been to the Athens metro or ever used a metro service.

Do you remember George, the teenager you met earlier in Unit 1? George and Miss Anna Stratou had a talk on his impressions of taking the Athens metro. George thought that the metro was:

-  quick
-  efficient
-  clean
-  modern
-  comfortable

-  user friendly
-  aesthetically pleasing
-  free of beggars
-  free of graffiti
-  free of fare dodgers

Task 2

Which of the above characteristics do you think are very important? Put a number next to each of them in order of priority (1: top priority, 2: second priority, etc.).

George told Miss Anna that there were station guards and assistants everywhere, while notices and frequent announcements reminded passengers of what they should and should not do. In this way, Greek and foreign passengers remain safe and the metro is kept in good condition.

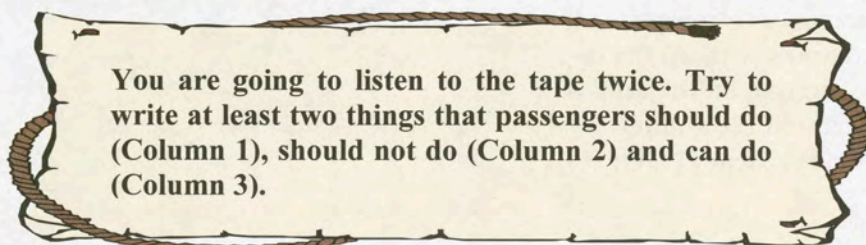


Of course, George could not remember all the metro announcements and notices. He wrote down some of them for Miss Anna. She asked for the help of Mr Spanos, the laboratory assistant. They recorded on tape what George reported.

Task 3

First, form groups of five. Name one of you the representative of the group. Then, divide a piece of paper in three columns. Call the first one "Passengers should", the second "Passengers should not" and the last "Passengers can".

Task 4





Column 1	Column 2	Column 3
Passengers should...	Passengers should not...	Passengers can...

Task 5

After the second listening, exchange information with the other members of the group. Your representative copies everything on his or her book. The group who manages to complete all columns with all the information on the tape is declared the winner. Ready! Steady! GO!

Task 6

Listen to the metro instructions once again and try to fill in the missing words/phrases on the next page. The full script is given in the Appendices, Unit 3.



ATHENS METRO RULES AND REGULATIONS



- ✚ May we have your attention, please! We remind you that you are not to smoke, eat or drink in the metro system.
- ✚ Do not the doors. They open automatically.
- ✚ In case of emergency you should into the microphone after turning the handle of the Then, you should the cover down. You can open the door after pulling
- ✚ You should not make of the emergency because you will be prosecuted.
- ✚ In case of fire you should go to the fire fighting cabinet area, press the and use the fire extinguisher.
- ✚ You can buy your ticket in the station at the Ticket Issue Office or from the Automated Ticket There are 3 kinds of tickets you can buy:
 - a single ticket
 - a daily ticket
 - a monthly Travel Card
- ✚ You should insert your coins in the coin of the Automated Ticket Machine.
- ✚ You should not forget to collect your ticket and change the machine.
- ✚ You should not throw your ticket away you leave the metro station.
- ✚ You should show your ticket or to the ticket inspector if he or she you to do so.
- ✚ You should your ticket at the ticket validators in the station. A penalty will be imposed on you if you do not carry a ticket or a monthly card.
- ✚ If you need any, you can ask the Station Master.

E. How language holds together and works

In this part of Unit 2, you will practise **Grammar** (how words relate to each other) and **Syntax** (in what order we put words next to each other) in order to be able to communicate. In this unit you will also practise English sounds (**pronunciation**).

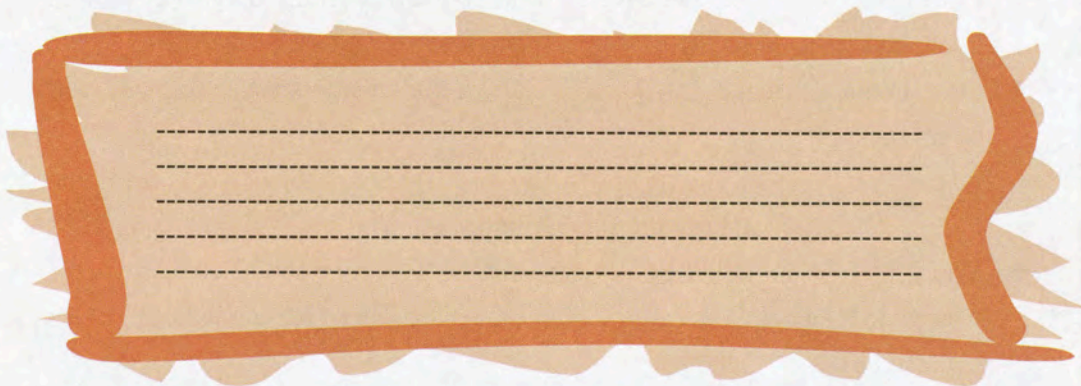
The Simple Past Tense

Task 1

Look at these sentences from Unit 2.

- Hydra **was** important in 1821.
- The Turks **captured** Hydra in 1715.
- Hydriots **built** an important fleet of ships.

What kinds of events do they talk about? Are the actions complete? When do we use the Past Tense? Write your answers below.



Task 2

Put the verbs in parentheses in the correct tense (Simple Past – Simple Present).

1. There not much traffic in the streets today. Why is this so? (be)
2. The usual place I my bicycle is the little square behind our school. (park)
3. It was raining so hard yesterday I couldn't use my bicycle. So I to take a bus. (have)
4. I promise you. This is the last time I to you. (lie)
5. Harry, where are you? What George about Hydra a minute ago? (say)
6. What time you home this morning? (leave)
7. Gina a mini skirt last week, which she likes very much. (buy)
8. If you not a ticket, then you will pay a fine. (validate)
9. Here is the money I from you last month. Thanks. It helped me a lot. (borrow)

10. Don't you know who the first Prime Minister after the Greek Revolution in 1821? (be)
11. Why you always to put the rubbish out and make me shout? (forget)
12. Is something wrong with you? You forgot to take your wallet with you, you your key and you moody. (leave, look).

Task 3

Here are some phrases from the conversation in class in Unit 2 (page 19).

Teacher: You could be right ...
You almost got the answer ...
You're right, Harry, but ...

It is obvious that the answers are wrong, but what is the teacher trying to do?



One can agree or disagree with somebody without being unkind. In the list below you can see some ways of agreeing or disagreeing.

AGREEING

a. Kind or formal

- I agree ...
- You are right ...
- I think so ...
- Of course ...

b. Friendly

- Yes ...
- Right ...
- OK ...
- Mm ...

DISAGREEING

a. Kind or formal

- I'm afraid I don't agree ...
- I don't think so ...
- You could be right ...
- You're almost right, but ...

b. Friendly

- You are wrong ...
- No way ...
- No ...
- Nonsense ...
- You are joking ...

Task 4

Take it in turns to say something true or totally untrue to your partner and to agree or disagree using some of the phrases in Task 3.

E.g. You: Water never freezes.

Your partner: You are wrong!

Task 5

Sunbathing could be dangerous. Give advice to a friend or relative by using the phrases below.

Giving advice

a. Kind or formal

- I think you should/shouldn't ...
- If I were you, I'd/I wouldn't ...
- You could ...

b. Friendly

- You'd better ...
- Why don't you ... ?
- Try ...
- Do this ...

a Advice to a friend →

b Advice to Miss Anna Stratou →

c Advice to a Head teacher →

d Advice to →

a _____

b _____

c _____

d _____

Task 6

Try to listen to the /i/ sound when your teacher says these words: *beat* and *bit*. Is the /i/ sound the same in both cases? Do the same with the words *song* and *sore*. Is the /o/ sound the same? Listen to your teacher pronouncing the words in the big box three times. Arrange these words in the smaller boxes according to the way they are pronounced. The words on the top part of each box can help you. Check your work in your dictionary.

speed	spit	sort	spot
force	fog	eat	it
green	grill	hot	horn
sit	seat	log	law

beat

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

bit

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

song

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

sore

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

F. Work and play with words

Task 1

Guess the meaning of each word below. Circle the right answer. Compare your work with that of your classmate's. Open a dictionary to check your answers if you are not sure.

A. Our Hydra Project

1. settle

- go and stay in a place
- arrange things in order
- sit on a chair

2. capture

- give orders to someone
- take control by force
- collect things together

3. ignore

- act as if something does not exist
- be friendly and have fun
- be interested in something much

4. fleet

- boats that go fishing
- a group of sheep
- a group of ships

5. merchant

- a person who sells and buys goods
- a person who works in a bank
- a person who travels by ship

6. marine

- boats in a harbour
- having to do with the sea
- sauce of oil, vinegar

7. autonomous

- automatic
- self-service
- αυτόνομος

8. two-thirds

- 3/3
- 2/3
- 3/2

9. exhibit

- show
- admire
- point at

10. wreath

- a cross made of flowers and leaves
- a circle made of flowers and leaves
- a flag made of cloth and plastic

B. Images from Poros

1. picturesque

- a picture on the wall
- attractive to look at
- an interesting picture

2. shore

- land along the sea
- a building near the sea
- a fast boat in the sea

3. harbour

- a square in a city
- a protected sea area
- a house near the sea

4. lemongrove

- group of lemon trees together
- group of lemons together
- a sweet made of lemons

5. unforgettable

- unpleasant event
- never forget
- easy to forget

C. Getting a beautiful tan

1. produce

- cause to happen
- think very hard
- move forward

2. guard

- watch and protect
- a policeman watching
- a prisoner in a jail

3. ultraviolet

- red and green
- υπεριώδης
- colourful

4. thicken

- become fat
- become thin
- become hard

5. wrinkled

- lines on the skin as it grows old
- lines on a piece of paper
- lines on a television screen

6. keep an eye

- watch
- keep one eye open
- keep one eye shut

D. Athens Metro Rules and Regulations

1. remind

- tell you to do something
- make you remember
- speak loudly

2. lean

- move your legs in a certain direction
- move your feet in a certain direction
- move your body in a certain direction

3. slide down

- push down
- push up
- push back

4. improper

- the right way to behave
- not the right way to behave
- not very good quality

5. slot

- a hole where you put coins
- a box where you put coins
- a pocket where you put coins

6. prosecute

- make someone pay a fine
- accuse someone and take him to court
- tell someone to leave immediately

7. cabinet

- a box used for storing
- a trunk used for storing
- a cupboard used for storing

8. validate

- say how much the value is
- prove that something is correct
- make something expensive

9. impose

- put one thing on top
- press things together
- force a rule to be kept

10. assistance

- give power
- give help
- give money

G. Make your point

In this section you will make your point by using English without thinking of mistakes. Try to use your knowledge of English to do things like expressing your feelings about images, impressions, thoughts you made and words that challenged your thinking. You may also do follow-up work (projects), and/or cross-curricular activities (activities where you will need to use information from other school lessons) and mediation tasks (where you use information from Greek texts).

Task 1



Make an album of your summer memories and snapshots. Design the covers the way you wish. Get help from the teacher of computer science or the laboratory assistant.

Task 2

You are showing a tourist the sights in your city. You arrive at the following spot. The foreigner wants to know what is said on the plate below the statue. Explain in simple English (see Appendices, Unit 2, page 166 for the English meaning of 'ΕΝΩΣΙΣ', 'ΑΣΤΡΑΤΕΥΤΟ ΜΑΧΗΤΗ', 'ΜΑΧΗΤΗ', 'ΜΑΧΗ', 'ΧΟΡΗΓΟΙ').



Task 3

Prepare a leaflet which will be used as a tourist guide to your local village/town/city. Ask the local people and/or authorities about its history. Interview an elderly person to tell you stories about events and places. Ask the village priest, for example, to give you information on special events he knows. The computer science teacher in your school, the Greek teacher and the art teacher could help you with the layout of the leaflet, the graphics, etc. Discuss with them who could sponsor the production of the leaflet.

Task 4

You are on holiday. You have seen a great sight. Send an e-mail or mobile message to a friend of yours.

Your e-mail/mobile message



UNIT 3

SAY IT WITH WORDS

A. Who is on the phone?

Task 1

Here are two photos of James, a boy your age, and his Aunt Mary. Look at them carefully. Then do Task 2 without looking at the pictures.



Task 2

Talk about the photos in groups or in class with the following questions in mind.



- ◆ How does the boy look?
- ◆ How does the woman look?
- ◆ Do you think they have a good relationship?
- ◆ What makes you say so?
- ◆ Is it important for you to talk on the phone and receive telephone calls?
- ◆ Is communication important for the physical and psychological development of a human being?
- ◆ Is the invention of the telephone important in the history of mankind?

Task 3

Write down your points of agreement from your class discussion in Task 2.

We agree that:

1. (Boy - woman relationship)

2. (Importance of communication - telephone invention)

Task 4

Here are two telephone conversations. One between the boy and his aunt and one between his aunt and a railway station employee. Go through them once. Write in the boxes below which one is informal (i.e. friendly) and which one is formal.

Conversation 1

James: Hello.

Mary : Hi, James.

James: Hi, Aunt Mary. I'm so pleased to hear you!

Mary : Good to hear you too, James!
How is everybody there?

James: We are all fine. Bella, as well.

Mary : I'm glad to hear that. How are you doing at school? You're not working very hard, are you?

James: Not at the moment. I'm taking it easy.

Mary : Don't take it too easy my boy! Is anyone of the adults around?

James: They're all downstairs doing, you know what.

Mary : OK, then, tell them I called and give them my love. I missed you. Kisses! Bye!

James: I will. I missed you too. Kisses! Bye!

Conversation 2

Railway: Hello.

Mary : Hello. I was wondering whether you could tell me when the first train to Larisa is.

Railway: At 8.00 a.m., Madam.

Mary : What kind of train is it?

Railway: It's an Intercity train.

Mary : Could you tell me how long it takes to Larisa?

Railway: 4 hours, Madam.

Mary : Is it possible to book two seats in advance, please?

Railway: Certainly, if you give me your name and your credit card number. In addition, someone must come here to collect your tickets.

Mary : All right then. I'll see what's more convenient to me. Thank you. Good bye.

Railway: Good bye. Thank you for calling.

Task 5

Read the conversations again and underline the points that give away the different kind of relationship between the speakers.

Task 6

Using the two dialogues as models, write two telephone conversations for the following two situations (8 lines or more per dialogue).

- a) Call your friend to arrange where you are meeting tonight.
- b) Call a travel agency to get information on fares about the outing your class is preparing with Miss Anna Stratou, the TEE teacher.

a

b

Task 7

Role-play the dialogues in class.

B. There is a message for you

Task 1

There are five messages left by five different people on the tape you will listen to. To help yourself understand them, have a look at the key words in the box. Look up the ones you don't know in a dictionary.

• environment • project • lend	• customer • take advantage of • leaflet	• lose • contact • sign	• nervous - breakdown • break in • whether	• miserable • flea • vet
--	--	---	---	--

Task 2

Listen to the tape and answer the following questions on each of the five messages.

Message 1: a) What is the age of the caller?	1 a)
b) Why is he or she calling?	b)
Message 2: a) Are Mrs Petrou and the caller friends?	2 a)
b) Does the caller want to serve Mrs Petrou ?	b)
Message 3: a) Why is Nicky calling?	3 a)
b) Does Lucy know Nicky?	b)
Message 4: a) What happened to Betty?	4 a)
b) Can you remember two things Betty had forgotten to do before she left her home?	b)
Message 5: a) Who is Rudolf?	5 a)
b) Why does Jason think he should call a vet?	b)

Task 3

Circle what you believe is true about each message after you listen to the messages again.

- Message 1: a) Lucy does not know the person calling.
b) The group leader wants Tom to do the pictures.
c) Tom is asked to lend his camera to the caller.
d) The caller wants Tom to take the photographs.
- Message 2: a) The Mensabank person calls Mrs Petrou because she is a good customer.
b) The Mensabank person wants Mrs Petrou to spend money on travelling with the Mensabank.
c) Mrs Petrou wants to deposit some money in Mensabank.
d) The Mensabank wishes to offer Mrs Petrou a present.

- Message 3: a) Nicky calls Lucy because she has lost a contact lens.
 b) Lucy will have to put a sign outside her door.
 c) Nicky calls because something happened to Lucy.
 d) Nicky calls Lucy because they have not talked for a week.
- Message 4: a) Strong winds and rain messed up Betty's house through the open door and window.
 b) Betty is going to have a nervous breakdown because she doesn't like her house.
 c) Betty's house was in a mess because she had forgotten to put her garbage out.
 d) Thieves who entered from the balcony door messed up Betty's house.
- Message 5: a) Something is wrong with Jason's health, and he wants Lucy to call a vet.
 b) Jason needs to see a vet because he has got flea.
 c) Jason's cat, Rudolph, has got flea and Jason calls Lucy to see whether he should call a vet.
 d) Jason is miserable because Rudolph has got flea and is scratching.

Task 4

Try to remember who said what and in which of the messages. Put the correct numbers in the circles below.

- a) It's a week we haven't talked. 
 b) I hadn't checked whether I had locked the balcony door. 
 c) Call us at any time during working hours. 
 d) Do you think he's got cat flea? 
 e) I'd like Tom to lend me his digital camera, if he doesn't mind of course. 

Note: If you wish to check your answers, go to the Appendices, Unit 3.

Task 5

Role-play the messages in class. Take it in turns to be Lucy answering the messages.

C. The History of the Telephone

Task 1

Before you read think about these questions.

1. Do you know who invented the telephone?
2. Do you know when the telephone was invented?
3. Do you consider it an easy or a complicated invention?

Now read the text to find out.



The History of the Telephone



On March 10 1876, in Boston, Massachusetts Alexander Graham Bell invented the telephone. His notebook entry of 10 March 1876 describes his successful experiment with the telephone. Speaking through the instrument to his assistant Thomas A. Watson, a young electrician, in the next room, Bell utters these famous first words: "Mr. Watson - come here - I want to see you".

'Telephone' comes from the Greek word 'tele', meaning 'from afar', and 'phone', meaning 'voice' or 'voice sound'. Generally, a telephone is any device that conveys sound over a distance.

Man has always wanted to communicate from afar. People have used smoke signals, mirrors, jungle drums, carrier pigeons and semaphore to get a message from one point to another. But a phone was something new. A real telephone could not be invented until the electrical age began. The electrical principles needed to build a telephone were known in 1831, but it wasn't until 1854 that Bourseul suggested transmitting speech electrically. It wasn't until 22 years later, in 1876, that the idea became a reality.

Bell's success with the telephone came as a direct result of his attempts to improve the telegraph. When he began experimenting with electrical signals, the telegraph had been an established means of communication for some 30 years, but with its dot-and-dash Morse code, it was limited to receiving and sending one message at a time. Bell's knowledge of the nature of sound and his understanding of music enabled him to think of the possibility of transmitting multiple messages over the same wire at the same time. Of course, he based his knowledge on the findings of other scientists and inventors. The telephone is a shared accomplishment among many pioneers, although it was Alexander Graham Bell who built a working transmitter with a membrane capable of varying electronic currents and a receiver that would reproduce these variations in audible frequencies.

Task 2

Answer these questions. Read the text again if it is necessary.

1. When and where was the telephone invented?
2. What were the first words spoken over the phone?
3. What were some of man's first efforts to communicate from afar?
4. Why couldn't the telephone be invented before 1854?
5. Why did Bell want to improve the telegraph?
6. What did the first telephone consist of?

Task 3

The information in the boxes below got mixed up. Can you put it right? We did the first one as an example. Read the text again to check your answers.

A	A real telephone could not be invented	1. to get a message from one point to another.	A-4
B	Certainly, a telephone is any device	2. a telephone were known in 1831.	
C	People have used signals	3. was limited to receiving and sending one message at a time.	
D	The electrical principles needed to build	4. until the electrical age began.	
E	The dot-and-dash Morse code	5. on the findings of other scientists and inventors.	
F	Bell based his knowledge	6. that conveys sound over a distance.	

Task 4

The following explanations of some words of the text are jumbled up. Match each one with the right word.

1. It has more parts than only one.
2. Make something or somebody become better.
3. Think of something, make it or use it first.
4. You use words in order to communicate.
5. Send a message by means of an electronic system.
6. Create something and set it up in a way that becomes permanent.
7. The first person who does something or gets involved with something.
8. Make an exact copy of something.

a	invent	1 - c
b	reproduce	2 -
c	multiple	3 -
d	improve	4 -
e	establish	5 -
f	pioneer	6 -
g	transmit	7 -
h	utter	8 -

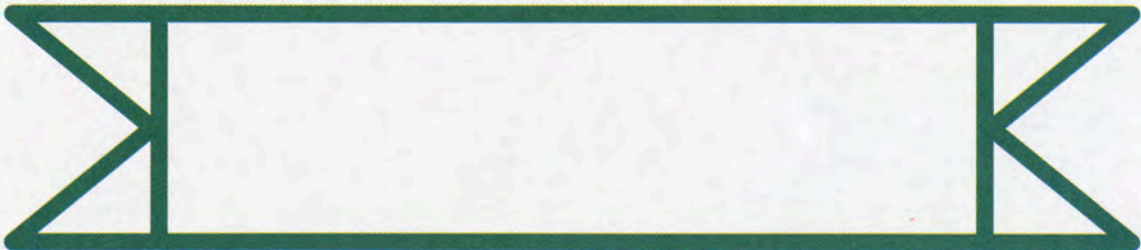
D. Post it to me!

Task 1

Look at the picture on page 44. It is a bit unusual, isn't it? It is a collage. It's quite obvious how it was made. Look at it carefully with the help of a magnifying glass, if possible.

Task 2

You are an archaeologist. The picture on page 44 is the only piece of information of a civilisation that has been totally destroyed. Do you consider this finding important? Give at least 3 reasons to justify your point of view.



Task 3

Look at the stamp collage carefully again. Choose three stamps. Give a description of each one in the boxes below. Can your partner find out which ones you are talking about? Can somebody else in the class discover them too?



Stamp 1

Stamp 2

Stamp 3

--	--	--

Task 4

Do you happen to know anything about the history of post? What is it? Does anyone in class know? Does the phrase 'penny black' mean anything to you? You must be familiar with the name of Hermes from the Greek Mythology. Who was he? What was his job?

Write your answers here before you read on.

Hermes was the first 'postman-god'. According to mythology, Hermes was said to be the Son of Zeus and Maia. Besides leading the dead people's souls to Hades, Hermes brought luck, wealth, sleep and was the messenger of the gods living on Mount Olympus. Greek stamps in the past used to feature his head.

The invention of stamps is closely related to the invention of modern paper and to the Industrial Revolution, when more people started to learn how to read and write. In earlier times, only the rich people and the rulers of countries sent messages with their servants, which were written on various materials such as the skin of a sheep and tablets made of clay. Papyrus (a kind of plant that mostly grows in the Nile Valley in Egypt) was used by the ancient Egyptians, Greeks and Romans.

Modern paper started being made in England by the 15th century. Horses and guides carried mail using the five main roads leading to London to and from different parts of the country. This mail service belonged to the State. It was His Majesty's Mail. It goes without saying that if he wished to read a private citizen's mail, he could do it easily. The first mail coaches started being used in 1784. It must have been quite picturesque to watch them entering castle gates and see their uniformed guards blowing their horns. A number of years later, in 1840, the first stamp was issued. It was called the 'penny black', it cost a penny and the person who designed it was named Sir Rowland Hill. Postcards were introduced by 1870. Post offices in the past offered services of all kinds of communication, not only of letter delivery.

Task 5

There are some mistakes in the statements below. Read the text again, correct them and rewrite them.

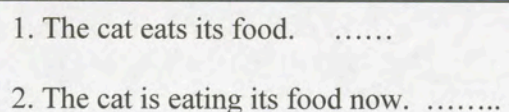
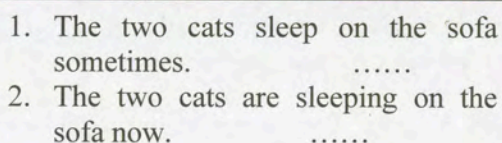
1. Hermes was the first Greek postman whose head was shown on a stamp.
2. The first stamp was invented in Greece by the gods on Mount Olympus.
3. The ancient Greeks wrote their letters only on clay tablets.
4. People started sending letters to each other during the Industrial Revolution.
5. Jet planes carried mail flying over the five main roads to London.
6. By the 15th century trains were carrying mail to every part of England.
7. Every rich citizen had his own private mail service.
8. The king of England was not allowed to read a private citizen's mail.
9. One day in 1600 the king of England decided to introduce mail coaches.

- [illegible]

Which of the following would be a suitable title for the text above? Compare your choice with that of your classmate. Which title has the class chosen?

- ## E. How language holds together and works

Look at the four pictures below and read the sentences. Tick the sentence that describes best what the picture itself tells you.





1. James plays his guitar on Fridays.
2. James is playing his guitar now.



1. James uses his computer a lot.
2. James is using his computer now.

Task 2

Circle the sentence or sentences that describe the correct use of the *is/are* *ing* form (Present Continuous) and of the verb form with or without *-s* (Present Simple).

1. The Present Continuous
 - a. describes an action which started in the past, but it goes on up to now.
 - b. describes general truths.
 - c. describes actions that usually happen as a matter of habit.
 - d. describes actions which are happening at the time of speaking.
2. The Present Simple
 - a. describes an action which started in the past, but it goes on up to now.
 - b. describes general truths.
 - c. describes actions that usually happen as a matter of habit.
 - d. describes actions which are happening at the time of speaking.

Task 3

This is what James does every Monday. Write sentences about what he does at the different times provided.

Monday
9.00
play tennis
10.00
do geometry
11.00
study history
12.00
visit lab
13.00
work in class
14.00
go home

9.00.....
.....
10.00.....
.....
11.00.....
.....
12.00.....
.....
13.00.....
.....
14.00.....
.....

Task 4

Ask your partner questions about his or her habits. Use the information provided in the table below. Then write your report in the boxes on the right.

Monday afternoon/watch TV	
You: What do you usually do on Monday afternoon?	Report: Nick usually watches TV on Monday afternoon.
Wednesday afternoon/help with the groceries	
You:	Report:
Friday afternoon/meet friends	
You:	Report:
Saturday morning/get up late	
You:	Report:
Sunday/enjoy family outings	
You:	Report:

Task 5

James is on holiday at his uncle's house near the sea. He is writing a post card. Read the beginning, and then complete it. Explain what Uncle Bill, Aunt Theodora, his cousins Elena and Alexander and pet dog 'Muffa' are doing.

Dear Mum,

I am writing this card on the beach. The sun is shining. I am sitting under an umbrella and drinking a coke.

See you soon.
Love,
James xxx



Mrs. Sarah Veneti
35 D. Solomou Str.
101 35 Athens

Task 6

Complete the following blanks with the verbs in parentheses in the right tense. Remember to make any necessary changes. Don't forget that adverbs giving information on how often we do something get Simple Present.

Miss Anna Stratou rarely (leave) the town where her school is. Most of the times she (spend) her weekends there. Today, she (visit) her married sister who (live) in Athens. Anna not (like) Athens, but that's where her sister's home (be) Right now she (cross) a bridge close to Athens. There (be) a traffic jam. Cars (hardly/move) A policeman (direct) the traffic, but he cannot do much. She (feel) very angry. She is not used to traffic jams. Her sister told her that this (happen) every day in Athens. It (get) worse all the time. A lorry next to her (make) a terrible noise. Anna (try) to listen to the music on her car radio. She usually (prefer) to listen to modern songs while she (drive)

Task 7

Practise your pronunciation.

Try to listen to the /d/ and /t/, /v/ and /f/ sounds when your teacher says these words: *dear*, *tear*, *vase*, *face*. Can you hear the difference between the /d/ and /t/, /v/ and /f/ sounds? Listen to your teacher pronouncing the words in the big box three times. Arrange the words in the smaller boxes according to the way they are pronounced. The words on the top part of each box can help you. Check your work in a dictionary.

to	do	veil	fail
vast	fast	tame	dame
ferry	down	town	very
team	deem	van	fun

dear

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

tear

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

vase

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

face

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

F. Work and play with words

Task 1

The following adjectives appear in this unit. Complete them and use them in a sentence of your own.

1. hap ____
.....
2. you ____
.....
3. gene ____
.....
4. elect ____
.....
5. mode ____
.....
6. impor ____
.....
7. anci ____
.....
8. pictu ____
.....
9. wro ____
.....
10. mise ____
.....

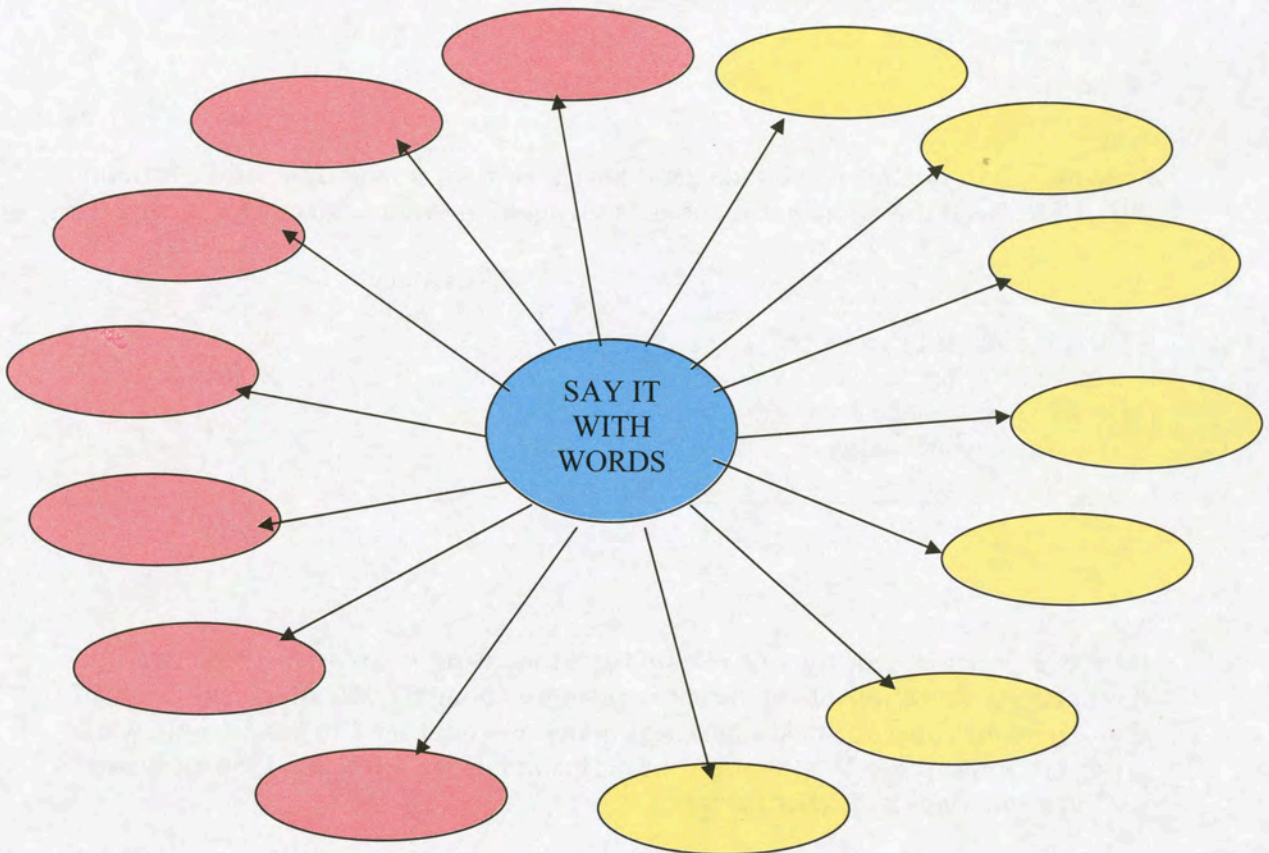
Task 2

Here are some adverbs from the units you have read so far: *traditionally, importantly, usually, negatively*. They all end in *-ly*. Form adverbs from the following adjectives. Make any necessary spelling changes.

Adjectives	Adverbs	Adjectives	Adverbs
real		lucky	
glad		sad	
easy		quick	
hard		silent	
successful		beautiful	
frequent		calm	
happy		international	
clear		bad	

Task 3

- Go back to the material you have covered so far. Complete the pink circles of the spidergram with words/phrases you are not certain that you know well and the yellow circles with words/phrases you don't know.
- Compare your spidergram with your partner's. Write the Greek meaning of the words/phrases your partner knows under the relevant word/phrase of your spidergram.



Task 4

Go back to the material you have covered so far. Find the words/phrases that neither you, nor your partner knows. Underline them. Choose four of them and write sentences of your own. The way these words/phrases are used in this unit and the examples in your dictionary can help you. Show your work to your teacher.

- _____
- _____
- _____
- _____

G. Make your point

In this section you will make your point by using English without thinking of mistakes. Try to use your knowledge of English to do things like expressing your feelings about images, impressions, thoughts you made and words that challenged your thinking. You may also do follow-up work (projects), and/or cross-curricular activities (activities where you will need to use information from other school lessons) and mediation tasks (where you use information from Greek texts).

Task 1

Send an e-mail to a friend you have not heard from for a long time. Make it funny if possible. Read this short poem about receiving news from a friend as a model.

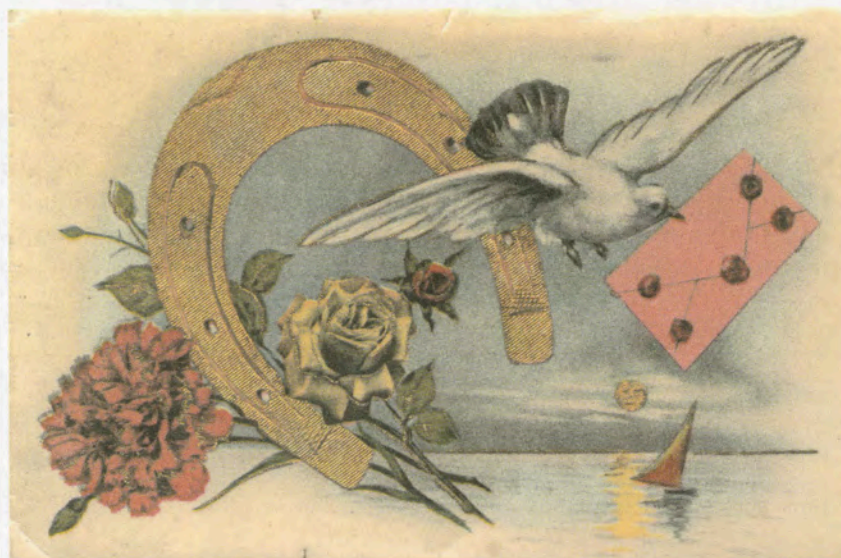
There is nothing like a letter,
to make a day bright,
and there's someone I know of,
I'm wishing would write.

Your e-mail

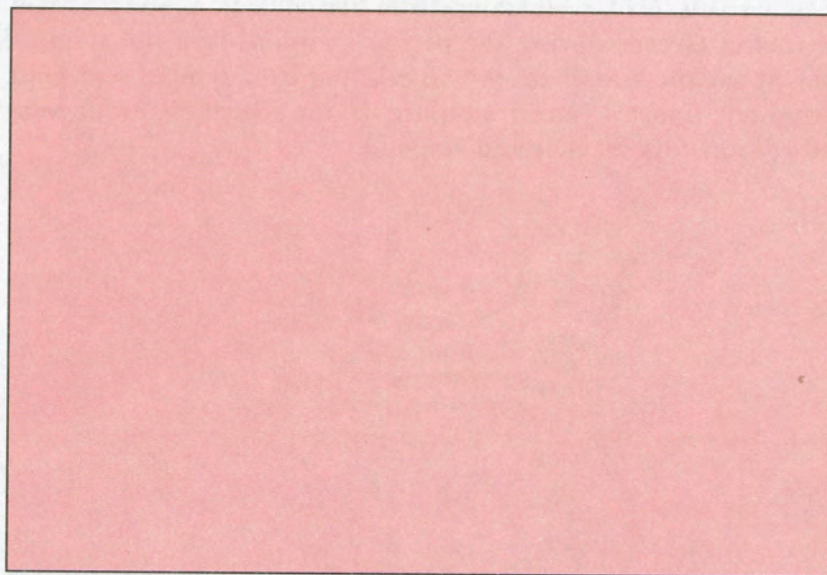


Task 2

Here is a postcard sent by a Greek soldier to his sister's family in 1950. What do the illustrations reflect about feelings, customs, thoughts, situations and facts of that period in Greece? Stick a postcard that you would send to your family while away for some time. Would there be any similarities with the 1950 postcard? Exchange opinions with your partner.



The postcard to my family



Task 3

These two photocopies come from the Greek Post Office. What do they tell a foreign visitor about the quality of the postal services in Greece? Discuss in class.



ΕΛΛΗΝΙΚΑ ΤΑΧΥΔΡΟΜΕΙΑ
ΑΠΕΛΛΟΥ 1 - 10188 ΑΘΗΝΑΙ
Α.Φ.Μ. 094026421 Φ.Α.Β.Ε. ΑΘΗΝΩΝ

ΥΠΟΚΑΤΑΣΤΗΜΑ :
ΚΕΝΤΡΙΚΟ ΤΑΧ. ΑΘΗΝΩΝ
ΑΙΟΛΟΥ 100
Τ.Κ. ΓΡΑΦΕΙΟΥ : 10200
ΚΩΔΙΚΟΣ ΧΕΙΡΙΣΤΗ : 02050529
ΤΗΛΕΦΩΝΟ : 013353350
Πέμπτη, 24 Ιουλίου 2003 09:49:36

Αρ.Παραστ/κου: 02050080100048826

ΑΠΟΔΕΙΞΗ ΕΙΣΠΡΑΞΗΣ

ΓΡΑΜΜΑΤΟΣΗΜΑ	1.59 EURO
ΣΥΝΟΛΟ:	1.59 EURO 542 ΔΡΧ

Σχόλια :

* Ευχαριστούμε που μας προτιμήσατε *

ΚΕΝΤΡΙΚΟ ΤΑΧ. ΑΘΗΝΑΣ

A381

ΤΕΤ, 30 ΙΟΥΛ ΩΡΑ 10:23
ΜΕΣΟΣ ΧΡΟΝΟΣ ΑΝΑΜΟΝΗΣ:
14 ΛΕΠΤΑ

ΕΞΟΦΛΕΙΤΕ
ΔΕΗ, ΟΤΕ, ΕΥΔΑΠ, ΑΣΦΑΛΕΙΕΣ
ΚΙΝΗΤΗ ΤΗΛΕΦ. ΚΑΠ ΣΤΟ
ΤΑΧΥΔΡΟΜΕΙΟ
ΣΙΓΟΥΡΑ ΚΑΙ ΓΡΗΓΟΡΑ



Task 4

A foreigner shows you this Greek stamp from her collection. She tells you that her grandfather was in Greece during the period mentioned on the stamp. She asks you questions about the war then, the Greek flag as a symbol and your feelings about your country. Consult your grandparents, the school librarian, your teacher of Greek and your history teacher and respond.



Task 5

Form groups of five. Decide on the kind of stamp or postcard you would design in memory of the 2004 Olympic Games in Athens. Ask for help from teachers of other specialisations in your school.

UNIT 4

EAT WELL! FEEL GOOD!

A. What to eat

Task 1

Before you read on, ask each other in pairs.

1. Where do you meet with your friends after school?
2. Do you ever go to cafeterias?
3. How often do you go there?

Task 2

Read the dialogue below to find out where the TEE students and their teacher are.

Tony, Harry, Elena, Gina, George, Nick and their teacher, Miss Anna Stratou, are at a cafeteria in a nearby town during a school outing.

- Nick: I'm hungry and thirsty. It's time we ate and drank something.
Elena: Me too.
Harry: It's a lovely cafeteria.
Miss Anna: Let's have a look at the menu.
Gina: I need to drink something.
George: I'd like an ice-cream.
Miss Anna: Let me see. What shall I have?
Tony: Why don't you try a fruit cocktail, Miss?
Miss Anna: Shall I? Do you want something Harry? What will you have Nick?
Nick: I'll have pizza...
Elena: Er... the quarter pizza, or how do you call it?
Miss Anna: What quarter pizza?
Nick: No, Miss. Not a quarter. She means the "Quattro Stagioni" pizza I prepare myself!
Miss Anna: Do you? That's very interesting. Will you bring the recipe to class tomorrow, please?
Nick: Yes, Miss. I'll be happy to do this.
They are all busy reading the menu.
Miss Anna: Are you ready? Let's call the waitress. Waitress!
Waitress: Yes, Miss? Have you chosen?
Miss Anna: Almost. One fruit cocktail for me, an ice-cream for George ...
George: I'd prefer the ice-cream with the cherry on top in the pretty blue-pink bowl you serve it in.
Waitress: Anything else?
Miss Anna: Elena, Tony, Gina, Nick, Harry, what will you have?
Elena: I'll have a salad and a sandwich.
Tony: I'll have a coke.
Gina: Me, too.
Nick: I'll have a nice piece of fruitcake and an ice-cream like George's.
Harry: I'd like a milk shake.
Waitress: OK. Anything else?

Miss Anna: No, thank you. Er, wait, please, there's another boy coming on his bicycle. Hey, Bill, shall we order something for you? ... What? ... OK. A fresh orange juice for the boy, please.

Task 3

Answer these questions. Read the text again if it is necessary.

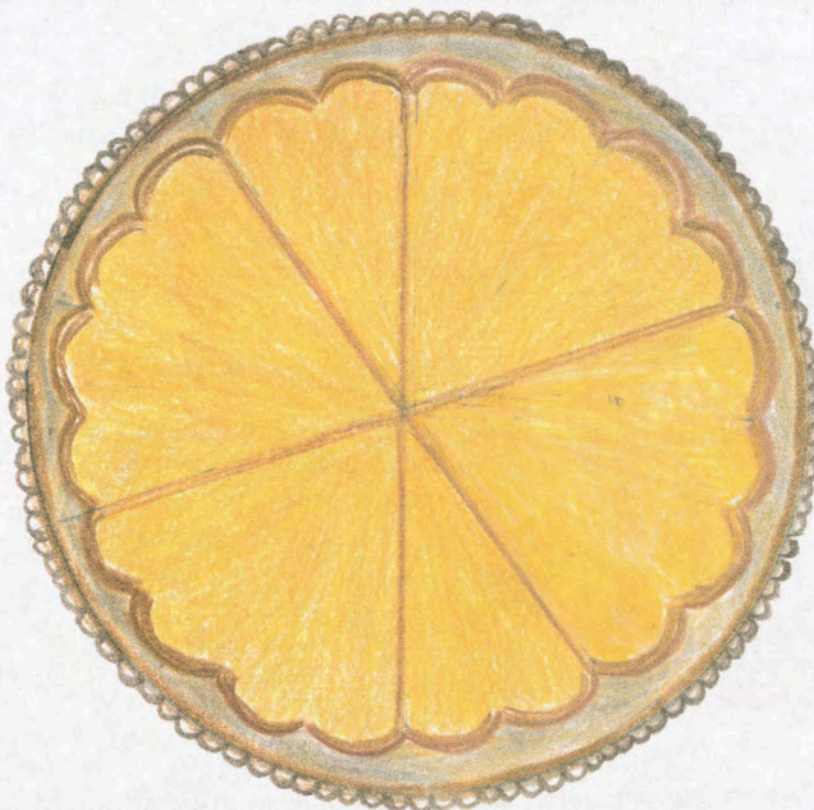
1. Why did Nick want to drink something?
2. What does Tony propose to his teacher for a drink?
3. What is the "Quattro Stagioni"?
4. Why does Miss Anna want Nick to bring the pizza recipe to class?
5. Where is ice-cream served in this cafeteria?
6. What kind of ice-cream does George prefer?

Task 4

List what each person of the group ordered. Ask your partner if he or she likes what the group has ordered. Complete his or her answer in the list as in the example.

PERSONS	ORDERS	YOUR PARTNER
George	Ice-cream with cherry	Maria doesn't like ice-cream with cherry.
Nick		
Miss Anna		
Elena		
Tony		
Gina		
Harry		
Bill		

B. Making the pizza "Quattro Stagioni". Which ingredients do you think will be used in this pizza? Write the ingredients on the pizza.



Task 1

Tick if the following statements are true (T), false (F), or possible (P)

1. Only Italians like pizzas.
2. Pizza is a national Italian dish.
3. The national Greek dish is pizza too.
4. Pizzerias are expensive.
5. It is difficult to make a pizza.
6. The basic ingredients are sugar and water.
7. The basic ingredients to make a pizza are flour, oil and salt.
8. Greeks like going to pizza places.

T	☐	F	☒	P	☐
T	☐	F	☐	P	☐
T	☐	F	☐	P	☐
T	☐	F	☐	P	☐
T	☐	F	☐	P	☐
T	☐	F	☐	P	☐
T	☐	F	☐	P	☐
T	☐	F	☐	P	☐

Task 2

Here is a recipe for making a Four Seasons pizza. Read on and match the pictures to what is said. Check the correct order with your partner and your teacher. You can find the details of the ingredients and toppings in the Appendices, Unit 4.



- ☐ Rub the margarine or olive oil with your finger-tips into the flour until it looks like bread-crumbs.



- ☐ Take a large mixing bowl. Put the wholemeal flour in it. Mix the plain flour, the salt and the baking powder and sieve them into the bowl.



- ☐ Add enough milk to make all ingredients join up when you gather the mixture together with your hands. Try not to get it too sticky, but if it does, add some more flour. Roll the dough out into a circle and place it on a greased baking dish or baking sheet.



- ☐ Break the egg into a cup and beat it with a fork. Add the egg to the mixture and knead everything well.



5. Put the pizza into the oven and bake it for about 15 minutes at 220°C.

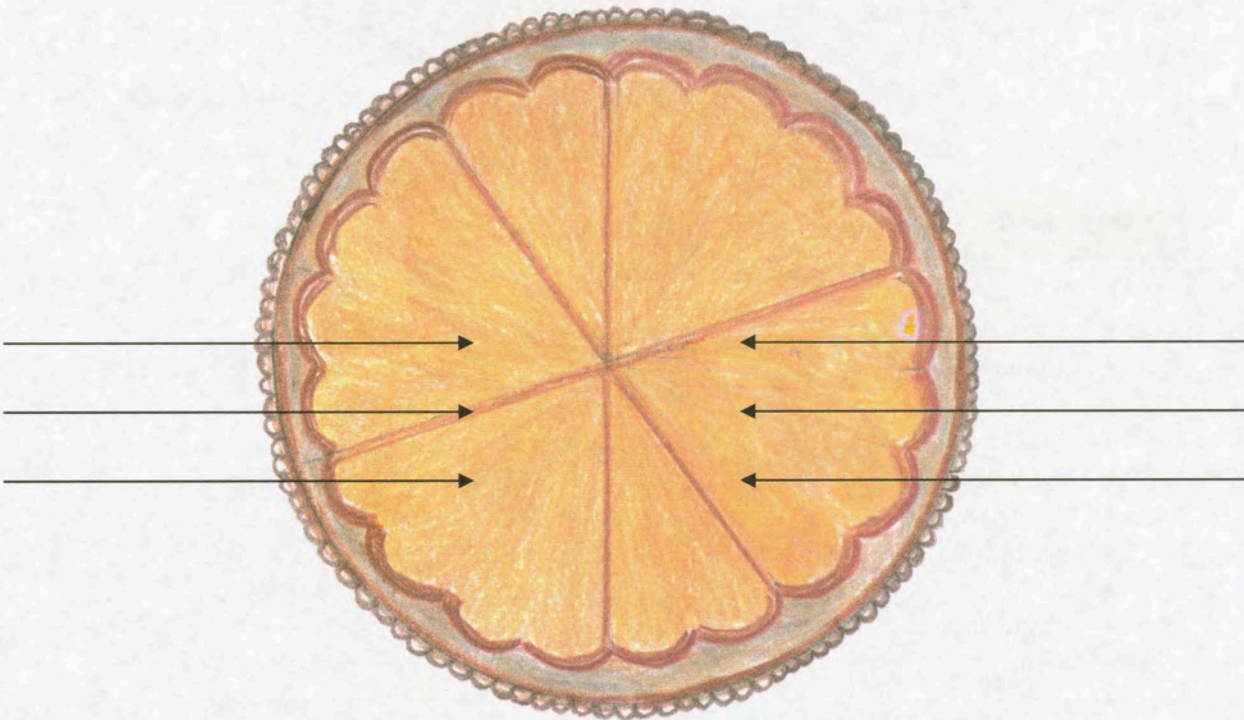
Task 3

Now that you have matched pictures and instructions find a word/phrase that fits each of the following definitions. The first is done for you.

1. put things together and mix them well so that they become a single substance	join up
2. flour which is made from the complete grain of the wheat plant	
3. press and squeeze the dough with your hands so that it becomes smooth and ready to cook	
4. spread a very thin layer of oil on the surface of a dish	
5. a rather firm mixture of flour, water and fat that can be cooked	
6. make the flour go through a tool with a net which allows only the fine pieces of the flour to go through it	

Task 4

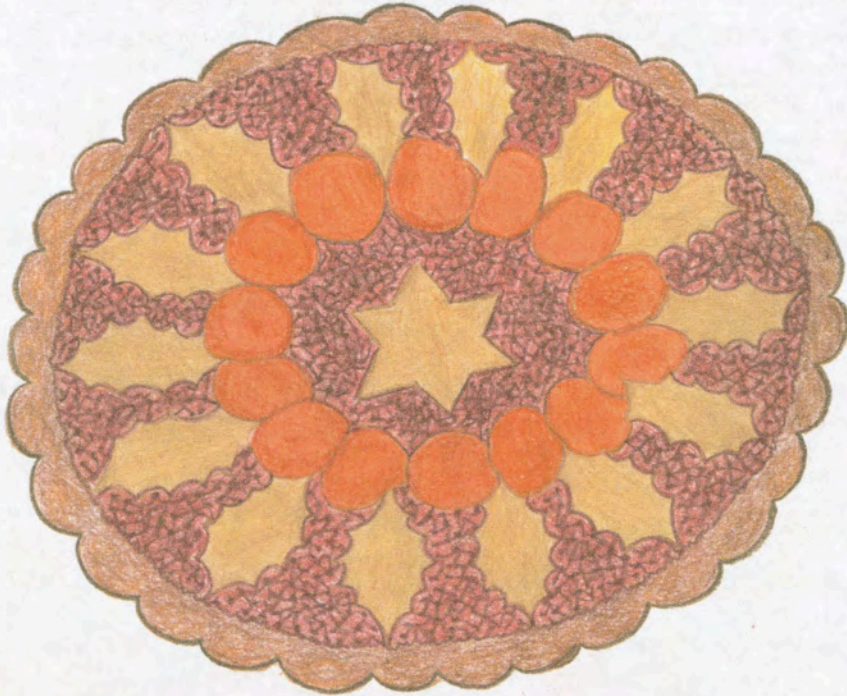
Fill in the pizza with any topping you like (see Appendices, Unit 4) or create one of your own. Give your pizza a name if you like.



C. A recipe for a tart

Task 1

How about spoiling yourself with a tart which is simple and quick to make. Part of the ingredients are missing. Listen to the tape once and complete them.



ingredients

- 1 teacup and
- 1 tablespoon of.....
- 4 tablespoons of.....
- 1 tablespoon of.....
- the yolk of.....
- the egg.....
- very little flour for.....
- oil for gr _ _ _ _ _
- canned apr _ _ _ _ h _ _ _ _
- some j _ _
- c _ _ _ _ s _ _ _ _
- extra s _ _ _ _

Task 2

Listen to the tape once again and try to fill in the instructions.

Instructions

First you need a medium-size shallow flan dish. Work on a flat surface rather than in a bowl. Sift 1 and a half teacups of and a tablespoon (or teaspoon if you like) of sugar together. Rub 4 tablespoons of butter into the with your finger-tips only. Make a wheel in this mixture and put in 1 tablespoon of cold water and only the yolk of the egg. Do not throw the egg white away. Mix everything and knead the well into a round shape.

Now you are ready to move to the stage. Roll out the dough lightly and evenly with short strokes going one way only into a circle a little than your dish and about half a centimetre thick. Use very flour for rolling out.

Grease the dish. Fold the pastry over the rolling-pin and gently it over the dish. Line the bottom surface of the dish carefully making sure there are no air bubbles underneath. Reserve the rest of the pastry for the decorative shapes. the apricot halves. Spoon a circle of jam around the edge of the pastry and then an inner circle of drained apricot halves. Fill in the dish with alternating circles of jam and apricots.

Re-roll the remaining pastry and cut decorative shapes of your choice. The young TEE student who prepared this tart was thinking Christmas, and that's why he cut out stars and holly leaves. Arrange your shapes on top of the tart the pattern of your choice.

Beat the egg white well in a bowl. Put in some caster sugar and a bit of water and brush lightly the surface of tart with this mixture. This is called "glazing". You can sprinkle the surface with extra sugar if like. Bake for approximately 25 minutes at 200° C until becomes golden brown.

Task 3

Listen to the text again. Try to confirm what you have written and polish your work. If you wish, make a clear copy in class or at home.

Task 4

If you are a TEE student specialising in the tourist industry, put the recipe into practice. Ask teachers and students from other classes to help. Take photographs, scan them in the computer room and make a poster exhibition. Serve the tart there with some refreshments.

D. The value of food and drink

Task 1

Read this information about Bill.

Do you remember Bill, the boy on the bicycle who asked the group to order some fresh orange juice for him? He is joining them now. Look at him.

Bill is an athlete besides being a TEE student. He cycles at least one hour a day. He is very careful with what he eats and drinks. He has never tried smoking.

What about you? Is food important for our health and well being at all stages of our life? Discuss with your partner.



Task 2

Read the text that follows and compare what you said about food with the information in it. What title would you give to the text? To help you understand this article, here are some words with their Greek translation.

nutrient=θρεπτικό συστατικό
maintain=διατηρώ
saturated fat=κεκορεσμένο λίπος
demand=απαιτώ
dairy products=γαλακτοκομικά προϊόντα
fibre=ίνα
emotional=συναισθηματικός
poultry=πουλερικά

Our body needs food in order to develop and live. Eating the right food can help our body grow naturally and normally. This is why we should try to make sure that our diet is as full of nutrients as possible. More and more people are beginning to discover that certain kinds of food can be good for our body and can help it maintain its good

condition and fight illnesses, while other kinds of food are not good for it. Such food is called ‘junk food’, which is high in saturated fat and has a lot of sugar and salt. All of us know that our nutritional needs vary a lot depending on our age, general life style and the demands the way we live places on our body. As a result, not everything suits everybody. Instead, we need to be aware of the products that are best for us and do good to our health.

Scientists and doctors say that beauty may result from a healthy diet, a lifestyle with no stress and regular exercise, which may also create a beauty within. The way our body looks reflects the state of our health and our emotional life.

What should our diet include to keep our body healthy? The good news is that we do not lack the information that tells us which food can cover our needs and be good for our health. Studies inform us that a healthy diet is one that provides the necessary water, fibre and nutrients that our body needs. They divide food into five big categories to which we can add a sixth one, which is not closely related to food. These are:

1. fruit and vegetables
2. carbohydrate foods
3. dairy products
4. meat, poultry, fish, beans, eggs and nuts
5. fatty and sugary foods and
6. water (and regular exercise)

Title

Now compare your opinion on food to the article.

Task 3
 You are going to listen to an experienced doctor giving more details on the variety of foods for each of the five food categories as well as for the sixth category, which is not closely related to the food mentioned above. Try to keep notes in your notebook. You will need them.

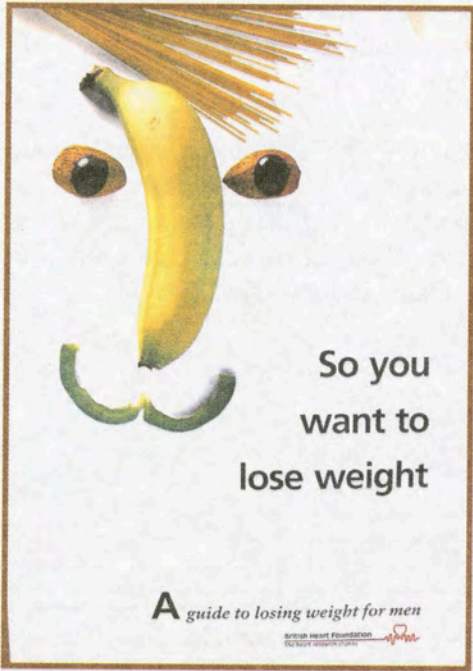
Task 4
 List the categories of food mentioned after listening to the text for a second time.

Healthy food	Junk food

Task 5

Look at this photograph of a poster. It was taken in England at the British Heart Foundation.

a. Can you recognise the food categories the products belong to?



FOOD	CATEGORY
banana	

b. Why did the artist of the poster choose this kind of design? Discuss in class and make notes below.

Your opinion on the poster	The class’s opinion on the poster

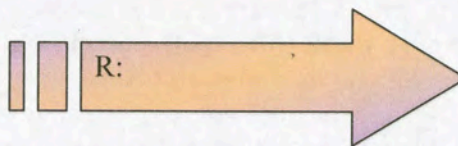
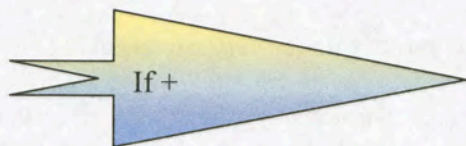
E. How language holds together and works

In this part of Unit 4, you will practise **Grammar** (how words relate to each other) and **Syntax** (in what order we put words next to each other) in order to be able to communicate. In this unit you will also practise English sounds (**pronunciation**).

“If” sentences

- Task 1
- Study what the doctor said to Bill’s mother who is fat and wants to lose weight.
- a. If you eat less, you will certainly lose weight.
 - b. If you don’t change eating habits, you won’t lose weight.

Write the tense of the first part of the sentence in the ‘If’ arrow below and the tense of the second part in the ‘R’ (result) arrow.



Task 2

Does your formula work in the sentences below? Underline the verb forms.

1. If she takes an aspirin, she will feel better.
2. If they go for a walk, their mood will change.
3. If it grows, it will become a lovely bush.
4. If we arrive early, we will sit in the front seats.
5. If I am careful, I will learn how to drive a car easily.
6. If he parks his bicycle in a no parking area, he will get a fine.

Task 3

Complete the if sentences (1st type of conditional) from 1-8 below with the verbs in parentheses and finish off numbers 9-12 as you wish.

1. If he plenty of fruit, he any more problems. (eat – not have)
2. If it, we warmer clothes. (snow – need)
3. If you the key left, the engine (turn – stop)
4. If Susan her shoes, she the carpet. (clean – not dirty)
5. If they now, they the train. (start – not miss)
6. If we computers, our eyes (overuse – become sore)
7. If you our products, you fit and healthy. (try – keep)
8. If Peter the problem, it worse. (face – not get)
9. If they don't water the flowers,
10. If you don't explain the rules to me,
11. If Jim goes to the doctor,
12. If you tell me when you arrive,

Task 4

Read on.

Bill is back home after the school outing (pages 55-56). He is in the sitting room. He is writing a postcard to a friend of his. His mother is talking on the phone near the kitchen entrance.

This is Bill's answer to a question of hers.

I have not called my Aunt Lucy and I haven't prepared for school yet.

Why do you think Bill uses the form *I have* + past participle (*called/prepared*)?

Tick the correct explanation below.

- a) Because he does not want to call his aunt and does not want to do his homework.
- b) Because he did not have time to call his aunt and do his homework up to the moment his mother asked him.

Task 5

Circle the sentence that describes the correct use of the Present Perfect Simple (*I + have* + past participle of the verb).

The Present Perfect Simple

- a) describes an action which usually happens as a matter of habit.
- b) describes an action that is completed in the past at an exact time.
- c) describes an action which is still incomplete up to now.

Task 6

The conversation between Bill and his parents continues. Fill in the missing parts of what they say. Use the Present Perfect Tense of the verbs in parentheses.

- Mother: Bill's bicycle? (you - repair)
- Father: No, I the spare parts yet. I'll buy them soon. (not - buy)
- Mother: Do you know what's on Channel 3?
- Father: No, I don't, I at the TV guide. I'll do it later. Is my white shirt ready for tomorrow? (not - look)
- Mother: Yes, I washed it yesterday, but I it yet. (not - iron)
- Father: Er... where is the cat? It its food at all today. (not - touch)
- Bill: It was here last night. I fed it myself, dad.
- Father: By the way, our neighbours from Italy. Their lights are still out. (not - come back)
- Mother: How is Philip?
- Father: He'll stay in hospital for another week. He from the accident. (not - recover)
- Mother: Bill, Aunt Lucy your present yet. Is that all right? (not - buy)
- Bill: It's fine. Don't worry, mum.

Task 7

Read the following dialogue and notice how the words *for* and *since* are connected with the Present Perfect Tenses.

- Bill: When did Uncle Philip enter the hospital?
- Bill's father: Last Monday. He has been there **for** eight days. Your Aunt Lily has been by his side, day and night, **since** then.

Tick the word that shows *how long* an action *lasts*.

for

since

Tick the word that shows *when* an action *started*.

for

since

Fill in the spaces below with *for* or *since*.

1. Our television has been out of order _____ Saturday. Our grandma has not seen all her favourite programmes _____ four days.
2. We have lived in Manchester _____ I was born.
3. Peter has known his friends _____ he was a child.
4. It has not snowed in our city _____ more than five years. Actually, it has not snowed _____ 1998.
5. I have dreamed about visiting New York _____ I was six.
6. My uncle's business has improved _____ he moved near the city centre.
7. Jim and Lynda have worked hard _____ the past two years in order to make extra money.
8. We have lived in this house _____ more than eight years.

Notice that the actions in the above sentences started in the *past* and go on up to the *present*. Remember that the Present Perfect Tense connects *past* with *present*.

Task 8

The cafeteria where Tony, Harry, Elena, Gina, George, Nick, Bill and their teacher Miss Anna Stratou sat has the following three sizes of blue-pink bowls in which it serves ice-creams.



- Bowl A is not as big as bowl B. Bowl A is smaller than bowl B. Bowl B is bigger than bowl A.
- Bowl B is smaller than bowl C. Bowl C is bigger than bowl B.
- Bowl C is the biggest of all three bowls.
- Bowl A is the smallest of all three bowls.

Write the endings that we add to adjectives in order to compare qualities of things and answer the questions below.

	• 1st ending..... (comparative degree) • 2nd ending..... (superlative degree) What word follows after <i>smaller</i> or <i>bigger</i>? What word comes before <i>biggest</i> or <i>smallest</i>? What word follows after <i>biggest</i> or <i>smallest</i>?	
--	---	--

Task 9

This is how we form the comparative and superlative degree of adjectives when they have more than two syllables.

1. "Erin Brockovich" is an interesting film.
2. Last week I saw a more interesting film than "Erin Brockovich".
3. "The Remains of the Day" is the most interesting film I have ever seen.

Read the examples above again and write the words used in 2. and 3. which we use to form the comparative and superlative degree of adjectives with more than two syllables, e.g. *interesting*.

	1 st word..... (comparative degree)	
	2 nd word..... (superlative degree)	

Task 10

Complete the sentences with the adjectives in parentheses in the right form.

1. Do you know where I can buy a dress? The one I am wearing is than the one I bought last year. I would like to buy a dress which is the of all. (cheap)
2. This bicycle is The one that Bill bought was than this. The one that his cousin bought was the of all. (expensive)
3. Miss Anna Stratou had a holiday this summer. Elena's holiday was than Anna's. Harry had the holiday of all. (nice)
4. My grandma is John's grandma is than mine. Miss Anna's grandma, however, is the of all. (old)
5. Our maths teacher asked us to solve a problem. Nick said it was than yesterday's and the he had solved so far. (difficult)
6. Gina's hair is Petra's hair is than Gina's. Evelyn's hair is of all 3. (long)

Task 11

In these two short dialogues the words in the exchanges are not in the correct order. Put them in an order that can make sense.

A: table / two / a / I'd / for / like / tonight / for / , please	A: chosen / have / you?
B: out / is / question / afraid / this / I'm / of / the	B: yet / the / seen / have / menu / I / not
A: that / is / why?	A: are / here / you
B: , sir / fully / are / we / because / booked	B: special / I'll / pizza / have / a
	A: else / anything?

Task 12

Practise your pronunciation

Try to listen to the /a/ sound when your teacher says these words: *cat*, *but*, *part*. Is the /a/ sound the same in all cases? Listen to your teacher pronouncing the words in the big box three times. Arrange them in the smaller boxes according to the way the /a/ sound is pronounced. Use your dictionary to check your work.

father	lap	cup
pat	cut	passport
public	past	fat
tan	ugly	bar
vase	trap	sun

cat	but	part
.....		
.....		
.....		
.....		
.....		

F. Work and play with words

Task 1

In this unit you will complete the leaves of an olive branch (see page 71) with words/phrases you *still* feel you *don't know* after having been through this unit. Compare your work with the work of your classmates around you and exchange information. Look up the words/phrases none of you knows in a dictionary or ask your teacher. Number them, from left to right, and write their Greek meaning underneath. Example: poultry = πουλερικά.

Task 2

Choose six of the words/phrases that neither you, nor your partner knows. Go through the pages of the unit. Underline them and write sentences of your own. The way these words/phrases are used in this unit and the examples in your dictionary can help you. Show your work to your teacher.

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

Task 3

Write the *male* or the *female* word that is missing in the table below. The first is done for you.

male	female	male	female
1. waiter	waitress	9.	woman
2.	daughter	10. god	
3. actor		11.	policewoman
4.	wife	12. brother	
5. cock		13.	madam
6.	aunt	14. gentleman	
7. nephew		15.	sprinster
8.	mum	16. boy	

Olive Branch



Task 4

The following words (verbs) appear in this unit. Complete them and use them in a sentence of your own.

1. prep ____

.....

2. inf ____

.....

3. disco ____

.....

4. refl ____

.....

5. crea ____

.....

6. divi ____

.....

7. pref ____

.....

8. depe ____

.....

G. Make your point

In this section you will make your point by using English without thinking of mistakes. Try to use your knowledge of English to do things like expressing your feelings about images, impressions, thoughts you made and words that challenged your thinking. You may also do follow-up work (projects), and/or cross-curricular activities (activities where you will need to use information from other school lessons) and mediation tasks (where you use information from Greek texts).

Task 1

Send an e-mail or a mobile message to invite friends to a vegetarian party.

Your e-mail/mobile message



Task 2

Now that you know quite a lot about healthy eating, your class committee decides to make changes in the food menu of your school cafeteria/snack bar. In groups decide: a) which of the products you would like your school cafeteria not to include in its menu (write them in shopping list A), and b) which of the products you would like your school cafeteria to add to its menu (write them in shopping list B).

A

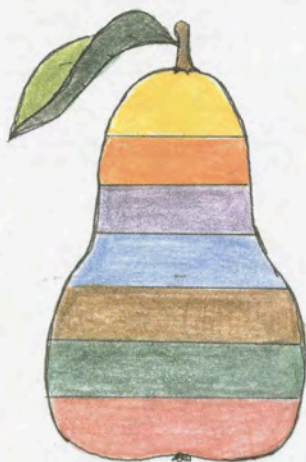


B



Task 3

Look at the pear. Write a word from Unit 4 that comes to your mind in each of the coloured parts of the pear. Work with your partner. Ask and answer the questions in the box.



Questions

- Why did you choose these words?
- What do you know about them?
- What information can you collect about them?
- Where could you get information from?

H. Mark your progress

Give a mark to yourself by putting a tick in the relevant box of the table. Say how good you have been at some of the tasks in this unit. Add your ticks in each of the learning areas/skills. Where do you need to do more work?

Learning areas/ skills	Tasks in the sections of the unit	Very good 	Good 	Not so bad 	Bad 
reading	Task A.3				
	Task B.2				
	Task D.2				
	Total				
listening	Task C.1				
	Task C.2				
	Task D.4				
	Total				
speaking	Task D.1				
	Task D.5				
	Task G.3				
	Total				
writing	Task A.4				
	Task B.4				
	Task G.1				
	Total				
grammar/ syntax	Task E.3				
	Task E.6				
	Task E.7				
	Task E.11				
	Total				
vocabu- lary	Task F.2				
	Task F.3				
	Task F.4				
	Total				
pronun- ciation	Task E.12				
	Total				

UNIT 5

STOP AND DO REVISION

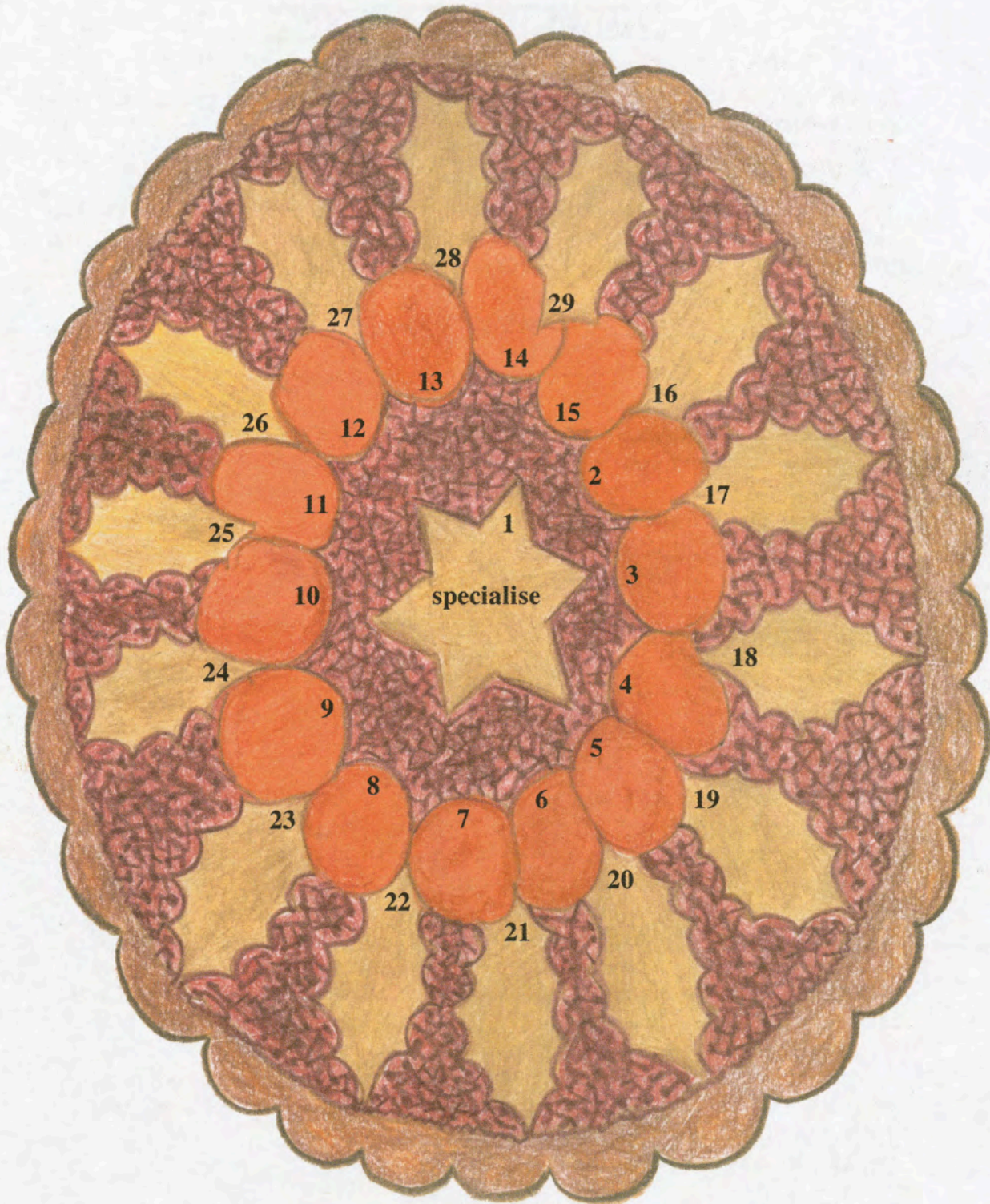
In this unit you will do revision in order to be able to use what you have learned more confidently.

Task 1

This is an easy word puzzle. Just fill in the Christmas star, the leaves of the holly and the apricots of the tart from page 60 (in this unit page 76) with words. Start from number 1. The clues give you the help you need.

1. Study and learn about one thing only (e.g. Geometry). (10 letters) specialise
2. The opposite of 'high'. (3 letters)
3. A list of ingredients and instructions that tells you how to cook a dish. (6 letters, starts with 'r')
4. You bake this mixture to make bread. (5 letters, starts with 'd' and ends in 'h')
5. The hard parts inside our body which form our skeleton. (b ___ s)
6. A piece of paper which proves that you have paid for a journey. (t ___ t)
7. The opposite of 'heavy'. (5 letters)
8. The opposite of 'turn off'. (turn ___)
9. People who avoid paying money for a ticket, etc. (f ___ e d ___ s)
10. The opposite of 'quick'. (4 letters)
11. The opposite of 'clean'. (5 letters)
12. Another word for 'help' as a noun (e.g. *I need your help*). (as ___ t ___ e)
13. The opposite of 'frequent'. (4 letters, starts with 'r')
14. When something difficult, dangerous and unexpected happens. (em ___ g ___ y)
15. An opening in a machine, box, tin, etc. (4 letters)
16. Force people to do something. (im ___ e)
17. A piece of land completely surrounded by water. (6 letters, starts with 'i')
18. Let somebody use something which is yours for a period of time. (4 letters)
19. Think and make for the first time. (6 letters, starts with 'i')
20. Make something known or understood. (co ___ y)
21. Loud enough to hear it. (au ___ le)
22. Has many uses, consists of many parts. (8 letters starts with 'm' and ends in 'e')
23. One of the first people to do something. (7 letters, starts with 'p' and ends in 'r')
24. Flour which is made from a plant's grain. (9 letters, starts with 'w' and ends in 'l')
25. Put oil on a dish. (6 letters, starts with 'g')
26. Another word for 'cut'. (4 letters, starts with 'c')
27. Meat from chickens, ducks and turkey. (7 letters, starts with 'p' and ends in 'y')
28. Parts of a plant or seed that humans need to digest their food. (5 letters, starts with 'f' and ends in 'e')
29. Substances that help us grow. (nu ___ ts)

Word Puzzle



Task 2

This is Robert's incomplete response to Sandra. Complete it with words from the box below. There are some extra words you don't need. You may use a word more than once.

45 Howel St.
Bristol RT4

23 July 2004

Dear Sandra,

I was so happy to receive your letter from Greece. I tried to call you last week, _____ nobody answered the phone. It seems that your parents are _____ holiday too. _____ I was wondering about you, I saw _____ letter under my door.

Although I was _____ a hurry, I opened it immediately and read all the fantastic things you said _____ Poros. I _____ in Greece myself, but I _____ Greece some time in the future. What you say makes _____ want to do so.

We'll talk about my news _____ you _____ back from Greece. There _____ going to be a lot of it. My parents and _____ are going to my father's village for a family reunion. Once a year, there _____ a family gathering in the village where relatives _____ news and enjoy doing things together. I especially _____ the company of my grandfather who teaches _____ me many things and _____ me learn everything about how to run a farm, _____ the animals and what to do with the land. I _____ not _____ to be a farmer. It's good to know, however, about life _____ the country. I also like to take part in some customs and events which are different _____ our life _____ the city.

It's time to leave _____. My mother is sending _____ her regards. She says you should _____ careful with _____ sensitive skin. Enjoy what you are doing, swim a lot, have fun and give me a ring when you _____ back.

Best wishes.
Yours,

Robert

in, am, while, on, like, in, about, are, I, helps, have not been, me, is, exchange, feed, in, from, planning, your, but, will visit, when, is, them, were, down, have been, to, be

Task 3

a) The photocopied letter that follows is special. A boy your age who goes to Senior High School wrote it, and it was part of an exchange of letters between class A1 and class A2. But there are some mistakes in it, which have been underlined for you. Can you correct them?

Dear Mr. Nassos:

How are you today? I hope you are not ill.
 Did you sleep weee this night? I hope you
 didn't. After the sok of your letter,
 I am well now. Oh, don't forget to say
 hello to Chris Adam. About your asking
 for my hair I want to say that it is more
nice and clean than yours. I hope your second
 letter will not arrive soon. At the other time
 write a better letter and most large.
 Your friend
 JIM



Phrases with mistakes

Corrected phrases



Now a brief note on grammar.

b) Which are the two ways of forming the comparative and superlative degree of adjectives?

- 1.
- 2.

c) What are the other two forms of "better"?

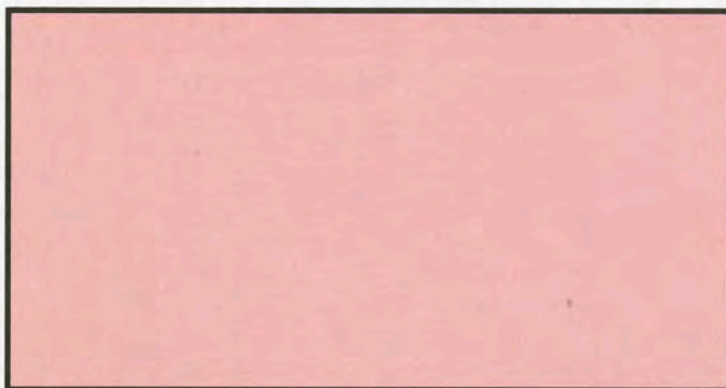
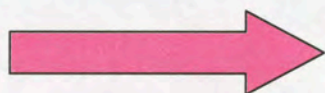
	better	
--	--------	--

Task 4

The Speaker's Corner Game

a) Do you happen to know anything about Hyde Park and the Speaker's Corner in London?

b) Get the information from the Internet, write it in this square and talk about it with your classmates.

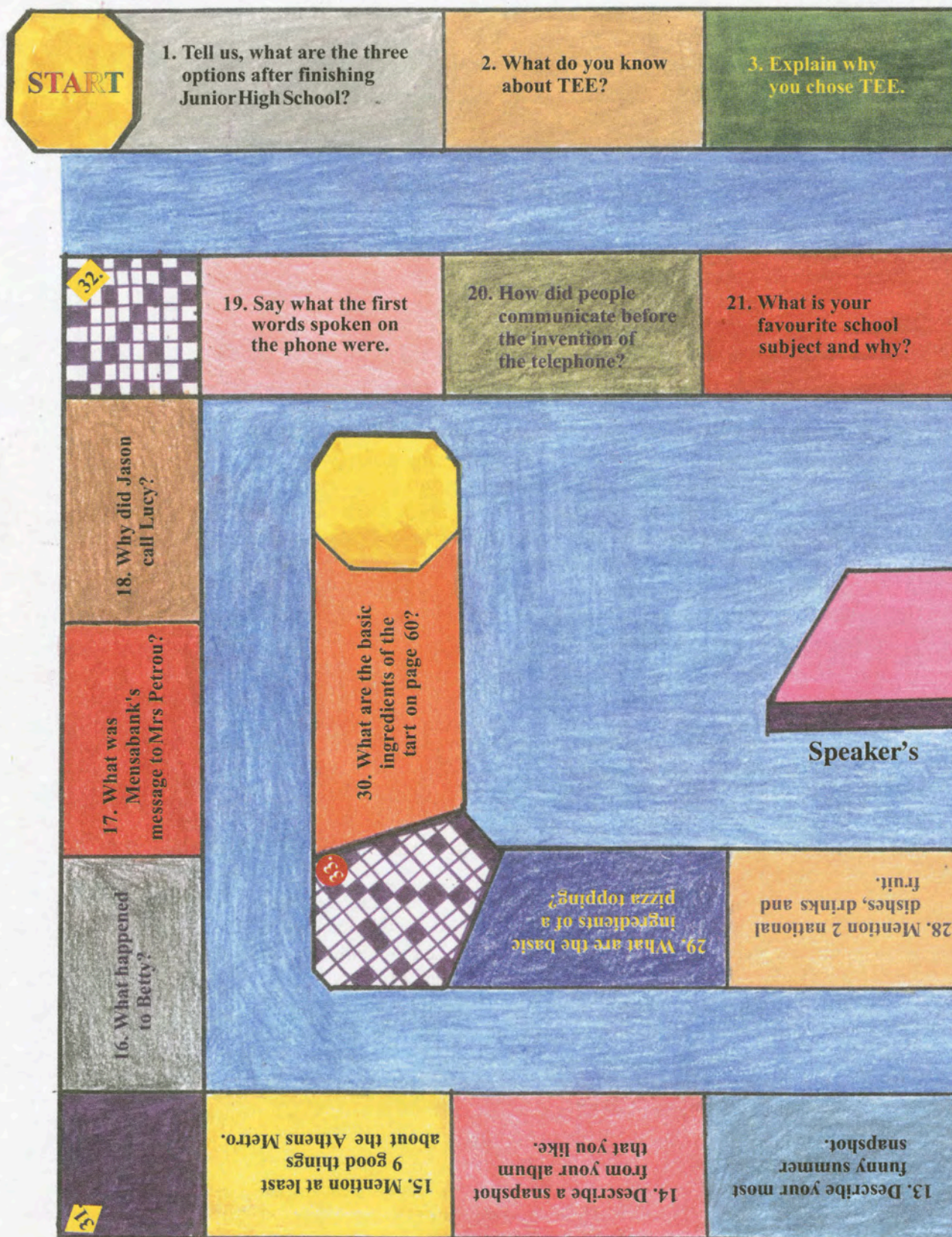


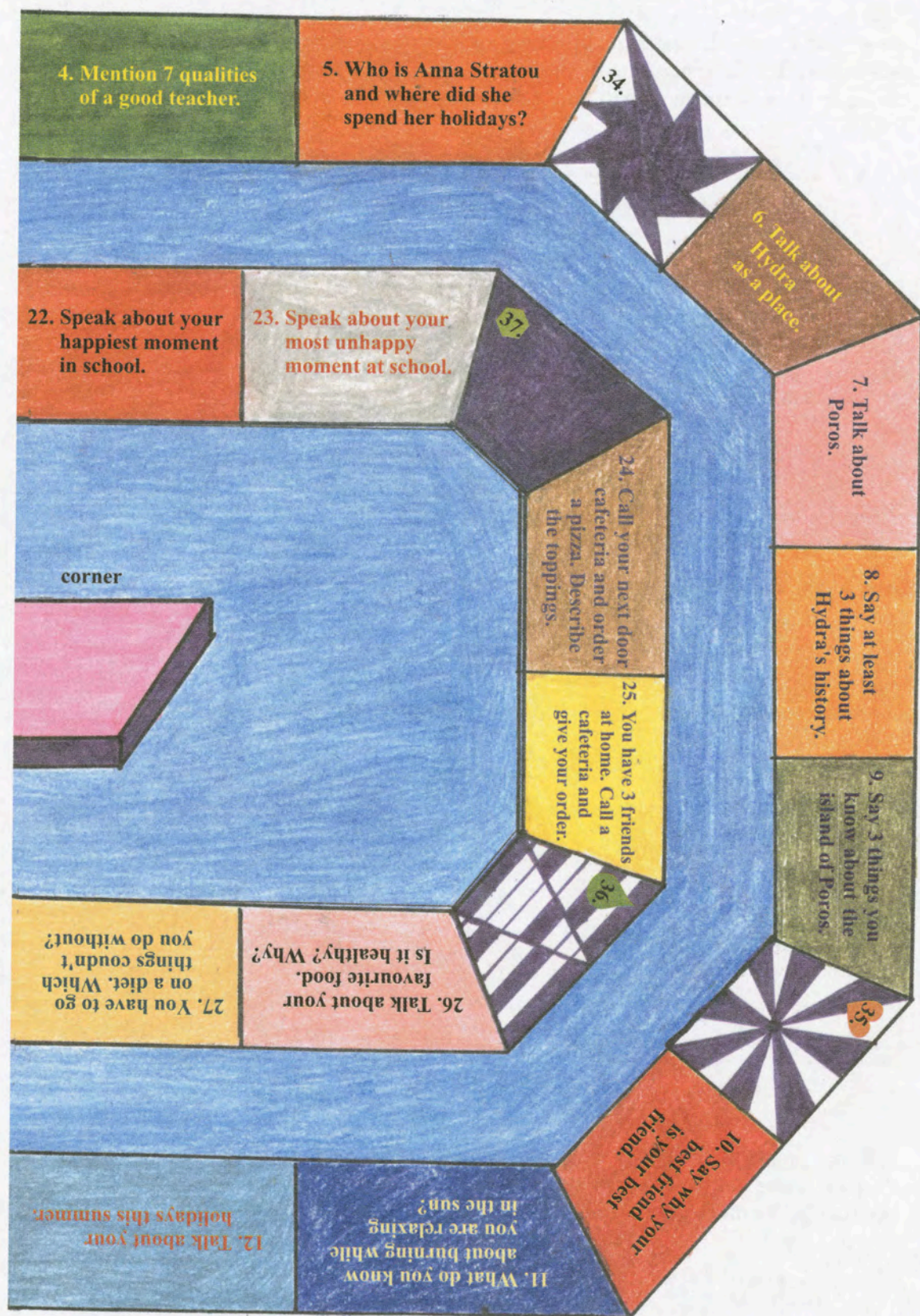
c) You are now ready to play the game that follows (pages 80-81). You only need a dice. Form groups of 4-5 persons. The aim of this game is for your group to reach the end point of the board first. One member of each group plays the 'spy'. He becomes part of another group and sees that they don't cheat. Each member of the group throws the dice once. The players have to perform the speaking tasks written in the squares they land on. Squares 31, 32, 33, 34, 35, 36 and 37 are the ones that can make your group fail to be the winners. If you land on one of them, you have to move back 4 spaces. If a player of a group cannot say something, the 'spy' moves the whole group back 4 spaces and another player continues the game.

Task 5

Fill in the gaps with the prepositions that accompany the verbs. The sentences are taken from the previous chapters.

1. I don't like walking steep roads.
2. The people who first settled the island built ships. They built an important fleet.
3. Look my snapshots. They come the place I spent my holidays at.
4. The Hydriot ships made two-thirds of the whole Greek fleet.
5. The plane dropped a wreath the sea in memory of the hero.
6. Today we are going to talk Hydra's history.
7. Unfortunately, I won't be able attend school today.
8. You'd better make peace the fact that you are not good at maths.
9. I love relaxing the sun and getting rid stress, but I'd like to know how I can guard myself sunburn.
10. You must protect your skin a cream that tells you how long you can stay the sun without burning.
11. Sieve the salt and the baking powder the bowl.
12. We need to be aware the products that are best for us.
13. Tomatoes and cheese help everything from falling





Task 6

Some parts are missing from these two dialogues: a description and a telephone call asking for information. In dialogue A you have to provide the questions. In dialogue B you have to provide the answers. Then, role-play them.

A.

•••••

• A: I met our new history teacher and
• his wife.
• B:.....
• A: Well, he is all right.
• B:.....
• A: He is rather tall with brown hair.
• B:.....
• A: No, not very old. He must be about 40.
• B:.....
• A: I wouldn't say he is fat. He is rather
• well built.
• B:.....
• A: She is fair-haired and short.
•••••

B.

You: Hello, Steve. Has Nick arrived yet?
Steve:.....
You: Do you know when he is coming?
Steve:.....
You: Can you phone me when he gets back?
Steve:.....
.....
You: It's 210 3549786 and my mobile number is 6940987011.
Steve:.....
.....

Task 7

Do you remember how we order food? Complete the dialogues. Then, role-play them.

Waiter: Are you.....
You: I haven't seen the
Waiter: Here you are.
You: I'll have a pizza special.
Waiter:.....else?
You: No, thank you. That'll be it.
Waiter:.....

A: 9287987654
B: I'd like a, please, for tonight.
A: I'm this is
B: Why is?
A: We are
B: What about?

Task 8

Prepare some questions for a class survey to find out what the eating habits of your classmates' families are. Two of them have been prepared for you.



FOOD SURVEY

- 1. How many times a week do you.....
- 2. What do you usually eat for.....
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Task 9
Note down your results here.

Results of the food survey

UNIT 6

GETTING AROUND AND SHOPPING

A. Shopping nowadays

Task 1

Look at the following bags of Greek supermarkets. What do you think of the use of English on them? Discuss with your partner.

SUPER MARKETS



Task 2

Look at these five words and study the two questions that follow.



supermarket sandwich

corn flakes

cake

chips

1. Do you think that even a Greek who doesn't speak English uses them in his or her everyday Greek speech?
2. If yes, why do you think this happens?

Task 3

Now read the text and answer the questions above.

If shopping in the past was just a matter of going to the grocer's a few minutes away from home in the town square or to the local market place, shopping after the Second World War has dramatically changed.

As a child, I remember my mother sending me to the grocer's with some eggs in a basket, potatoes in a sack or whatever else we had to exchange them for sugar, coffee, soap or other goods. The grocer knew my first name and my parents, he would ask me how I was doing in school and then take what I had brought for him and give me what my mother needed for home.

Then came the establishment of factories which produced everything one wanted and in big quantities. Variety and choice replaced the idea of managing with only what one could find in the local grocery, even if it was second best. Achieving and producing the best and the most and in the least possible time led to superman and superwoman and, eventually, to supermarkets, department stores and shopping centers.

The idea of buying ready-made food was unthinkable for the housewives of the forties and, even, fifties. They used to make the food provisions for their families themselves. Every home had a good vegetable garden too. They used to have their clothes and shoes made-to-measure and did not buy them ready-made.

Times change, and people do things they did not use to do. Even my mother, who in the past would never let us have the factory-made goods at home, eats corn flakes and chips together with her grand children and buys her cake at the supermarket. She hardly realises that shopping has expanded to the point that her Greek includes words that a person from any of the 25 member states of the EU or Singapore would not only understand, but use them as well.

Task 4

Read the text above very carefully again and fill in the boxes below with the important stages in the development of shopping, in such a way that shows the contrast between then and now. There is some help for you.

Shopping
in the past

was a matter of going to the
grocer's.



Shopping
after the 2nd World War

has dramatically changed.

The grocer

knew.....
.....



When shopping nowadays in

supermarkets/shopping centers,
nobody

The idea of shopping was

managing with what
.....



The idea of shopping is

making choices from a great
.....

One could produce only

the things
.....



Factories can produce a

variety and
.....

Food provisions for families
in the past

were made
.....



Food provisions for families
now

are made in
.....

Vegetable provision in the past:

Every home had
.....



Vegetable provision now:

People today their
vegetables

Buying clothes in the past:

People used to have
.....



Buying clothes now:

People buy
.....

Greek shopping language in
the past

didn't include many
.....

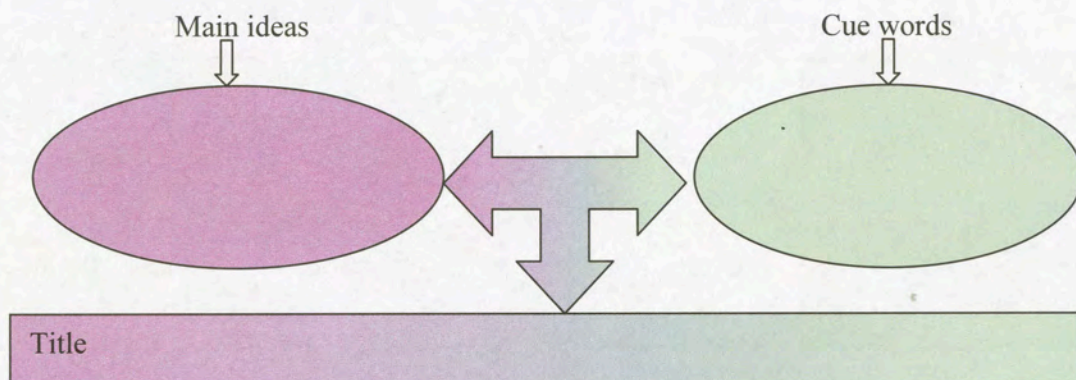


Greek shopping language
now

is full of
.....

Task 5

What title would you give to this passage? Write the main ideas and cue words that led you to it. There is not just one absolutely correct answer.



Task 6

Which words in the text would you replace with the following explanations?

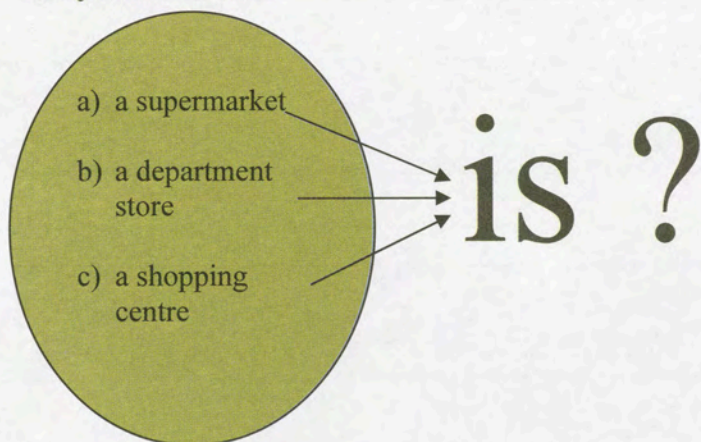
1. =give to each other at the same time
2. =building where goods/things are made by machines
3. =not as good in quality as the best
4. =in the end
5. =food or other things that are needed
6. =something or someone takes the place of something or someone else
7. =becomes bigger
8. =is part of, has



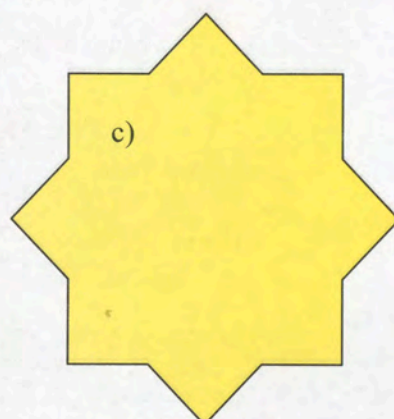
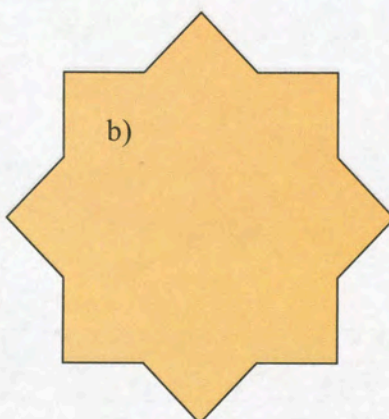
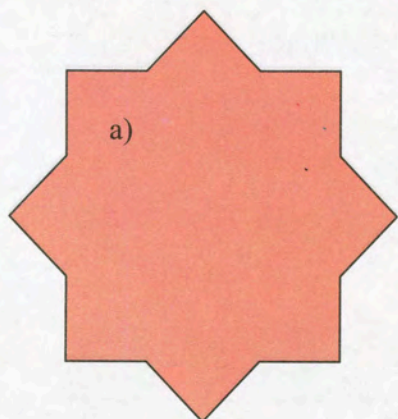
B. Where to buy what

Task 1

Do you know what



Write your answers below.



Task 2

You are in a big department store. Listen to what is announced from the loudspeakers and name the various goods in the different sections and floors in the diagram below. If you have a computer, scan the page and transfer the information there.

DEPARTMENT STORE

B A S E M E N T

1st F L O O R

2nd F L O O R

3rd FLOOR

4th FLOOR

5th FLOOR

TOP FLOOR

Task 3

From the groups of items below, circle the odd-one-out. Then, listen to the text again to check your work.

1. In a Children's Fashion section one can buy
a) toys b) T-shirts c) some after-shave d) sweaters
2. In a Handbags, Belts and Luggage section one can buy
a) suitcases b) bags c) belts d) perfume
3. In a Jewellery section one can buy
a) watches b) rings c) tights d) bracelets
4. In Cosmetics and Perfumery section one can buy
a) necklaces b) lipstick c) face cream d) lotion
5. In a Lingerie and Hosiery section one can buy
a) knickers b) slips c) tights d) bras
6. In a Menswear section one can buy
a) knickers b) slips c) shirts d) ties
7. In a Haberdashery section (in England) one can buy
a) needles b) scissors c) thread d) a cordless screw driver
8. In a Stationery section one can buy
a) paper b) envelopes c) shoes d) pencils
9. In a Shoe Studio one can buy
a) slippers b) trainers c) boots d) tennis rackets
10. In a Bedlinen, Towels and Quilt section one can buy
a) blankets b) pillows c) beds d) sheets

Task 4

**In which sections of a big department store could you find the following articles?
Write the letter of each section next to the relevant articles.**

Articles		Articles		Sections
1. bread		15. deck chairs		A. Hardware
2. pyjamas		16. tools		B. Household
3. tights		17. biscuits		C. Stationery
4. perfume		18. weights		D. Sports
5. meat		19. golf equipment		E. Ladies fashion
6. skirts		20. shampoo		F. Food
7. scarves		21. toys		G. Children's wear
8. screwdrivers		22. stools		H. Menswear
9. nails		23. tennis rackets		I. Cosmetics and Perfumery
10. envelopes		24. hammers		
11. CDs		25. forks		
12. batteries		26. vases		
13. trousers		27. dolls		
14. shirts		28. jumpers		

C. Time for presents

Task 1

Think before you read and discuss in class.

1. Do you like to be offered presents?
2. Do you equally like to offer presents?
3. Do you believe in Santa Claus?
4. Was there a period in your life when you believed in Santa Claus?
5. What human need continues the story of Santa Claus bringing presents to children in Christian societies?

Task 2

Write your answers to questions 3, 4 and 5 below.

3.

4.

5.

presents

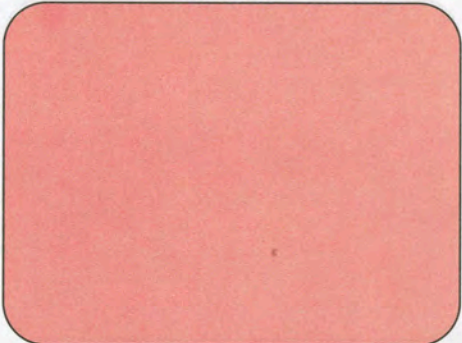
When it comes to the choice of presents, there is a strong possibility of choosing and buying the wrong thing for the wrong person. You may think that introducing your children to computers at an early age is an excellent way of making learning fun and of broadening their world. Their response, however, may be: "But I wanted a doll and a wooden mouse, or a teddy bear and some marbles to play with!"

It is not surprising that parents, relatives or friends would want to continue the pleasure they had when they first read, for example, the story of the Little Red Riding Hood by introducing it to the children of their environment. The opening sentence "Once upon a time there was a little girl ..." can be easily remembered, immediately captivates the reader and is timeless. Who does not know the story of the little girl, her grandmother, the wolf and the hunter and wouldn't want at moments of relaxation to hear a similar story?

You may also think it's a good idea to surprise people with presents. Here is the story of a lady who received a present she did not want. "My husband is a great one for surprise presents. The worst time was when he told me that he had a present, which he had to give me on Christmas Eve. The present couldn't wait till the next day. I became a bit suspicious. We were at a friend's house. I told him that if it was a pet, I couldn't find the time to look after it. My husband looked uneasy and said he was sure I'd love his present. Of course, it was a pet – a little kitten. I finally grew to love the animal, but I think it's not a good idea to give pets as presents, unless you are sure they are wanted."

Task 3

List the pros and cons of giving a computer, the story of the Little Red Riding Hood or a pet to someone.

PROS	CONS
	

Task 4

Look at your lists above. Which of the items you have put down is the most important for you in each of the boxes? Why? Turn to your partner and compare your views. Do you agree?

Task 5

Choose the correct item.

1. You may think that when you are offering a computer to a child you are
 - a) colouring his or her world
 - b) making his or her world smaller
 - c) making his or her world wider
 - d) making his or her world darker
2. By introducing a well-known story parents, relatives or friends want to
 - a) educate the child
 - b) please the child
 - c) please the family
 - d) please themselves
3. The opening sentence of a fairy tale immediately
 - a) puts the readers off
 - b) attracts the readers very much
 - c) entertains the readers
 - d) disappoints the readers
4. People would want to hear stories like the Little Red Riding Hood
 - a) when they are at work
 - b) when they are tense and unhappy
 - c) when they want to have a pleasant and restful time
 - d) when they are preparing for an exam
5. The present couldn't wait till the next day because
 - a) it would melt by then
 - b) it would go bad by then
 - c) it needed cooking immediately
 - d) it had to be taken care of
6. The husband looked uneasy because he realised
 - a) his wife had easily guessed his present
 - b) his wife did not want that kind of present
 - c) there were friends around
 - d) his wife did not like secrets

Task 6

Suppose you were to continue the article on presents. Bring another example and write a paragraph of no more than fifty words. Phrases and words like the following may be useful to you.

You may think It may be true But However, On the other hand,
It is not surprising that Who wouldn't feel happy/special
When you choose It is important ..., but ...

D. How language holds together and works

In this part of Unit 6, you will practise **Grammar** (how words relate to each other) and **Syntax** (in what order we put words next to each other) in order to be able to communicate. In this unit you will also practise English sounds (**pronunciation**).

"Used to ..." for habits in the past

Task 1

Study what the old lady says about shopping in the past:

- I used to cook all the meals for my family myself.
- I did not use to buy ready-made food.
- People did not use to buy their groceries at supermarkets.
- We used to have vegetable gardens in the back yards of our homes.



Task 2

When do you think we use:

***I/you/he/she/it/we/they + used + to + basic verb form?* Circle the right answer. Then discuss in class and write the rule in the box below.**

1. To talk about an action we are certain it will happen in the future.
2. To talk about an action we have just completed.
3. To talk about a habitual action in the past that we do not practise any more.

Task 3

Complete the sentences with the correct form of *used to* + basic verb form. Make other necessary changes too.

1. Shops in the past so much variety of goods. (not have)
2. My grandmother all her vegetables in her vegetable garden. (grow)
3. people canned food in the past? (eat)
4. My grandmother her cakes. She made them herself. (not buy)
5. Shopping before the Second World War totally different. (be)
6. people ready-made clothes in the past? (wear)
7. The grocer in my neighbourhood my first name, but nobody knows my name in the supermarket I go shopping now. (know)
8. We factory-made goods before the Second World War. (not buy)

Task 4

Underline the *used to* sentences in the text on page 85. Then talk with your partner about things you used to do in the past, but you do not do any longer. Tell your classmates in the back/front row about them.

Task 5

This lady has a totally different background from the lady in Task 1 and is not as old as she is, but she spent her life in the U.S.A. Now she is retired and she lives in Greece. Naturally, she misses her comfortable life in America, where everything is automatic and ready-made. This is what she says.

- If I lived in America, I would order everything by phone.
- If you wanted food from all over the world, shops would order it for you in America.
- If I stayed in America, my pension would not be enough to live the way I used to live in the past.
- If I had the money, I would buy a luxury car.
- If I knew how to cook, I would not ask you to help me with the pizza recipe.



Task 6

Read the sentences again. Underline the verb forms in the *if* sentences and in the sentences following the comma. Write the formula for this structure, which is called the Second Conditional in grammar. When do we use it? Is it possible for the lady to go back to America? Can she buy a luxury car now? She can dream, though, of what she could do if she were in America or if she had money.



We use the second conditional to talk about

Task 7

Fill in the table with the missing parts of the following sentences. Compare your work with your partner. Have you written the same sentences?

If you bought a luxury car,	
	she would buy a ticket.
If I could change my face,	
	they would send us an invitation.
If Mary thought badly about you,	
	I would not buy a lifejacket.

Task 8

Look at the table on page 90 again (Articles 1 to 28). Ask your partner questions using both *How many* and *How much*. Do we say *How many bread?* or *How much bread?* *How many pyjamas?* or *How much pyjamas?* Is the rule in the box below correct?

We use *How many* with things (nouns) we can count. The nouns are countable and have a plural like *eggs*, *potatoes*, etc. We use *How much* with things (nouns) we cannot count at a glance. We need to weigh them. The nouns are uncountable and have no plural like *milk*, *sugar*, etc. Also, we cannot say *a milk*, *a sugar*, but we can say *an egg*, *a potato*.

Task 9

- a) Form groups of five. You are at a local market (see picture below) and you want to buy the fruit and vegetables in the following list. Use *How many/How much* to ask your partner questions about the fruit and vegetables in it. Answer your partner's questions too. Use your dictionary to check if the words in the list are countable or uncountable. Remember: In questions and negative sentences we use *any*, in affirmative sentences we use *some*.
E.g. Have you got *any* melons? – Yes, we've got *some*. – No, we haven't got *any*.



oranges
lemons
spinach
parsley
celery
carrots
watermelons
tomatoes
cucumber
lettuce

- b) Here is an example of a short dialogue between one of you and the seller. Each member of the group writes two dialogues in his or her notebook.

You: Have you got any oranges?
Seller: No, we haven't got any at this time of the year.
You: What about lemons, have you got any?
Seller: Yes, we've got some in the fridge.
You: How much are they?
Seller: A euro each. How many do you need?
You: I need 4.
Seller: OK, here you are, 4 euros.

Task 10

Take it in turns to role-play some of the dialogues you have prepared.

Task 11
Practise your pronunciation.

Try to listen to the /e/ sound when your teacher says the words *met*, *birthday*, *super*. Is the /e/ sound the same in all cases? Listen to your teacher pronouncing the words in the big box three times. Arrange them in the smaller boxes according to the way the /e/ sound is pronounced. Use your dictionary to check your work.

bird	after	belt
bed	ladder	church
hovercraft	breakfast	shirt
earth	check	writer

met	birthday	super
.....		
.....		
.....		
.....		

E. Work and play with words

Task 1
Words join to form new words (compounds), e.g. *superman*, *superwoman* and *supermarket*. Join the words in the following table correctly to form compounds. Use your dictionary to check your work.

1. fruit	light	1. fruitcake
2. life	meal	
3. water	head	
4. play	style	
5. whole	stairs	
6. sun	front	
7. sun	boy	
8. figure	cake	
9. down	ground	
10. school	bathe	

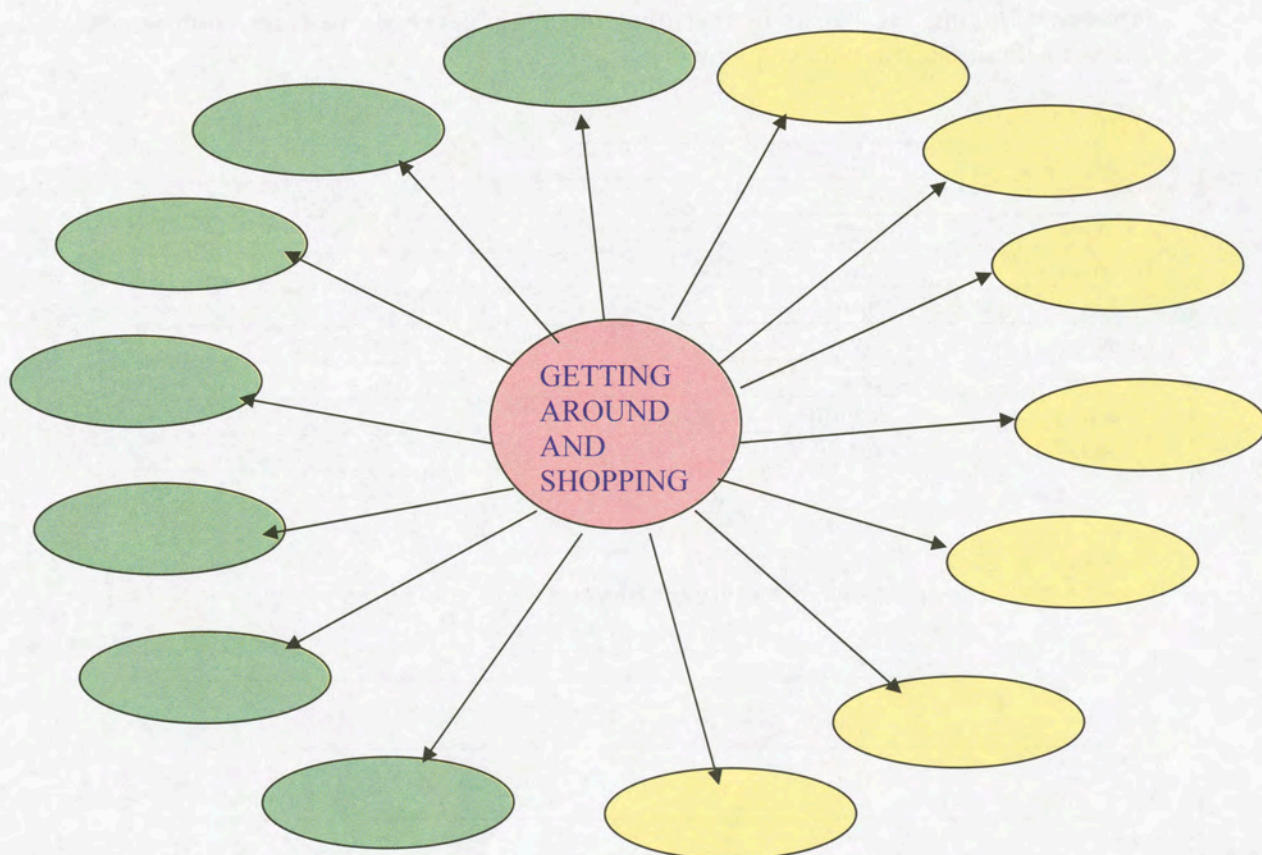
Task 2
Use the above compounds in a sentence of your own.

- 1. _____
- 2. _____
- 3. _____

4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Task 3

- a) Go back to the material you have covered so far. Complete the green circles of the spidergram with words/phrases you are not certain that you know well and the yellow circles with words/phrases you don't know.
- b) Compare your spidergram with your partner's. Write the Greek meaning of the words/phrases your partner knows under the relevant word of your spidergram.



Task 4

Go through the pages you have read so far again. Find the words/phrases that neither you, nor your partner knows. Underline them. Choose four of them and write sentences of your own. The way these words/phrases are used in this unit and the examples in your dictionary can help you. Show your work to your teacher.

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

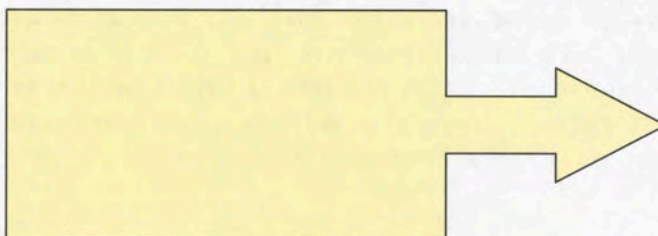
F. Make you point

In this section you will make your point by using English without thinking of mistakes. Try to use your knowledge of English to do things like expressing your feelings about images, impressions, thoughts you made and words that challenged your thinking. You may also do follow-up work (projects), and/or cross-curricular activities (activities where you will need to use information from other school lessons) and mediation tasks (where you use information from Greek texts).

Task 1

Send an e-mail or a mobile message to a friend abroad asking if he or she could help you buy some computer software you cannot find in Greece or a book/dictionary with terminology on the subject you are specialising in.

Your e-mail/mobile message



Task 2

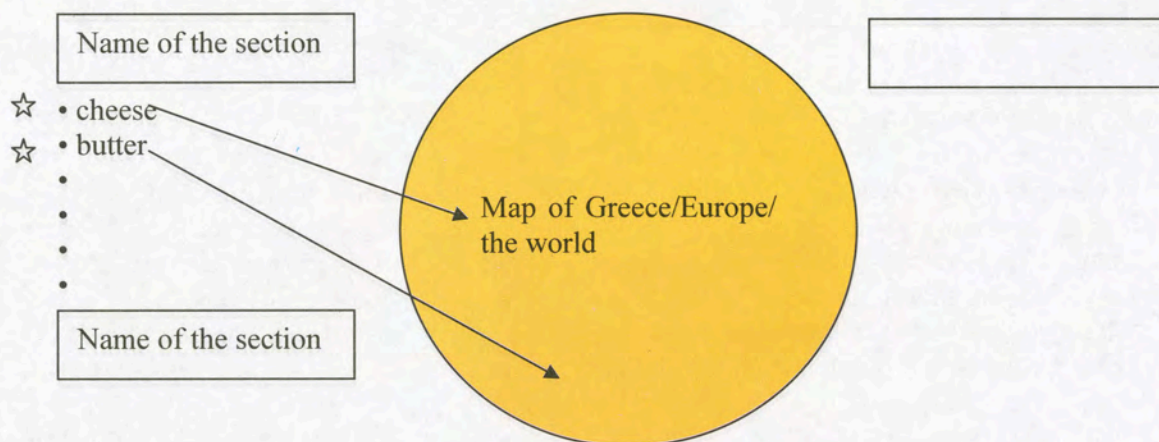
The aim of this project is the presentation of the products stored in a big department store and the country and region they come from. In this project you may need the help of your geography, computer and English teacher too.

For the project you need:

- The catalogue of a department store and/or advertising leaflets.
- A big piece of cardboard.
- A map of Greece, of Europe and of the world.
- Markers, glue and/or pins and string.

- Form groups of five and make sure that throughout the project everybody does something.
- Select a department store and decide on the sections each group will visit. Collect pictures of the products they store and information about them (e.g. prices, country/region they come from, qualities, etc.).
- Make cardboard labels for the store sections and for their products.
- Stick the maps in the centre of the board or on the wall and the labels around the maps as in the example below. Link each product with the place it comes from.
- Present your group's work to the rest of the class.

Your presentation may look like this.



Task 3

A group of foreign schoolboys and schoolgirls are visiting your school in an exchange European programme. They want to buy presents for parents and friends back home. You show them some local newspapers with advertisements and information on local goods. Explain what is written in the papers and the advantages of buying this or that, help them make lists with goods to buy and prices, show and help them around.

UNIT 7

ART AND GRAFFITI

A. Man's need to create

Task 1

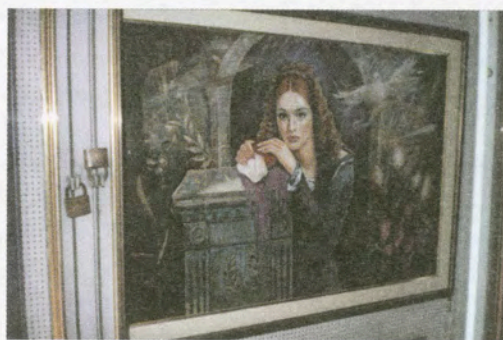
Study the pictures below and talk about them in pairs or in groups. Ask your teacher's opinion too.

- Do they have something in common?
- Do they differ?
- Which of these two pictures would you like to decorate your room with?
- Give your reason(s) for choosing or for rejecting them. E.g.: *I choose/I don't choose, I prefer/I don't prefer ... because ...*
- What areas of human activity do you think these pictures come from?

Express your opinion in a sentence in the boxes under each one of the pictures.



1.



2.



3.



4.



5.



6.

Task 2

What do you know about art and graffiti? Read this text to get an idea.

What is the aim of a painting, a sculpture, a statue, a photograph, a work of art or a sketch, no matter how simple or primitive it is? Why should somebody take a piece of stone in his hand or use some colourful material and leave a mark?

It seems that human beings, from the first moment on this earth, felt the need to communicate with each other and leave a tangible sign of their existence, first out of necessity to survive and later on because they needed to express their thoughts and feelings and to look for beauty and aesthetic fulfilment.

The history of man on earth and the history of art go hand in hand. Works of art reflect the spirit of a period in history. They captivate the different aspects of human activity. Art in its various manifestations in turn becomes a source of inspiration for future generations, shaping in a way their view of the world.

Take for example “art nouveau”, a style of design which developed in reaction to industrialisation around 1890-1910 and was characterised by asymmetry and exotic colouring. It certainly fed the imagination of artists then, but also became a forerunner of the later style developments in architecture and crafts and why not the developments of what today is called street art and graffiti. Before questioning whether graffiti is an art, we should not forget that graffiti (scribbles, messages, paintings) on walls of caves of prehistoric man is very valuable not only for its information, but as a sign of man’s need to express himself creatively and produce works of art.

Modern graffiti started as a youth culture in America, but by now young persons in Europe do graffiti paintings. Graffiti has influenced music, theatre, cartoons, posters, fashion designers and artists. It has taken many forms, and a growing number of young people are seriously interested in it. For them it is a means of expressing their feelings and opinions on current events and issues globally.

Task 3

Read the text again and write T (=True) or F (=False) next to the sentences.

1. Human beings felt only the need to communicate in order to survive.
2. The need to look for beauty is important to man.
3. Works of art reflect the period of history they are created in.
4. Art in a way shapes a person's view of the world.
5. "Art nouveau" is about industrialisation in 1890-1910.
6. "Art nouveau" played a role in the way art developed later on.
7. Works of art refer to beauty only.
8. America is the only country where one can see graffiti.
9. A number of young people are seriously interested in graffiti.
10. Through graffiti a number of young people express feelings and opinions.

Task 4

Match the English words and phrases to their Greek meanings. The first is done for you.

1	sculpture	a	σχεδιαστής μόδας	1-f
2	primitive	b	πηγή έμπνευσης	
3	future generations	c	αιχμαλωτίζω	
4	captivate	d	εκδήλωση	
5	a source of inspiration	e	μελλοντικές γενιές	
6	industrialisation	f	γλυπτό	
7	fashion designer	g	πρωτόγονος	
8	current events	h	εκπλήρωση	
9	fulfilment	i	τρέχοντα γεγονότα	
10	manifestation	j	βιομηχανοποίηση	

Task 5

What do you think the rest of the text is about? Discuss in pairs or groups.

Task 6

You are going to listen to an interview. While you are listening, keep these questions in mind.

- How many speakers take part in this interview?
- Can you guess their age, more or less?
- What is the topic of their discussion?
- Is it related to the above text?

Task 7

Listen to the conversation again. Make notes about each speaker's ideas on graffiti in the box. Form groups and discuss these points. Look at the announcement below and compare the following pictures with pictures number 1, 5, 6 on pages 101-102 which come from Athens. Any comments? Which of the two speakers do you agree most with?

.....

.....

.....

.....

.....

.....



**INTERNATIONAL GRAFFITI ART
COMPETITION**



Task 8

Write a summary of about 50 words in your notebook about your views on graffiti. Is it a good way of self-expression in all its forms, prehistoric art, modern art, etc.? Has graffiti influenced other areas of human activity? Compare your work with your partner's.

B. The portrait of an artist

Task 1

Go back to the previous section and look at picture number 4, page 101. Is the glass sculpture familiar to you? Do you know anything about the artist? What do you think this piece of art tries to express? Do you know how it is called? Does your partner know? Discuss with your classmates in the front/back row.

Task 2

Read the text to find out information about the artist and his work.

KOSTAS VAROTSOS

Artist – Professor at the School of Architecture, Aristotelio University, Thessaloniki

If I weren't an artist, I would be a collector – I like other people's works. I know how difficult it is to create a good work of art. With a lot of my fellow artists' works I feel that I've created them myself. I've bought a good number of them; some day I hope to build a house to put them in. I believe that contemporary art has been separated from what we call the social environment, hidden in museums that have become laboratories where specialists can carry out their scientific research. We all move around as one large family between museums and galleries. We've lost touch with the world. I understood very early on the importance of our relationship with the general public. It is an objective force vis-à-vis the art system, which is a virtual-artificial affair made of paper. I have attached a lot of importance to the relationship between art and the public, especially through my sculpture "Dromeas". You always fear the criticism of your own people. It is harsher because it has neither a strategic nor a professional approach. The harsh criticism of the untrained eye can help you interpret a work of art. It is time we stopped analyzing everything. Our analytical tendencies are actually reducing our insight. "Dromeas" signaled the change which came through synthesis rather than analysis.

Task 3

Read the text more carefully and answer the following questions (in your notebook).

1. What is the aim of the writer of this article?
2. Who is this information written for?
3. Where do you think this short biography of the artist comes from?
4. How does Varotsos feel about the work of his colleagues?
5. How does he talk about his hope for the future?
6. If Varotsos were not an artist, what would he be?
7. What is Varotsos' opinion on specialists?
8. Why does Varotsos think that contemporary art is far from our social environment?
9. Can you mention what is so special about "Dromeas"?
10. Does "Dromeas" signal any change in sculpture?
11. Why should we stop being too analytical?
12. Why is criticism from artists harsher?

Task 4

Match the words on the left with their explanations on the right. There is some extra information you do not need.

a	contemporary	1	not natural, created by people	a-7
b	hidden	2	based on facts	
c	specialist	3	art gallery	
d	laboratory	4	matters that relate to science	
e	artificial	5	contact	
f	scientific	6	an opinion on bad or good points	
g	research	7	existing or happening now	
h	touch	8	cannot be seen or found	
i	objective	9	detailed study of a subject	
j	criticism	10	person who knows a lot about something	
		11	a room with special scientific equipment	
		12	art	

Task 5

You are working for a teen magazine. Prepare some questions to ask the artist, Varotsos, about his work, his life in general, his views on graffiti and on Greek and global issues. Take it in turns to be the interviewer and Varotsos and simulate the scene.

-
-
-
-
-
-

Task 6

Write a short report about this picture of “Dromeas” which another TEE student e-mailed to you. He says that in his photograph “Dromeas” is ready to “run the cars over” before he is run over by them. Here are some tips of advice on how to work.

1. Start with a simple statement about the topic.
2. Describe the picture in an orderly way so that the reader can follow you. Say, for example, in the front part ... Now I move to the ...
3. State your conclusion in a clear way.



.....

.....

.....

.....

.....

.....

C. Developing creativity

Task 1

Think of a toy that impressed you as a child and tell your partner. Why did it impress you? Why do you still remember it? Now read the following text (page 108) quickly to see what it is about.

Every parent would be interested to give his child the best toy possible:

- To keep the child busy.
- To occupy the child's mind productively.
- To develop its creative talents.
- To have a lot of fun.

That's why we have created our Get Started Set!

IT LOOKS LIKE A LOT OF FUN.

BUT IT'S A LOT CRAFTIER THAN THAT

Keeping little hands and young minds usefully busy is simpler than you can imagine with our Get Started Set which consists of two sets: a) the Clay Things Set and b) the Needle Arts Set.

With this box, children can discover and develop the pleasures of making models with clay. From first attempts to “works of art”, Get Started Clay Things Set has all that kids need: Three bags of special clay, paints, varnish, tools for cutting, rolling, decorating and patterning. There are sharper cutters too, and most importantly, a 40-page colour booklet by Barbara McKittrick. This tells the child what to do and what not to do (For example, How Not To Make A Mess)

Besides developing the child’s ability to use his hands in a creative way, the child is having a lot of fun with Get Started Clay Things Set. This is the reason why your child will enjoy the set now and will understand its importance later on in life.

Besides Get Started Clay Things Set, there’s Get Started Needle Arts Set for little embroiderers (needles, threads, tools for cutting and a thimble are included). This set could help tomorrow’s fashion designers develop the talent of adding that special touch to ordinary clothes.

If our Get Started Set satisfies you, there’s our complete candle-making kit Colour Candles Set. Call us. It will be sent to you upon request.

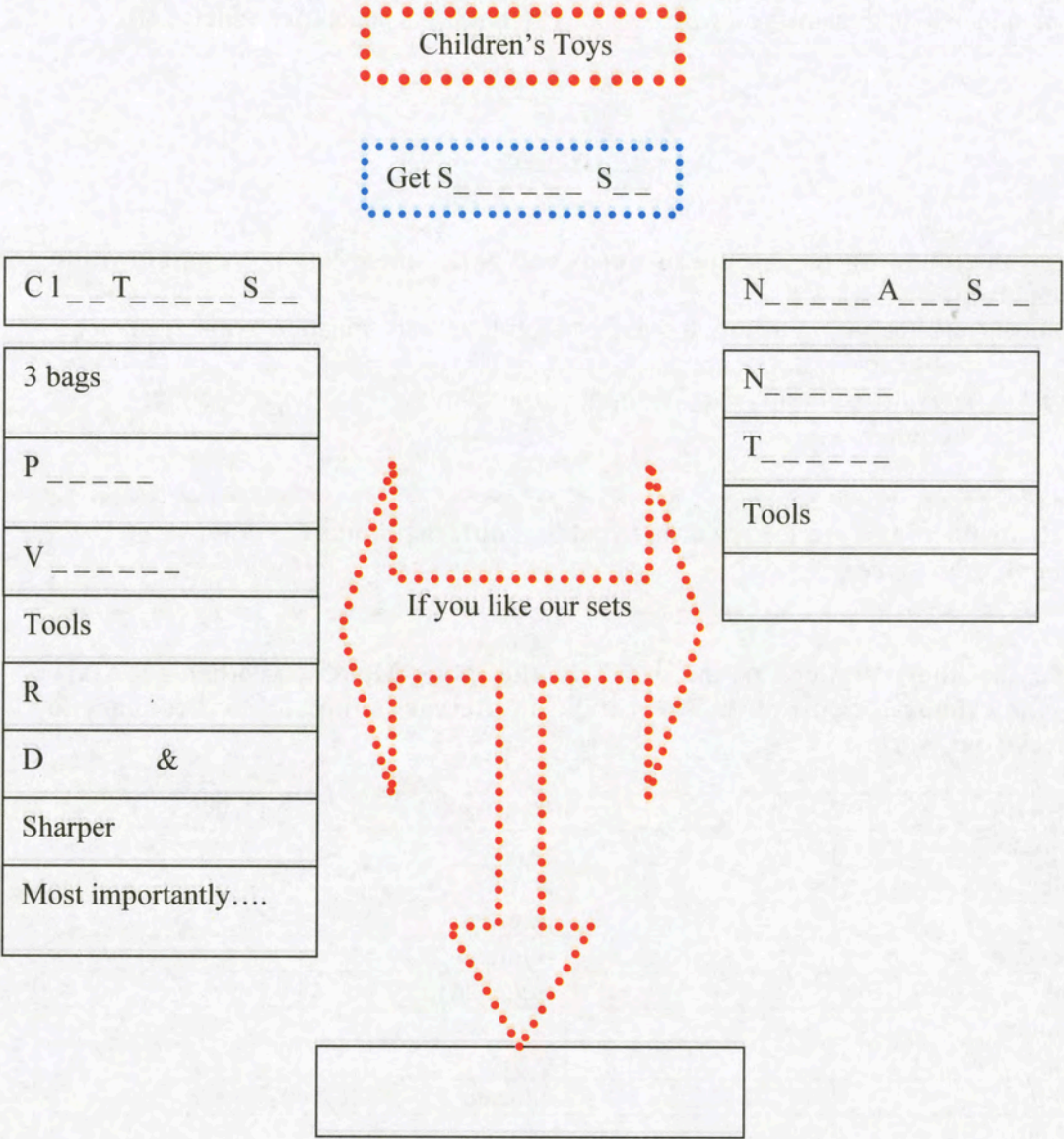
Task 2

Read the text again and answer these questions.

1. What kind of text is this? What features make it the kind of text it is?
2. Where can one find texts like this?
3. What is the aim of the writer of this text?
4. Who is the text addressed to?
5. If you were a parent, would you buy the sets? Why?/Why not?
6. Do you agree that the sets can fulfil what their manufacturers promise?

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

Task 3
 Read the text again and fill in the diagram below. There is some help for you.



Task 4
 Talk to your partner. Which toy or any one of the three sets would you buy for your little brother/nephew/ friend? Why?

D. How language holds together and works

In this part of Unit 7, you will practise **Grammar** (how words relate to each other) and **Syntax** (in what order we put words next to each other) in order to be able to communicate. In this unit you will also practise English sounds (**pronunciation**).

Derivatives

Task 1

Read the following two groups of words and notice their common ending within each group.

English: inspiration generation industrialisation imagination manifestation
fulfilment development

Greek: πραγματοποίηση ικανοποίηση ευαισθητοποίηση ωραιοποίηση
ποίηση

Remember: We can form words by adding different kinds of endings e.g. *-ion, -tion, -ment*.

Add the above endings to the words in the table. Make any other necessary spelling changes. Some of the words take a different ending. Use a dictionary to check your work.

VERBS	NOUNS	VERBS	NOUNS
enjoy		express	
select		admire	
create		improve	
manage		impress	
fail		organise	
establish		educate	
improve		reflect	
protect		educate	
admire		act	
practise		invent	

Task 2

The manufacturers of the Get Started Set are very hopeful about their toy. This is what they say about it:

- Your child will enjoy it now and ...
- ... will appreciate its value later on in life.

Underline the form. Discuss its structure with your partner and write how we form the Future Tense in the box that follows. Ask for your teacher's help too.

Simple Future Tense:

Task 3

Ask your classmates in the front/back row about their future plans, e.g. What will you do next year? Talk about your plans too. Take notes in the table below. Then report the information to your class. There is some help for you.

Person	Future plan
Varotsos	will build an art gallery to display his paintings,
I	will do a lot of things in my life.
Peter	

Task 4

Complete the following sentences with the verbs in parentheses in the correct tense (Past Simple, Present Simple or Future Simple).

- Sorry, I _____ to post your letter. I _____ it _____ tomorrow. (forget – post)
- It's only four. There _____ plenty of time for a cup of coffee. The train _____ at eight o'clock. (be – leave)
- Don't worry. I _____, I _____ during holidays. (promise – not overeat)
- I _____ usually _____ travelling by air. Tomorrow, though, I _____ by air. (not like – travel)
- It's getting late. When _____ your suitcase for the trip? (you - prepare)
- I _____ you in a minute. I must take the dog for a walk first. (see)
- Peter _____ at lunchtime. You can see him then. (be back)
- We must hurry, Elena. The concert _____ at six. (begin)

Task 5

Practise your pronunciation.

Try to listen to the way your teacher pronounces the underlined letters in these words: *thin* – *then*, *put* – *boot*, *lock* – *log*. Then listen to your teacher pronouncing the words in the big box three times. Arrange them in the smaller boxes according to the way each of the top words in the boxes are pronounced. Use your dictionary to check your work.

thank	cold	pit	than	beat	gold
back	thirty	kite	pack	gate	there
throw	folk	bill	though	fog	pill
bull	pull	thought	together	big	beak

thin

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

then

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

put

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

boot

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

lock

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

log

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

E. Work and play with words

Task 1

Words can be nouns and verbs too. For example, the word “paint” in the sentence “You can use red paint if you like.” is a noun, while in the sentence “The artist painted a picture.” it is a verb. Make sentences of your own using the words below both as nouns (n) and verbs (v). They all come from the text on page 102. Use your dictionary to help you.

● need

n _____

v _____

● work

n _____

v _____

● mark

n _____

v _____

● turn

n _____

v _____

● influence

n _____

v _____

● hand

n _____

v _____

- look
n _____
v _____
- use
n _____
v _____
- call
n _____
v _____
- shape
n _____
v _____
- start
n _____
v _____

Task 2

Go back to the material you have covered so far. Complete the spaces of Star 1 (page 114) with the words/phrases you feel you don't know. Compare your star with your partner's and exchange information. Underline the words/phrases your partner knows.

Task 3

Copy the underlined words/phrases on the green spaces of Star 2 (page 115) and write their Greek meaning. Go back to the material you have covered so far and find the words/phrases that nobody knows. Underline them.

Task 4

Choose a few of the underlined words/phrases, look them up in a dictionary and copy the example given in it on the dark yellow spaces of Star 2. Write sentences of your own for the rest of the underlined words/phrases on the dark pink spaces of Star 2. Get help from your dictionary.

.....

.....

.....

.....

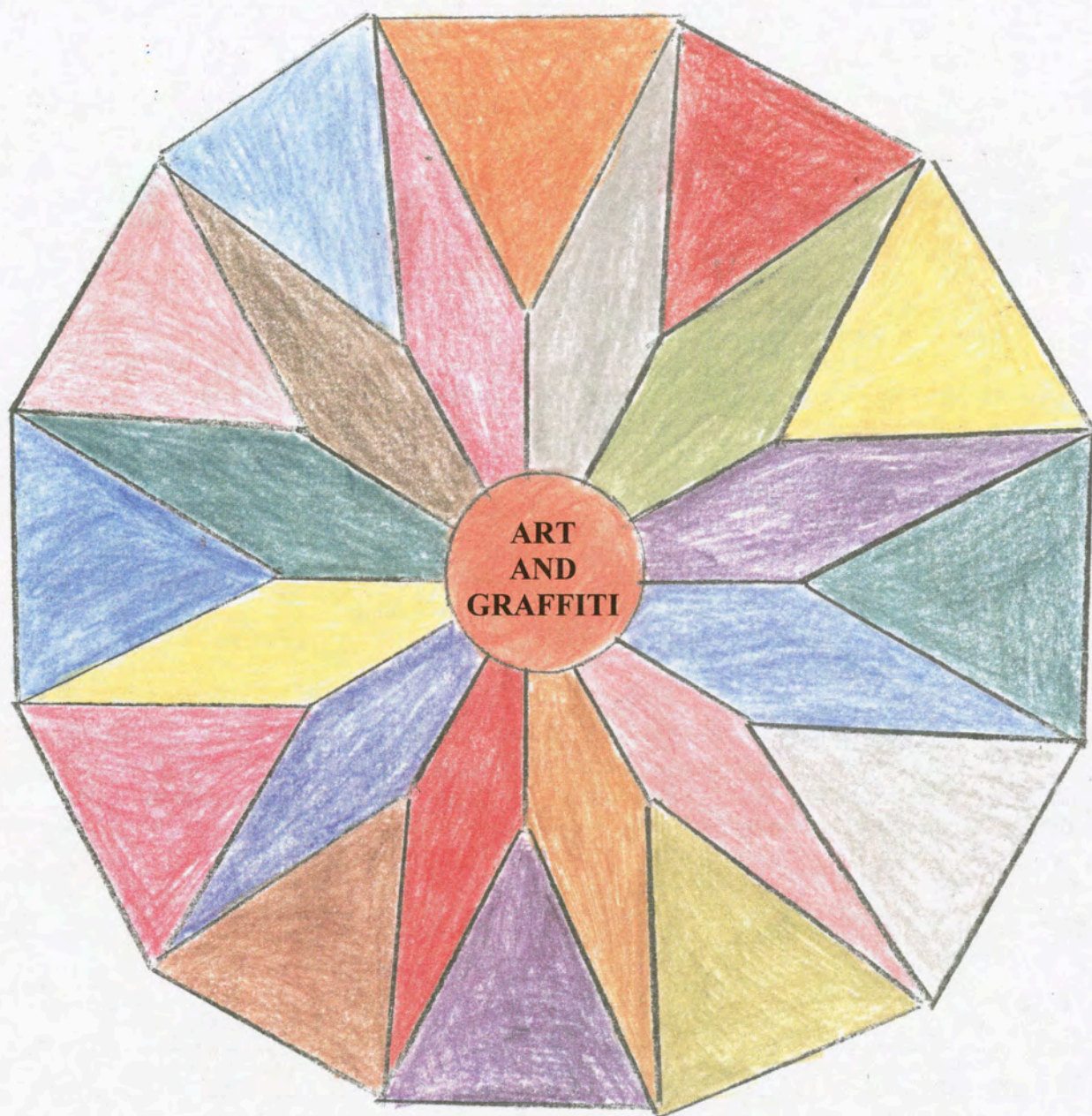
.....

.....

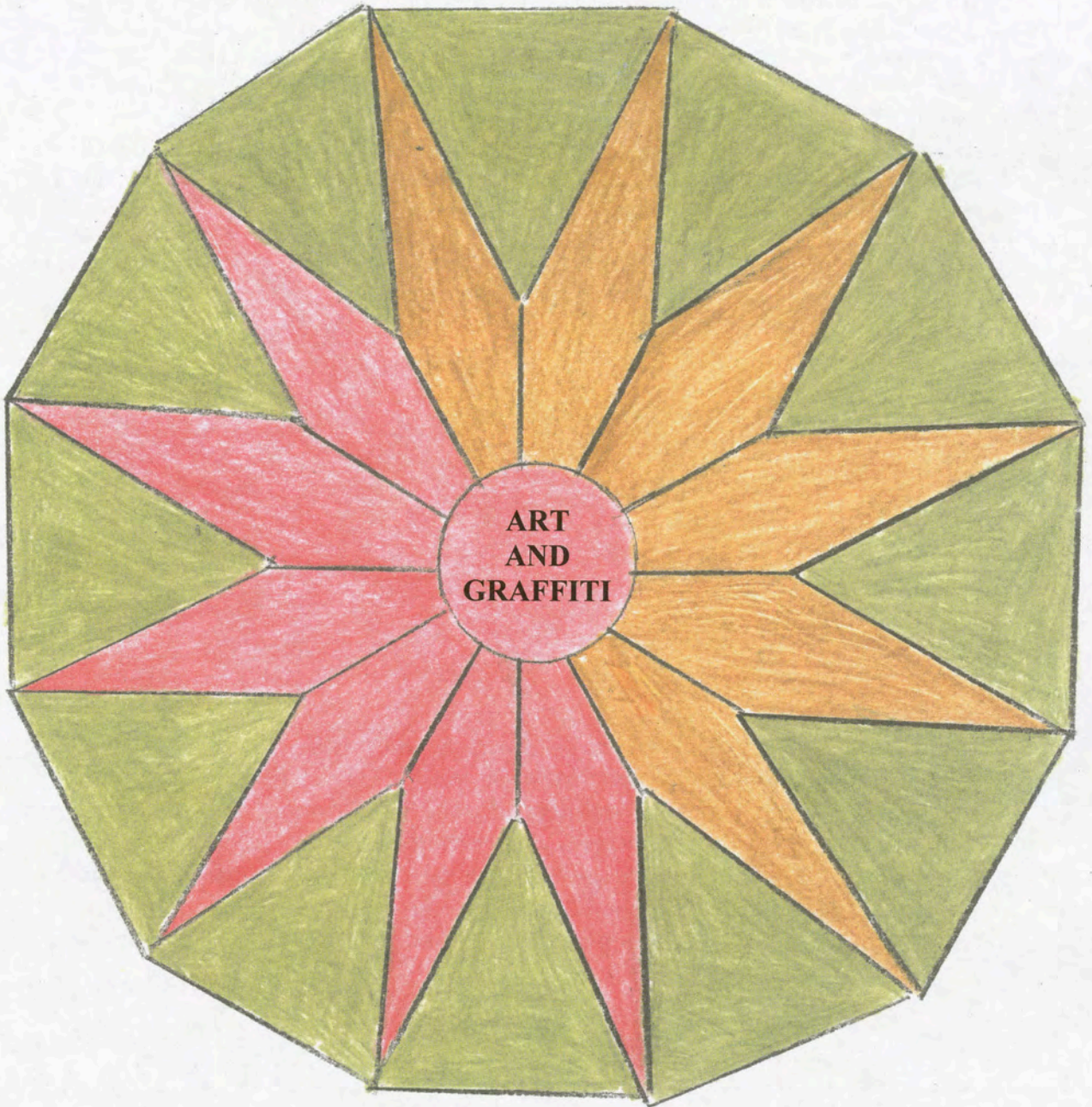
.....

.....

Star 1



Star 2



F. Make your point

In this section you will make your point by using English without thinking of mistakes. Try to use your knowledge of English to do things like expressing your feelings about images, impressions, thoughts you made and words that challenged your thinking. You may also do follow-up work (projects), and/or cross-curricular activities (activities where you will need to use information from other school lessons) and mediation tasks (where you use information from Greek texts).

Task 1

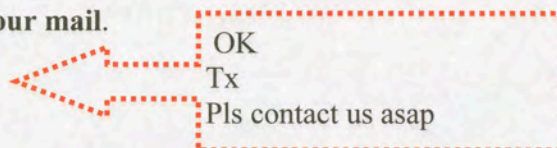
Discuss in groups the possibility of inviting another TEE class to visit the Greek National Gallery together and then have coffee at a cafeteria. Then write the respective e-mail.

Your e-mail



Task 2

Here is the TEE reply to your mail.



Form groups. Discuss how you will share tasks with the other school during the visit. Divide students in teams comprising of people from both schools. Give each team a worksheet like the one on page 117, on which they will take notes on art features of a certain period in Greek art. When you are back at school note down, with the help of both the history and the English teacher, important events related to the period. Make comparisons between art and history. Exchange information with the other TEE class.

Worksheet

Period in art	Period in art	Period in art	Period in art
Period in history	Period in history	Period in history	Period in history

Task 3

Guess the title - art competition!

Cut out some unusual pictures and/or photographs from magazines and newspapers. You can also draw some yourself. What ideas, phrases or titles come to your mind when you look at them? Write them down. Show the pictures to your partner. Write down his or her ideas too. Put your pictures and your ideas in a mixed order. Take it in turns to ask groups in class to match pictures and ideas together. The first group to guess or come close to your ideas are the winners.

Task 4

A foreign visitor in Athens is looking at a Greek magazine just out of curiosity. She does not know any Greek, apart from the script she has learned as part of her studies in Ancient Greek literature at the university. There, she sees a picture of a beautiful piece of graffiti with the following comments in Greek. She wants to know what it says. Explain to her.

ΚΑΤΙ ΤΡΕΧΕΙ

Εξαιρετικά ...

ΓΚΡΑΦΙΤΙ

Άδραξε τη μέρα, πιάσε το σπρέι.

Ανεβοκατεβαίνετε μπουχτισμένοι την Πειραιώς;
Την επόμενη φορά που θα περνάτε μπροστά
από την ΕΛΑΪΣ, κάντε μια στάση να
αποθαυμάσετε το τεράστιο γκράφιτι που
δημιούργησε η υπερδραστήρια ομάδα «Carpe
Diem» στο μαντρότοιχο αυτού του εν
λειτουργία μνημείου της βιομηχανικής
πρωτεύουσας. Τίτλος του έργου «Η ελιά,
παγκόσμιο σύμβολο του αθλητισμού, της
ειρήνης και του πολιτισμού».

UNIT 8

SPORTS, GAMES AND ACTIVITIES

A. Winning is not what really counts

Task 1

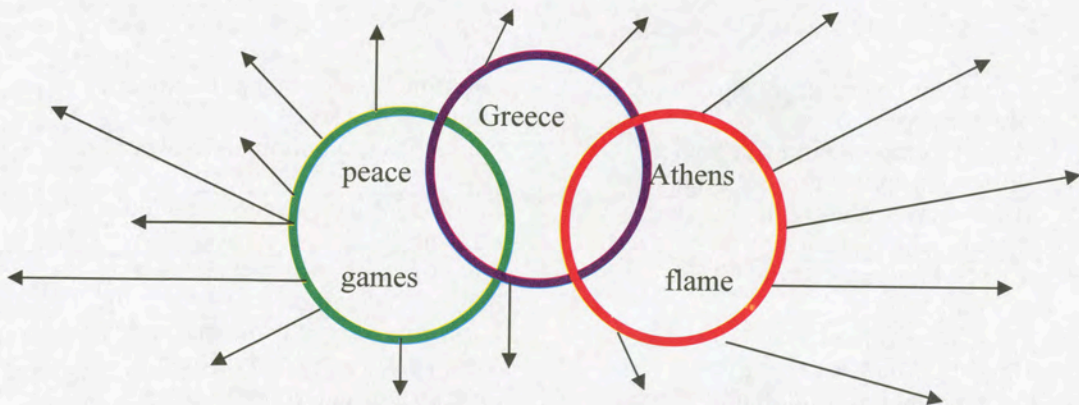
Look at the two pictures below and discuss with your partner the following.

- a) Are the two pictures related to each other? (See Appendices, Unit 8) b) How is the boy feeling? c) What is the occasion?



Task 2

Before you read the text that follows, complete the spidergram below with words/phrases related to the ideas provided. The pictures above may help you in this. Stop when your teacher tells you.



Now you may read the text.

Voula Patoulidou and Pyrros Dimas are very special Greek people. In August 1992 there was no Greek, young or old, who would not know their names and would not feel proud of them. This is the reason why.

It was the first time Greece had won two gold medals in an Olympiad. The athletes who won the medals were Voula Patoulidou and Pyrros Dimas. Voula was the winner of the women's 100-metre hurdles. Her gold medal was the first medal for Greece in athletics in 80 years. Pyrros, on the other hand, took the 82.5kg weightlifting event. Both of them said that nothing would stop them from competing in the future, and that they were proud to be Greeks.

Greek people gave the two Olympic gold medallists a heroes' welcome after their return from Barcelona. Streets were lined with crowds of cheering spectators who were waving Greek flags and holding olive branches, as Voula and Pyrros went to the Panathenean Stadium. Each of them was crowned with a laurel wreath. A navy band played the national anthem, while eleven cannon shots were fired. The Greek Prime Minister congratulated the gold medallists too.

In the Olympic Games in ancient Olympia, winners did not receive any medals. They were only crowned with wreaths. Voula Patoulidou and Pyrros Dimas did not receive a gold medal only; the Onassis Foundation gave \$50.000 to each of them.

The first Olympic Games began in ancient Olympia in 776BC, while the first modern Olympics began in Athens in 1896.

Task 3

Are the pictures above, the words in your spidergram and the information in the text related in a way? When you are ready to answer, discuss with your partner.

Task 4

The information below got mixed up. Can you put it right? Match the boxes as in the example. Read the text again to check your answers.

A	In August 1992 all Greeks, young and old	1. stop them from competing in the future.	A-6
B	After their return from Barcelona, Greek people	2. Olympic Games began in ancient Olympia in 776 BC.	
C	In the Olympic Games in ancient Olympia winners did not receive	3. while eleven cannon shots were fired.	
D	Streets were lined with cheering crowds who were waving	4. first medal for Greece in athletics in 80 years.	
E	A navy band played the Greek national anthem	5. gave the two gold medallists a heroes' welcome.	
F	Voula's gold medal of the women's 100-metre hurdles was the	6. knew the names of Pyrros and Voula and felt proud of them.	
G	Both Voula Patoulidou and Pyrros Dimas said that nothing would	7. Greek flags and holding olive branches to welcome the medallists.	
H	The first modern Olympics began in Athens in 1896, while the first	8. any medals. They were only crowned with wreaths.	

Task 5

Read the text again and write the main ideas and cue words of each paragraph in the left box. Then work out a title with your partner for each paragraph in the right box. Then, write your title for the whole text in the box underneath and compare it to your partner's. Discuss the various title options in class.

1st 2nd 3rd 4th		1st 2nd 3rd 4th
Title		

Task 6

Consult your notes in the above boxes and write a text summary of no more than seven lines in your copybook. Exchange your summary with that of a classmate's in the front/back row. Read and correct each other's work in class.

Task 7

You are a journalist and work for the Greek National Broadcasting Company. You have the task to describe the welcome reception of Voula and Pyrros at the Panathenian Stadium on the spot. If you can come close to them, you must ask them questions and get answers for the Greek viewers. How can you start your description, what can you say as Pyrros and Voula approach the Stadium, what questions can you ask each one of them? Here are some notes for you.

- Dear viewers,
- Pyrros and Voula
- The streets
- People
- Now Voula and Pyrros are
- ?
- ?

Task 8

Simulate the scene. Take it in turns to be the journalist, Pyrros, Voula and someone in the crowd.

B. What's your favourite sport?



Task 1
Look at the pictures above. Do you and any of your friends/family members do these sports? Talk to your partners about them. Make some notes about each of them below. Use a Greek-English dictionary to get some help with words.

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

Task 2

You may not be familiar with the sports below. Compare them to the previous ones. Are they difficult? Does anyone in class know anything about them? If nobody does, don't worry. Move to the next task.

a



b



c



d



Task 3

These sports are part of the Olympic sports. Listen to a short description of them and write the name of each sport on the first line of the box next to the pictures in Task 2. The order of the descriptions may not be the same as the pictures. Then, listen again and take down some notes about each sport in the relevant box. Compare them with your partner's.

Task 4

Carol Russell is English, but she works for an English company selling sports equipment in Athens. She also writes articles in sports news magazines. This is what she says about her favourite sport.

If spring makes you feel sportier, Athens offers quite a number of tennis facilities, and spring is the perfect time of the year to play tennis. Summer, apart from those who are fit enough or fanatical about the game, rules out play between 10 am and 7 pm.

For those of you who are interested in the sport, here are some of its attractions.

1. Everyone can play tennis. No matter if you are a primary school kid, a middle-aged person or belong to the category defined "elderly", you can practise the sport. Choose an opponent of your age range, otherwise you are offering yourself as an excellent target practice.
2. There is no need to plan a game in advance, like for example you do for a football game. You wake up a fine spring morning, you round up a friend and there you are. Of course, mixed doubles can be interesting from many points of view.
3. Tennis is not played inside a polluted city, but at a carefully chosen area where there is fresh air, trees, bushes and flowers. From a health point of view, tennis has this benefit.
4. Tennis is superior to all other leisure activities because it combines skill and fitness, and you have to keep your mind active and use it when you are playing. Also, it is a polite face-to-face game and a trial of strength between two human beings.

Do we have to tell you more about the joys of the game?

If tennis is not your favourite sport, does what Carol says tempt you to start being interested in tennis? Discuss in class.

Task 5

Read the text again and write True (T) or False (F) next to the sentences.

1. The perfect time of the year to play tennis is summer between 10 am and 7 pm.
2. Not everyone can play tennis. You must be a school kid or an elderly person.
3. For a game of tennis choose an opponent who has the same age as you.
4. You do not have to make arrangements for a game of tennis in advance.
5. The game is more interesting if the opponents are boys and girls.
6. Tennis can be played inside a city, and this is good from a health point of view.
7. Tennis is just like any other leisure activity, you just hit a ball with a racket.
8. A game of tennis is a face-to-face trial of strength between two people.

Task 6

What would be a good title for this article? Discuss in class.

C. Let's keep active and healthy!

Task 1

Discuss in groups or in class.

- Why should we be active and exercise our muscles?
- How much of the body weight is made up of bones and fat?
- What happens to our muscles if we don't use them?

Task 2

Pat Kingsley, a former Physical Education teacher, is now in charge of a group of water polo players who are training for the future Olympic Games in China. This is what she says about physical fitness. Read the text and match each of the titles below to the paragraphs (1st, 2nd, 3rd, 4th).

If you do not use your body and do not train your muscles, then you are wasting it. It is not enough to use your body to do normal daily tasks. You need more physical activity to keep your body in good condition and increase its strength and endurance. This is the reason why.

You may not know how your body works, so try to think of a machine. What does a machine need in order to work? Fuel. Now, in order for a machine to produce energy, fuel is burned, and the various pipes and cables of the machine's system carry the energy produced to where it is needed for consumption.

The human body works just like a machine. We all know that the human body is made of bones, muscles and fat. There are about 600 or more types of muscles, which form about 40 per cent of our body weight. These muscles produce force, store energy, can shorten and stretch and that's how we walk, breathe, eat and stay alive. The fuel that makes muscles work and keeps them healthy is blood, which is carried to the muscles by our blood vessels. Muscles must be continually supplied by blood, otherwise they cannot work and develop.

Your body's strength and efficiency depend on how well your muscles are used and developed. That is why you need regular exercise, because exercise trains your muscles and develops their physical capacity to a high degree. The more exercised and trained your muscles are, the more fit and efficient your body is.

		Paragraph
A	Bodies and machines work in the same way.	
B	Blood makes muscles work and develop.	
C	Regular exercise trains and strengthens our body muscles.	
D	Normal daily activity is not enough for our body's health.	

Task 3

Form groups. Discuss the titles of the paragraphs in class and agree on one text title. Write it in the following box.

Title

Task 4

Read these statements and rewrite the ones that are wrong without looking at the text. Exchange your work with your partner's. Consult the text in order to correct his/her work. Please, use a different ink colour from the one used by your classmate.

1. You are wasting your body if you do not train and use it.
.....
2. It is enough to do your normal activities to keep your body in good condition.
.....
3. The cables and the pipes of a machine carry the energy to where it is needed.
.....
4. Our muscles do not have much to do in our body.
.....
5. Blood is carried to the muscles by pipes and cables.
.....
6. Blood must feed our body's muscles, so that they can work and develop.
.....
7. Exercise does not influence the physical capacity of our body.
.....
8. Forty per cent of our body's weight is bones and fat.
.....

Task 5

Do the following simulation task with your partner. Exchange roles. You can also do the task in groups or in class.

A. You are a reporter and you have arranged an interview with Pat Kingsley. Using the text as a guide, prepare some questions about the main points of the text in Task 2.

B. You are Pat Kingsley. A reporter from a school newspaper is interviewing you. Have a look at the text in Task 2 and keep some notes, so that you can cover the questions he or she will ask.

•
•
•
•
•
•

•
•
•
•
•
•

D. How language holds together and works

In this part of Unit 8, you will practise **Grammar** (how words relate to each other) and **Syntax** (in what order we put words next to each other) in order to be able to communicate. In this unit you will also practise English sounds (**pronunciation**).

The Passive Voice

Task 1

Look at these sentences from the text on page 120.

- Streets were lined with crowds of cheering spectators.
- Eleven cannon shots were fired.
- They were crowned with wreaths.

Now tick the right answer to the following questions.

Do we know the names of the spectators?

Do we know who fired the cannons?

Do we know the names of the athletes in ancient Greece who were crowned?

Is it important that we should know?

YES	NO
☐	☐
☐	☐
☐	☐
☐	☐

Now read the information in the box to learn more.

When we are more interested in the actions than in the person who did them, or the people who did the actions are too many or anonymous, then we use what we call in grammar *Passive voice*. It is formed with the verb 'be' in the right tense and the past participle of the verb of the active sentence. For regular verbs the past participle ends in *-d/-ed*. The irregular verbs have their own past participle.

Here are a few more sentences in the passive voice from the text on page 125:

- Fuel is burned.
- Blood is carried.
- The energy is needed.

Task 2

a) Use the tenses indicated in the table below to fill in the gaps in the incomplete sentences. We did the first for you.

Tense	Sentence
Present Tense	Streets <i>are lined</i> with crowds of spectators.
Past Tense	Streets with crowds of spectators.
Future Tense	Streets with crowds of spectators.
Present perfect Tense	Streets with crowds of spectators.
Past perfect Tense	Streets with crowds of spectators.

b) Discuss in class how meaning is affected in each sentence by using the passive tenses.

Task 3

If you have forgotten how to form the Past Perfect Tense and when we use it, read the following short text.

Gabriella, an excellent tennis player, was beaten by her opponent, Chris. This is what Gabriella says: "I made many mistakes. I had not expected that she would take advantage of them. Someone I had dominated for years beat me. I had won 11 matches played with her. Actually, before having this problem with my leg muscles, I had had a broken thumb that needed surgery".

Which of the two actions in the grid happened first? Write 1 for the first past action and 2 for the more recent one.

Chris' victory		Gabriella's 11 victories	
Gabriella's loss		Gabriella's 11 victories	
Chris' victory		Gabriella's problem with the thumb	

Grammar Rule: The Past Perfect Tense is used to refer to an action that took place in the past before another action.

Task 4

Put the verbs in parentheses in the correct tense (Simple Past or Past Perfect Simple).

- I realised I my money at home when I on the bus. (leave-get)
- When I home, I where I my mobile. (arrive-remember-leave)
- Margaret not her gym class when I to meet her. (finish-go)
- I not lock the door because dad to repair it. (can-forget)

Task 5

Look at this short letter. Compare it with the letter on page 77. Can you see any differences? Talk to your partner. Which of the two letters would you use to write a letter to the organising committee of the Olympic Games to ask for some leaflets with information you need?

National Geographic Magazine
P.O. Box 98199
Washington D.C.
20090-8199
U.S.A.

10th June 2004

W. H. Jackson
15 Sidwell Rd
Tintmouth
Devon
U.K.

Dear Sir,

Thank you for your letter of 21st May 2004. We have the pleasure of acknowledging receipt of your photographs.

We are looking forward to hearing from you.

Best regards.
Yours faithfully,

Sarah Moyer

Task 6

Practise your pronunciation)

Try to listen to the way your teacher pronounces the underlined letters in these words: euro – OK, church – jumbo, sin – sing. Then listen to your teacher pronouncing the words in the big box three times. Arrange them in the smaller boxes according to the way each of the top words in the boxes are pronounced. Use your dictionary to check your work.

poor	folk	question	logical	pan	bang
lonely	tour	chocolate	bridge	keen	king
towel	nose	knowledge	catch	bin	bingo
judge	fetch	valuable	jungle	net	just

euro

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

OK

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

church

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

jumbo

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

sin

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

sing

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

E. Work and play with words

Task 1

For every text in this unit, there is a list of words for you to guess about. There are three options for each word. Only one is correct. Circle the right answer. Compare your work with that of your classmate's. Use a dictionary to check your answers if you are not sure.

A. Welcome ceremony for Greek gold medallists

1. special • similar to other things • more important than others • worse than other things 2. medal • a necklace • a ring made of metal • a small piece of metal given as an award 3. hurdle • jump over a wall in a race • jump over a fence or a frame in a race • jump over stones in a race 4. weightlifting • a sport in which a person lifts heavy weights • a game a person plays for fun • a sport in which a person carries weights 5. cheer • shout and scream • shout joyfully • shout loudly and joyfully 6. crowd • a large group of people together • a large group shouting • people pushing each other 7. compete • fight with each other and quarrel about something • each tries to be the best • start a war with somebody because he or she wants what I want	8. spectator • a person watching something • a person delivering a speech • a person expecting something 9. wave • move gently up and down • hold something up and show it to people • move your hand to say hello 10. laurel • a rare flower • a small branch • a small evergreen tree with shining leaves 11. anthem • a cheerful song to dance • a song for young soldiers • a formal song for special occasions 12. crown • a jewel for the head • a circle made of flowers • a circular ornament for the head made of gold or flowers and leaves 13. wreath • leaves and flowers in the shape of a circle • branches of trees held together • flowers collected on May Day 14. congratulations • tell someone you are pleased with what he did • tell someone he is bad • tell someone he is horrible
--	--

B. What's your favourite sport?

1. sporty • someone who likes doing sports • someone who does not like sports • someone who is too lazy to do sports 2. opponent • a friend of yours • a person who trains you • a person who is against you 3. fanatical • feel cool about something • feel happy about something • feel very strongly about something 4. rule out • make regulations • make something possible • make something impossible	5. middle-aged • around forty • around seventy-five • around twenty 6. elderly • around fifty • above seventy • below fifty 7. benefit • a good result • a moderate result • a bad result 8. trial • a test • an examination you take at school • the decision of a judge when you go to court
--	--

C. Let's keep active and healthy!

1. daily • done every day • done every other day • done twice a day 2. waste • use wisely • use with care • use something too much 3. increase • become shorter • become smaller • become bigger 4. endurance • ability to work very hard • ability to stay calm and patient • ability to talk for a long time 5. continually • from time to time • once in a while • again and again	6. train • travel in a train • teach someone skills • buy a ticket for a train 7. capacity • space in a brain • being clever • power or ability 8. fit • healthy and able to do physical activities • mend something • make an appointment 9. store • pack things in a suitcase • buy things in a store • put things away and keep 10. vessel • a ship • a boat • a thin tube in a body
---	---

F. Make your point

In this section you will make your point by using English without thinking of mistakes. Try to use your knowledge of English to do things like expressing your feelings about images, impressions, thoughts you made and words that challenged your thinking. You may also do follow-up work (projects), and/or cross-curricular activities (activities where you will need to use information from other school lessons) and mediation tasks (where you use information from Greek texts).

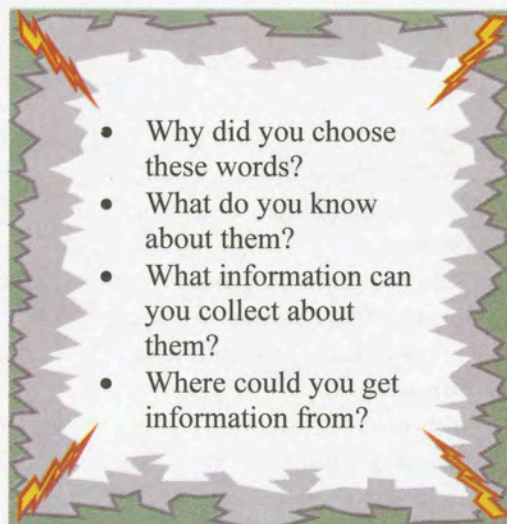
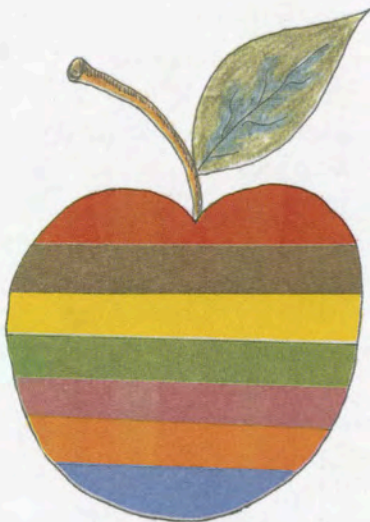
Task 1



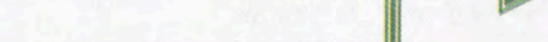
Work in pairs or individually. Make an album of pictures of your class activities, athletic events and sports competitions with other schools. Ask your physical education teacher to help you with the collection of the snapshots, reports in newsletters, local newspapers he or she may have in his or her collections and records. Design the covers by getting advice from teachers who know how, ask the computer laboratory assistant to help you with scanning and your English teacher to proof-read your work. Display your work at your school exhibition or put it in the library, so that school visitors from abroad can look at it.

Task 2

Look at the apple. Write a word that comes to mind from Unit 8 in each of the coloured parts of the apple. Work with your partner. Ask and answer the questions in the box.



Chat in the computer lab with a foreign friend during his or her visit in Greece at a European programme by sending an e-mail on his or her impressions of the Olympic Games in Athens or anything related to this event.



Look at the mascots of the Olympic Games, Athens 2004. In groups talk about them. Who are Phoevos and Athena? Why have they were chosen as the mascots? Write down your conclusions below in order to explain to a classmate from abroad the mascot's wider significance.

[illegible]

UNIT 9

IT'S A GLOBAL MATTER NOW

A. Why should I care?

Task 1

This poster comes from Artemida, a small town very close to Athens International Airport, Eleftherios Venizelos. Read the slogans on it and discuss the poster with your classmates.

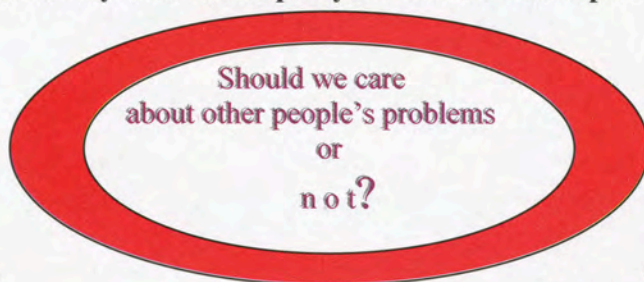
ΟΧΙ ΑΓΩΓΟΥΣ ΛΥΜΑΤΩΝ ΣΤΗΝ ΑΜΜΟΥΔΙΑ ΤΗΣ ΑΡΤΕΜΙΔΟΣ



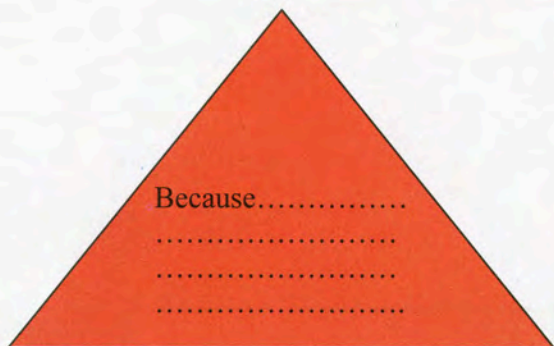
Μας φθάνει το αεροδρόμιο. Όχι άλλη υποβάθμιση.
Όχι στην καταστροφή της παραλίας μας.
ΔΗΜΟΣ ΑΡΤΕΜΙΔΟΣ

Task 2

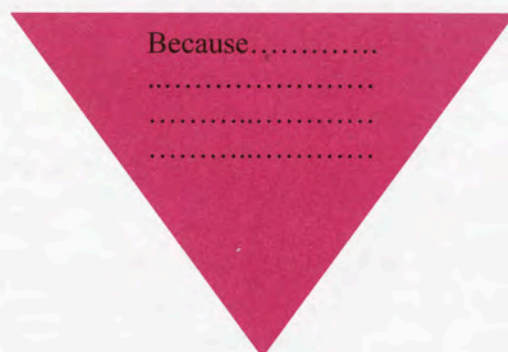
Answer the question in the round shape below and justify your answer. Then conduct a class survey with the help of your teacher and report back.



Yes!



No!



How many of your classmates said 'yes' ?

How many of your classmates said 'no' ?

Task 3

The article that follows is related to what are internationally called “green issues.” Do you know what this means? Is the poster of Artemida related to them? Read on to find out. Then give the article a title.

There is one issue that cannot leave people indifferent: the threat to our environment. Air and water are all contaminated by the discharges of modern society.

This is how Mr. John Nikolakis felt when he returned to Greece to settle down with his Greek-American family in Athens. Mr. Nikolakis went to America in 1970.

“We find Greece unbelievably dirty and polluted. The water is not clean, seas and waterways are not fit to swim in. My family finds this unacceptable after being used to the outdoor life in America. Returning to Greece after staying in the USA for all these years, our first impression of Athens is of a polluted, dirty, litter-strewn city, with a bad sewage disposal system. The government should do something and stop being blind and deaf to the pollution they are allowing.”

“My wife and I came to Greece,” Mr. Nikolakis continues, “to see if we could bring up our children as Greeks, but my answer is a definite no. It makes us sad, particularly me, since I am Greek, to see how the country has deteriorated. Our children have a better future in the USA, where the average American cares about the country and is

willing to speak out to keep his country clean. Greece is only just introducing lead-free petrol, which was available in the States years ago. Food additives, which are totally banned in the USA, are still used here. Why is Greece so behind on these important issues? Worst of all is the attitude of the people – it seems they are totally uninterested.”

In the USA firms which pollute rivers, for example.....

Title.....

Task 4
Describe Mr Nikolakis’ disappointment upon his return to Athens in the diagram below.

Mr. Nikolakis found out that:



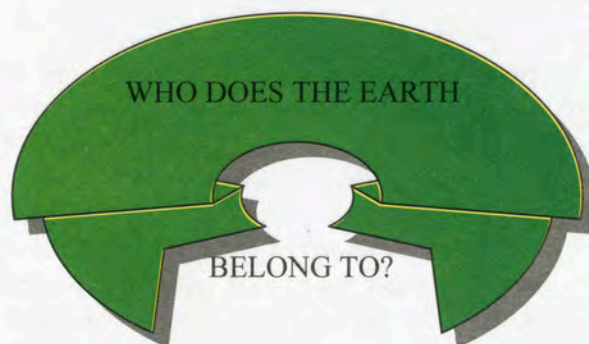
Task 5
Continue the last paragraph of the text above with examples arguing for what Mr Nikolakis says. These notes may be useful to you.

pay fines, the polluter pays, principle, pay heavy penalty, aircraft noise, surtaxed, are ‘going green’, protect from nuclear accidents, mercury in batteries reduced to 0.025%, combat the green house effect, give priority to energy conservation

Task 6
In small groups list the arguments for living in the USA. Then prioritise them. Compare your work with that of another group. Do they agree with you?

Life in the USA	Your priorities	Priorities of another group
1. lead-free petrol 15 years ago		
2.		
3.		
4.		
5.		

B. The more you know, the more you pay attention!



Task 1

Read the text with the above question in mind. Have animals been created in order to serve humans? Then discuss in class.

Cruelty to Animals Used in Experiments

Lynn Powell, **Reports**

Earlier this week neighbours close to an Athenian hospital alerted the police and animal welfare organisations because they could hear dogs howling in pain on the roof of the hospital.

The police searched the hospital and discovered that, although the hospital doctors had no permit to do experiments on animals, the operating room was filthy, while dogs, rats and other small animals were trapped in tiny cages. The animals were forced to suffer extremely painful deaths in barbaric conditions.

Professor Nick Petrou, Director of the hospital's University Clinic, and the rest of the officials explained that the research was for the benefit of everybody and mankind in general. In response to the protest that followed in the mass media, Professor Petrou said: "Without laboratory animals, science cannot go forward. International practice too confirms that research is necessary for scientific progress."

Linda Newman, spokeswoman for the Animal Welfare Society in Athens, a pro-

fessor in medicine herself, has a different opinion on the use of animals for medical experiments.

"British, French, Italian and German specialists," she said, "have found out first that animals differ organically from humans, a fact that makes the experiments useless. Also, there are other methods which international scientists propose to researchers" she went on to say, "which do not require the sacrifice of the lives of thousands of animals."

"Video, for example, could be used world-wide to reproduce the results of experiments carried out by medical and veterinary students instead of killing all these animals. Computers and audio visual systems, together with a variety of methods of chemical analysis, could reduce the need to kill animals."

Professor Newman concluded by saying that the hospital should not have ignored health regulations, and that they plan to press legal charges against the doctors of the hospital.

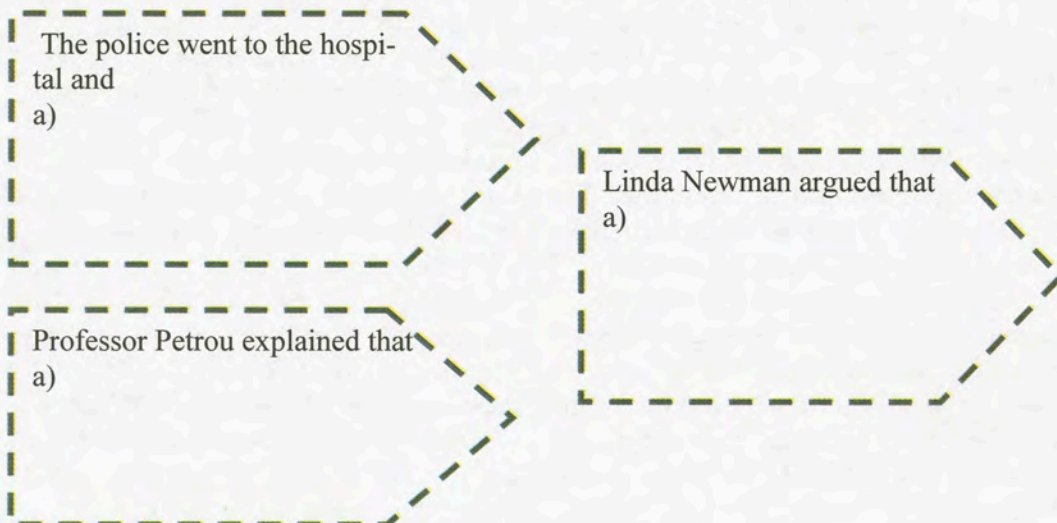
Task 2

Read the account of the events again and choose the correct answer.

1. Athenians close to a hospital called the police because
 - a) the siren of the hospital was sounding and they couldn't sleep.
 - b) the hospital was on fire and they were worried about their homes.
 - c) they could hear animals suffering in pain on the roof of the hospital.
2. The police went to the hospital, they searched it and
 - a) they found everything was quiet and nothing was wrong.
 - b) they discovered that the situation was worse than the reports.
 - c) they saw only some stray dogs in the hospital courtyard.
3. Professor Nick Petrou and the hospital officials explained that
 - a) experiments with animals are necessary for the benefit of science and mankind.
 - b) the neighbours and the police didn't know what they were talking about.
 - c) there was no need to ask for permission to use animals for experiments.
4. The spokeswoman for the Animal Welfare Society in Athens said that
 - a) the findings of foreign specialists suggest that experiments on animals are useless.
 - b) international methods will improve animal pain in experiments.
 - c) only veterinary students should be allowed to conduct such experiments.

Task 3

In the arrows below list the events in the order they appear in the text.



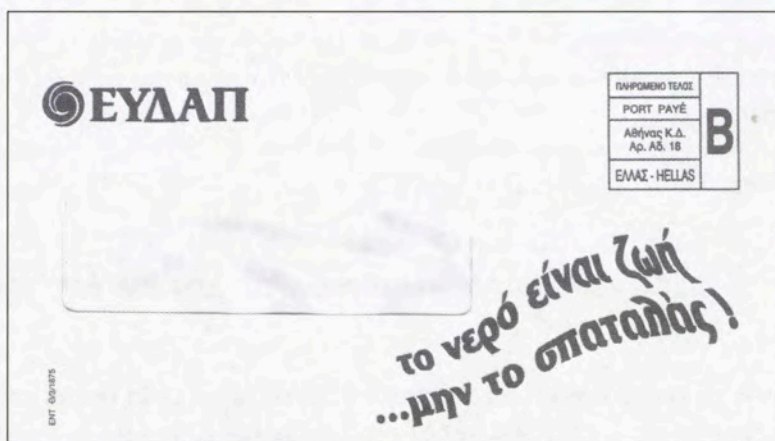
Task 4

Answer the following question after discussing it in a group. Hang the best answer on the class notice board. Vote for the best slogan, but certainly not for yours.

Humans treat animals as if they belong to them, but is it fair?

C. Natural resources: Use with care!

Is the picture below familiar to you? Actually, every Greek home receives this envelope every three months. It comes from the Water Sewerage Company and informs consumers about the price they will have to pay for its services.



Task 1

Think about the questions below before you read the information that follows and find out how your classmates feel about water.

1. Do you agree with the slogan on the ΕΥΔΑΠ envelope?
2. Just how much water do you use per day?
3. Do you leave the tap running when you brush your teeth and when you wash your hands?
4. What do you know about water?

Task 2

Read this information to find more about water consumption.

Use Water Wisely

One of the most important of the earth's resources is water. Water is the source of life as we rely on it. Apart from the necessary quantity of water humans need to replace their body fluid, they need water in their homes for home appliances, for the housework, for their waste water systems and for their domestic animals, as well as for industry and agriculture.

While 72% of the earth's surface is covered with water, not all this water can be drunk. Most of it is salt water. We must realise that whatever chemicals we use and throw in the drain, from washing powder to cooking oil, we affect the water. The average household nowadays uses 75% more water than 40 years ago. Another waste

of water comes from pipes that burst and from leaking pipes. Recent hot and dry summers warn us that the earth water supply is not going to last for ever.

There are several ways for all of us to help save water and stop wasting it.

- Don't leave the tap running carelessly when you wash your hands.
- Also, don't leave the tap running when you brush your teeth.
- A leaking tap can lose about half a kilo of water every quarter of an hour, so make an effort to repair it promptly.
- Try not to be wasteful when you are flushing the toilet.
- Use washing machines and dishwashers for full loads.
- During summer water your plants and garden in the evening.
- If possible, collect rainwater and use it in your household, but not for drinking.
- Take showers instead of baths. Baths use three times more water than showers.

Remember: Water is our most precious resource. You can help conserve it!

Task 3

Match the explanations with the relevant words/phrases as in the example.

- | | |
|----------------------|---|
| 1. resources | ⇒ sources of useful supplies, like oil |
| 2. body fluids | pipes that have cracks or holes in them |
| 3. appliances | do something with very little delay |
| 4. domestic animals | liquids in our body, as doctors call them |
| 5. drain | everything connected with a house |
| 6. affect | press a handle to fill the toilet bowl with water |
| 7. leaking pipes | machines we do things with at home |
| 8. promptly | pets/farm animals that are not wild any longer |
| 9. household | cause a change to something |
| 10. flush the toilet | a pipe that carries away water or sewage |

Task 4

Using part of the ways to save water in Task 2, prepare a short questionnaire to find out the water habits of a person you know, a villager, an old person and a city person. Compare your results with those of your classmates.

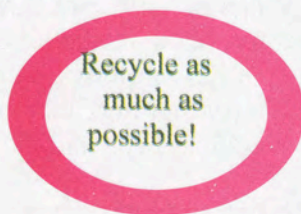
QUESTIONS	Person you know	Villager	Old person	City person
1. How often do you water your garden in summer?				
2.				
3.				
4.				

D. Towards a better future?

Task 1

Look at the collection of these extracts and badges. What do they tell you about reactions to problems on earth? Do they suggest that perhaps something is changing? Would you feel hopeful to live in a country that shows concern for public health and social matters? Ask your teacher too! Give a one-minute speech!

**SAFETY FIRST
TO AVOID DANGER OF SUFFOCATION
KEEP THIS WRAPPER AWAY FROM
BABIES AND CHILDREN**



Task 2

A piece of writing develops on a main idea. Read on carefully, find the main idea and make it the title of this report.

Title

People from Japan to Greece, Moscow to San Francisco, Mexico City to Kuwait are aware there is a serious environmental threat. Climate change, global warming, destruction of forests, acid rain, air, water and land pollution are too obvious to ignore. Besides, the statistics speak for themselves. Half of the world population lives in urban environments adding to waste problems with which the world's cities are already struggling hard.

As the environmental problems continue to grow, there is a public demand globally that the world community should pull together and take action. If people from all walks of life take action, the role that they can play in protecting their environment can be critical.

Supported by the United Nations Environment Program, a group of young people has decided to do something positive about the pollution they saw when travelling around the world. They became aware of the global litter problem on land and in the seas. After returning home one Sunday morning, they put on gloves, picked up a bag and got out there to make their neighbourhood and the beach near it a healthier and more attractive place to live in.

The group who call themselves the "Clean-up Brigade" managed to inspire adults to organise a clean-up expedition. Groups from other neighbourhoods imitated them, and after gathering a committee of friends and supporters, they found sponsors and expanded their activities. The clean-up campaign eventually involved 1000 people and was the biggest garbage collection ever. The bags of garbage in front of their eyes are witness to the long hours the clean-up business demands.

Task 3

Read the text again. Then find a subtitle for each paragraph, write it in the relevant box and underline the cue words or phrases that led you to it.

Task 4

A spokesperson of the group is visiting your school. What questions would you ask him or her? The first is asked for you.

1. How can we contact the "Clean-up Brigade" group?

2.....

3.....

4.....

5.....

6.....

Task 5

You have been chosen, without notice, to welcome the spokesperson and give a short speech. Don't panic! The model phrases below can help you in many ways, e.g. they can give you time to think, organise what you are going to say, work out answers, prepare some quick notes in your notebook. Use these phrases and act out in class.

- Well, let me think about it ...
- Let me see ...
- Umm/Er, I'm not really... sure ...
- Just a minute, I'll check it in ...
- I really cannot tell you ...
- Let me look at my notes ...
- Now, let me see ...
- Er, I'm not quite certain ...

Task 6

Listen to a conversation between two people. Then explain

- a) who these people are.
- b) what the topic of their conversation is.
- c) how they feel about each other.
- a).....
- b).....
- c).....

Task 7

Listen to the conversation again. Complete the statements below.

- 1. If by August 20 there is no announcement,
- 2. You must realise that the co-operation
- 3. We must avoid any
- 4. You should not forget.....
- 5. Aren't the Tiverton people ?
- 6. We are viewing the matter.....
- 7. The dump will be closed from.....
- 8. There will be a further closure from
- 9. From then onwards we will not
- 10. No, thank you. I will.....

Task 8

Choose which of the two roles in the particular conversation you would like to play and, while listening to it again, make some notes on your role. Two pairs will then act out the conversation. The class decides by voting which one is the best.

E. How language holds together and works

In this part of Unit 9, you will practise **Grammar** (how words relate to each other) and **Syntax** (in what order we put words next to each other) in order to be able to communicate. In this unit you will also practise English sounds (**pronunciation**).

A brief note on grammar

Task 1

Before you go to task 2, look at the verbs listed in column 1. They are irregular. Complete the missing Past Tenses in column 2. If you don't remember them, ask your classmate, your teacher or get help from your dictionary.

Column 1 (infinitive)	Column 2 (past tense)
keep	
come	
make	
do	
meet	
know	
(am /is, are)	
can	
read	
say	said
go	went
tell	
find	found
teach	
buy	
spend	spent
take	took
think	
have	had
bring	
sit	

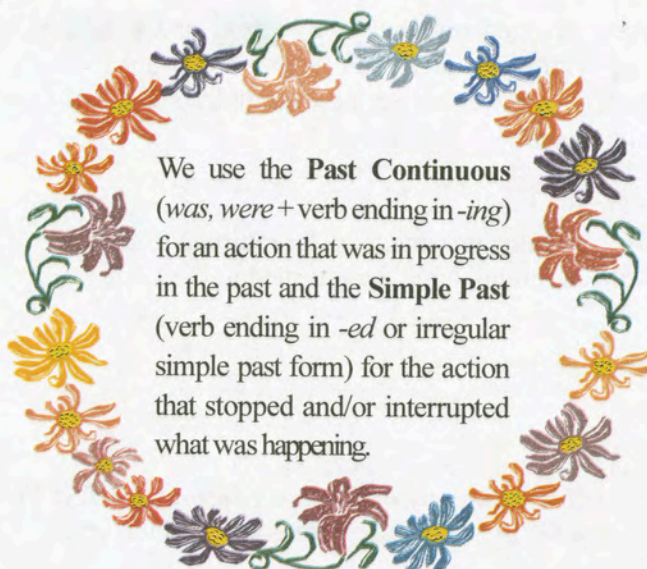
Task 2

Study this sentence about Nick (the boy on page 7, Chapter 1):

Nick *was planning* to attend Senior High School when his Uncle Bill *offered* him a job on his farm.

Notice the form of the verb *plan* in the first part and the form of the verb *offer* in the second. They are different. This is because the duration of the action in each part of the sentence is not the same and because we talk about different kinds of actions in each part of the sentence. While Nick was doing something else for some time, another sudden event (his uncle's offer) stopped him from what he was doing.

Grammar Rule:



Task 3

Fill in the incomplete sentences below with the verb that matches the meaning of the sentence in the correct tense (Simple Past or Past Continuous).

leave, see, have, get down, get on, meet, break, go, knock, realise, rain, sing, ring, prepare, read, go wrong, arrive, watch, return, go to

1. While I television, the door bell
2. Mum the smoke while she something in the kitchen.
3. Betty a shower when the lights out.
4. While I the stairs, I my shoe heel.
5. Dad a newspaper when I home.
6. We a party when we Sarah.
7. The children a song when someone at the door.
8. It heavily when something with my umbrella.
9. Helen the bus when she she had no money with her.
10. The metro the station when we

One way ideas are connected together is by **cause** and **effect**. If we ask why Mr. Nikolakis felt unhappy after his arrival in Greece, we want to know the cause of his problem. If we want to know whether he eventually stayed in Greece, we want to know the effect. This is how we join the ideas.

a) Mr. Nikolakis felt unhappy in Greece.

b) He returned to the USA

⇒ **Because** Mr. Nikolakis felt unhappy, he returned to the USA.

As Mr. Nikolakis felt unhappy, he returned to the USA.

Note: **Don't forget to put a comma before the main clause.**

Task 4

Join the sentences below using any of the two cause-and-effect links.

1. Mr. Nikolakis forgot his life in Greece. He returned to the USA.

2.

3. Americans care about their country. They keep it clean.

4.

5. Greek people are friendly. Athens is visited by many tourists.

6.

Ideas are connected by using other linking words too. This is how we do it.

Mr. Nikolakis felt unhappy. He stayed in Greece.

⇒ Mr. Nikolakis felt unhappy, **but** he stayed in Greece.

Although Mr. Nikolakis felt unhappy, he stayed in Greece.

Note: Don't forget to put a comma where you should, i.e before **but** and after the sentence starting with **Although**.

Task 5

Use *but* and *although* to join the sentences below.

1. The Nikolakis family didn't stay in Greece. They had a nice holiday.

a)

b)

2. Mrs. Nikolakis didn't like the noisy streets. She bought a lot of presents.

a)

b)

3. Their children had to go back to the USA. They liked their Greek cousins.

a)

b)

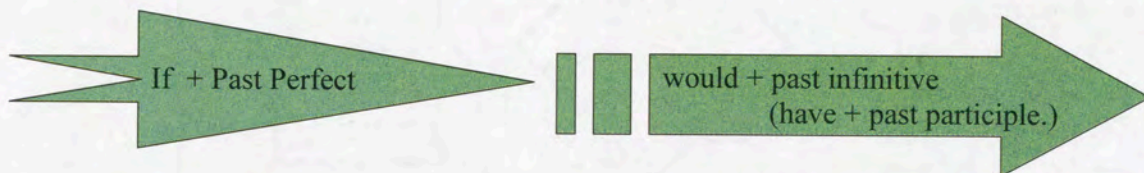
Task 6

We know certain facts about Mr. Nikolakis. These facts cannot change. We could talk, however, about them as if we could change them. This is, of course, impossible. This is how we talk about the impossible.

Mr. Nikolakis left Greece in 1970. He did not see some developments there.

If Mr. Nikolakis **had** not **left** Greece, he **would have seen** some developments there.

This structure is called 3rd Conditional in grammar.



Task 7

Join these sentences by using *if + Past Perfect* $\Rightarrow$ *would + have + past participle*.

1. Americans care about their environment. They use lead-free petrol.

2. Greece has made some progress. Lead-free petrol has been introduced.

3. Mr. Nikolakis settled in the USA. He could not see the progress of Greece.

4. His family knows life in the USA only. They cannot understand the Greek lifestyle.

5. New York is polluted. People in the center suffer.

6. The sea close to big harbours is polluted. We cannot swim.

Task 8

Your ideas and those of the "Clean-up Brigade" are the same. This is how you can agree with what their spokesman says.

Spokesman : We can clean our seas!

You : So can we!

Spokesman : We have the means to do it!

You : So have we!

Spokesman : We are going to be successful!

You : So are we!

Spokesman : We like to fight!

You : So do we!

Spokesman : We won't stop our campaign!

Notes

a) Affirmative statements

So + auxiliary (e.g. is, do etc.)

b) Negative statements

Neither + auxiliary

You : Neither will we!
 Spokesman : We aren't going to give in!
 You : Neither are we!

Now, shall we play BINGO? Match the stars with the squares. Which are the odd-ones-out? Say BINGO! if you can cross them out immediately.

We can't do much.
1

Sally has a bright idea.
2

Our country is clean.
3

My area isn't polluted.
4

Mary doesn't like noise. 11

Neither do I.	Neither did I.	Neither is mine.
So have I.	Neither can we. ①	Neither have we.
So is ours.	So do I.	So are we.

I'll join the group.
5

George hates violence.
10

Our country must join in. 8

I haven't got any money.
7

Elena didn't join the group.
6

Jim and Anna are certain they'll win. 9

Task 9

Practise your pronunciation.

English has diphthongs like Greek. Listen to your teacher when he says the word *here*. After your teacher pronounces the words in the top big box three times, categorise them according to the diphthong you hear. The words must sound the same like the first word in each small box. Use your dictionary to check your work.

fear	hair	day	house	knife	toy
clear	bear	may	blouse	life	joy
bare	pound	join	near	stay	eye
tear	fair	bay	my	die	spoil

here

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

there

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

say

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

mouse

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

five

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

boy

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

F. Work and play with words

Task 1

In the material you have covered so far you came across adjectives such as: *beautiful, joyful, successful*. These adjectives are formed by adding the ending *-ful* to the words *beauty, joy, success* respectively. Form adjectives from the words below by adding *-ful*.

1. care	▶	1. careful
2. help		2.
3. use		3.
4. wonder		4.
5. fruit		5.
6. cheer		6.
7. peace		7.
8. waste		8.
9. stress		9.
10. dread		10.
11. forget		11.
12. thank		12.

Task 2

Make sentences of your own using the above adjectives. If you wish, use the prompts below. Your dictionary can help you too.

1. catch a cold

Example: If you aren't careful you may catch a cold. It's chilly outside.

2. make an effort

.....
3. advice

.....
4. to be healthy again

.....
5. school year

.....
6. story for relaxation

.....
7. holiday this summer

.....
8. of natural resources

.....
9. exam period

.....
10. mid-summer, but the weather

.....
11. remind me

.....
12. to have escaped

Task 3

The sentence below appeared in the text on page 135.

"My family finds this unacceptable after being used to the outdoor life in America."

The words *unacceptable* and *acceptable* are opposites.

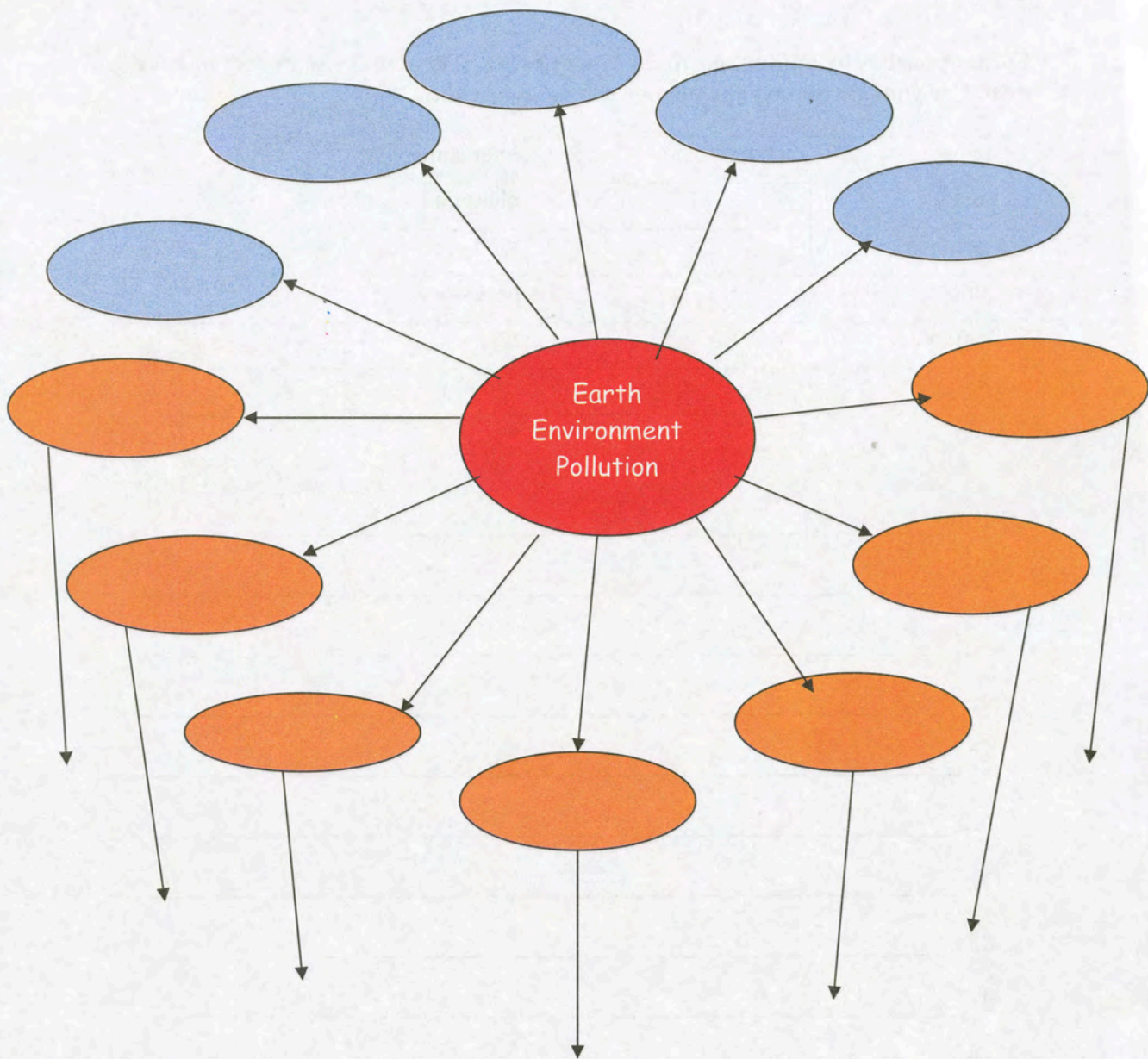
Form opposites by adding *un-* to the words below. Then, make sentences of your own. Use your dictionary for help or ask your teacher.

1. happy	unhappy	7. interesting	
2. lucky		8. pleasant	
3. usual		9. kind	
4. able		10. necessary	
5. fortunate		11. fair	
6. tidy		12. friendly	

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

Task 4

There are three cue words in the spidergram on page 152. Complete the orange circles with words/phrases from this unit connected to the cue words/phrases that you know. Expand them with more words/phrases with the help of your dictionary or your teacher. Complete the light blue circles with words/phrases you don't know.



Task 5

Compare your spidergram with that of your partner's. Exchange information. Write the Greek meaning of the words/phrases your partner knows under each of the words/phrases in the circles. Look up the words/phrases none of you knows or ask your teacher. Choose some of the words/phrases and make sentences of your own.

G. Make your point.

In this section you will make your point by using English without thinking of mistakes. Try to use your knowledge of English to do things like expressing your feelings about images, impressions, thoughts you made and words that challenged your thinking. You may also do follow-up work (projects), and/or cross-curricular activities (activities where you will need to use information from other school lessons) and mediation tasks (where you use information from Greek texts).

Task 1

Here follows another poster from Artemida. Talk in groups about environmental problems in your area or other areas and design a poster. If you feel that it is too difficult, then design some banners. You can ask for the assistance of the computer laboratory teacher.

Design your poster here.



ΟΧΙ ΣΤΗ ΜΟΛΥΝΣΗ
ΥΠΟΒΑΘΜΙΣΗ ΚΑΙ ΚΑΤΑΣΤΡΟΦΗ
ΤΗΣ ΑΜΜΟΥΔΙΑΣ ΤΗΣ ΑΡΤΕΜΙΔΟΣ



Task 2

Ask your teachers of health education and environmental education to give you information and any kind of material they have on issues related to our environment, life on earth and health. Transform some of the information in diagrams or graphs with the help of a maths teacher. Present your work in class or invite another class/school to organise an exhibition together (possibly with the help of your teacher) and exchange ideas.

Task 3

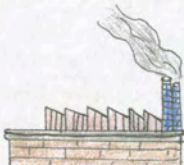
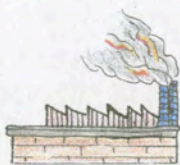
Send an e-mail to the spokesperson of the “Clean-up Brigade” after her return to her country to say hello. Ask her to guess which the most environment friendly means of travelling is. Then send the information from metroRAMA (see Appendices, Unit 9), which is Greek to her, and a funny comment/explanation about it in English.

Your e-mail



H. Mark your progress.

Give a mark to yourself by putting a tick in the relevant box of the table. Say how good you have been at some of the different tasks in this unit. Add your ticks in each of the learning areas/skills. Where do you need to do more work?

Learning areas/ skills	Tasks in the sections of the unit	Very good 	Good 	Not so bad 	Bad 
reading	Task A.3				
	Task B.2				
	Task D.2				
	Total				
listening	Task D.6				
	Task D.7				
	Task D.8				
	Total				
speaking	Task A.6				
	Task D.4				
	Task D.5				
	Total				
writing	Task A.5				
	Task B.3				
	Task G.3				
	Total				
grammar/ syntax	Task E.2				
	Task E.4				
	Task E.5				
	Total				
vocabu- lary	Task F.1				
	Task F.2				
	Task F.3				
	Total				
pronun- ciation	Task E.9				
	Total				

STOP AND DO REVISION

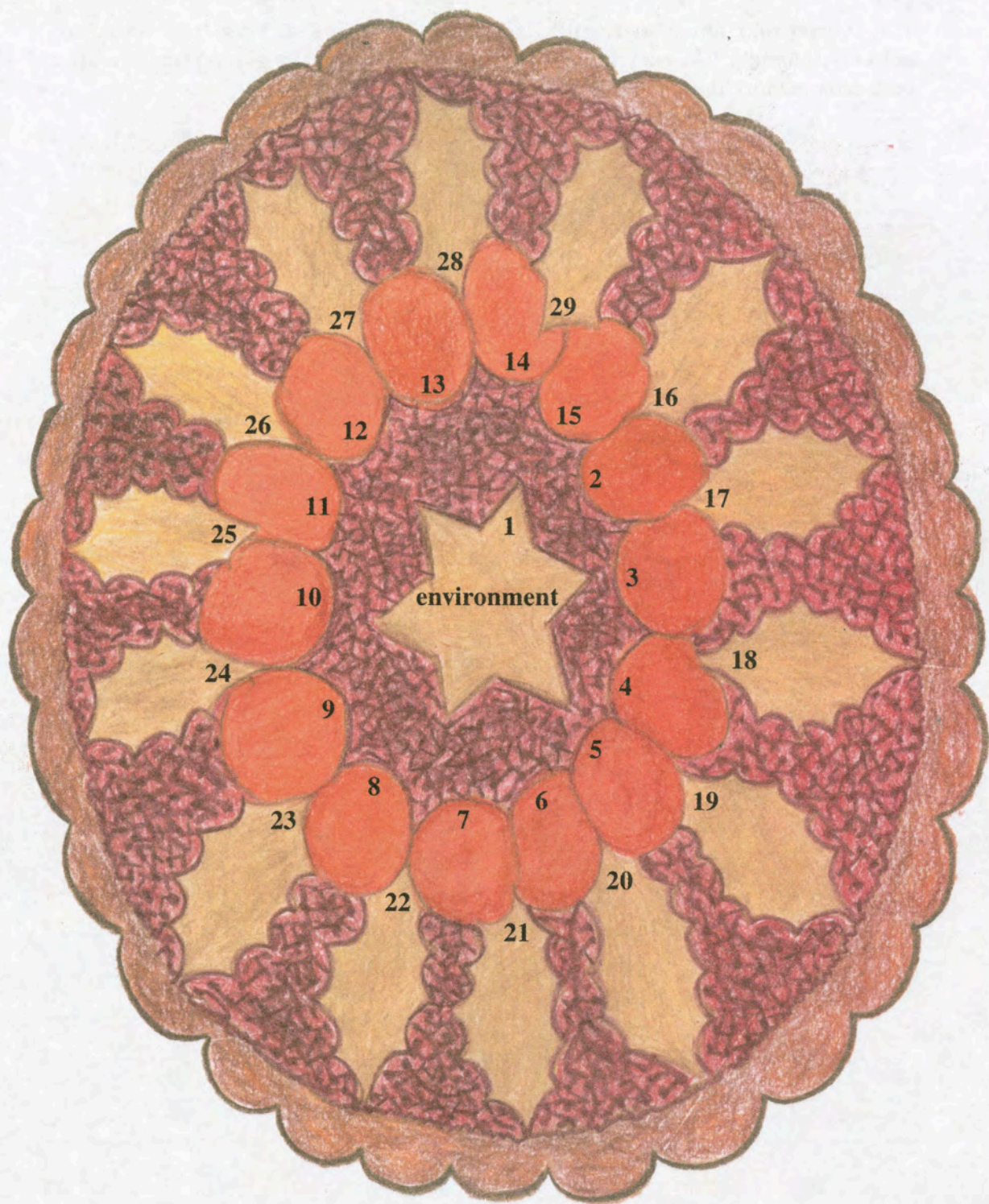
In this unit you will do revision in order to be able to use what you have learned more confidently.

Task 1

This is an easy word puzzle. Just fill in the Christmas star, the leaves of the holly and the apricots of the tart from page 60 (page 157 in this unit). Start from number 1. The clues give you the help you need.

Example:

1. Everything around us that influences our lives. (11 letters) environment
2. The things we use to make a particular dish. (in _ _ _ d _ _ nts)
3. Ask for something very forcefully. (6 letters, starts with 'd' and ends in 'd')
4. Give to each other at the same time. (8 letters, starts with 'e' and ends in 'e')
5. Become bigger. (e _ p _ nd)
6. Supplies of food or other things that are needed. (pro _ _ _ _ ns)
7. Material used for writing, e.g. paper, envelopes, etc. (st _ ti _ _ _ ry)
8. You can buy ornaments such as rings, bracelets, etc. in this shop. (J _ _ l _ _ _ y)
9. A well-known story for children. (L _ _ _ _ _ R _ _ R _ _ _ _ H _ _ _)
10. We buy tools and equipment for home and garden from this section in a department store. (H _ _ dw _ _ _)
11. Large green fruit with green skin outside and pink inside, and black seeds. (10 letters)
12. A large building where goods are made with the use of machines. (7 letters, starts with 'f' and ends in 'y')
13. Sheets and pillow cases. (5 letters, starts with 'l')
14. Slices of bread with a layer of food between them. (sa _ _ w _ _ h)
15. Pictures or words on walls containing messages. (8 letters, starts with 'g' and ends in 'y')
16. An object or a figure of solid material carved by an artist. (9 letters, starts with 's' and ends in 'e')
17. A large sculpture of a person or animal made of stone, marble, etc. (sta _ _ e)
18. A picture which someone has produced using paint. (8 letters, starts with 'p' and ends in 'g')
19. For this Olympic Game you need a bow and arrows. (7 letters, starts with 'a' and ends in 'y')
20. American Indians and Eskimos use them. (ca _ _ _ _ , k _ _ _ ks)
21. For this sport you need flexible muscles and strong hands and shoulders. (r _ _ ing)
22. The vehicle of this sport was first used as a form of transport. (7 letters, starts with 'b' and ends in 'e')
23. Games that started in Greece in 776 BC. (O _ _ _ _ _ G _ _ _ _)
24. In an Olympiad all athletes want to win this. (g _ _ _ m _ _ _ l)
25. Poisoning of the air with dirt and chemicals. (p _ _ _ _ _ n)
26. Sources of useful supplies such as oil, water, etc. (n _ _ _ _ _ l r _ _ _ _ _ s)
27. A pet or farm animal that is not wild any longer. (d _ _ _ _ _ animal)
28. Die because of lack of air to breath. (suf _ _ c _ _ e)
29. Say officially that something must not be done. (3 letters)



Task 2

This is part of a letter an English lady sent to a friend of hers. The verbs are, however, missing. Choose from the box below and fill in the gaps. You may use a verb phrase more than once.

In my opinion, one place of exceptional beauty in the Mediterranean is Cyprus. This is where I _____ my holidays last summer, and I _____ not _____ the money I _____ for the ideal hotel I _____ in and the delicious food I _____. I _____ on some weight, but it was worth trying all local dishes. Some friends of ours _____ to Cyprus before. They _____ the hotel to us.

Next time I go to Cyprus I _____ at one of the fishing villages. I _____ that Agia Napa, a former fishing village _____ now _____ into a popular resort. It still _____ its harbour and the waterfront tavernas. But the sandy beaches _____ the focus of too much development and, as a result, it now _____ a wide range of sports and lots of entertainment with the accompanying noise. If you need peace and quiet, you _____ in the Nelly Hotel, which _____ rooms with private baths or showers. The hotel _____ its guests with fruit and a bottle of wine.

had gone	spent	has turned	paid	will stay
was told	ate	have regretted	recommended	have put
stayed	offers	retains	welcomes	have been made

Task 3

Now write the verb forms missing in the table below.

Basic verb form	Past tense	Past participle
spend		
regret		
pay		
stay		
eat		
put		
recommend		
tell		
turn		
make		
offer		
retain		

Task 4

Write a short dialogue of a telephone call of no more than 8 exchanges (lines) between you and Hotel Nelly's reception. You want to know e.g. about prices for school groups and families, periods to stay at reasonable prices, hotel facilities, quality of services, and perhaps ask for a brochure. Then role-play the dialogue.

Task 5

You are the hotel owner of Hotel Nelly in Agia Napa, Cyprus. Write an advertisement for your hotel by using the principles of the advertisement in Unit 7. Make it attractive to all, families, teenagers and school pupils. Use any ear-catching and eye-catching words/phrases to attract guests.

Task 6

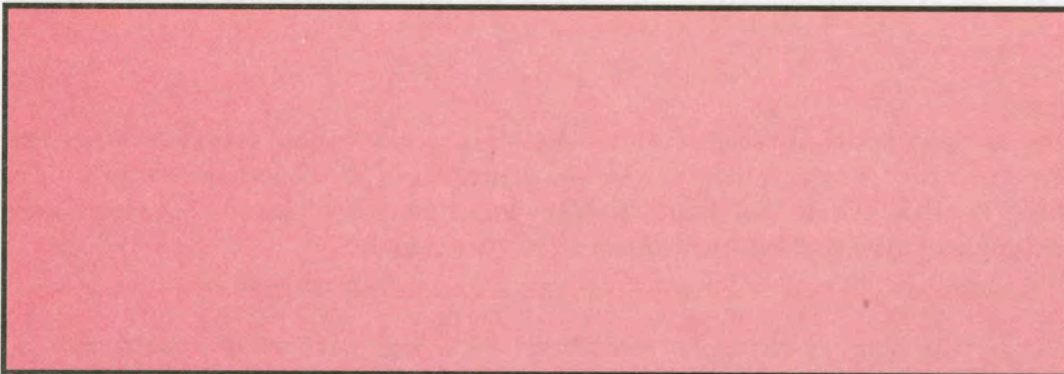
You are travelling to Cyprus. Your plane has just landed. You have to go through customs. Here is what the custom's officer asks you and what you tell him. Fill in the missing words.

- C.O.: How luggage have you got young lady?
You: Just this suitcase and this handbag. I don't carry suitcases when I travel.
C.O.: Have you got to declare then?
You: I've got new laptop computer in this bag.
C.O.: How did you pay for it?
You: I think about 2000 euros.
C.O.: Have you got perfume in your suitcase?
You: Yes, a bottle for myself.
C.O.: Have you got presents in your luggage?
You: I've got ... small bottle of ouzo, camera, sweets and cakes I made myself.
C.O.: How cakes have you made?
You: Well, three cakes.
C.O.: Can I have cake for myself?
You: Er, you must be joking!
C.O.: Of course, I am. Enjoy your stay in Cyprus!

Task 7

The Speaker's Corner Game

a) See if you can find any pictures of Hyde Park and/or the Speaker's Corner in the Internet. Stick them here.



b) You are now ready to play the game that follows (pages 161-162). You only need a dice. Form groups of 4-5 persons. The aim of this game is for your group to reach the end point of the board first. One member of each group plays the "spy". He becomes part of another group and sees that they don't cheat. Each member of the group throws the dice once. The players have to perform the speaking tasks written in the squares they land on. Squares 31, 32, 33, 34, 35, 36 and 37 are the ones that can make your group fail to be the winners. If you land on one of them, you have to move back 4 spaces. If a player of a group cannot say something, the spy moves the whole group back 4 spaces and another player continues the game.

Task 8

Fill in the prepositions that accompany the verbs. The sentences come from the previous chapters.

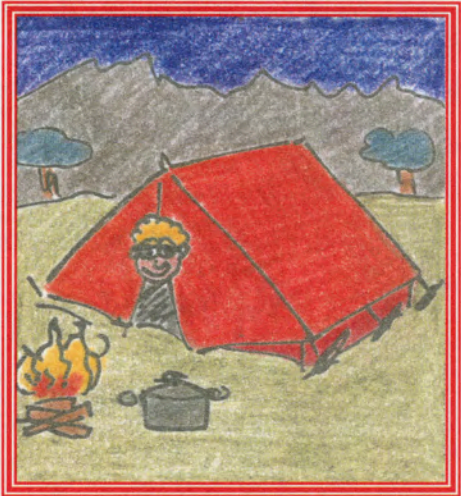
1. We exchanged whatever we had sugar, coffee, soap or other goods.
2. You must remember to buy the right thing the right person.
3. Good stories for children talk values.
4. People felt the need to communicate each other and leave a tangible sign their existence.
5. "Art nouveau" developed reaction industrialisation 1890-1910.
6. A growing number of people is interested graffiti.
7. I believe that modern art has been separated its social environment.
8. Our Get Started Set actually consists two sets.
9. Greeks feel very proud Pyrros Dimas and Voula Patoulidou.
10. Tennis is superior all other leisure activities.
11. Scientists have found that animals differ humans.
12. The Animal Welfare Society will press charges the doctors of the hospital.
13. We rely on water. We need water our body and our homes too.

Task 9

This is Bill, the TEE athlete. At the moment he is relaxing at an international campsite, brushing up his English too.

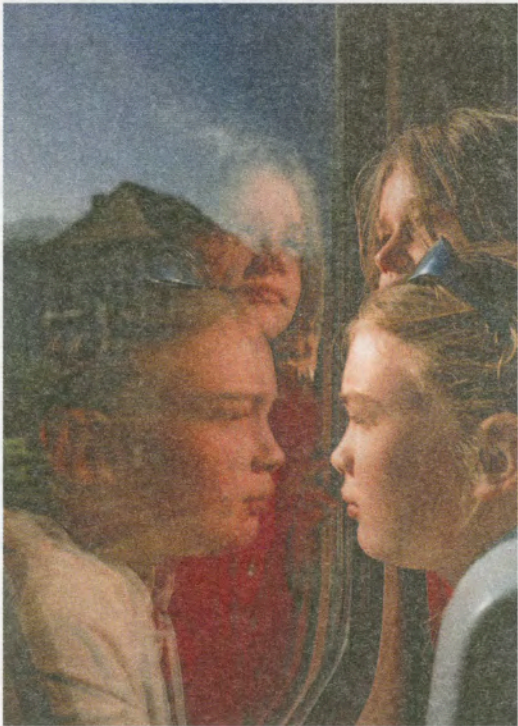
- a) Write a friendly letter to him asking about his life at the campsite and telling him about your news.
- b) Write a formal letter to the international campsite Sunspot House asking for information about the place, the price you have to pay, the dates you can go, the equipment you must take with you and the documents needed. Ask them to send you a brochure so that you can have a better picture of the site. Here is the address.

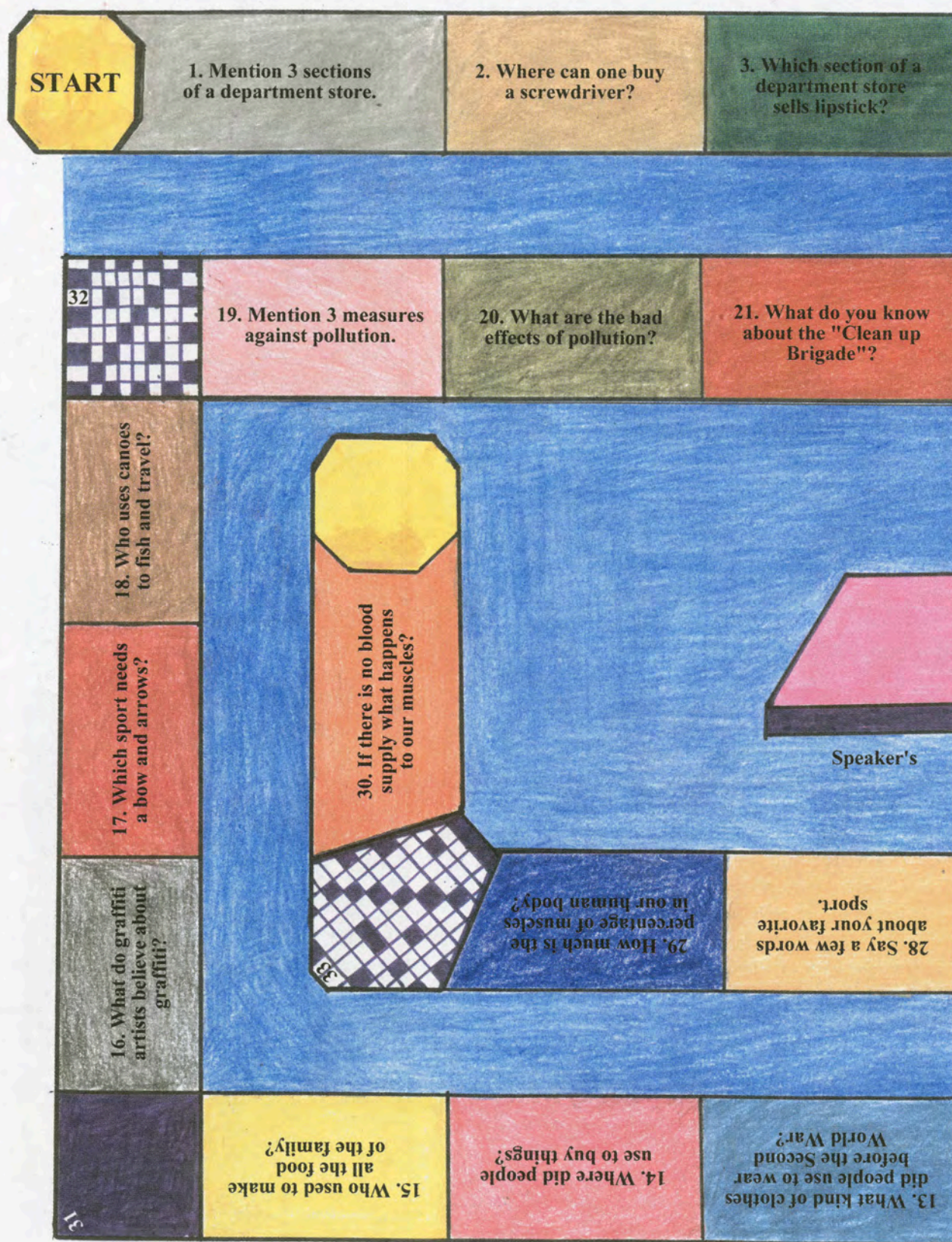
International Campsite
Sunspot House,
65 Tooley Street.
London SE1 2HT
UK

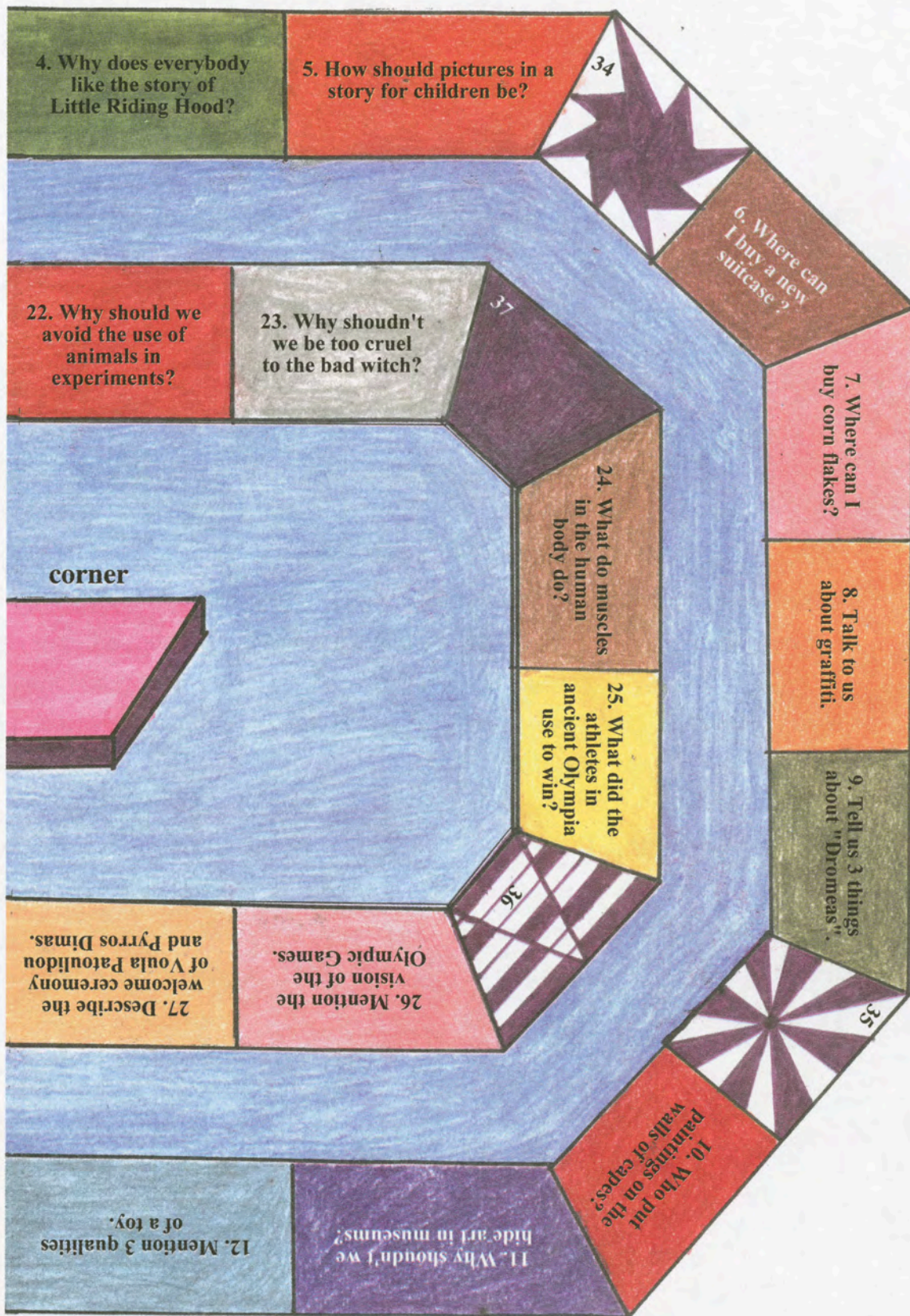


Task 10

Here is a picture, which could be a painting or a photograph. Its title is “Images and Reflections”. Exchange views with your partner first. Then write a description of the picture and an account of the impressions this picture creates as a work of art.







APPENDICES

Unit 1

Here are the psychologist's suggestions:

1. The most critical issue is to increase your child's view of himself or herself.
2. Be sure to let your child assume responsibility for his or her next step. Let him or her know that deciding which school he or she should attend is up to him or her. You are not punishing your child by forcing the choice of a TEE.
3. Tell your child that perhaps it will be a mistake to be at a school which is wrong for what he or she really wants to do in his or her life. If Senior High School is more stressful, it's better to choose a school which could be easier.
4. Provide a world of support for the child. A teenager may take a bad report as a personal failure. To help the child not reach this damaging conclusion, encourage everyone in his or her world, like relatives and friends, to let him or her know that he or she is not inadequate in any way, and that not choosing a Senior High School is not something to be ashamed of.
5. Create daily successes for your child. Ideally, a TEE school allows for 3 years of what one might call growing towards your profession. Make comparisons with children of your environment who became successful professionals because they had graduated from a TEE. Tell your child how smart he or she is to make a move towards making money earlier than other graduates and getting ahead by securing a job for himself or herself.

Unit 2



ATHENS METRO RULES AND REGULATIONS



- May we have your attention, please! We remind you that you are not allowed to smoke, eat or drink in the metro system.
- Do not lean against the doors. They open automatically.
- In case of emergency you should speak into the microphone after turning the handle of the emergency release. Then, you should slide the cover down. You can open the door after pulling the handle.
- You should not make improper use of the emergency because you will be prosecuted.
- In case of fire you should go to the fire fighting cabinet area, press the fire alarm and use the fire extinguisher.
- You can buy your ticket in the station at the Ticket Issue Office or from the Automated Ticket Issue Machines. There are 3 kinds of tickets you can buy:
 - a single ticket
 - a daily ticket
 - a monthly Travel Card
- You should insert your coins in the coin slot of the Automated Ticket Issue Machine.
- You should not forget to collect your ticket and change from the machine.
- You should not throw your ticket away before you leave the metro station.
- You should show your ticket or monthly card to the ticket inspector if he or she asks you to do so.
- You should validate your ticket at the ticket validators in the station. A penalty will be imposed on you if you do not carry a valid ticket or a monthly card.
- If you need any assistance, you can ask the Station Master.

G. Make your point

Task 2

ένωση: association

αστράτευτος: not being part of the armed forces / not having joined the army

μαχητής: fighter

μάχη: battle, combat

χορηγός: sponsor

Unit 3

B. Phone Messages

1. Hello, Aunt Lucy. When Tom comes back, tell him to call me. I have to take part in a project about the environment, and our group leader wants me to take the pictures. I'd like Tom to lend me his digital camera, if he doesn't mind. Love and kisses. Bye!
2. Good morning, Mrs. Petrou. We are calling you from Mensabank. As you are one of our best customers, we would like to know whether you would be interested in taking advantage of our Easter offer in our leaflet, Mensabank Travelling. Call us at any time during working hours. We will be very happy to serve you. Have a good day!
3. Hi, Lucy. We've lost contact. What happened to you? It's a week since we talked. Shall I worry? Show signs of life. Bye, Nicky.
4. Lucy, this is Betty. I've just come back from my weekend at my home village. I'm going to have a nervous breakdown, I tell you! You won't believe it! The whole place is in a terrible mess. At first, I thought I had a break-in. Then, I realised I had forgotten to close the kitchen window (yes, the one you always remind me of), I hadn't checked whether I had locked the balcony door, I hadn't put the garbage out, I hadn't thought the weather would turn so bad, I hadn't ... Oh, please, do something! Call me back at once ...!
5. Hi, Lucy! Jason here. Listen. Something must be wrong with Rudolph. He keeps scratching all the time and looks miserable. Do you think he's got cat fleas? Shall I call the vet? Cheers!

Unit 4

A recipe for a 4 seasons' pizza

THE DOUGH

Ingredients

100g wholemeal flour
100g plain flour
4 teaspoons baking powder
½ teaspoon salt
40g margarine or olive oil
1 egg
a little milk

THE TOPPING

The basic items are:

♣grated cheese
♣tomato paste or
mashed-up tomatoes
(fresh or tinned)
They spread nicely and stop
everything from falling off.

NOTE: Arrange the topping in an
artistic way. It makes the pizza
more appetizing!

The winter slice♥

♥ chopped onion
♥ chopped bacon
♥ salami slivers
♥ oregano

The spring slice♥

♥ chopped onion
♥ sliced green peppers
♥ chopped ham
♥ sliced mushrooms
♥ mixed herbs

The summer slice♥

♥ chopped onion
♥ sliced red/yellow peppers
♥ peeled prawns
♥ sliced tomatoes

The autumn slice♥

♥ chopped onion
♥ chopped olives
♥ sliced mushrooms
♥ oregano

The vegetarian slice♥

♥ chopped onion
♥ sliced mushrooms
♥ sliced green peppers
♥ oregano & mixed herbs

A recipe for a tart

First you need a medium-size shallow flan dish. Work on a flat surface rather than in a bowl. Sift 1 and a half teacups of flour and 1 tablespoon (or teaspoon if you like) of sugar together. Rub 4 tablespoons of butter into the mixture with your finger-tips only. Make a wheel in this mixture and put in 1 tablespoon of cold water and only the yolk of the egg. Do not throw the egg white away. Mix everything and knead the dough well into a round shape.

Now you are ready to move to the second stage. Roll out the dough lightly and evenly with short strokes going one way only into a circle a little larger than your dish and about half a centimeter thick. Use very little flour for rolling out.

Grease the dish. Fold the pastry over the rolling-pin and gently lift it over the dish. Line the bottom surface of the dish carefully making sure there are no air bubbles underneath. Reserve the rest of the pastry for the decorative shapes. Drain the apricot halves. Spoon a circle of jam around the edge of the pastry and then make an inner circle of drained apricot halves. Fill in the dish with alternating circles of jam and apricots.

Re-roll the remaining pastry and cut out decorative shapes of your choice. The young TEE student who prepared this tart was thinking of Christmas, and that is why he cut out stars and holly leaves. Arrange your shapes on top of the tart in the pattern of your choice.

Beat the egg white well in a bowl. Put in some caster sugar and a bit of water and brush lightly the surface of your tart with this mixture. This is called “glazing”. You can sprinkle the surface with extra sugar if you like. Bake for approximately 25 minutes at 200° C until it becomes golden brown.

Enjoy it!

An experienced doctor gives more details on the variety of foods for each of the five food categories already mentioned as well as the sixth category related to water, exercise and emotions.

Group 1. Fruit and vegetables. Make sure you include five portions a day. At least one third of our food should come from this group. It does not matter if they are frozen or fresh. They are important sources of vitamins, minerals, dietary fibre and phytochemicals, which protect our health.

Group 2. Carbohydrate foods. Also, one third of our food should come from this group. Cereals (especially wholegrain), bread (mainly wholemeal) and potatoes are included in this group. This group is low in fat and high in magnesium and vitamin B.

Group 3. Dairy products. As there is a large variety of these products (milk, cheese and butter are some of them), you must choose the low fat varieties. This group contains calcium, high-quality protein, vitamins A and D and B complex vitamins.

Group 4. Meat, poultry, fish, beans, eggs and nuts. Choose the varieties that are low in fat, and don't eat large amounts of this group. This group contains protein, iron, magnesium, zinc and vitamin B, which are necessary in our diet.

Group 5. Fatty and sugary foods. Oils, sweets, cakes, biscuits, ice-creams and chocolate belong to this group. Although they are tasty and high in calories, they are low in vitamins and other nutrients. Therefore, we shouldn't eat them often.

Group 6. Make certain you drink large quantities of water because our body cannot live without it. Don't forget to take regular exercise; go for walks, jog or swim almost daily. Don't neglect your emotional 'food' too. When you feel unhappy and frustrated, food is not processed properly and cannot fully benefit our body.

Unit 6

Welcome to our department store. We'll be more than happy to serve you and make your shopping pleasant and comfortable. Ask for any item you wish, and if we don't have it in stock we'll order it for you and send it to your home.

Now, if you are an interested parent and you want to buy educational fairy-tales for your children, you can find a wide selection in the basement, where you can sit in our comfortable armchairs and make your choice at your own leisure. The children's fashions section is there too, so you can have a look as well.

If you are in a hurry to meet a friend, or you wish to have a business lunch, don't worry. You can do it all in one place without wasting time. Our restaurant on the top floor, with a beautiful view of the river, is a quiet place to relax, enjoy a meal and discuss business at the same time.

In the meantime, your wife or companion can spend her time in our Hair and Beauty Salon and try a new hair-do on the fifth floor. She can join you later on and you can go together to buy the new suitcase for your trip to France. The Handbags, Belts and Luggage section is on the 2nd floor. If you feel like buying a bottle of perfume for her or a bracelet, you can pop in the Cosmetics and Perfumery sections or the jewellery, which are next to the Lingerie and Hosiery sections, all on the 3rd floor.

If you still have time, then you can look on the 4th floor for that cordless screwdriver you want so much, which tightens loose handles, puts together toys and furniture and makes quick repairs all over the house. Menswear and the shoe studio are there too. The right wing of the 1st floor is entirely left to women's wear. Bedlinen, towels and quilts are there too. The Stationery and Haberdashery sections are on the left wing of the same floor.

Have a nice day and thank you for your attention!

KATI TPEXEI: Περιοδικό Ταχυδρόμος (βλέπε βιβλιογραφία)

Unit 7

- Graffiti artist:* Here we are. I wanted to show you one of the graffiti that my friends and I did. It's a mural. We covered the wall during the night. We used aerosol paint. There, down there we scribbled our signatures. What do you think?
- Interviewer:* Well, I'm trying to understand it. Why did you do it?
- Graffiti artist:* Man, that's a long answer! You start doing graffiti when you have a lot to prove. There is a certain beauty about expressing your emotions, when you protest you play your share in civil disobedience.
- Interviewer:* I see your point of view.
- Graffiti artist:* Today's teenage generation is now the biggest the world has ever seen. You can contact them via mobiles, the Internet ...
- Interviewer:* Do you mean you want to share your thoughts and feelings with them?
- Graffiti artist:* Yes. Graffiti can be great! When your call is answered, you feel satisfied, that moment no matter how short it is, untangles everything.
- Interviewer:* Who taught you how to do graffiti?
- Graffiti artist:* My cousin Andrew was my first teacher. He gave me my first spray and taught me how to paint, everything about colour, how to have fun. I can also draw.
- Interviewer:* That's right. You've got a point there. But what about mindless vandalism, smoking, drinking, doing drugs?
- Graffiti artist:* I live my life and this mural is a beautiful collaboration I'm very proud of. But, put it in your interview man, I'm not going to preach to anybody how to live their life. Listen, I decided to never get out of control and never did. Graffiti is wonderful. It's now expanding. Here, look at our poster for the International Art Competition in 1998, there is a canvas category, murals, a pen and ink category, and other medium categories.
- Interviewer:* Thank you very much. I think I understand more about graffiti now.

Unit 8

Page 119

Picture 2

ΑΘΛΗΤΙΚΕΣ ΠΟΛΙΤΙΣΤΙΚΕΣ ΕΚΔΗΛΩΣΕΙΣ

Ο Αθλητισμός γιορτάζει

ΚΥΡΙΑΚΗ 6 ΑΠΡΙΛΙΟΥ

Δήμος Αθηναίων

ΓΥΡΟΣ ΑΘΗΝΑΣ 2004

Sports of the Olympic Games

The history of this sport can be traced back to thousands of years ago. Indians and Polynesian islanders of the Pacific used canoes to fish, hunt and travel. The Eskimo version is the kayak. Eskimos introduced the kayak many years ago. The canoe/kayak sport is included in the Olympic games.

For this sport you need strong hands and shoulders and flexible muscles. It is an endurance test that finishes at a speed of up to 10 metres a second. Rowing crews cover the middle 1000 metres at about 40 strokes per minute.

For this sport you need a recurve bow coated in fibreglass and arrows made of aluminium and carbon graphite which can travel more than 240 km/h. You need steady hands, strong shoulders, flexible muscles, sharp eyes and nerves of steel. Robin Hood has had all these, since archery dates back to medieval times.

This sport features 3 exciting disciplines: road, track and mountain biking. Bicycles were developed in the mid-18th century as a form of transport. Bicycle races have been held for a long time (since 1896). Cycling is an interesting and entertaining sport.

Unit 9

- A: We were hoping that you would make the announcement soon, as you promised.
B: You are quite right, but the Interior Minister was called away.
A: You are not trying to tell me that work stops at the Ministry until he returns.
B: Well, what I mean is...
A: Now, if by August 15 there is no announcement for the new landfill site, we warn you that the municipality of Tiverton will close the dump down.
B: It appears to me that you are making a hasty decision.
A: We've been waiting for a long time.
B: It's true, but you must realise that the co-operation of all the bodies involved – the Ministry of National Economy, Health and Agriculture – is necessary.
A: Yes, but ...
B: Besides, we must avoid any possible risks. Public health will be threatened by such a move. You should not forget it is in summer.
A: Are you saying that the people of Tiverton are not part of the public?
B: They certainly are, but we're viewing the matter in a wider sense.
A: We would like, however, to make it clear that if the government does not make the announcement, the dump will be closed down as a warning from August 18 to August 20. There will be a further closure from August 27 to 30. From then onwards, we will not operate the landfill at all. Would you like it in writing?
B: I don't think it's necessary. I'll pass on your message. Thank you.
A: You are welcome.

Ταξιδεύοντας οικολογικά

Ο πιο οικολογικός τρόπος για να ταξιδέψει κανείς είναι το ποδήλατο και το ... περπάτημα.

Εκπομπή διοξειδίου του άνθρακα (γραμμάρια διοξειδίου του άνθρακα ανά χλμ.)

Περπάτημα.....	0
Ποδήλατο.....	0
Τρένο.....	6,7
Πούλμαν.....	56
Αεροπλάνο.....	160
Αυτοκίνητο.....	190

Εφημερίδα metroRAMA, 25 Ιουνίου 2003

GLOSSARY

A

absolutely	απολύτως
accomplish	κατορθώνω
accomplishment	κατόρθωμα
according to	σύμφωνα με
achieve	επιτυγχάνω
acid	οξύ, όξινος
actually	πράγματι
additives	πρόσθετα (σε τροφές κ.τ.λ.)
admiral	ναύαρχος
admire	θαυμάζω
advance	προχωρώ
advantage	πλεονέκτημα
adventurous	περιπετειώδης
aesthetic	αισθητικός
afar	μακριά
affect	επηρεάζω
agriculture	γεωργία
alarm	συναγερμός
alert	θέτω σε επιφυλακή, ειδοποιώ
allow	επιτρέπω
alternate	εναλλάσσω
altogether	συνολικά
ancient	αρχαίος
announce	αναγγέλλω
announcement	ανακοίνωση
anthem	ύμνος
appendix	παράρτημα
appetizing	γευστικός
appliance	συσκευή
apply	εφαρμόζω
appreciate	εκτιμώ
approximately	περίπου
apricot	βερίκοκο
archery	τοξοβολία
argument	επιχείρημα
arrange	τακτοποιώ
arrow	βέλος
artificial	τεχνητός
ashamed	βλέπε <i>be ashamed of</i>
aspect	πλευρά, όψη
assistance	βοήθεια
assume	αναλαμβάνω
asymmetry	ασυμμετρία
attach	προσδίδω
attempt	απόπειρα, προσπάθεια

attend	παρακολουθώ
attitude	στάση (σκέψη)
attract	προσελκύω
audible	που ακούγεται
audio visual	οπτικοακουστικός
authorities	οι αρχές (π.χ. αστυνομία)
available	διαθέσιμος
average	μέσος
avoid	αποφεύγω
aware	ενήμερος, ευαισθητοποιημένος

B

bake	ψήνω στο φούρνο
ban	απαγορεύω
basement	υπόγειο
bay	κόλπος
be ashamed of	ντρέπομαι
become	γίνομαι
bedlinen	σεντόνια, μαξιλάρια
be due to	οφείλεται σε
being	ον, ύπαρξη
benefit	όφελος, πλεονέκτημα
blind	τυφλός
bloom	ανθίζω
bolster	στηρίζω, ενδυναμώνω
bone	κόκκαλο
booklet	βιβλιαράκι
bossy	αυταρχικός
branch	κλαδί
break-in	διάρρηξη
breathhtaking	καταπληκτικός
brigade	ταξιαρχία, σώμα
brilliant	έξοχος
broaden	διευρύνω
bush	θάμνος

C

cable	καλώδιο
calcium	ασβέστιο
calorie	θερμίδα
campaign	εκστρατεία
candle	κερί
canned	σε κονσέρβα
cannon	κανόνι
canny	ξύπνιος, πονηρός
capacity	ικανότητα
captivate	αιχμαλωτίζω
carbohydrate	υδατάνθρακας
carefree	ανέμελος
carrier	μεταφορέας, φορέας

carry out	πραγματοποιώ, διεξάγω
cartoon	σκίτσο
caster sugar	ζάχαρη άχνη
cause	προξενώ
cell	κύτταρο
centimetre	εκατοστό
cereals	δημητριακά
challenge	προκαλώ
charge	χρεώνω, χρέωση
cheer	ζητωκραυγάζω
cheers!	γεια (χαιρετισμός), Στην υγείά σου!
chemical	χημικός
chips	πατατάκια
choice	επιλογή
chop	ψιλοκόβω
clay	πηλός
coast	ακτή
collaboration	συνεργασία
collector	συλλέκτης
combat	μάχομαι
combine	συνδυάζω
commander	διοικητής
committee	επιτροπή
comment	σχόλιο
community	κοινότητα
companion	σύντροφος
compare	συγκρίνω
compete	συναγωνίζομαι
compulsory	
education	υποχρεωτική εκπαίδευση
conclude	συμπεραίνω
condition	όρος, περίσταση
confirm	επιβεβαιώνω
congratulate	δίνω συγχαρητήρια
consequence	συνέπεια
conservation	συντήρηση, προστασία, διαφύλαξη
consider	θεωρώ
consist	αποτελώ
consult	συμβουλευόμαι
consumer	καταναλωτής
consumption	κατανάλωση
contact	επαφή
contact lens	φακός επαφής
contain	περιέχω
contaminate	μολύνω
contemporary	σύγχρονος
continually	διαρκώς
conversation	συνομιλία
convey	μεταφέρω, μεταβιβάζω
co-operation	συνεργασία

cordless	χωρίς καλώδιο, ασύρματος
cosmetics	καλλυντικά
cousin	ξάδελφος
craft	τέχνη
crafty	έξυπνος, πονηρός
create	δημιουργώ
creativity	δημιουργία
crew	πλήρωμα
critical	κρίσιμος
crop	καλλιέργεια, σοδειά
cross-curricular	διαθεματικός
crown	στέφανο
cruelty	σκληρότητα
cue	σύνθημα, νύξη
cue word	λέξη κλειδί
current	σύγχρονος, ρεύμα
custom	έθιμο
cycle	κύκλος

D

daily	καθημερινός
dairy products	γαλακτοκομικά προϊόντα
damage	καταστρέφω
daring	τολμηρός
date back	χρονολογώ, ανάγω χρονολογικά π.χ. σε κάποιο παρελθοντικό έτος
deaf	κουφός
deafening	εκκωφαντικός
decision	απόφαση
declare	δηλώνω
decorate	διακοσμώ
decorative	διακοσμητικός
definite	οριστικός
definitely	οπωσδήποτε
degree	βαθμός
delight	απόλαυση
delivery	παράδοση, διανομή
demand	απαιτώ, απαίτηση
department store	πολυκατάστημα
describe	περιγράφω
designer	σχεδιαστής
destruction	καταστροφή
deteriorate	χειροτερεύω
develop	αναπτύσσω
device	επινόηση, εφεύρεση
diary	ημερολόγιο
dietary	διαιτητικός
discharges	απόβλητα
discipline	κλάδος
discover	ανακαλύπτω
dishwasher	πλυντήριο πιάτων

dismiss	επιτρέπω να φύγει
dispossess	αποστερώ
domestic	οικιακός
dot-and-dash	τελεία (στιγμή) και παύλα
dough	ζυμάρι
drain	στραγγίζω, αποχέτευση
dramatically	σημαντικά
drug	ναρκωτικό, φάρμακο
due	βλέπε <i>be due to</i>
dump	χωματερή - θάβω σκουπίδια σε χωματερή

E

ear-phone	ακουστικό
educate	εκπαιδεύω
effect	αποτέλεσμα
efficiency	αποδοτικότητα
efficient	ικανός, δραστήριος
else	άλλος
embroider	κεντώ
emergency	έκτακτη ανάγκη
emotional	συναισθηματικός
employee	υπάλληλος
enable	καθιστώ ικανό
endless	ατέλειωτος
endurance	αντοχή
entirely	απολύτως
equally	εξίσου
equipment	εξοπλισμός
erode	διαβρώνω
establish	ιδρύω
establishment	ίδρυση
eventually	τελικά
exchange	ανταλλάσσω
exhibit	εκθέτω
expand	επεκτείνω
expedition	αποστολή
experience	εμπειρία
experiment	πείραμα
express	εκφράζω
extraordinary	ασυνήθιστος

F

facility	άνεση, ευκολία
factor	παράγων
failure	αποτυχία
fair	δίκαιος
fair dodger	τζαμπατζής
fairy tale	παραμύθι
fanatical	φανατικός
fashion	μόδα

feature	παρουσιάζω
fibre	ίνα
figurehead	φιγούρα σκαλισμένη στην πλώρη του πλοίου
filthy	βρόμικος
fine	πρόστιμο
fire extinguisher	πυροσβεστήρας
fit	κατάλληλος
flake	νιφάδα
flan dish	σκεύος για τάρτες
flea	ψύλλος
fleet	στόλος
flexible	ευλύγιστος
fluid	ρευστή ουσία
flush the toilet	τραβώ το καζανάκι
forerunner	προάγγελος
forest	δάσος
formal	τυπικός
foundation	ίδρυμα
freeze	παγώνω
frequency	συχνότητα
frustrated	απογοητευμένος
fulfilment	ικανοποίηση, εκπλήρωση
funeral	κηδεία

G

garbage	σκουπίδια
glamorous	γοητευτικός
glaze	γλασάρω, λουστράρω
global	παγκόσμιος, ολικός
glorious	έξοχος, ένδοξος
grade	βαθμός
grated	τριμμένος
grease	λαδώνω
green house	
effect	το φαινόμενο του θερμοκηπίου
grocery	μπακάλικο
grove	δάσος (μικρό), άλσος
grow to love	αγαπώ σιγά-σιγά
gulf	κόλπος
guy	τύπος, πρόσωπο

H

haberdashery	ψιλικά
Hades	Άδης
hair-do	κόμμωση
hammer	σφυρί
hardware	σιδηρικά
harsh	σκληρός
hasty	βιαστικός
herb	βοτάνι, αρωματικό χόρτο (π.χ. ρίγανη)

holly	λιόπρινο
horn	κόρνα, κέρατο
hosiery	κάλτσες και πλεκτά είδη
household	νοικοκυριό
howl	ουρλιάζω
hug	αγκαλίτσα, αγκαλιάζω
hunt	κυνηγώ, κυνήγι
hurdle	εμπόδιο

I

ideal	ιδανικός
ignore	αγνοώ
illustration	εικονογράφηση
image	εικόνα
imitate	μιμούμαι
impose	επιβάλλω
impression	εντύπωση
improper	ανάρμοστος
inadequate	ανεπαρκής
include	συμπεριλαμβάνω
increase	αυξάνω
independence	ανεξαρτησία
indifferent	αδιάφορος
industrialisation	βιομηχανοποίηση
industry	βιομηχανία
infertile	άγονος
informal	άτυπος, φιλικός
ingredient	συστατικό
insert	τοποθετώ
insight	αντίληψη
inspiration	έμπνευση
interior	εσωτερικός
interpret	ερμηνεύω
invent	εφευρίσκω
issue	εκδίδω, θέμα

J

jewellery	κοσμήματα
join in	παίρνω μέρος
joyful	χαρούμενος
junk	άχρηστα πράγματα

K

kick	κλωτσώ
kid	παιδάκι
kind	είδος, ευγενής
kit	σύνεργα
knead	ζυμώνω
knickers	βρακάκι
knowledge	γνώση

L

laboratory	εργαστήριο
landfill	χωματερή, σκουπιδότοπος
landscape	τοπίο
laurel	δάφνη
law	νόμος
lead	οδηγώ
lead-free	αμόλυβδη
leak	διαρροή
lean	ακουμπώ
legal	νομικός
leisure	ελεύθερος χρόνος
limit	όριο, περιορίζω
lingerie	γυναικεία εσώρουχα
litter-strewn	γεμάτη σκουπίδια
local	τοπικός
look up (a word)	κοιτάζω μια λέξη στο λεξικό
loose	χαλαρός
loudspeaker	μεγάφωνο

M

made-to-measure	στα μέτρα κάποιου
magnesium	μαγνήσιο
magnifying glass	μεγεθυντικός φακός
maintain	διατηρώ
Majesty	Μεγαλειότητα (βασιλικός τίτλος)
make a guess	μαντεύω
manifestation	εκδήλωση
manual	χειρονακτικός, χειροκίνητος
master	κύριος, αφεντικό
material	υλικό
means	τρόπος, μέσο
medal	μετάλλιο
mediation	διαμεσολάβηση
medical	ιατρικός
medieval	μεσαιωνικός
medium	μέσον
melanin	μελανίνη
membrane	μεμβράνη
merchant	έμπορος, εμπορικός
mercury	υδράργυρος
mess up	αναστατώνω
mid-	εν μέσω, μέσα στο (e.g. midsummer/mid summer = εν μέσω καλοκαιριού)
mindless	απερίσκεπτος
mineral	μέταλλο
miserable	δυστυχισμένος
mixture	μείγμα
mobile	κινητό τηλέφωνο

moment	στιγμή
mow	θερίζω, κουρεύω (π.χ. το γκαζόν)
mule	μουλάρι
multiply	πολλαπλασιάζω
municipality	δήμος
mural	τοιχογραφία
muscle	μυς
mushroom	μανιτάρι

N

nail	καρφί
needle	βελόνα
negatively	αρνητικά
neglect	αμελώ
nervous	
breakdown	νευρικός κλονισμός
notice	παρατηρώ
nuclear	πυρηνικός
nutrient	θρεπτικό συστατικό

O

object	αντικείμενο
objective	αντικειμενικός
occupy	καταλαμβάνω
operate	λειτουργώ
operating-room	χειρουργείο
opponent	αντίπαλος
option	επιλογή
order	διαταγή, τάξη, παραγγελία
organise	οργανώνω
other (the other way round)	αντίστροφα
oven	φούρνος

P

pace	βήμα, ρυθμός
papyrus	πάπυρος
passage	πέρασμα
pastry	ζύμη
patient	υπομονετικός
pattern	σχέδιο
penalty	ποινή
penetrate	διαπερνώ
perform	εκτελώ
perfumery	αρωματοπωλείο
permit	άδεια
physical	
condition	φυσική κατάσταση
phytochemicals	φυτοχημικά
picturesque	γραφικός

pine tree	πεύκο
pipe	σωλήνας
plain	σκέτος
plate	πλάκα
playground	προαύλιο
polish	γυαλίζω, βελτιώνω
polite	ευγενής
pollute	μολύνω
polluter	ρυπαντής
pollution	μόλυνση
pop in	κάνω μια γρήγορη επίσκεψη
portion	τεμάχιο, μερίδα
position	θέση
poultry	πουλερικά
prawn	γαρίδα
preach	κάνω κήρυγμα
preparation	προετοιμασία
press	πιέζω
prestigious	ανώτερος, με κύρος
priest	παπάς
Prime Minister	πρωθυπουργός
primitive	πρωτόγονος
principle	αρχή
probable	πιθανός
process	επεξεργάζομαι
produce	παράγω
profession	επάγγελμα
progress	πρόοδος
promptly	αμέσως
propose	προτείνω
prosecute	διώκω ποινικά
protect	προστατεύω
protein	πρωτεΐνη
protest	διαμαρτύρομαι, διαμαρτυρία
proud	περήφανος
prove	αποδεικνύω
provide	προμηθεύω
provision	προμήθεια
P.S. (post script)	υστερόγραφο
punish	τιμωρώ

Q

quality	ποιότητα
quantity	ποσότητα
quilt	πάπλωμα

R

range	σειρά, κλίμακα
ray	ακτίνα
reaction	αντίδραση

recipe	συνταγή
recommend	συστήνω
reconcile	συμφιλιώνω
recurve	με καμπύλη
recycle	ανακυκλώνω
reduce	μειώνω
regulation	κανονισμός
reflect	αντανακλώ
relate	έχω σχέση, συσχετίζω
relationship	σχέση
relative	σχετικός, συγγενής
release	ελευθερώνω
relevant	σχετικός
rely on	στηρίζομαι
remain	παραμένω, απομεινάρει
repair	επισκευή, επισκευάζω
replace	αντικαθιστώ
representative	εκπρόσωπος
reproduce	αναπαράγω
request	παράκληση
require	απαιτώ
research	έρευνα
reserve	φυλλάγω, κρατώ
resource	πόρος
response	ανταπόκριση
responsibility	ευθύνη
responsible	υπεύθυνος
retired	συνταξιούχος
revolution	επανάσταση
risk	ρίσκο
rolling-pin	πλάστης
root	ρίζα
round up	μαζεύω
row	κωπηλατώ
rub	τρίβω
rule out	αποκλείω
ruler	κυβερνήτης, άρχοντας

S

sacrifice	θυσία
satisfy	ικανοποιώ
saturated	κεκορεσμένος
save	εξοικονομώ
science	επιστήμη
scientific	επιστημονικός
scratch	ξύνω
screwdriver	κατσαβίδι
scribbles	ορνιθοσκαλίσματα
script	κείμενο, γραφή
sculpture	γλυπτό

secondary	δευτερεύων, δευτεροβάθμιος
second best	όχι πρώτης ποιότητας, ο δεύτερος κατά σειρά,
section	τμήμα
secure	εξασφαλίζω
selection	επιλογή
self-esteem	αυτοεκτίμηση
semaphore	μετάδοση σημάτων μέσω σημαιών
senior	μεγαλύτερος
separate	χωρίζω
settle	εγκαθίσταμαι
sewage disposal	αποχετευτικό σύστημα
shake hands with	ανταλλάσσω χειραψία με ...
shallow	ρηχός
shape	σχήμα
sharp	κοφτερός
shore	ακτή
shot	πυροβολισμός
shoulder	ώμος
shower	ντους
sieve	κοσκινίζω
sift	περνώ από κόσκινο
sight seeing	επισκέπτομαι τα αξιοθέατα
signal	σηματοδοτώ
simple	απλός
single	μονός, ανύπαντρος
site	οικόπεδο, χώρος
skin	δέρμα
slide	γλιστρώ
slip	σλιπ, ανδρικό εσώρουχο
sloping	πλαγιαστός
slot	σχισμή
snapshot	στιγμιότυπο, φωτογραφία
soul	ψυχή
sound	ήχος
source	πηγή
specialise	εξειδικεύομαι
spectator	θεατής
spirit	πνεύμα, κέφι
spoil	χαλώ, κακομαθαίνω
spokesman, -woman	εκπρόσωπος
sponsor	χορηγός
sprinkle	ραντίζω
spy	κατάσκοπος
statement	δήλωση
stationery	χαρτικά, γραφική ύλη
steady	σταθερός
steep	απότομος
stick	κολλώ
stock	απόθεμα

store	αποθηκεύω
strait	στενό
strength	αντοχή, δύναμη
stroke	χτύπημα
struggle	παλεύω
subject	μάθημα
suffer	υποφέρω
suffocation	ασφυξία
suit	ταιριάζω
suitable	κατάλληλος
sunbathe	κάνω ηλιοθεραπεία
supplement	συμπλήρωμα
supplies	εφόδια
supportive	που υποστηρίζει
surface	επιφάνεια
surtax	φορολογώ επιπλέον
suspicious	καχύποπτος

T

tablet	πλάκα, πλακίδιο
take something	
easy	με το μαλακό
tan	μαύρισμα
tangible	χειροπιαστός
tap	βρύση
target	στόχος
tendency	τάση
text	κείμενο
therefore	επομένως
thimble	δαχτυλήθρα
thread	κλωστή
threat	απειλή
ticket issue	
machine	μηχανή έκδοσης εισιτηρίων
tighten	σφίγγω
timeless	άχρονος, διαχρονικός
tiny	πολύ μικρός
tip	άκρη
tit for tat	οφθαλμό αντί οφθαλμού
topping	επικάλυψη σε φαγητά, π.χ. σε πίτσα
totally	τελείως
trace	ανακαλύπτω
track	στίβος
train	εκπαιδεύω
transfer	αλλάζω, μεταφέρω
trap	παγιδεύω
trial	δοκιμασία
trip	ταξιδάκι
T-shirt	βαμβακερό μπλουζάκι
turn	σειρά, στροφή

typical χαρακτηριστικός

U

ultraviolet	υπεριώδης
unacceptable	απαράδεκτος
unbelievable	απίστευτος
uneasy	ανήσυχος
uninterested	αδιάφορος
unless	εκτός αν
untangle	ξεμπερδεύω
unthinkable	αδιανόητος
urban	αστικός

V

valid	που ισχύει
validate	επικυρώνω
valley	κοιλάδα
value	εκτιμώ, αξία
various	ποικίλος
vegetarian	χορτοφάγος
vehicle	όχημα
verse	στροφή (σε ποίημα)
vet	κτηνίατρος
veterinary	κτηνιατρικός
virtual	πραγματικός
vis-à-vis	σε σχέση με
vocational	επαγγελματικός

W

warn	προειδοποιώ
waste	σπαταλώ, σπατάλη
waterfront	προκουμαία
Water Sewerage Company	ΕΥΔΑΠ
wave	κυματίζω
weightlifting	άρση βαρών
welfare	ευημερία
whether	αν
whisper	ψιθυρίζω
wholemeal	ολικής αλέσεως
wing	πτέρυγα
witness	μάρτυρας
wolf	λύκος
wooden	ξύλινος
wrapper	περιτύλιγμα
wreath	στεφάνι
wrinkle	ρυτίδα

X

X- Ray	ακτινοβολία
--------	-------------

Y
yolk

κρόκος

Z
zinc

ψευδάργυρος

BIBLIOGRAPHY

- Αλαχιώτης, Σ. Ν.** (2002) «Για ένα σύγχρονο εκπαιδευτικό σύστημα». *Επιθεώρηση Εκπαιδευτικών Θεμάτων. Ειδικό Αφιέρωμα στη Διαθεματικότητα*. Τόμος 7: 5-18.
- Austin, J. L.** (1962) *How to Do Things with Words*. Oxford: Oxford University Press.
- Britton, J.** (1982) *Language and Learning*. Harmondsworth: Penguin Books Ltd.
- Chryshochoos, J., Chryshochoos, N. and Thompson, I.** (2002) *The Methodology of the Teaching of English as a Foreign Language with Reference to the Cross-curricular Approach and Task-Based Learning*. Athens: The Pedagogical Institute.
- Collins Cobuild English Language Dictionary** (1987) London: Collins ELT.
- Cooper, J.** (1979) *Think and Link: An advanced course in reading and writing skills*. London: Edward Arnold Ltd.
- Γκλαβάς, Σ.** (2002) *Η Τεχνική & Επαγγελματική Εκπαίδευση στην Ελλάδα (1830-1930). Η Σεβαστοπούλειος Εργατική Σχολή*. Αθήνα: Σύλλογος προς Διάδοσιν Ωφελίμων Βιβλίων.
- Διαγνωστική Αξιολόγηση. Στοιχεία Μεθοδολογίας και Ενδεικτικά Παραδείγματα Διαγνωστικών Διαδικασιών για τους Μαθητές της Α' Λυκείου.** (1998) Αθήνα: Υπουργείο Εθνικής Παιδείας και Θρησκευμάτων, Κέντρο Εκπαιδευτικής Έρευνας.
- Διαθεματικό Ενιαίο Πλαίσιο Προγραμμάτων Σπουδών και Αναλυτικά Προγράμματα Σπουδών Υποχρεωτικής Εκπαίδευσης.** (2002) Τόμος Β'. Αθήνα: Υπουργείο Εθνικής Παιδείας και Θρησκευμάτων, Παιδαγωγικό Ινστιτούτο.
- Εγκύκλιος του ΥΠ.Ε.Π.Θ. 60874/Γ2/23-6-2003** Έγκριση ελευθέρων βοηθημάτων του μαθήματος της Αγγλικής Γλώσσας του Ενιαίου Λυκείου για το σχολικό έτος 2003-2004.
- Εγκύκλιος του ΥΠ.Ε.Π.Θ. 60884/Γ2/23-6-2003** Έγκριση ελευθέρων βοηθημάτων του μαθήματος της Αγγλικής Γλώσσας του Γυμνασίου για το σχολικό έτος 2003-2004.
- Ellis, G. and Sinclair, G.** (1989) *Learning to Learn English*. Cambridge: Cambridge University Press.
- Evans, V. and Dooley, J.** (1998) *Enterprise: A four-level Intermediate English Course*. Athens: Express Publishing.
- Fried-Booth, D.** (1986) *Project Work*. Oxford: Oxford University Press.
- Haines, S.** (1989) *Projects for the EFL Classroom*. Walton-on-Thames Surrey: Nelson.
- Η Αξιολόγηση των Μαθητών του Ενιαίου Λυκείου.** (1999) Αθήνα: Υπουργείο Εθνικής Παιδείας και Θρησκευμάτων, Κέντρο Εκπαιδευτικής Έρευνας.
- Halliday, M.A.K. and Hasan, R.** (1976) *Cohesion in English*. London: Longman.
- Hancock, P.** (1990) *Is That What You Mean?: 50 common mistakes and how to correct them*. London: Penguin Books Ltd.
- Hartmann, R.R.K.** (1980) *Contrastive Textology: A Comparative Discourse Analysis in Applied Linguistics*. Heidelberg: Julius Groos Verlag.
- Jerald, M. and Clark, R. C.** (1989) *Experiential Language Teaching Techniques*. Brattleboro (USA): Pro Lingua Associates.
- Kohn, J. and Wolff, D.** (eds) (1993) *New Tendencies in Curriculum Development*. Szomathely: Commission of the European Communities.
- Kostakou, A.** (2003) *The New Leaders (revised edition): A two-level Intermediate Coursebook*. Athens: Hillside Press.

- Krashen, S.D. and Terrell, T.D.** (1983) *The Natural Approach: Language Acquisition in the Classroom*. Oxford: Pergamon.
- Κρατικό Πιστοποιητικό Γλωσσομάθειας.** Ενημερωτικό Έντυπο. (2003) Αθήνα: Υπουργείο Εθνικής Παιδείας και Θρησκευμάτων.
- Lee, W.R.** (1986) *Language Teaching Games and Contests*. Oxford: Oxford University Press.
- McArthur, T.** (1981) *Lexicon of Contemporary English*. London: Longman.
- Μπαμπινιώτης, Γ.** (2002) *Λεξικό της Νέας Ελληνικής Γλώσσας*. Αθήνα: Κέντρο Λεξικολογίας. Ε.Π.Ε.
- Nuttall, C.** (1982) *Teaching Reading Skills in a Foreign Language*. London: Heinemann Educational Books.
- Οδηγός Σχεδίων Εργασίας** (Πολυθεματικό βιβλίο, Ευέλικτη Ζώνη, Διαθεματικότητα) Για τον Εκπαιδευτικό. (2002) Αθήνα: Υπουργείο Εθνικής Παιδείας και Θρησκευμάτων, Παιδαγωγικό Ινστιτούτο.
- Προεδρικό Διάταγμα 452/81, ΦΕΚ 124 τ.Α., άρθρο 3 και Διευκρινιστική εγκύκλιος του ΥΠ.Ε.Π.Θ. Γ2/240/25-1-85.**
- Quirk, R., Greenbaum, S., Leech, G. and Svartvik, J.** (1972) *A Grammar of Contemporary English*. London: Longman.
- Ross, M.** (1991) *Listening in Action: Activities for developing listening in language teaching*. London: Prentice Hall.
- Searle, J. R.** (1988 edition) *Speech Acts. An essay in the philosophy of language*. Cambridge: Cambridge University Press.
- Stevick, E. W.** (1990) *Humanism in Language Teaching*. Oxford: Oxford University Press.
- Stieglitz, E. L.** (1983) "A Practical Approach to Vocabulary Reinforcement". *ELT Journal*, Volume 37/1: 71-75.
- Stevens, P.** (1980) *Teaching English as an International Language. From practice to principle*. Oxford: Pergamon Press Ltd.
- Ταχυδρόμος**, 4 Οκτωβρίου 2003, τεύχος 188:18
- Τεχνικά Επαγγελματικά Εκπαιδευτήρια: Ο Νέος Θεσμός.** (2000) Αθήνα: ΥΠ.Ε.Π.Θ.
- The Oxford-Duden Pictorial English Dictionary** (1981) Oxford: Oxford University Press.
- Thomson, A. J. and Martinet, A.V.** (1983) *A Practical English Grammar*. Oxford: Oxford University Press.
- Tsefala, E.** (1994) *Factors that Affect Negatively or Positively Learners in ESP* (unpublished paper).
- Tsiouris, E.** (1993) "Language Issues in Vocational Education Reform: A National Perspective" in *Report of the Proceedings of the Seminar: International Partnership Network: Language Issues and Initiatives in Transnational Partnership Activities*. Brussels: IBM International Education Centre: 21-28.
- Tsiouris, E.** (1996) "Factors Affecting the Teaching and Learning of English in Greek Technical Vocational State High Schools with Emphasis on the Social Dimension Involved" in *Proceedings of the 11th International Conference: the Sociolinguistic Dimension in the Teaching and Learning of Modern Languages*. Greek Applied Linguistics Association Volume 7:367-379.
- Tsiouris, E.** (2002) *English-Greek Dictionary*. Athens: Hillside Press.

- Tsiouris, E. and Parlapani, S.** (2001) English for Dental Technician Assistants. Athens: Greek Ministry of Education (O.E.Δ.B), The Pedagogical Institute.
- UNESCO** (2003) Learning to live together: Have we Failed? International Conference on Education (September 2001). Geneva: International Bureau of Education.
- Vygotsky, L.S.** (1962) Thought and Language. New York: M.I.T. Press.
- Wallace, M. J.** (1982) Teaching Vocabulary. London: Heinemann Educational Books.
- Weir, C. J.** (1990) Communicative Language Testing. London: Prentice Hall.

Ενέργεια 2.3.2: «Ανάπτυξη των Τ.Ε.Ε. και Σ.Ε.Κ.»
ΠΑΙΔΑΓΩΓΙΚΟ ΙΝΣΤΙΤΟΥΤΟ

Μιχάλης Αγ. Παπαδόπουλος
Ομότιμος Καθηγητής ΑΠΘ
Πρόεδρος του Παιδαγωγικού Ινστιτούτου

Έργο: «Εκπόνηση βιβλίων, ντοσιέ και τετραδίων εργασίας και προγραμμάτων σπουδών της Τεχνικής Επαγγελματικής Εκπαίδευσης Τ.Ε.Ε.»

- Επιστημονικός Υπεύθυνος του Έργου
Σωτήριος Γκλάβας
Αντιπρόεδρος του Παιδαγωγικού Ινστιτούτου
- Υπεύθυνος του Τομέα Γενικών Μαθημάτων
Αριστείδης Δασκαλάκης
Μόνιμος Πάρεδρος του Παιδαγωγικού Ινστιτούτου

Συντονιστική Επιτροπή του Έργου

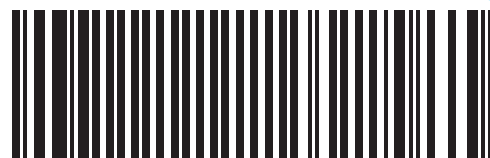
- **Βούτσινος Γεώργιος**, Σύμβουλος Παιδαγωγικού Ινστιτούτου, Επιστημονικός Υπεύθυνος του Έργου έως 21/4/2004
- **Γκιζελή Βίκα**, Σύμβουλος Παιδαγωγικού Ινστιτούτου
- **Γκλαβάς Σωτήριος**, Αντιπρόεδρος του Παιδαγωγικού Ινστιτούτου
- **Καφετζόπουλος Κωνσταντίνος**, Πάρεδρος ε.θ. Παιδαγωγικού Ινστιτούτου
- **Στάππα Ματίνα**, Πάρεδρος ε.θ. Παιδαγωγικού Ινστιτούτου
- **Καβαλάρη Παναγιώτα**, Εκπ/κος Α/θμιας Εκπ/σης, αποσπασμένη στο Παιδαγωγικό Ινστιτούτο
- **Μεργκούνη Καλλιόπη**, Εκπ/κος Β/θμιας Εκπ/σης, αποσπασμένη στο Παιδαγωγικό Ινστιτούτο

Απαγορεύεται η αναπαραγωγή οποιουδήποτε τμήματος αυτού του βιβλίου, που καλύπτεται από δικαιώματα (copyright), ή η χρήση του σε οποιαδήποτε μορφή, χωρίς την γραπτή άδεια του Παιδαγωγικού Ινστιτούτου.

ITYE
"ΔΙΟΦΑΝΤΟΣ"



ΙΝΣΤΙΤΟΥΤΟ
ΤΕΧΝΟΛΟΓΙΑΣ
ΥΠΟΛΟΓΙΣΤΩΝ & ΕΚΔΟΣΕΩΝ



(01) 000000 0 24 0002 0

Κωδικός βιβλίου: 0-24-0002
ISBN 978-960-06-2795-4