



**UNIT  
8**

## A SPORT FOR EVERYONE

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### SPEAKING

**In pairs make lists of sports that are ball games, that require speed or strength, and that involve vehicles or animals.**

**Are any of these sports male or female dominated?**

**Can you name any famous sporting personalities?**

**Do you know any famous international sporting events?**



### PRE-READING

**In pairs look at the pictures and describe them. Report your answers in class.**



## READING

**How much do you know about the Paralympic Games? Do you know how often they are held, or how many sports the competitors take part in? Read the article to find out.**

### The History of the Paralympic Games

The first Games for athletes with a disability were held in 1948 in Stoke Mandeville, England. On the day of the opening ceremony of the 1948 Olympic Games in London, the Stoke Mandeville Games were launched and the first competition for wheelchair athletes was organised.

Four years later, athletes from the Netherlands joined the Games; thus the international movement, now known as the Paralympic movement, was born. Olympic-style Games for athletes with a disability were organised for the first time in Rome in 1960, immediately after the Olympic Games. These are considered the first Paralympic Games. About 400 athletes from 23 countries competed in 8 sports, 6 of which are still included in the Paralympic Competition Programme (Archery, Swimming, Fencing, Basketball, Table Tennis and Athletics).

Since then, the Paralympic Games have been organised every four years and have always been held in the same year as the Olympic Games.

Other disability groups were added in Toronto in 1976, and the idea was conceived of merging together different disability groups for international sport competitions. In the same year, the first Paralympic Winter Games took place in Sweden.

In 1988 the Seoul Paralympic Summer Games marked a significant change, as

both the Olympic and Paralympic Games were held at the same venues. Since then, the Paralympic Games have always taken place at the same venues as the Olympic Games.

Since 1960, eleven (11) Paralympic Summer and seven (7) Paralympic Winter Games have been organised.

The 11th Paralympic Summer Games were held very successfully in 2000 in Sydney, Australia, and the 8th Paralympic Winter Games were held in March 2002 in Salt Lake City, U.S.A.

The Paralympic Games have evolved into a major sports event, second only to the Olympic Games.

Paralympic sports in Greece started to develop in the seventies, and the first Greek athlete participated in the Paralympic Games in 1976.

Fifteen sports on the paralympic program are shared with the Olympic Games: Archery, Athletics, Wheelchair Basketball, Cycling, Equestrian, Wheelchair Fencing, Football 5-a-side, Football 7-a-side, Judo, Sailing, Shooting, Swimming, Table Tennis, Wheelchair Tennis and Volleyball.

The four unique sports that are played at the Paralympic Games are: Boccia, Goalball, Powerlifting and Wheelchair Rugby.

## The 2004 Paralympic Games in Athens

Two weeks after the completion of the Olympic Games, the best Paralympic athletes came to Athens to compete in the Paralympic Games. The general philosophy of the Paralympic Games is to follow the rules of the Olympic sports as much as possible.

Such a philosophy is already implied in the name of the event. The term *Paralympic* derives from the word *Olympic* and the prefix *Para-*, a Greek preposition which means 'close to'. The Paralympic Games is an elite sports event in terms of both, the organisation and the actual competition.

### Attendance and schedule

From the 17th to the 28th of September 2004 Athens welcomed 4,000 Paralympic athletes from about 130 countries, as well as over 2,000 team officials. All were accommodated at the Paralympic Village. About 3,000 media representatives covered

the ATHENS 2004 Paralympic Games, while approximately 1,000 technical officials and 15,000 volunteers provided assistance.



The event was also attended by 2,500 members of the Paralympic Family (representatives of the International Paralympic Committee (IPC), the National Paralympic Committees (NPCs), etc.).

The Paralympic Games were held at the same Olympic Venues which were provided with the necessary facilities to accommodate the athletes and spectators. At the same time, infrastructure was upgraded in all cities so as to ensure their accessibility to all.

### 1 Find a word or phrase in the texts that means the following.

started =

combining =

places where people meet

e.g. for a sports event =

developed =

suggested =

has its source or origin =

equipment, buildings, services

provided for a particular purpose =

provide a room or place to sleep =

audience =

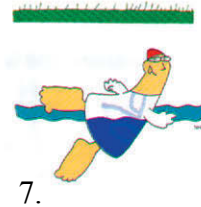
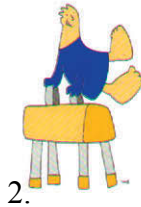
the ability to reach or use a place =

**2** Read the article again and decide if the following statements are true (T) or false (F).

1. The first Olympic-style Games for athletes with a disability took place in 1948 in Stoke Mandeville, England.
2. The Games for disabled athletes organised in Rome are considered the first Paralympic Games.
3. The Paralympic Games have been organised every two years.
4. In 1988 in Seoul both the Olympic and Paralympic Games were held at the same place.
5. The first Greek athlete with a disability took part in the Paralympic Games in Toronto.
6. The Paralympic Games follow their own rules and regulations.
7. The Paralympic Games is a sports event not as important as the Olympic Games.
8. The 2004 Paralympic Games in Athens took place at the same Olympic Venues, which had the necessary facilities for both athletes and spectators.

3 Match the sports with the pictures.

swimming, volleyball, canoeing, handball, horse riding, weight lifting, archery, cycling, gymnastics, athletics



**PROJECT**

In groups, find more information about the 2004 Paralympic Games in Athens and present it in class.



**WRITING**

Student A is looking at the table below with the history of the Paralympic Games, and student B at the table on the last page of the unit. Ask each other questions to fill in the missing information. *When ...? Where ...? Can you spell ...? How many ...?*

## The History of the Paralympic Games

Year	City	Participants
1. I	Rome, Italy	400 athletes from 23 countries
2. 1964 II	Tokyo, Japan	
3. 1968 III		750 athletes from 29 countries
4. IV	Heidelberg, Germany	1000 athletes from 44 countries
5. 1976 V		1600 athletes from 42 countries
6. 1980 VI	Arnhem, Netherlands	
7. 1984 VII	Stoke Mandeville, UK New York, USA	4080 athletes from 42 countries
8. VIII	Seoul, Korea	
9. 1992 IX		3020 athletes from 82 countries
10. 1996 X	Atlanta, USA	3195 athletes from 103 countries
11. 2000 XI		3843 athletes from 123 countries

### GRAMMAR

#### The Present Perfect Tense

*“Since then the Paralympic Games **have always taken place** at the same venues as the Olympic Games.”*

*“Since then the Paralympic Games **have been organised** every four years.”*

Sentences with **since** usually have a present perfect tense.

We use **since** when we give the start of a period (*10 o'clock, Monday, 1996, May, etc.*) and **for** when we talk about a period of time (*four hours, a week, two months, ages, etc.*)

**Complete the sentences using *for* or *since*.**

1. I've known him ..... ages.
2. She's been looking for a job ..... she left school.
3. They have been living in this house ..... they got married.
4. Have you been learning French ..... a long time?
5. It's been raining ..... 8 o'clock in the morning.
6. She hasn't had a holiday ..... two years.

**Comparisons**

*as ... as*

*the same as*

*"The general philosophy of the Paralympic Games is to follow the rules of the Olympic sports **as much as possible**."*

*"Since then the Paralympic Games have always taken place at **the same venues as the Olympic Games**."*

We use *as ... as* and *the same as* to say that people or things are equal.

**Complete the sentences using *as ... as*.**

1. My car is quite fast, but yours is faster. My car isn't.....
2. It's warm, but it was warmer yesterday. It isn't .....
3. I work hard, but Peter works harder. I don't .....
4. I know many people, but Susan knows more. I don't .....

**Complete the sentences using *the same as*.**

1. John and Paul are both 16. John is ..... age ..... Paul.
2. I went to the 2nd TEE and Mary went to that school too. Mary .....
3. We both have black hair. Your hair .....
4. My salary is \$ 20,000 and his salary is \$ 20,000 too. He earns .....

## Verb-preposition combinations

- 1 In pairs discuss which prepositions are used with the verbs below. Then turn back to the texts to check your answers.

include	into
provide	at
merge	in
derive	with
accommodate	in
evolve	in
compete	from
participate	with
share	together



### PRACTICE

- 1 Complete the following sentences with the correct verb-preposition combination. Don't forget to put the verbs in the correct form.

1. This athlete ..... the Olympic Games four times.
2. The word *politics* ..... from a Greek word meaning *city*.
3. Detailed instructions about how to use this DVD ..... this booklet.
4. He offered to ..... the cost ..... me, which was very kind of him.
5. This is where the two rivers ..... into one.
6. How many countries ..... in the Athens 2004 Olympic Games?
7. Their plane didn't arrive, and the passengers ..... a hotel near the airport.
8. This book .....you ..... all the information you need about the history of Ancient Greece.
9. His theory ..... a major scientific discovery.

**Can you form adjectives from these nouns?**

<b>nouns</b>	<b>adjectives in <i>-ed, -tive, -ant, -ble</i></b>
disability	
competition	
organisation	
representation	
assistance	
accessibility	

**Use an adjective from the above task to complete the gaps below.**

1. We went to a beach, which was only ..... from the sea.
2. He works at a highly ..... insurance company.
3. The ..... manager in the company you have applied for a job is a cousin of mine.
4. She has a ..... collection of badges about the Olympic Games.
5. Football is a very ..... sport.
6. Don't leave your car here! These parking spaces are for ..... people.



**LISTENING**

**You are going to listen to an extract of an interview with the football star David Beckham. Say whether the following statements are true (T) or false (F).**



1. David Beckham was born on March 2<sup>nd</sup>, 1975 in Leytonstone, London.
2. His father influenced him into becoming a fan of Manchester United.

3. He started his football career playing for local football teams and taking part in local tournaments at the age of eight.
4. At the age of 12 he took part in a tournament and won with the highest score ever.
5. He wasn't a good student because all he did was to kick the ball around.
6. When he was eighteen, he went to play for Junior Manchester United.
7. By 1996 he was a regular with Manchester United.
8. A very important year for his career was when the National Team of England advanced to the quarter-finals of the 2003 World Cup.



### SPEAKING

**Choose two sports you have either played or watched. Working with a partner, compare the sports from the following points of view.**

- how dangerous they are
- how fit you have to be
- whether they are expensive to play/do
- whether they are competitive



### READING

#### James Naismith's invention

**Do you know the fastest growing game in the history of sport? Read the article about James Naismith's invention to find out.**

James Naismith invented the game of basketball in the winter of 1891, when his Y.M.C.A.\* boss challenged him to come

up with a better means of keeping restless athletes occupied, when cold weather in New England forced them indoors and

away from football and baseball.

Naismith had 14 days to create an indoor game, simple to learn and interesting, but that wouldn't damage either the players or the gymnasium.

Naismith's invention didn't come easily. Getting close to the deadline, he struggled to keep the class' faith. His first intention was to bring outdoor games, i.e. soccer, indoors. These games proved too physical and awkward. At his wits' end, Naismith recalled a childhood game. He put up two peach baskets on the wall of the gymnasium,



and the players had to try to throw a soccer ball into them. After brainstorming on this new idea, Naismith developed basketball's original 13 rules, and consequently, the game of basketball. He coached his class in their first game on December 21, 1891. From the time the first ball was tossed up, the class played with vigour unmatched in any other sport they had tried before.

\*Y.M.C.A= Young Men's Christian Association

Initially, the players displayed no teamwork, just individual skills. However, they soon realised that for the good of the game a group effort was needed, and the first true basketball team was born. The word of *Basket Ball* (then two words) spread quickly, and spectators began to fill the gymnasium to watch this new innovation in sport. James Naismith, along with the 18 members of his class, was laying the groundwork for what would become the fastest growing game in the history of sport. The game caught on quickly, becoming popular with female players as well as male.

Although he never had the opportunity to see the game become the astonishing spectacle it is today, Naismith's biggest thrill came when he was sponsored by the National Association of Basketball Coaches (NABC) to witness basketball become an Olympic sport at the 1936 Games held in Berlin. Naismith was first and foremost a physical educator and an intense student, who collected four degrees in the fields of Philosophy, Religion, Physical Education and Medicine. He became famous for creating the game of basketball, a stroke of genius that never brought him fame or fortune during his lifetime, but enormous recognition following his passing in 1939. For his historic invention, Naismith's name adorns the world's only Basketball Hall of Fame, a tribute that forever makes James Naismith synonymous with basketball.

*(Based on information from the Basketball Hall of Fame inc., 2002.)*

**1 Find a word or phrase in the text that means the following.**

invited, stimulated =

a point in time by which something

has to be done =

not knowing what to do or say =

a method of solving problems in which

all the members of a group suggest ideas

and then discuss them =

became popular and famous =

an experience causing excitement =

physical strength or energy =

work that provides the basis for something =

makes something more attractive or beautiful =

act to show respect or admiration =

**2 Read the text again and decide if the following statements are true (T) or false (F).**

1. James Naismith had to develop a new indoor sport that would be interesting and challenging for a bored class.
2. He had the whole winter to develop this new indoor sport.
3. For a true basketball team a group effort, and not just individual skills, was needed.
4. He had the opportunity to see basketball become the spectacular game it is today.
5. James Naismith felt excited when he was sponsored by the National Association of Basketball Coaches, to witness basketball become an Olympic sport at the 1936 Games held in Berlin.

6. Being a hard-working student, he earned degrees in the fields of Philosophy, Religion, Physical Education and Medicine.
7. During his lifetime, he became famous for creating the game of basketball and made a lot of money.
8. After his death, Naismith received many honours and recognition for his invention.

## VOCABULARY



A. *Go, play or do* a sport or activity?



**Fill in the gaps with *go, play or do* in the correct tense.**

1. I don't ..... football very well, because I don't ..... enough practice.
2. -We're ..... swimming. Do you want to come?  
- No, thanks. I ..... tennis in two hours. And I ..... swimming yesterday.
3. He doesn't ..... skiing that often since his accident last year.
4. She wants to keep fit. She ..... jogging three times a week.
5. He prefers to ..... climbing once a month rather than ..... a sport.



## B. Word building

Adjectives in  $\begin{cases} -ful \\ -less \end{cases}$

*“James Naismith invented the game of basketball in the winter of 1891, when his Y.M.C.A. boss challenged him to come up with a better means of keeping **restless** athletes occupied...”*  
*“They spent a **restful** Sunday afternoon on the beach.”*

**-ful** means ‘having’, ‘with’

**-less** means ‘without’, ‘lacking’



## PRACTICE

Complete the sentences with an adjective in *-ful* or *-less* derived from the following words.

success, care, use, colour, rest, harm, forget, beauty

1. Smoking is ..... to your health.
2. She bought a ..... dress for the party.
3. He's so ..... . He's always having accidents inside and outside his home.
4. She's such a ..... girl that everybody tells her to take part in a Beauty Contest.
5. Don't try to fix it. It's ..... . It will break down again.
6. The children always get ..... on long journeys.
7. He is a very ..... businessman. Thanks to him the company's sales have risen dramatically.
8. She's so ..... . She can't even remember her telephone number.



## How language holds together and works

### The Present Perfect Tense

*“Since then the Paralympic Games **have always taken place** at the same venues as the Olympic Games.”*

*I **have been learning** English since I was six.*

We use the **Present Perfect Tense (Simple or Continuous)** to talk about situations **continuing up to now**, especially if we say **how long** they have lasted.

With most verbs, we use the **Present Perfect Continuous Tense** to talk about situations **continuing up to now**. With stative verbs we use the **Present Perfect Simple Tense**.



## PRACTICE

Complete the sentences with either the Present Perfect Simple or the Present Perfect Continuous Tense.

1. John is a talented footballer. He (play) ..... football professionally for ten years.
2. I (have) ..... this car since Christmas.
3. They (not/see) ..... each other for ages.
4. Peter (look for) ..... a job since last summer.
5. He (listen) ..... to that music for hours. I wish somebody told him to stop.
6. She was ill before Easter, but she (be) ..... fine ever since.
7. They (wait) ..... for hours for their plane to take off.
8. How long (be married) ..... Robert and Susan ..... ?

***Either ... or***

***Neither ... nor***

***Both ... and***

*“Naismith had 14 days to create an indoor game that would be suitable for playing indoors, simple to learn and interesting, but that wouldn't damage **either** the players **or** the gymnasium.”*

*As basketball's popularity grew, Naismith **neither** pursued publicity **nor** engaged in self-promotion.*

*Naismith was **both** an intensive student **and** a physical educator.*

These expressions are used to join nouns, verbs, etc.



## PRACTICE

Join the sentences with *either ... or*, *neither ... nor*, or *both ... and*.

1. She doesn't speak English. She doesn't speak German.

.....  
.....

2. He repairs TVs. He repairs VCRs. ....

3. I'm not sure about their nationality. Are they Spanish? Or are they Mexican?

.....

4. George is very talented. He sings. He dances as well.

.....  
.....

5. I don't know her name. Is it Sara or Helen? It's one of the two.

.....

6. Alice doesn't smoke, and she doesn't drink alcohol. ....

.....

## Ordinal numbers

1st	first	11th	eleventh	100th	hundredth
2nd	second	12th	twelfth	21st	twenty-first
3rd	third	20th	twentieth	32nd	thirty-second
4th	fourth	30th	thirtieth	43rd	forty-third
5th	fifth	40th	fortieth	54th	fifty-fourth
6th	sixth	50th	fiftieth	65th	sixty-fifth
7th	seventh	60th	sixtieth	76th	seventy-sixth
8th	eighth	70th	seventieth	87th	eighty-seventh
9th	ninth	80th	eightieth	98th	ninety-eighth
10th	tenth	90th	ninetieth	101st	a hundred and first

**WRITING DATES:** 20 April 1965

**SAYING DATES:** the twentieth of April, nineteen sixty-five

**Change the following dates from written to spoken or from spoken to written form.**

1. the ninth of June two thousand and one .....
2. August the thirteenth nineteen ninety-eight .....
3. the sixth of October nineteen seventy .....
4. 17 February 1997 .....
5. 24 March 1985 .....
6. 30 July 2004 .....



## Work and play with words

### Word building

**The following nouns and adjectives appear in this unit. Provide the missing endings and use them in a sentence of your own.**

1. disabil..... (noun) \_\_\_\_\_  
\_\_\_\_\_
2. move..... (noun) \_\_\_\_\_  
\_\_\_\_\_
3. competi..... (noun) \_\_\_\_\_  
\_\_\_\_\_
4. organisa..... (noun) \_\_\_\_\_  
\_\_\_\_\_
5. representat..... (adjective) \_\_\_\_\_  
\_\_\_\_\_
6. assist..... (noun) \_\_\_\_\_  
\_\_\_\_\_
7. attend..... (noun) \_\_\_\_\_  
\_\_\_\_\_

8. accessibil..... (noun) \_\_\_\_\_  
 \_\_\_\_\_
9. spectac..... (adjective) \_\_\_\_\_  
 \_\_\_\_\_
10. invent..... (noun) \_\_\_\_\_  
 \_\_\_\_\_
11. histor..... (adjective) \_\_\_\_\_  
 \_\_\_\_\_
12. innovat..... (noun) \_\_\_\_\_  
 \_\_\_\_\_

### PHRASAL VERBS

In the texts we came across the following phrasal verbs: *come up with*, *put up* and *catch on*. Match these verbs with the meanings below, and then complete the sentences with the correct phrasal verb in the right tense.

<b>come up with</b>	find or produce an answer
<b>put up</b>	become popular or fashionable
<b>catch on</b>	raise something or put it in a higher position



### PRACTICE

1. She ..... a new idea about how to increase the sales in her company.
2. Mini skirts ..... in the 1960's, and they are still popular nowadays.
3. He ..... a flag whenever his football team plays in the Champions League Competition.

## Adjectives and prepositions

1 In pairs discuss which prepositions are used with the adjectives below. Then go back to the texts to check your answers.

suitable	
close	
famous	
synonymous	



1 Underline the correct preposition in each sentence below.

- The verb *shut* is synonymous with/to the verb *close*.
- After a long walk, we found a really suitable place to/for a picnic.
- He became famous for/in scoring 23 goals in a match, which was the beginning of his professional career.
- She is very close at/to her grandmother. She was brought up by her while her parents were working abroad.



### WRITING

Student B is looking at the table below with the history of the Paralympic Games, and student A at the first *writing* task of the unit. Ask each other questions to fill in the missing information. *When ...? Where ...? Can you spell ...? How many ...?*

### The History of the Paralympic Games

Year	City	Participants
1. 1960 I		400 athletes from 23 countries
2. II	Tokyo, Japan	390 athletes from 22 countries
3. 1968 III	Tel Aviv, Israel	
4. 1972 IV		1000 athletes from 44 countries
5. 1976 V	Toronto, Canada	
6. VI	Arnhem, Netherlands	2500 athletes from 42 countries
7. 1984 VII		4080 athletes from 42 countries
8. 1988 VIII		3053 athletes from 61 countries
9. 1992 IX	Barcelona, Spain	3020 athletes from 82 countries
10. 1996 X	Atlanta, USA	
11. XI	Sydney, Australia	3843 athletes from 123 countries





## GO FOR IT!

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### PRE-READING

- 1 You are soon going to leave TEE. What are your plans for the future? Are you thinking of looking for a job or getting a place at a college or university? Discuss in pairs and report in class.



- 2 Look at the photographs and talk to your partner. Which would be the best/worst place for you to work at? Why?



- 3 Choose one of the work places above. Make a list of all the different jobs people can do there. Then read the list of skills and qualities below. Which are necessary for the jobs in your list?

Skills	Qualities
computer skills	well-organised
typing skills	patient
artistic skills	punctual
language skills	caring
mathematical skills	physically strong
interpersonal skills	quick-thinking
	honest

**Work Place:**

Jobs	Skills	Qualities



**SPEAKING**

**How do people find information about jobs in your country? Do schools have career teachers, i.e. qualified teachers who can provide students with information about study and work? Discuss and report.**



## READING

- 1 Read the following information about job opportunity schemes for students and young people in the UK and compare them to your country's.

### Getting a job

In the UK you can find information about jobs and career opportunities at a number of different places.

#### At school



All secondary schools in Britain have a career teacher. They are qualified teachers whose job is to provide students with information about further study and work. Career teachers arrange visits to offices, factories, colleges, etc., and they invite professional people and people from local organisations to come to the school and talk to the students. They also help students with technical matters such as how to apply for jobs, for a place at university or college, etc.

Students usually have these career sessions during their last year at school. During the last two compulsory school years, students have to take part in “work experience” programmes. The students go to work for two weeks. They work in all kinds of places, like offices, shops, factories, hotels, etc. When they finish, they have to report about their experiences and what they have been taught.



#### Outside school

If you have already left school, there are a number of ways to find out about jobs. There is a Job Centre in large towns, where employers advertise jobs. You can also look at newspapers too, which have job advertisements as well. At a Job Centre you can also find information about several training schemes to help you get a better job.

The UK	My country

### Looking for a job: Qualifications

Read the following job advert, which appeared in a magazine for young people, and answer the questions that follow.

2

**HERMES SEASIDE RESORT**

is looking for  
young bright and cheerful people  
to work as holiday hosts and hostesses this summer  
at our new hotel on the Island of Crete.

The job involves looking after groups of holidaymakers,  
entertaining them and helping with any problems.

Good knowledge of English is necessary.  
If you can play any sports or a musical instrument,  
this will be useful.

Accommodation, food, pocket money, medical insurance  
and return travel are all provided.  
If you like travelling and helping people, why not write to us.

Please send your application letter to:

**HERMES SEASIDE RESORT  
156 79 CRETE**

1. Who is this advertisement addressed to?

.....

2. What are the essential requirements for the position?

.....  
.....

3. How does the advert attract candidates?

.....

4. How can candidates contact them?

.....



## WRITING

- 1 Imagine that the advert above attracted your attention. You decide to apply for the post, but unfortunately, you don't have experience with application letters and CVs. Study the following application letter sent by another candidate and fill in the missing information.

*Dear Sir/Madam*

*I read your ..... in Fun magazine, and I would like to .....for a job as a holiday host this summer.*

*I am seventeen years old and live in Thessaloniki. At the moment I am studying at a Technical Vocational School, but I will be free during the summer holiday.*

*I can speak ..... very well.*

*I like ..... I have been to many parts of our country, and last year I also visited my relatives in Germany.*

*I enjoy playing ..... I can play basketball very well. I am in the basketball team of my school. I am good at swimming too. I cannot play a ..... , but I can sing well.*

*I am sure I would make a good host. I am very sociable and I like helping people.*

*I look forward to hearing from you.*

*Yours faithfully,*

*John Papadopoulos*



## LETTER OF APPLICATION

Applicant's address

Recipient's address

Date

Dear .....,

I have seen your ..... for an ..... in the Accountants Review and wish to apply for the post.

As you can see from my enclosed ....., I am \_\_\_\_\_ years old and was educated at the 2nd Technical Vocational Lyceum in Athens, where I specialised in ..... . When I was discharged from the ..... in ....., I attended a course at a ..... in Manchester, where I trained in ..... for ..... year and at the same time obtained a good command of the ..... language.

From ..... the present, I have been employed by G-Systems Accounting and Logistics, where I am responsible for .....

Although I am quite happy at my present job, I would like to work for a bigger company to ..... more .....

My interests include ..... the web, as well as .....

I would be free for an interview at any time. My present employers have promised to give me a very favourable reference.

Yours ..... (faithfully/sincerely)


(Signature) .....

(Applicant's name in full) .....

**3** The following phrases show the functions of each part of the letter of application you have already completed, but they are in jumbled order. Put them in the right order. Then choose sentences from the letter, and write them in the chart under the relevant phrases.

<ul style="list-style-type: none"><li>• Explaining the applicant’s education that qualifies him/her for the job. Listing the schools attended, courses taken, or certificates obtained. ..... .....</li></ul>
<ul style="list-style-type: none"><li>• Showing the specific things the applicant can do that make him/her suitable for the job. ..... .....</li></ul>
<ul style="list-style-type: none"><li>• Stating the reasons the applicant wants to leave his/her present job (if he/she is already working). ..... .....</li></ul>
<ul style="list-style-type: none"><li>• Applying for the post and showing interest in the job. ..... .....</li></ul>
<ul style="list-style-type: none"><li>• Asking for an interview and showing willingness to provide references. ..... .....</li></ul>
<ul style="list-style-type: none"><li>• Referring to the applicant’s special interests and hobbies. ..... .....</li></ul>


1<sup>st</sup> paragraph

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2<sup>nd</sup> paragraph

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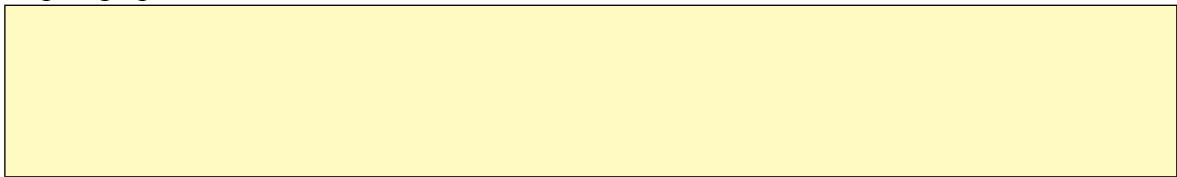
3<sup>rd</sup> paragraph

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4<sup>th</sup> paragraph

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5<sup>th</sup> paragraph

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## READING

Read the following article about making a promising application form and a CV and underline its strongest points.

### Be Prepared for any Options that may Come up

You are soon going to finish TEE. You may want to start a job or do some further studies. Whatever your choice, you have to make it right. To start with, the following article will help you, giving you the so-called 'Job Application File'.

A job application can open or close the door to your future career, unless you make your application stand out from the crowd and create an immediate positive impression.

Remember, first impressions count. Do you want to be treated seriously and with respect? So, do the same courtesy to your prospective employer.

Your first job (and every job) could shape the rest of your life.

Give yourself the greatest chance of success by presenting your application:

- a) neatly and concisely
- b) impressively
- c) professionally



### The four steps to a promising application

#### 1.1 The application – General points

- An application should always be prepared individually (as if it were the only job you had ever wanted!). Never use photocopies.
- Think about the overall image of your application. Use a word processor or make your handwriting neat. It must be free of errors and corrections!
- Make a rough draft first, so that you achieve proper accuracy, chronology and spacing.

#### 1.2 The application – Particular points

##### Remember to include:

- the specific vacancy applied for or the nature of work you are looking for
- sufficient relevant information about yourself
- the reason(s) why you are applying to this particular organisation
- your own expectations

## 2. Curriculum Vitae (CV)

- Set this out in chronological sequence.
- Whether the CV is typed or handwritten, keep the same style/typeface/ink-colour throughout the complete Application Document.
- Do not leave any unexplained gaps in the chronology.
- Wherever possible, attach documentary support of previous positions held.
- Include other skills or training only if you can prove them with facts.

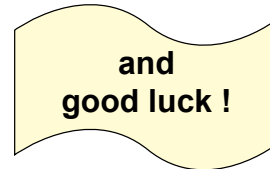


## 3. Certificates/References

- Always send certified photocopies, never originals.
- At this stage include only the final/leaving certificates or reports.
- Try and include references from previous employment.
- Consider whether to include names and addresses of referees.

## 4. Photograph

- Use a head-and-shoulders colour shot.
- Ensure it is recent.



WRITING

## A SHORT APPLICATION FOR EMPLOYMENT

**Position:** .....

**Company:** .....

**by**

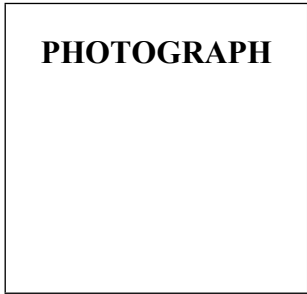
**NAME:**

**ADDRESS:**

**TELEPHONE :**

.....

**CURRICULUM  
VITAE**



**NAME :**

**DATE OF BIRTH :**

**PLACE OF BIRTH :**

**ADDRESS :**

**MARITAL STATUS :**

<b>FROM</b>	<b>TO</b>	<b>SECONDARY EDUCATION</b>
<b>FROM</b>	<b>TO</b>	<b>HIGHER EDUCATION</b>

<b>FROM</b>	<b>TO</b>	<b>CAREER PROGRESSION</b>
<b>FROM</b>	<b>TO</b>	<b>PROFESSIONAL QUALIFICATIONS / TRAINING</b>
<b>FROM</b>	<b>TO</b>	<b>OTHER QUALIFICATIONS / HOBBIES / INTERESTS</b>

---

**DATE**

**SIGNATURE**

**Complete the application form and CV with your personal information, facts or fiction.**



SPEAKING

AND



WRITING

**1 Answer about yourself.**

➤ What do you want to be? Why?

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

➤ What will you have to do to get this job?

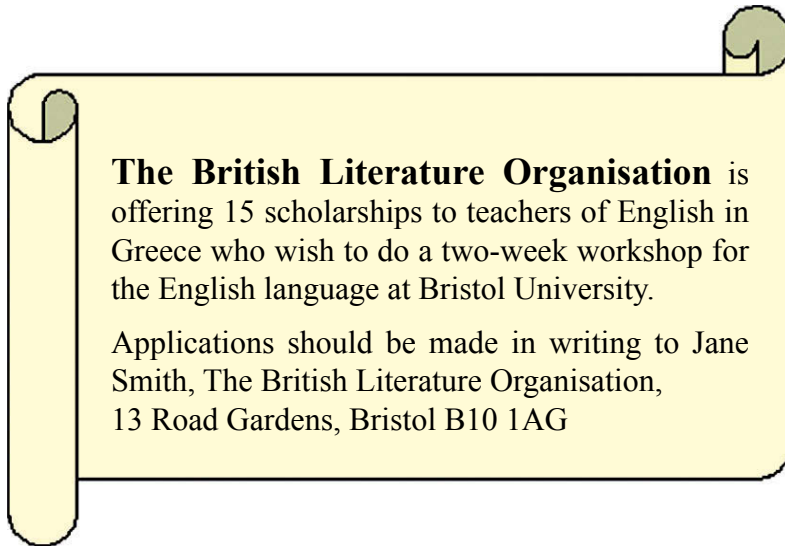
.....  
.....

➤ Why do you think you would be well-suited to this job?

.....  
.....

**2 What technical subject or specialisation do you have to study to achieve your future job? What are the other specialisations offered at your TEE? Make a list, starting from your choice. Also, include relevant skills and qualities.**


- 3 Your teacher has read the following advert about a two week summer course for teachers of English at Bristol University and would like to apply. Help him/her complete his/her CV. The following prompts will help you to form the right questions.



What/name?	
What/surname?	
Where/live?	
When/born?	
Where/born?	
What/nationality?	
... married?	
What schools did ...?	
What University ...?	
... job?	
How long ...?	
Do you play ...?	

## **CURRICULUM VITAE**

**NAME:**

**ADDRESS:**

**TEL. NUMBER:**

**DATE OF BIRTH:**

**PLACE OF BIRTH:**

**NATIONALITY:**

**MARITAL STATUS:**

### **EDUCATION AND QUALIFICATIONS**

19.....-19.... :

199...-199... :

### **EMPLOYMENT**

199... up to present:

Tasks assigned:

**FOREIGN LANGUAGES:**

**SPECIAL INTERESTS:**



READING

**Asking for more information about a course or a conference.**

**1** Read the advert and make questions for the following answers.

*What's on courses and conferences?*

<b>WORKSHOP</b>	<p><b>For all information at the London Technicians' Education Centre</b></p> <p>17 Great Dover Street LONDON SE1 4YW Tel: 020 7403 1808 Fax: 020 7378 8150</p>
<ul style="list-style-type: none"> <li>• 28th February – 5th March</li> <li>• 25th - 30th April</li> </ul> <p>A five-day advanced course in twenty different specialisations for young technicians. Fee: £ 500</p>	

1. .... ? It's for young technicians.
2. .... ? There are two courses.
3. .... ? 25th - 30th April.
4. .... ? It's 500 pounds.

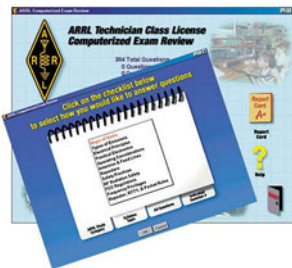


**1 Fill in the gaps with words from the table connected to jobs.**

**interview, experience, look for, impression, application, references, candidates, qualifications**

When you are ..... a job, it is important to remember a few main points that will make it easier for you. First of all, take care with your ..... form and CV, as many ..... are rejected on these alone. Keep your CV clear and simple and make the most of your good points.

If you are invited to an ....., try to give a good ..... . The people interviewing will be interested in the ..... the candidates gained at school or university, and what ..... they have had in previous jobs. They will probably ask for ..... written by the candidates' teachers and employers.



**2 Find a word or phrase in the texts that means the following.**

something that has to be done =

be given official permission to leave,

after carrying out a duty =

first version of a written document =

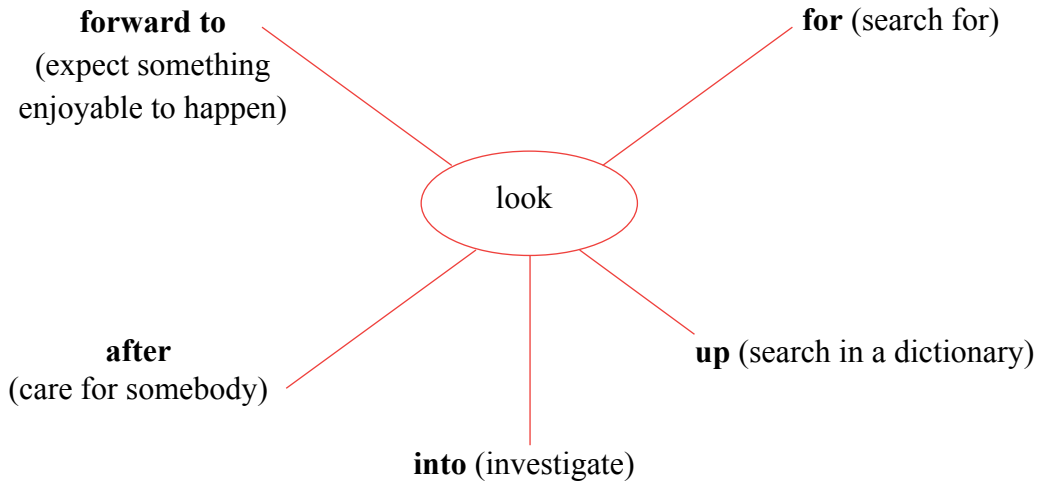
be seen/noticed easily =

an empty job position =

### 3 PHRASAL VERBS

#### Look

Study the different meanings of *look* below and complete the sentences that follow. Don't forget to put the verb into the correct form.



1. 'I don't know the meaning of this word.' 'Why don't you ..... it ..... in the dictionary?'
2. They are ..... leaving for their holiday place.
3. I ..... Mary. Have you seen her?
4. She ..... her little brother, while her mother is in hospital.
5. The police ..... the disappearance of the businessman.



# UNIT 10

## STOP AND RELOAD (Units 6-9)

**▲1. Complete the following text about computers. Use words from the box.**

screen, printer, keyboard, software, hardware, word processor, mouse

The machines themselves are called the ..... , and the programs we feed into them are called the ..... . You can see the results of what you are doing on a ..... . Your machine is operated like a typewriter, by pressing keys on a ..... . A ..... also helps you to control the movement of the cursor on the computer screen. If you want to see what you are doing on paper, you'll need a ..... . Finally, if you want software which will enable you to see, arrange, rearrange and then print a page of material, then the machine you need is a .....

**▲2. Fill in the gaps with *for* and *since*.**

1. I stayed there ..... three weeks when I was a student, and ..... then we've gone there for our summer holiday every year.
2. We've known each other ..... we were born, but we've only been married ..... a few months.
3. They haven't changed much. They've been living in the same house ..... the 70's. He's been doing the same job ..... nearly thirty years, and she's been wearing the same clothes .....



I was a child.

4. Peter is now 35 and has been driving a car ..... his 18th anniversary, so he's been driving for seventeen years.

**▲3. Match the words connected to *work* with their meanings.**

• interview	another person's opinion about you and your work
• application	a person who applies for a job
• training	a formal request to be considered for a job
• qualifications	a brief account of someone's previous career, submitted with an application for a job
• CV	being taught how to do a job
• reference	when you are asked questions about being suitable for a job
• candidate	a quality or skill that makes someone suitable for a particular job

**▲4. Fill in the gaps with the following prepositions of time: *at*, *on* or *in*. In some gaps no preposition is needed.**

1. My parents got married ..... 1964. They met ..... ten o'clock in the morning ..... January 10th, got engaged ..... February and got married ..... April.

2. Mary travelled a lot ..... last week. .... Monday she had two important meetings - one ..... the morning in Athens and another ..... 8 o'clock ..... the evening in Thessaloniki. Then ..... Wednesday she flew to Rodes and she got back to Athens ..... the evening.

**▲5. There was an electricity cut last night. What do you think these people were doing? Complete the sentences with the correct verb/verb phrase from the box.**

watch TV, cook, work on his word processor, revise, have a shower

1. John .....  
.....  
when the computer screen went blank.
2. George .....  
for his history test.
3. Sara ..... ,  
and she missed the end of the programme.
4. Kate ..... ,  
and she couldn't find her towel in the dark.
5. Mrs Smith .....  
Fortunately, she had a gas cooker.

**▲6. A friend of yours is attending a conference in your town and both of you want to meet, but he is very busy. Look at his diary and try to make arrangements.**

<b>MONDAY</b>	<b>FRIDAY</b>
	<ul style="list-style-type: none"> <li>• attend conference (9.00- 17.00)</li> <li>• have dinner</li> </ul>
<b>TUESDAY</b>	<b>SATURDAY</b>
	<ul style="list-style-type: none"> <li>• visit a book exhibition</li> <li>• depart 18.10</li> </ul>
<b>WEDNESDAY</b>	<b>SUNDAY</b>
<b>THURSDAY</b>	<b>NOTES</b>
<ul style="list-style-type: none"> <li>• attend conference (9.00- 17.00)</li> <li>• theatre</li> </ul>	

**You:** Can we meet on Thursday evening?

**Paul:** Sorry, but .....

**You:** What about Friday morning?

**Paul:** .....

until 5 o'clock, and all the participants ..... in the evening.

**You:** Well, are you free at the weekend?

**Paul:** I'm afraid not. On Saturday morning ..... , and my flight leaves at 18.10.

**You:** What about having lunch together? I could also give you a lift to the airport.

**Paul:** Yes, I think that's a good idea. We'll have plenty of time to catch up.

**▲7. What's the weather like in the area you live in? Complete the following table.**

winter	It's
spring	
summer	
autumn	





**▲14. Rewrite the following sentences into the passive beginning as shown.**

1. Guglielmo Marconi invented the wireless.

*The wireless was invented by Guglielmo Marconi.*

2. They use a computer to do that job nowadays.

A computer .....

3. Careless drivers cause a lot of accidents.

A lot of accidents .....

4. While I was on holiday, somebody stole my purse.

My purse .....

5. The bank manager has interviewed fifty applicants so far.

Fifty applicants .....

6. Will somebody clean this room? It's very dirty.

Will .....

7. We must lock the doors when we leave our offices.

The doors .....

8. The police are questioning him at the moment.

He .....

9. We need your signature to sell the house.

Your signature .....

10. They will cut down all the trees in that area.

All the trees .....

**▲15. Word building**

**Form nouns and adjectives from the following words, making any necessary spelling changes.**

1. He was sent out of the room for causing a (disturb) ..... in class.

2. A heating (install) ..... will take several days.

3. Her demands are perfectly (reason) .....

4. There is no (access) ..... to these documents. Only the manager can open them.

5. This company is responsible for the (distribute) ..... of food to the earthquake victims.

6. Her car broke down out of the sudden, so she called road (assist) .....

7. The doctor told the parents that their child had a hearing (ability) ..... , and he had to make some tests.

8. Peter felt very (encourage) ..... after losing the match.

9. The chief of the police gained (popular) ..... after arresting a very notorious criminal.

10. The personnel manager formed a very (favour) ..... impression of her.

**▲16. Phrasal verbs**

Complete the gaps below with phrasal verbs from the following table. Don't forget to put them in the correct tense.

call for, catch on, take over, put up, shut down, come up with
--

1. The little boy was so hyperactive that his mother found it hard to ..... with him.
2. It took him some time to solve the problem, but he was the only one to ..... the correct answer.
3. This song soon ..... when a famous DJ played it at his programme.
4. A lot of local shops ..... in the last few years.
5. The situation ..... immediate action.
6. John ..... as managing director when his father retires.

**▲17. A. What kind of person are you?**  
Complete the following questionnaire using a suitable verb form, and discuss your answers in small groups.

**WHAT KIND OF PERSON ARE YOU ?**

- 1 If you ..... (see) an old lady shoplifting, would you.....
  - a) do nothing?
  - b) tell a shop assistant?
  - c) tell the woman to put it back?
- 2 If you ..... (find) 1000 euros in the street, would you .....
  - a) keep it?
  - b) give it to someone who need it?
  - c) take it to the police station?
- 3 If you ..... (see) your neighbour hitting his dog, would you .....
  - a) do nothing?
  - b) report him to the police or an animal welfare group?
  - c) tell him to stop?
- 4 If you ..... (be) at a bus stop and a car ..... (park) there illegally, would you .....
  - a) take the car number and tell a policeman?
  - b) ask the driver to move the car?
  - c) ignore it?

**B. Add one more question with three possible answers, as in the questionnaire.**

## PROGRESS QUESTIONNAIRE

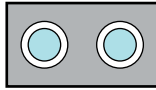
Mark your progress in the following areas out of ten.

Be honest!



Writing	
Reading	
Grammar	
Vocabulary	

Key	
9/10	Brilliant
8	Excellent
7	Very good
6	Good
5	Satisfactory
4	Not Satisfactory
3	Bad
2	Very bad
1/0	Terrible



## UNIT 1

**The presenter of a radio programme and a language Professor are talking about learning English.**

**Presenter:** Hello and welcome to our programme. Today we turn our attention to languages. What would the world be like if everyone spoke the same second language? Well, Professor Ross, why not English as a world language?

**Professor:** Well, I don't see the reason why people should have to learn English. For many it's a waste of time, energy and money. The other thing is that English is by no means an easy language to learn. There is the problem of spelling, of many exceptions to any rule, it is very idiomatic and the prepositions are very difficult. English is a language which for many seems easy in the beginning, but as you go on, it becomes more and more difficult to bridge the gap between basic knowledge and mastery of the language, so many people give up.

**Presenter:** So, what language would you suggest as a world language?

**Professor:** Well, I believe that a neutral language is needed, without a complicated tense system and grammar ...

## UNIT 2

**Peter is talking to a friend at school about his holiday.**

**John:** Hi, Peter. Good to see you after such a long time.

**Peter:** Me too! School is going to be tougher this year but, at least, I've just come back from holidays.

**John:** Really? Where did you go?

**Peter:** I went sailing with my parents and their Italian friends. It was great! I had a wonderful time.

**John:** Oh, no! A boat trip, it's the worst thing for me. I really don't like sailing at all! It's a nightmare! I get seasick!

**Peter:** Well, for me it was a holiday in paradise. One day we were having breakfast on the deck, when a small dolphin suddenly appeared on the surface of the sea. Everything was absolutely terrific ... the sun, the islands, the isolated beaches, the peace and quiet ...

**John:** Peace and quiet ... Well, this doesn't sound ideal to me. I like crowded beaches with beach bars and loud music, beautiful life-guards and a lot of female tourists around ...

**Peter:** I like meeting people and loud music too, but in the evening when I go out. During the day, I prefer to relax and enjoy the sun, the sea and the view ... , you know.

**John:** Well, I don't think we'll ever go on holiday together, but you never know ...

**Peter:** Absolutely!

### UNIT 3

**Peter and Mary are deciding what to do in the evening.**

**John:** What would you like to do then?

**Mary:** Well, there is not much on TV, is there? Do you fancy a movie?

**John:** What's on?

**Mary:** Well, I rang the Odeon earlier, and they've got *Terminator III*; you remember, we saw something about it on TV last week.

**John:** No, I don't fancy that. Too much violence.

**Mary:** I agree. Oh, there is also *Maid in Manhattan*. Why don't we go and see that?

**John:** We could, but I've seen it.

**Mary:** So have I. But it was so good I'd love to see it again.

**John:** I wouldn't. I only saw it a short time ago.

**Mary:** OK. How about *Pirates of the Caribbean*?

**John:** *Pirates of the Caribbean*? Why didn't you say so? I love adventure films.

**Mary:** I'm not very excited, but still I'd rather we went to that one. There's a performance at eight.

**John:** Eight? Well, it's time we left.

**Mary:** Don't panic. That's when the performance begins. There will be adverts and trailers and things before it actually starts. We've easily got an hour.

**John:** OK. I'll get my jacket. Let's go.

### UNIT 4

**The director of a secondary school and an activist are discussing the dangers of air pollution.**

**Director:** On behalf of the staff and the students of our school, I welcome John Smith, a scientist and a member of the organisation "We Love the Earth", to tell us about the dangers we face from air pollution.

**Activist:** Hello everyone, thank you for the invitation. It always gives me pleasure to talk about our environment.

**Director:** Let's start with sulphur dioxide, which causes acid rain. I thought the government was doing something about it.

**Activist:** Well, they are, but very slowly. Sulphur dioxide emissions from factories is still killing off fishes and plant life and destroying our forests.

**Director:** What are the other pollutants?

**Activist:** Carbon monoxide and carbon dioxide. Carbon monoxide, which is mostly produced by motor vehicles, can cause sickness and a slowing of the reflexes, and many experts believe that it has an effect on the growth of children.

**Director:** And carbon dioxide?

**Activist:** Well, in the long term this may be the most dangerous.

**Director:** Why is that so?

**Activist:** Well, there is evidence that the build-up of carbon dioxide in the atmosphere is the main cause of the Greenhouse Effect. This can cause the melting of the polar ice caps and the flooding of low areas.

**Director:** What you are saying is very interesting. And what about ....

## UNIT 6

### A young teenager is talking about smoking in a phone-in programme.

**Presenter:** And our next listener is ...

**Sara:** Are you talking to me? Well, my name's Sara and I'm 17. I started smoking when I was ten. It's really easy for kids to get hold of cigarettes if they want to. You can easily go to a shop and say it's for your parents, they never ask you questions. I don't think people start smoking because they are influenced by adverts. I think the main reason is peer pressure. When you're young, it's very difficult not to smoke if all your friends smoke. You feel you aren't one of the group. So, you end up smoking. It is also possible to start smoking if your parents smoke as well. You see them smoking as you grow up, and you think it's a normal thing to do.

## UNIT 7

### A discussion about technology gadgets.

**Peter:** Susan, I wonder if you could explain to me what these different things are? First of all, a CD-ROM. What's that?

**Susan:** A CD-ROM. Well, it's a way of keeping information on a disk which can be read by a computer.

**Peter:** So you put it into a computer .... and then the computer reads it. I see.

Now, what about a fax? I know that we use it to send or receive printed material down the phone line in an electronic form. But how does that differ from an e-mail?

**Susan:** Well, the e-mail is a system which is mainly used by computer users, and messages can be sent from computer to computer, but a fax actually uses the telephone.

**Peter:** Right.

**Susan:** And a fax machine.

**Peter:** Right, I see.

**Susan:** And a fax isn't computer operated. It's using a fax machine and a phone line.

**Peter:** And what exactly is the Internet?

**Susan:** Well, it's a network which allows computer users from anywhere in the world to communicate with each other ... like with the e-mail.

**Peter:** Right, I see.

**Susan:** And well. People usually pay a subscription to a company to go on -line ...

**Peter:** Right, I see. It sounds amazing. And there are very many computers talking to each other ....

## UNIT 8

**You are going to hear an extract of an interview with the football star David Beckham.**

**Presenter:** Dear listeners, as we have promised, our station has obtained an interview with David Beckham, your favourite football player. Here it goes ...

**Interviewer:** Well, David, thanks for coming to our show. Your fans are anxious to know more about you. And first of all, tell us when and where you were born.

**Beckham:** Thanks for the invitation, and a big hello to your listeners. Well, I was born on May 2nd 1975, in Leytonstone, in London.

**Interviewer:** Then, how did it come and you were a fan of Manchester United although you lived in the capital?

**Beckham:** Well, that was because of my dad. He always supported Man. United and he took me to their matches ... That was it for me ... Since then football became the biggest thing in my life, and I started liking M.U's stars as Bryan Robson, Remi Moses etc. ...

**Interviewer:** How did you think to become a professional?

**Beckham:** Well, it all started when I was eight. I was playing at a local team and we won the tournament ... in a later match we won 23-0! ... and in the next three years I was scoring and scoring for my league ... and at eleven I took part in a football skills tournament and I won the highest score ever ... and I won at Old Trafford, the home of the tournament and of Manchester United ...

**Interviewer:** How about school, were you a good student?

**Beckham:** Well, I used to play for hours when I was a kid. As far as I can remember myself, I was always kicking a ball. That's why I never did all that well at school. I failed when I was sixteen and went to play for M.U's Jr Team.

**Interviewer:** When did you play your first professional game for M.U?

**Beckham:** Well, that happened two years later, when I was eighteen, and by 1996 I was a regular with the team. And since then came the titles ...

**Beckham:** Well, a very important year for me was 2002 when the National Team of England advanced to the quarterfinals of the World Cup in Korea and Japan. Unfortunately, we lost to the eventual champions in Brazil...

**Interviewer:** Now, we hear that your success in football means you're making a ton of cash .

**Beckham:** Well ...

## GLOSSARY

### A

absence: απουσία  
abuse: κατάχρηση  
acceptable: αποδεκτός  
access: πρόσβαση  
accessibility: ευκολία πρόσβασης  
accommodate: παρέχω κατάλυμα  
accounting: λογιστικά  
achieve: κατορθώνω  
acid rain: όξινη βροχή  
adapt/get~ed: προσαρμόζω/  
προσαρμόζομαι  
additional: επιπρόσθετος  
admit: παραδέχομαι  
adolescence: εφηβεία  
adolescent: έφηβος  
adopt: υιοθετώ  
adorn: κοσμώ  
alarm: ανησυχώ  
allowed/be~: επιτρέπεται  
ally: σύμμαχος  
amongst: μεταξύ  
ape: πίθηκος  
archery: τοξοβολία  
associate: συσχετίζω  
attempt: προσπαθώ  
aubergine: μελιτζάνα  
awkward: αδέξιος

### B

bake: ψήνω στο φούρνο  
balance: εξισορροπώ  
ban: απαγορεύω  
barely: ελάχιστα  
behaviour: συμπεριφορά  
blame: κατηγορώ  
blanket: κουβέρτα  
book: κλείνω (ταξίδι, θέση)  
borrow: δανείζομαι  
brick: τούβλο  
browse: διαβάζω γρήγορα, ξεφυλλίζω  
bubble: φούσκα  
bucolic: βουκολικός  
budget: προϋπολογισμός  
bulletin board: πίνακας ανακοινώσεων

### C

candidate: υποψήφιος  
carriage: άμαξα  
cast: πετάω  
cereals: δημητριακά  
chance: πιθανότητα  
charge: χρεώνω  
charity: φιλανθρωπία  
charter: ναυλώνω  
chilly: ψύχρα  
chop: κόβω  
chore: αγγαρεία  
cistern: καζανάκι (τουαλέτας)  
coincidence: σύμπτωση  
comparatively: συγκριτικά  
compulsory: υποχρεωτικός  
conceive: συλλαμβάνω  
concisely: εν συντομία  
conduct (a survey): διεξάγω  
conflict: σύγκρουση  
consequently: συνεπώς  
conserve: διατηρώ  
consider: θεωρώ  
constructive: εποικοδομητικός  
contribute: συνεισφέρω  
cope with: αντιμετωπίζω, τα βγάζω πέρα  
coronary: στεφανιαία  
corridor: διάδρομος  
count: μετράω  
course: σειρά μαθημάτων, σεμινάριο  
crop: σοδιά  
cross sb's mind: περνάει από το μυαλό κάποιου  
crowded: γεμάτος με κόσμο  
cruelty: βαναυσότητα  
cubic: τετράγωνος  
curriculum vitae: βιογραφικό  
customary: εθιμοτυπικός

### D

deal: εμπορεύομαι  
decade: δεκαετία  
declare: δηλώνω  
decline: υποχωρώ

deforestation: καταστροφή δάσους  
dense: πυκνός  
dent: βουλιάζω, καταστρέφω  
deny: αρνούμαι  
destination: προορισμός  
destruction: καταστροφή  
directly: απευθείας  
director: διευθυντής  
disability: αναπηρία  
discharged/be ~: απολύομαι  
(από τον στρατό)  
distressed: ταραγμένος  
distribution: διανομή, κατανομή  
disturbance: ενόχληση  
domain: επικράτεια  
dominate: κυριαρχώ  
draft: πρόχειρο  
drop: υπό εξαφάνιση  
drought: ξηρασία  
dry: ξηραίνω, στεγνώνω  
due to/be ~: οφείλεται

## E

elf, elves: νάνος  
embed/be ~ded: αποτελώ  
αναπόσπαστο κομμάτι  
embrace: αγκαλιάζω  
entire: ολόκληρος  
entirely: εξ ολοκλήρου  
essential: απαραίτητος  
establish: ιδρύω  
estimate: υπολογίζω  
eternal: αιώνιος  
evaporation: εξάτμιση (νερού)  
evil: κακός  
exceptional: εξαιρετικός  
exclude: αποβάλλω, εξαιρώ  
explore: εξερευνώ  
extent: βαθμός, έκταση  
extinct/become ~: υπό εξαφάνιση

## F

facility, ies: ευκολία  
factor: παράγοντας

fares: ναύλα  
fascinate: γοητεύω, συναρπάζω  
fauna: πανίδα  
fellowship: συντροφιά  
figure: αριθμός  
flood: πλημμύρα  
flora: χλωρίδα  
foggy: ομιχλώδης  
forbid: απαγορεύω  
freak out: τρομάζω  
fry: τηγανίζω  
fund: ταμείο  
funding: χρηματοδότηση  
fuss: φασαρία

## G

gain: κερδίζω  
gas: αέριο  
gizmo: συσκευή  
glimpse: κοιτάζω, ρίχνω ματιά  
global warming: το φαινόμενο του  
θερμοκηπίου  
globally: παγκοσμίως  
globe: πλανήτη  
grain: σιτηρά

## H

habitat: κατοικία  
halt: σταματώ  
handle: χειρολαβή  
harbour: λιμάνι  
hazard: κίνδυνος  
hold/get ~ of sth.: βρίσκω  
honesty: τιμιότητα  
hunt: κυνηγώ  
hurricane: καταιγίδα

## I

identify: αναγνωρίζω  
imaginative: αυτός που έχει φαντασία  
immune: απρόσβλητος, αυτός που έχει  
ανοσία  
impose: επιβάλλω  
impression: εντύπωση

imprison: φυλακίζω  
improve: βελτιώνω  
income: εισόδημα  
incomplete: ανολοκλήρωτος  
increase: αύξηση  
individual: ατομικός, προσωπικός  
influence: επηρεάζω  
initiate: εισαγάγω  
inquiry: ερώτηση  
installation: εγκατάσταση  
interference: ανάμιξη, παρέμβαση  
interpersonal: διαπροσωπικός  
interrupt: διακόπτω  
involved in/be ~: απασχολούμενος  
irreversible: αμετάκλητος  
isolated: απομονωμένος

## **J**

jot down: σημειώνω  
junk (food): επιβλαβές, πρόχειρο  
άχρηστο

## **K**

keep up with: συμβαδίζω

## **L**

lamb: αρνί  
landscape: τοπίο  
layer: στρώμα  
leaflet: φυλλάδιο  
lie-lay-lain: ξαπλώνω  
litter: σκουπίδια  
lively: γεμάτος ζωή  
location: τοποθεσία

## **M**

mainly: κυρίως  
majority: πλειοψηφία  
mammal: θηλαστικό  
marital: συζυγικός  
mast: κεραία, ιστός  
meal: γεύμα  
mention: αναφέρω  
military: στρατός, στρατιωτικός  
mission: αποστολή  
mixture: μείγμα  
motive: κίνητρο

mutual: αμοιβαίος

## **N**

nag: παραπονιέμαι  
native (language, speaker): ντόπιος,  
ιθαγενής  
neatly: νοικοκυρεμένα (επίρ.)  
negotiation: διαπραγμάτευση  
network: δίκτυο  
node: κόμβος  
nuclear: πυρηνικός  
nutrient: θρεπτικός

## **O**

obligation: υποχρέωση  
obligatory: υποχρεωτικός  
obsessed/be ~: έχω πάθος, εμμονή για  
κάτι  
obvious: φανερός  
opportunity: ευκαιρία  
option: επιλογή  
outburst: ξέσπασμα

## **P**

pace: βήμα  
pavement: πεζοδρόμιο  
peak (season): αιχμή  
peer: συνομήλικος  
permanent: μόνιμος  
permission: άδεια  
persuade: πείθω  
pint (για μπύρα): μεγάλο ποτήρι  
(568cc)  
poison: δηλητήριο  
portion: μερίδα  
potential: δυνατός να συμβεί  
ενδεχόμενος  
pottery: κεραμικά  
poultry: πουλερικά  
premature: πρόωρος  
prevent: εμποδίζω  
privacy: ησυχία  
profit: κέρδος  
progress/in ~: σε εξέλιξη  
prohibit: απαγορεύω  
prohibition: απαγόρευση  
promising: (πολλά) υποσχόμενος

properly: σωστά  
proportion: αναλογία  
punctual: ακριβής

## R

radiation: ακτινοβολία  
rage: οργή  
rainforest: τροπικό δάσος  
rapid: γρήγορος  
rapidly: γρήγορα  
rare: σπάνιος  
ray: ακτίνα  
reaction: αντίδραση  
recharge: επαναφορτίζω  
reduce: ελαττώνω  
reduction: μείωση  
reference: συστατική επιστολή  
reflect: αντανακλώ  
related (to): σχετικός με  
reliable: αξιόπιστος  
religion: θρησκεία  
remain: παραμένω  
reptile: ερπετό  
requirement: απαίτηση  
resort: τουριστικό θέρετρο  
reveal: αποκαλύπτω  
roast: ψήνω

## S

sacrifice: θυσιάζω  
scarce: σπάνιος  
scary: τρομακτικός  
segment: τμήμα  
sharply: απότομα  
shelter: καταφύγιο  
shoot down: καταρρίπτω, απορρίπτω  
shortage: έλλειψη  
sinister: κακός, απειλητικός  
skill: ικανότητα, δεξιότητα  
slice: λεπτή φέτα  
slope: πλαγιά  
smooth: ομαλός  
smuggle: κάνω λαθρεμπόριο  
sociable: κοινωνικός  
space: διάστημα  
species: είδος

spread out: εξαπλώνομαι  
starter: πρώτο πιάτο  
steamer: ατμόπλοιο  
steep: απότομος  
step- : θετός  
stimulant: διεγερτικό  
stroke: εγκεφαλικό  
sufficiently: επαρκώς  
sugary: ζαχαρούχος  
sulphur: θείο (κοινώς θειάφι)  
support: υποστηρίζω  
survey: έρευνα

## T

tend to: τείνω  
tentacle: πλοκάμι  
threaten: απειλώ  
tide: κύμα, ρεύμα, παλίρροια  
tip: αφήνω φιλοδώρημα  
tornado: ανεμοστρόβιλος  
tough: σκληρός  
trade: εμπόριο  
transition: μετάβαση  
transmitter: αναμεταδότης  
transport: μεταφέρω  
tusk (ivory): ελεφαντόδοντο

## U

unity: ενότητα  
unleaded: αμόλυβδος  
upgrade: αναβαθμίζω  
urge: παροτρύνω, προτρέπω

## V

vacancy: κενή θέση  
vanish: εξαφανίζομαι  
vapour: ατμός  
vegetation: βλάστηση  
verge/on the ~: στο χείλος  
vet: κτηνίατρος  
volunteer: εθελοντής  
voyage: ταξίδι με πλοίο

## W

waste: απόβλητα  
weaken: εξασθενίζω

whaling: κυνήγι φάλαινας  
widely: ευρέως  
willing: πρόθυμος  
wire: σύρμα  
wizard: μάγος  
workshop: σεμινάριο  
worth/be ~: αξίζει  
wounded: τραυματισμένος

### Phrasal verbs

call for: απαιτώ  
carry out: εκτελώ, πραγματοποιώ  
catch on: γίνομαι δημοφιλής,  
της μόδας  
come up with: έχω, βρίσκω (λύση,  
απάντηση)  
cut down: κόβω, περιορίζω  
die out: πεθαίνω, εξαφανίζομαι  
dry up: στεγνώνω, στερεύω  
get along: τα καταφέρνω  
get away with: δραπετεύω, ξεφεύγω  
get down: στρώνομαι στη δουλειά  
get on with: τα πάω (καλά)  
get over: ξεπερνώ μια ασθένεια, κάτι  
ενοχλητικό  
look after: φροντίζω  
look for: ψάχνω  
look forward to: περιμένω με  
ανυπομονησία  
look into: ερευνώ  
look up: ψάχνω σε λεξικό, ευρετήριο  
make up: συνθέτω, συγκροτώ  
pass through: περνώ μια κρίση  
put up: υψώνω, σηκώνω, ανεβάζω  
set off: ξεκινώ  
shut down: κλείνω, διακόπτω τη  
λειτουργία  
take over: αναλαμβάνω (τη διεύθυνση,  
τη διοίκηση)  
take place: λαμβάνει χώρα, διεξάγεται  
ένα γεγονός

### Abbreviations/Συντομογραφίες

CV: curriculum vitae (βιογραφικό  
σημείωμα)  
TEE: Technical Vocational Schools

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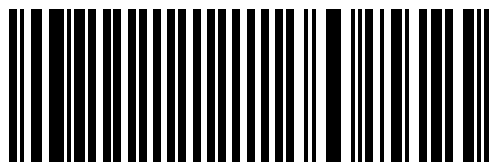
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Κωδικός Βιβλίου: 0-24-0622  
ISBN 978-960-06-2797-8



(01) 000000 0 24 0622 0