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ΓΕΝΙΚΑ

ΑΓΓΛΙΚΑ



Β' & Γ' ΕΠΑ.Λ.
ΓΕΝΙΚΗΣ ΠΑΙΔΕΙΑΣ



Γενικά Αγγλικά

Ευχαριστίες

Ευχαριστούμε θερμά:

Τον αθλητικό σύλλογο κινητικά αναπήρων Αμαρουσίου ΟΑΣΚΑ, και ιδιαίτερα τον κ. Βασίλη Καρύδη, για την ανεκτίμητη προσφορά υλικού για τη συγγραφή της ενότητας για τους παραολυμπιακούς αγώνες.

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Τα ΤΕΕ Σχηματαρίου και Λιβαδειάς.

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Οι συγγραφείς

ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ, ΘΡΗΣΚΕΥΜΑΤΩΝ ΚΑΙ ΑΘΛΗΤΙΣΜΟΥ
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Η συγγραφή και η επιστημονική επιμέλεια του βιβλίου πραγματοποιήθηκε
υπό την αιγίδα του Παιδαγωγικού Ινστιτούτου

Γενικά Αγγλικά

Β΄ & Γ΄ ΕΠΑ.Λ.

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ΣΤΟΙΧΕΙΑ ΕΠΑΝΕΚΔΟΣΗΣ

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ΓΕΝΙΚΑ ΑΓΓΛΙΚΑ 2

ΓΕΝΙΚΑ ΑΓΓΛΙΚΑ ΕΠΑ.Λ. Β' & Γ' ΤΑΞΗ

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A. Topics

- Measure up your skills and options
- English as an international language
- How language holds together and works
- Work and play with words

B. Skills, structures and functions

- **Reading:** to extract specific information
- **Listening:** to understand the main ideas
- **Speaking:** to give personal information
- **Writing:** to express ideas; to make comments
- **Grammar:** to review the tense system in the active and passive verb forms, with emphasis on present and past tenses
- **Vocabulary:** to develop dictionary skills and keep vocabulary records; to get familiar with questionnaires and spidergraphs; word building: nouns in *-er, -or, -ar*

UNIT 2

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A. Topics

- Holiday pleasures
- Welcome to paradise!
- Thomas Cook - The number 1 Travel Agent
- How language holds together and works
- Work and play with words

B. Skills, structures and functions

- **Reading:** to extract specific information
- **Listening:** to understand the main ideas
- **Speaking:** to give personal information
- **Writing:** to compose a postcard
- **Grammar:** to practise the use of the Past Simple, Past Continuous and Present Perfect Tenses; to use the 2nd conditional
- **Vocabulary:** to develop dictionary skills and keep vocabulary records; word building: nouns in *-tion* and adjectives in *-ive*; phrasal verbs: *set off, pay back, go on*

UNIT 3**FOOD AND ENTERTAINMENT**

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A. Topics

- Children run junk food risk
- Facts about the UK - Visiting a bar or a pub
- Reading a film review
- How language holds together and works
- Work and play with words

B. Skills, structures and functions

- **Reading:** to extract specific information
- **Listening:** to understand the main ideas
- **Speaking:** to give personal information
- **Writing:** to keep notes; to compose a menu
- **Grammar:** to make suggestions; to use adjectives and adverbs; to make comparisons
- **Vocabulary:** to develop dictionary skills and keep vocabulary records (order meals and drinks, offer drinks); word building: adjectives in *-ous*; verb-preposition combinations

UNIT 4**THE CHANGING FACE OF NATURE**

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A. Topics

- Amazon could dry up in 50 years
- What can I do to protect the environment?
- Animals in danger are sending SOS
- How language holds together and works
- Work and play with words

B. Skills, structures and functions

- **Reading:** to extract specific information
- **Listening:** to understand the main ideas
- **Speaking:** to give personal information
- **Writing:** to express ideas; to make comments
- **Grammar:** to use the imperative, *must/mustn't*, *have to/don't have to*, *can/can't*; to use the first and zero conditional; to use *used to*
- **Vocabulary:** to develop dictionary skills and keep vocabulary records; word building: nouns in *-ion*; prepositional phrases; phrasal verbs: *cut down*, *dry up*, *die out*, *pass through*, *make up*

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A. Topics

- Living with risk
- History of the Internet and the World Wide Web
- The poem about Technology
- How language holds together and works
- Work and play with words

B. Skills, structures and functions

- **Reading:** to extract specific information
- **Listening:** to understand the main ideas
- **Speaking:** to give personal information
- **Writing:** to sequence events in the right chronological order using the appropriate linking words; to compose a poem
- **Grammar:** to use future forms (*will*, Present Simple, Present Continuous, *going to*); to use the Past Perfect Simple; to give reasons for using the Passive Voice; to use prepositions of time and place
- **Vocabulary:** to develop dictionary skills and keep vocabulary records; word building: nouns and adjectives; phrasal verbs: *call for*, *take over*, *shut down*, *take place*; verb-preposition combinations; opposite adjectives (*in-*, *ir-*, *il-*, *im-*)

A. Topics

- The harmful habits of young teenagers in the UK
- Are drugs a problem in your school?
- How good is your relationship with your parents? A quiz
- Parents, peers and adolescents
- How language holds together and works
- Work and play with words

B. Skills, structures and functions

- **Reading:** to extract specific information
- **Listening:** to understand the main ideas
- **Speaking:** to give personal information
- **Writing:** to compose a letter of advice
- **Grammar:** to use the reported speech; to use the Present Continuous Tense for changing and developing situations
- **Vocabulary:** to develop dictionary skills and keep vocabulary records; word building: nouns in *-ence*, *-ness*, *-ity*; phrasal verbs: *get*; verb-preposition combinations

UNIT 8**A SPORT FOR EVERYONE**

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- The History of the Paralympic Games
- The 2004 Paralympic Games in Athens
- James Naismith's invention
- How language holds together and works
- Work and play with words

B. Skills, structures and functions

- **Reading:** to extract specific information
- **Listening:** to understand the main ideas
- **Speaking:** to give personal information
- **Writing:** to take notes to match content
- **Grammar:** to use the Present Perfect Tense; *since*; *for*; to make comparisons using *as...as* and *the same as*; to use ordinal numbers; to use *either...or*, *neither...nor*, and *both...and*
- **Vocabulary:** to develop dictionary skills and keep vocabulary records; word building: nouns and adjectives (-ful and -less); phrasal verbs: *come up with*, *put up*, *catch on*; verb-preposition combinations; adjective-preposition combinations

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- Getting a job
- Looking for a job: Qualifications
- Be prepared for any options that may come up
- How language holds together and works
- Work and play with words

B. Skills, structures and functions

- **Reading:** to extract specific information
- **Listening:** to understand the main ideas
- **Speaking:** to give personal information
- **Writing:** to compose an application letter, a CV, a letter of inquiry
- **Grammar:** revision of tenses
- **Vocabulary:** to develop dictionary skills and keep vocabulary records; phrasal verbs: *look*

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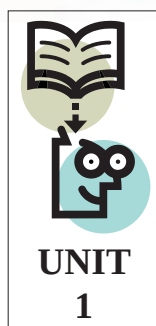
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ΠΡΟΛΟΓΟΣ

Σε συνέχεια όσων γράφονται στον πρόλογο του Γενικά Αγγλικά 1, σημειώνουμε ότι το παρόν εγχειρίδιο εκμάθησης της Αγγλικής του 1^{ου} Κύκλου, Β΄ τάξης των ΤΕΕ απευθύνεται σε ετερογενείς ομάδες μαθητών ως προς τις γνώσεις της ξένης γλώσσας. Εφόσον όμως οι ομάδες αυτές έχουν κοινά ενδιαφέροντα και προβληματισμούς, καλούνται αυτά να τα εκφράσουν και μέσα από την Αγγλική γλώσσα.

Έχοντας υπόψη μας αυτό το γεγονός, προχωρήσαμε στη συγγραφή ενός βιβλίου το οποίο αποσκοπεί στο να δώσει εναύσματα στους μαθητές να εκφραστούν στην Αγγλική για καθημερινά θέματα και μέσα από δραστηριότητες που τους επιτρέπουν να αποκτήσουν νέες γνώσεις, να ανακαλέσουν προηγούμενες και συνδυάζοντας και τις δύο να προχωρήσουν περαιτέρω. Παράλληλα, επιχειρείται τόσο η ανάπτυξη της κριτικής ικανότητας των μαθητών, η οποία επιδιώκεται να συμβαδίσει με το αναπτυξιακό επίπεδό τους, όσο και η ανάπτυξη και καλλιέργεια της αυτοαξιολόγησής τους.

Οι συγγραφείς



WELCOME BACK

Measure up your Skills and Options

I'm a year
older...



I'm in a new
grade...



SPEAKING

Think about the following.

- a) How are you doing so far?
- b) Any plans for the future?
- c) Are you sure about your choices?
- d) Which of the following would you consider your strong skills?
(Put a tick ✓ or a cross X.)

Skills

- computer skills
- typing skills
- artistic skills
- language skills
- mathematical skills
- interpersonal skills



READING

- 1 Are you satisfied with your learning English? Answer this questionnaire with a partner to find out.

Choose a, b or c, answer "Yes" or "No", or give yourself a mark

1. Why do you think it is important to learn English?

- a) to work
- b) to travel
- c) to study

2. When did you start learning English?

- a) one year ago
- b) two years ago
- c) more than two years ago

3. Do you ever listen to English songs? ()

4. Do you ever read English stories and newspapers? ()

5. Do you ever watch English films? ()

6. Give yourself a mark out of ten for:

- a) speaking
- b) reading
- c) writing
- d) listening
- e) grammar
- f) vocabulary
- g) pronunciation

Yourself

Your partner

SCORE:



- 2 Skim through the TEE teacher's report, say if you agree or disagree with what is said and comment on it or make guesses.

This is what a teacher of English at a Greek TEE Cycle 1, Grade 2 reports after studying the answers her students and the students of a neighbouring school gave to a questionnaire. The questionnaire was completed at the beginning of the school year.

Teacher's Report

2nd TEE

To: Ms M. Pappas, School Advisor

From: Ms S. Ioannou, Teacher of English

Subject: Students' proficiency and needs in English

1. Although I had these A classes last year, I thought it would be good to know how they feel in B class this year and get some answers to questions that crossed my mind immediately after we started. Have they developed a different way of looking at their English classes? What are their aims this year? What problems still need attention? What do they think about their achievements last year? Are they aware of how important it is to know who they are, what they are doing, what options they have, which areas they should improve in? I also thought it would be a good idea to ask my colleague at a neighbouring school to give the questionnaire to her classes too. Then, I could compare the results and come to some conclusions.

2. The whole questionnaire was meant to give students the opportunity to express themselves freely, so it was written in Greek. Unfortunately, not all the answers are included in this report in detail, but only a sample of it.

3. I present the results in the form of tables.

3 Answer the questions.

1. If you were the teacher, would you be interested to know your students' thoughts?
Give reasons.

.....

.....

2. Is there a question you would like to ask that the teacher has not included in the report?

.....

.....

.....

3. Would you like to have this English teacher yourself? Give reasons for your answers.

.....

.....

.....

3 Read the questionnaire that follows and discuss its results. Then try to make a similar one that would reflect the views of your class.

QUESTIONNAIRE

QUESTIONS	ANSWERS	SCHOOL A	SCHOOL B	MY CLASS
1. Why is learning English important to you?	• It offers job opportunities.	44%	55%	
	• You can specialise at an early stage.	31%	27%	
	• It is a comparatively easy language to learn.	25%	18%	
2. The ideal course-book should have:	• Many pictures	40%	48%	
	• Games	34%	34%	
	• Easy tasks	26%	28%	
3. The most popular topics for the ideal coursebook are:	• Teenage problems/ Employment	28%	21%	

QUESTIONS	ANSWERS	SCHOOL A	SCHOOL B	MY CLASS
	• Human relations / Sex	21%	17%	
	• Sports	15%	13%	
	• Entertainment / Holidays	13%	10%	
	• Knowledge of the world	3%	13%	
	• Family life	6%	8%	
	• Health Drugs	8%	7%	
	• The environment	3%	4%	
	• The Arts	3%	7%	
4. How would you use the English language at present?	• To make friends / To write letters	35%	34%	
	• To understand the lyrics of songs	16%	27%	
	• To communicate with tourists	12%	8%	
	• To get information from magazines, the Internet, etc.	37%	31%	
5. How would you use the English language in the future?	• As a job qualification	69%	69%	
	• To live and work abroad	3%	7%	
	• To get informed	9%	10%	
	• To travel	19%	14%	



SPEAKING

In pairs look at these newspaper stands and try to identify the languages used. Is it French, German or English?



How much do you know about languages and language learning? Answer the following questions to find out.

1. Which is the oldest written language in the world?
2. Which language in the world is spoken by most people?
3. Which language has the largest vocabulary?

You can find the answers on the next page.



LISTENING

You are going to listen to a part of a radio programme about the English language. While listening, answer the following questions, or put a tick (✓) or a cross (X).

1. How do many people feel about learning English?

.....

2. What other disadvantage does Professor Ross mention about the English language?

.....

3. Which of the following are mentioned about the English language?

- a. spelling
- b. vocabulary
- c. grammar
- d. pronunciation
- e. prepositions

4. Why do many people give up learning English?

.....

KEY – SPEAKING (page 6)

1. Egyptian 2. Chinese 3. English



READING

- 1** Read this article about the English language and underline its main points. Then compare it with what you listened to in the listening task. What's your point of view?

English as an International Language

What made English become an international language? Did English spread globally because it serves many needs and purposes? Whatever the answer, almost everybody accepts the fact that the enormous growth of international communication, social needs and the role of foreign languages in education have changed.

Nowadays people in many countries all over the world must speak more languages than their native language only. Not only are university students expected to speak a foreign language well, but also professional people from the working force of a country need it for practical purposes. Among foreign languages English is the

language much more used today than in the past. It is widely known that the number of people that use English now is more than 600 million. Of these speakers, 300 million are native speakers, while the other 300 million are speakers who use English as an additional means of communication for different purposes.

It seems that English has the biggest number of users of any of the world languages who are not native speakers of English. In some countries English is used in education (e.g. in science), in the mass media, in government, and partly for some literary purposes of the local language. There are more magazines, newspapers and leaflets written in English nowadays. English is used

in international politics and in entertainment (cinema, television, sport, the press, transport, marketing, advertising, technology and computer science). It seems that the use of English worldwide is here to stay and its growth will continue.

Its obligatory teaching in education aims at helping pupils - the international citizens of tomorrow - to learn a language which is important as a world language and an international means of communication

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

local=

mother =

internationally =

journalism =

creative writing=

brochures =

necessary =

people =

3 Read the text again and decide if the following are true (T), false (F) or possible (P).

1. English spread globally because it serves many needs and purposes. ☐
2. Nowadays people all over the world must speak their native language only. ☐
3. English as a foreign language is much more used today than in the past. ☐
4. English seems to have the biggest number of users among non-native speakers of English. ☐
5. Only professional people are supposed to speak a foreign language. ☐
6. The use of English worldwide will continue to grow. ☐
7. People are forced to use English mainly in education. ☐



WRITING

Answer the following questions about yourself. Then discuss your answers in class.

1. What is your reason for learning English?

.....

.....

.....

2. Do you know any English words borrowed from your language or vice versa?

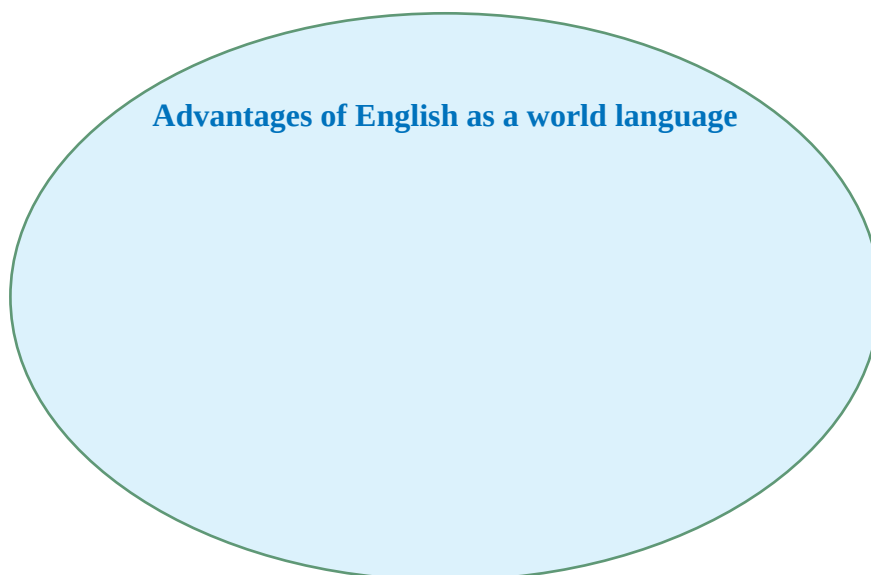
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.....

.....

.....

3. What do you think are the advantages of English as a world language? Discuss your ideas in pairs.



Advantages of English as a world language



GRAMMAR

The Passive Voice

1 Match the sentences with their meaning.

1. I repaired the TV yesterday.
 2. The TV was repaired yesterday.
-
- a) I actually did it myself.
 - b) I paid or told someone else to do so.

2 Which of the sentences is passive and which active?

1. The Chinese invented paper.
2. Paper was invented by the Chinese.



我们祝
我们祝愿世界人类的和平

3 When the sentence changes from active to passive:

- a) What happens to the main verb?
- b) What extra word is needed?
- c) How does the word order change?
- d) How does the meaning change?

4 Change the sentences below into the passive.

1. People in Chile speak Spanish.
2. They are repairing his car now.
3. They have arrested her for shoplifting.
4. My mother has made this dress.
5. They make these computers in Korea.
6. People use English today more than in the past.



How language holds together and works

- 1 The teacher in her report says that she **had** these A classes last year, but she **thought** it would be good to know how they **feel** this year and wonders if their English **has developed**, so she decides to give them a questionnaire in which the questions and answers **were written** in Greek. The teacher uses a variety of tenses to make her points.

Even though you might not have been introduced to all the tense forms yet, you will have no great difficulty completing the tense charts that follow. Use the verb **play** for the active and **use** for the passive in the third person singular.



Grammar

- a) **Continuous tenses** are formed with the auxiliary verb + the participle
- b) **Perfect tenses** are formed with the auxiliary verb + the participle.
- c) **Passive tenses** are formed with the auxiliary verb..... + the participle.

TENSES

ACTIVE VOICE	Simple	Continuous
Present	he plays	
Past		
Future		
Present Perfect		
Past Perfect		
Future Perfect		

TENSES

PASSIVE VOICE	Simple	Continuous
Present	it is used	
Past		
Future		
Present Perfect		
Past Perfect		
Future Perfect		

- 2 Look again at the text about “English as an International Language”. Choose ten verbs, write them in the space provided below and add the tense they are in.

- 3 Now that you are more familiar with the form of the tenses, it is very important to see how tenses are used. In this unit we focus on Present and Past tenses.

PRESENT TENSES

a) Mary plays tennis well.	The verb shows a set of repeated events in the past, at present and possibly in the future.
b) Mary is playing tennis now.	It refers to a temporary event of limited duration.

PAST TENSES

c) I met an old friend last night.	The action was completed at a specific time in the past.
d) I was watching a film on TV when the phone rang.	The action was in progress and was interrupted by another event.

4 Present Simple or Present Continuous? Choose the correct form of the verb.

Dear John,

(1) I'm having / I have a great time here in England. My university term (2) isn't starting / doesn't start until the end of next month, so (3) I'm taking / I take the opportunity to improve my English. (4) I'm staying / I stay with some English friends in the country.

On weekdays (5) I'm taking / I take the train to London to go to language classes. My friends say that (6) I'm making / I make good progress, my pronunciation is much better and (7) I'm understanding / I understand almost everything now. At weekends (8) I'm helping / I help them with the house. At the moment (9) we're watering / we water the plants in the garden. It's a big garden and they need extra help, so I've got to go now.

Write soon and tell me what (10) you are doing / you do these days.

Do you miss me?

Love,

Mary

5 Past Simple or Past Continuous?

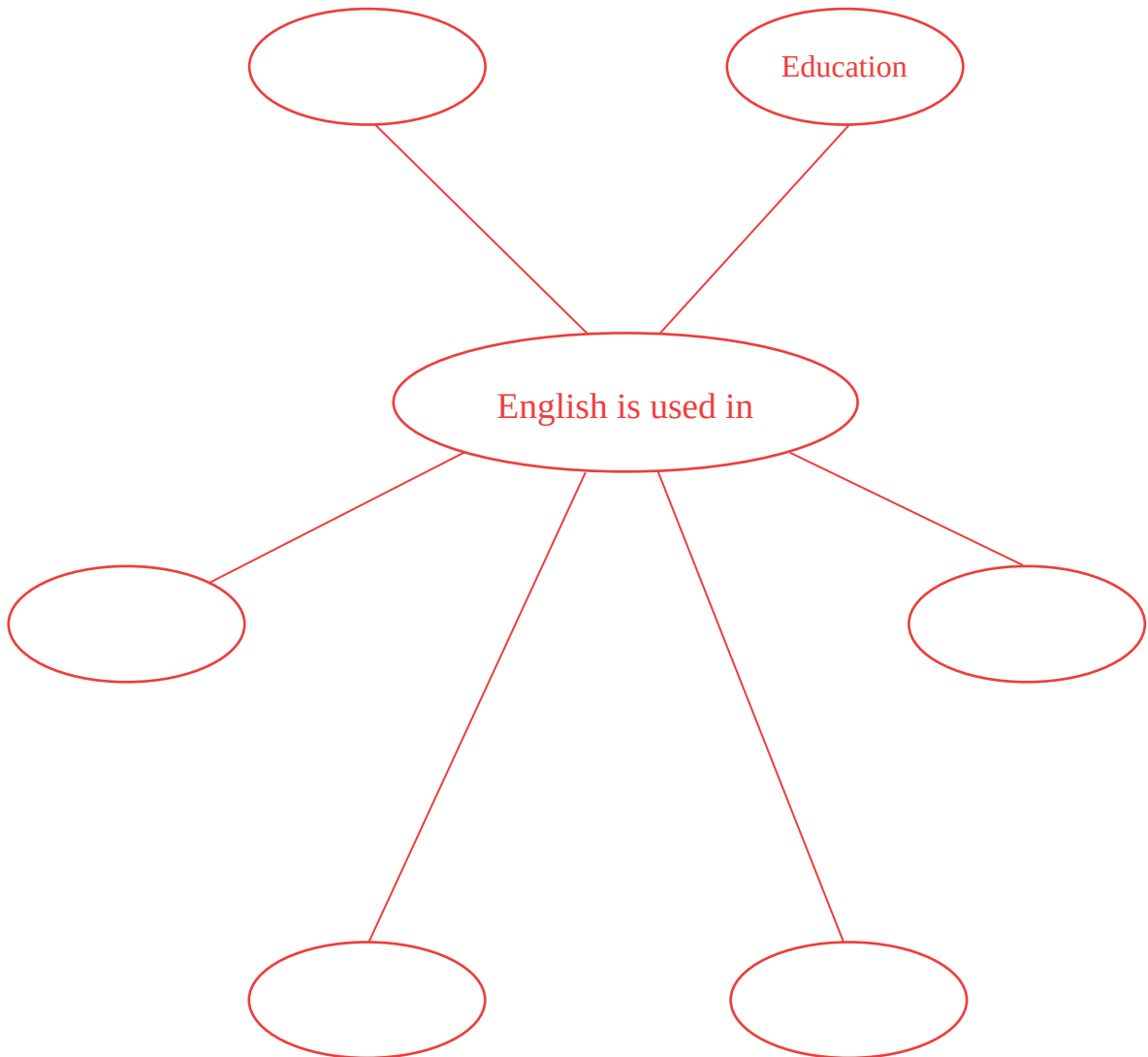
Complete the gaps with the correct form of the verb in the parenthesis.

1. As I (walk) down the street, I (meet) an old friend from school.
2. This time yesterday I (lie) on the beach.
3. She (break) her leg, while she (play) tennis.
4. I (look) out of the window and (see) we (fly) over the sea.
5. When the teacher (come) in, everybody (stop) talking.
6. They (wash) the car when it (start) to rain.
7. I (call) you last night, but there was no answer.
8. I (not be) at home. I (help) a friend of mine with her tax report.



Work and play with words

- 1 Complete the following “spidergraph” with words from the text you have read which are connected to the areas the English language is used in. You can also expand it with more words of your own.



2 Word building

Nouns in - **(e)r** describing people

use - user

*“It seems that English has the biggest number of **users** of any of the world languages”.*

Nouns that describe people can also end in **-or** and **-ar**.

3 Now form nouns from the following verbs, making any necessary spelling changes.

verb	noun (-er)
sing	
rob	
decorate	
work	
ski	
write	



verb	noun (-or)
sail	
operate	
inspect	
visit	
act	
edit	



verb	noun (-ar)
beg	
lie	

4 Write five sentences of your own using nouns from task 3.

.....

.....

.....

.....

.....

5 Use the information given below to form nouns in a similar way as in the example.

What do we call someone who...:

... collects stamps? → a stamp collector

- | | |
|---------------------------------|--------------------------------|
| 1. ... plays the drums? → | 2. ... operates a computer? → |
| 3. ... acts in a film? → | 4. ... tells lies? → |
| 5. ... decorates houses? → | 6. ... manages a hotel? → |
| 7. ... works in a factory? → | 8. ... teaches English? → |
| 9. ... directs a big company? → | 10. ... begs in the streets? → |

6 Read these words about jobs.



nurse	gardener	vet
receptionist	waitress	sailor
teacher	farmer	designer
police officer	journalist	economist
soldier	receptionist	shop assistant
designer	secretary	

What do you need to be in order to do the jobs above? Choose adjectives from the following box and write sentences in the space provided as in the example (see next page).

hard-working	fit	organised
imaginative	sociable	young
fashionable	sensitive	intelligent
lively	practical	reliable

You need to be sensitive to be a nurse.

.....

.....

.....

.....

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.....



READING

What is your ideal job? Read the following questionnaire with a partner to find out. Put a tick (✓) or a cross (X). Then make sentences about your ideal job in the space provided.

In your ideal job...			
Do you work...?	Do you need to be...?	Do you...?	Do you have to...?
at nights () in the evenings () at the weekend () outside () inside () in an office () on your own ()	attractive () young () fit () organised () practical () lively () imaginative	wear a uniform () travel () use a machine () need to type () make or build anything () work with your hands () need to drive ()	meet a lot of people () take notes () answer the phone () make photocopies () send emails () give orders or instructions () speak a foreign language ()

.....

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.....



WRITING

Now think about the English lesson you have had so far today. Make sentences about what you have done and what you haven't done using the following list.

You...

- learn new words
- study some new grammar
- read something in English
- do exercises
- make mistakes
- express your opinion
- answer questions
- write things in a notebook
- ask the teacher questions
- look words up in a dictionary



So far in this lesson...

I have/haven't learnt many new words.



PROJECT

Think about other aspects of your English. What do you do to get practice? Where do you feel you need more practice? Write a diary of what you have done in English this month and say how easy or difficult you have found it. Decide what you will do in the next month to improve your English further. For example:

15-30 September

Reading I read an article about France in a magazine. It was quite difficult, but I learnt a lot of words.

Listening I tried to listen to an English radio programme, but they seemed to speak very fast. Perhaps I just have to get used to their way of speaking. I'll try again.

Writing I started a letter to a pen friend, but I didn't finish it. It's very hard work!

Speaking I didn't do anything in particular.

Overall: The thing I need most at the moment, I think, is to increase my vocabulary and to improve my pronunciation.

Action

- buy an English newspaper or magazine to read on the bus
- buy a good dictionary and carry a notebook
- record myself speaking English on a cassette player and try to improve my pronunciation

If you write a new diary entry every month, you can see your improvement over time.





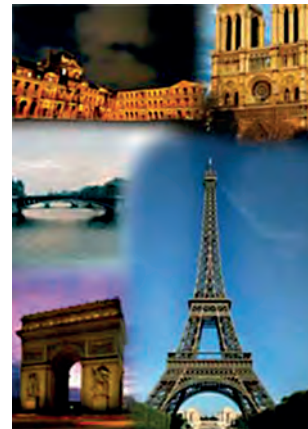
GETTING AWAY

Holiday pleasures



SPEAKING

- 1 Look at these famous holiday destinations and try to identify them. Have you ever visited them? Would you like to? Give reasons.



2 Choosing a holiday

People often base their choice of holiday on activities shown in pictures like the one below.

a. Which of these activities are important to you? Which are the least important?

Work in pairs and report your opinions in class.

b. Tell each other about your last holiday and the reason(s) why you chose it.

c. Put the following holiday features in the order of their importance to you.



☐ peace and quiet

☐ swimming

☐ sandy beaches

☐ sport facilities

☐ historical monuments

☐ museums

☐ beautiful countryside

☐ plenty to see

3 Work in pairs and compare your answers. Which are the three most popular holiday features?

1.
2.
3.



LISTENING

- 1** You are going to listen to two people, John and Peter, talking about holidays. First think about your answers to the following statements.

- My favourite holiday pastime is

.....

- My holiday paradise is

.....

- My holiday nightmare is

.....

- 2** Now listen to the dialogue again. While listening choose the most suitable answers below.

1. Peter went on holiday
a. alone.
b. with some friends.
c. with his parents and their friends.

2. John says that
a. he gets seasick.
b. he likes sailing.
c. he would like to go on a boat trip.



3. Peter liked
a. the lifeguards.
b. the isolated beaches.
c. the crowded beaches.



4. The ideal holiday for John would be
a. to relax and enjoy the sun.
b. to be on a crowded beach.
c. to enjoy the view.

GRAMMAR

The Past Tenses

Past Simple or Past Continuous?

In the listening it says, “One day **we were having** breakfast on the deck **when a small dolphin suddenly appeared** on the surface of the sea”.

a. When do we use the Past Simple and when the Past Continuous Tense?

b. Put the verbs in brackets into the *Past Simple* or the *Past Continuous Tense*.



I (sit) in a cafe the other day when a small group of musicians suddenly (appear) on the pavement. They (play) music from Peru and they (wear) colourful clothes. After a while one member of the group (begin) to walk towards the tables. He (not collect) money as I (think) at the beginning, but he (sell) CD's and cassettes of the group.



READING

- 1 Skim through the following extract from a guide to the island of Mykonos and find the words that best complete the boxes below.

Where to stay	When to go	What to buy	Where to go

Welcome to Paradise!



Mykonos is world famous. It is no coincidence that the most cosmopolitan of all Greek islands attracts so many visitors from the entire globe, including large numbers of artists and intellectuals. Anytime is OK to visit the island, but summer is the peak season, which means higher fares and sometimes a shortage of hotel rooms. In this season the weather is hot and windy as well. But the ideal time to visit it is September, when the weather is at its best and tourists are scarce. Here the steep mountains give way to low, rocky hills which combine with

superb beaches to make up the landscape of the island.

The capital Hora, with its colourful harbour in which little fishing boats find shelter side by side with luxury yachts, presents quite a different picture from that of the majority of the Aegean island towns. Unlike other island villages, Mykonos is spread out over a flat area, giving out an impression of aesthetic unity.

Along the whitewashed streets stand brilliant white cubic houses with wooden doors and windows and brightly coloured balconies. They are also full of small shops with clothes, pottery souvenirs, jewellery, etc.

The island offers a variety of entertainment for all tastes and ages. You can have a quiet holiday, staying at a beach hotel, visiting the isolated parts of the island, or join the crowds on beaches, in bars and restaurants, feeling the cosmopolitan air the island sends out all around you.

- 2 Imagine you were going on holiday to Mykonos. Which of the following would you do or not do? Write sentences as in the example, giving your reasons.

If I were going on holiday to Mykonos, I would/wouldn't ... because ...

☐ do watersports

☐ go on excursions.....

☐ laze on beaches

☐ try the local cuisine

- 3 Find a word or phrase in the text that means the following:

people of letters and arts =

high season =

not many =

rising or falling sharply =

protection =

standing far from others =

- 4 Read the text and answer the questions that follow.

1. What kind of tourists does the island attract?

.....

2. What does the island look like?

.....

3. What is unusual about the way the villages are built?

.....

4. What would a foreign architect be interested in?

.....

5. What kind of entertainment does the island offer?

.....

GRAMMAR

The use of *if* sentences: the 2nd conditional

“If I were going on holiday to Mykonos, I would/wouldn’t ... because ...”

If + past tense → would/wouldn’t + infinitive

The combination of the **past** tense and **would**, as shown above, usually suggest that the situation is **imaginary** or **impossible**, or **less definite** to happen.

If I became Prime Minister, I’d increase salaries.

If I spoke fluent English, I’d work as an interpreter.

PRACTICE

Match the prompts in A with the prompts in B and then write the sentences using the second conditional.

A

I/win the lottery
I/be a teacher
I/know his number
Mary/not live so far
We/live close to the station
I/have more free time
She/be so shy
It/not rain

B

I/phone him
We/go to work by car
I/travel around the world
She/have friends
We/go for a walk
I/not give much homework
I/go out more often
We/visit her more often



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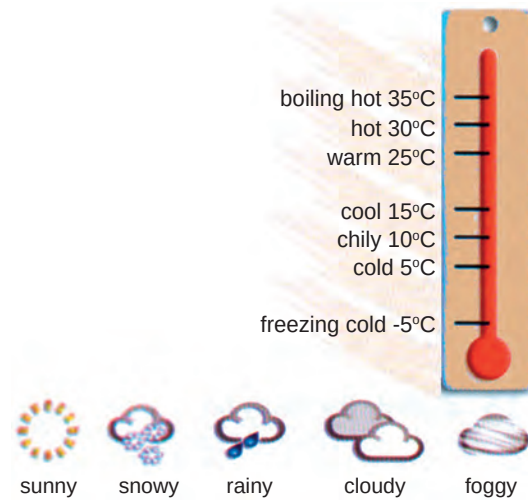
VOCABULARY

- 1 Complete the following sentences with one word/phrase on holiday and travel. Choose each of the word/phrase from the box. There are three extra words/ phrases.

*package holiday, resort, tour operator, peak, journey, travel agent, souvenirs,
camp-site, charter*

1. For general advice about travel, go to a
2. A organises holidays.
3. During the summer there are flights, which are much cheaper than a scheduled one.
4. Last year we went on a Everything was organised for us: the flight, the hotel and all the entertainment.
5. We brought back some local pottery as Each time we look at them, we remember what a great time we had.
6. A holiday is a town which welcomes and entertains people.

2 The weather



What's the weather like in the following places? Make sentences.

Serres	15°C	
Florina	-1°C	
Sparta	15°C	
Athens	30°C	
Thessaloniki	10°C	

PRE-READING

Have you ever gone on a package holiday organised by a travel agent in your country or abroad? What was it like? Would you do it again? Share your answers with the class.



READING

- 1 You are going to read a short biography of the famous travel agent, Thomas Cook. Skim through the text and find out what his idea was.

Thomas Cook - The number 1 Travel Agent



The history of modern tourism began on July 5, 1841, when a train carrying 500 factory workers set off from Leicester towards Loughborough, 12 miles away. Thomas Cook had neither money nor formal education. He had managed to persuade the Midland Railway Company to let him charter a train on the condition that he would pay them back once they had sold all the tickets.

All big businesses have to start somewhere, and the somewhere usually begins with an idea. Cook's idea was a little different because his motive was not to make a profit, but to try to improve society. He hoped he could also transport people's minds and prevent them from getting into trouble with the police or causing other social problems.

What began as an unusual idea began to pay Cook back, and his first profit came in 1845 after he organised a trip to Liverpool. Liverpool, a port for steamers, was considered an attraction for most people. Thomas now offered people attractive places to visit and the means of transport to get there. As his excursions were so popular, he took the opportunity to charge his customers a small fee for the work that he had done.



The success of Cook's first excursions led to other trips to neighbouring towns and the countryside. In ten years' time Cook added parts of Europe to his agenda, offering tours to Brussels, Cologne, the Rhine, Strasbourg, Zurich, Paris and Milan. Cook's achievements did not rest there; he went on to offer travel all around the world.

When Cook died in the 1890's, he left behind a name that is now known worldwide for the exceptional services he initiated.

(Adapted from 'Thomas Cook - Bibliography' by Elizabeth Batt, Leicestershire News, 21-01-2000.)

2 Read the text again and make a list of the words connected to travelling .

.....

.....

3 In which European countries are the following places?

- Brussels
- Cologne
- Lisbon
- Paris
- Zurich
- Milan

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

commerce =

started their journey =

officially recognised =

reason =

money gained in business =

make better =

large boats =

ask an amount of money as a price =

things done successfully =

started =

5 Answer the following questions about the text.

1. What was the first excursion that Thomas Cook arranged?

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

2. How did he manage to deal with its cost?

.....
.....

3. What was Cook's motive when he started this particular business?

.....
.....

4. When did he make his first profit?

.....
.....

5. Which places did he choose as his tourist destinations?

.....
.....

6. Did his business remain successful even after his death?

.....
.....



WRITING: A postcard



Stratford-upon-Avon

Stratford-upon-Avon

Here we are in Stratford-upon-Avon,
Shakespeare's birthplace!

The weather's good and the summer
course is interesting. Lessons start at
9.00 am and finish at 2.00 pm, so we
are having plenty of free time. We're
visiting many interesting places and
learning a lot about the people here.
With the exception of the food, which
is not very tasty, we're having a
wonderful time.

Mary and Susan



Μαρία Ιωάννου
Αγ. Νικολάου 3, 151 26
Μαρούσι Αττικής
Greece

Imagine you are on holiday. Send a postcard to a friend with information on the following.

What kind of holiday is it?

Where are you?

What's the weather like?

How are you spending your time?

Are you enjoying yourself?

--	--



PROJECT

Find a postcard or a picture of a part of your country and write a short description of the place. Bring your postcards to class and share the information with your school mates.

GRAMMAR

Talking about a particular time in the past

1 Write the times under the correct headings.

at	in	on	no preposition

summer

10.45 am

the evening

night

last week

a few days ago

the day before yesterday

the weekend

the 1890's

November

my birthday

the moment

Sunday morning

2003

two weeks

Easter

20 April 1965

the 20th century

2 Correct the following sentences.

1. I'll see you on next Saturday.
2. The term begins in 11 September and ends some time on November.
3. They often go out in Saturday evenings.
4. Margaret got married at 2000.
5. Do you give each other presents in Christmas?



How language holds together and works

At the beginning of the unit you were asked to give an answer to the question “***Have you ever visited these places?***”, while in the conversation between John and Peter the former said “***I’ve just come back from holidays***”. Although the tense is the same, ***the Present Perfect Simple***, the situations it is used in are not the same.

The **Present Perfect Simple Tense** is used:

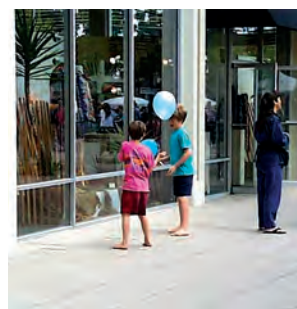
a) to express a past experience the time of which is not important	
b) to express a completed action	
c) with stative verbs (want, need, prefer, like, think, know, see, mean, seem, etc.)	
d) to express the present result of a past event	
e) to express unfinished past	

Whereas the **Past Simple Tense**:

refers to a past action that is finished now.	
---	--

1 Match these examples with the different uses of the Present Perfect Simple Tense in the table above.

1. I’ve just finished my homework.
2. Alex has travelled all over the world.
3. I lived in Paris for two years.
4. She’s worked for the same company for years.
5. We’ve known each other since we were born.
6. You’ve changed. What have you done to your hair?



The **Present Perfect Continuous Tense** is used:

a) to express unfinished past	
b) to describe an activity that began in the past and is still going on (with verbs that suggest duration)	
c) to express a recent activity - the action may or may not be finished	
d) to express a repeated activity	

2 Match these examples with the different uses of the Present Perfect Continuous Tense in the table above.

1. I've been having problems with my stomach.
2. He's been painting his room.
3. She's been waiting at the bus stop for ages.
4. Scientists have been looking for a new medicine since the new virus attacked.



3 The Present Perfect Simple or the Present Perfect Continuous Tense?
Complete the gaps with the correct form of the verb in the parenthesis.

1. My friend is very busy recently. He (learn) Italian.
2. Look! Somebody (break) that car window.
3. - Is it still snowing?
 - No, it (stop)
4. You (change) (you/lose)
 weight?
5. I (read) the book you lent me. It was very good.
6. Your eyes are red. (you/cry) ?
7. My telephone is working again. My brother (repair) it.
8. - Our parents are on holiday.
 - Really? Where (they/go) ?
9. - I (save) money to buy a computer.
 - How much (you / save) so far?
10. Your hands are covered with mud. (you/work) in the garden?

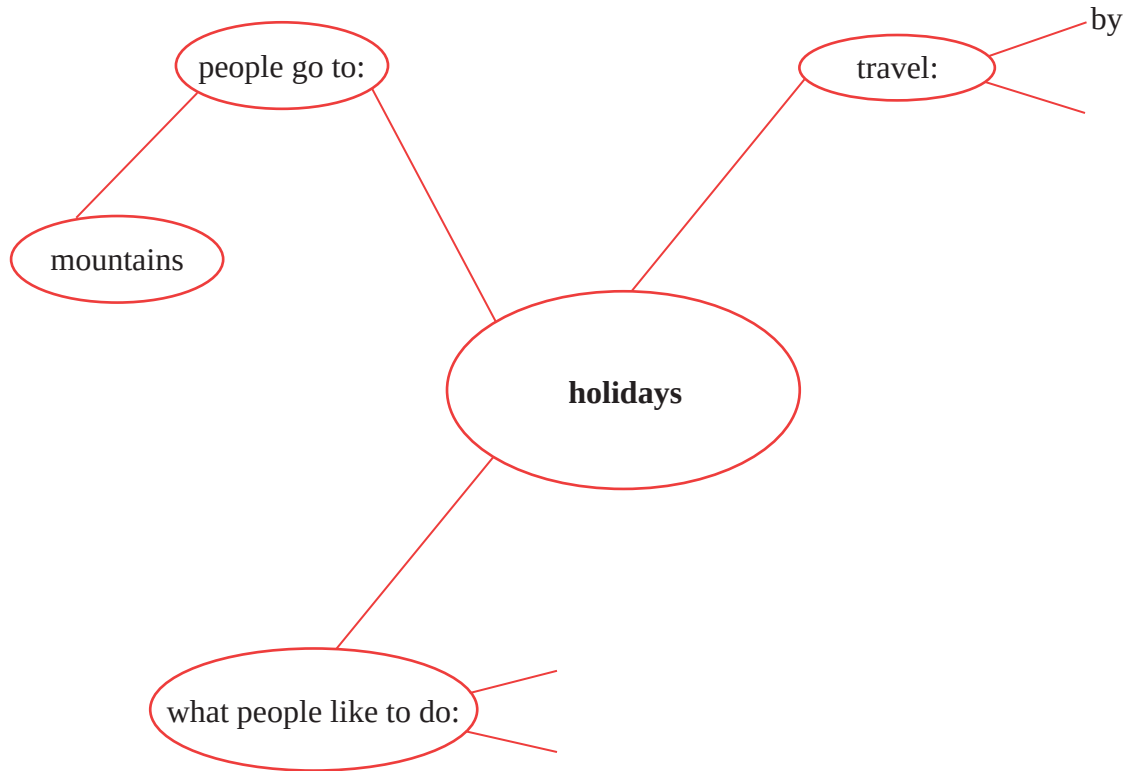
4 Now use the **Present Perfect Simple** or the **Present Perfect Continuous Tense** in examples of your own.

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



Work and play with words

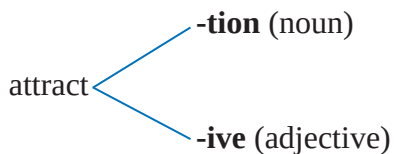
- 1 Read the texts again and complete the following ‘spidergraph’ with words connected to holidays. You can also expand it with more words of your own.



2 **Word building**

Nouns in **-tion** and adjectives in **-ive**

In Thomas Cook’s biography Liverpool is described as an **attraction** for most people, while in the following lines it says “*Thomas now offered people **attractive** places to visit...*” The above noun and adjective are made from the verb:



- 3 Now form nouns and adjectives from the following verbs, making any necessary spelling changes.

verb	noun	adjective
attract		
produce		
create		
inform		
protect		

4 PHRASAL VERBS

(Phrasal verbs are two- or three- part verbs which are used in informal English.)

In the texts we came across the following phrasal verbs: *set off*, *pay back* and *go on*. Match these verbs to the meanings below and then make sentences of your own. Don't forget to use the correct tense.

set off	continue an activity
pay back	begin a journey
go on	return money you have borrowed



-
-
-
-
-
-
-





UNIT 3

FOOD AND ENTERTAINMENT

PRE-READING

- 1 Look at the pictures and discuss with a partner. How is each picture related to food?





- 1 Skim through the article about food. Find which picture best matches its content.

Children run junk food risk

According to the World Health Organisation, school children run junk food risk because their eating habits are very bad.



Teenagers have much higher levels of risk factors for future coronary heart disease now than

before; they are also putting themselves at risk of diabetes and that in turn puts them at risk of strokes.

Research carried out found that for every baked potato served to a child 20 portions of chips were served.

Concern about the subject grew rapidly. The Food Commission, among other things, have also attempted to ban advertisements for junk food.

'Junk food and sugary drinks are supported by enormous advertising budgets

that do not attempt to educate children about heart diets'.

Food Commission

The Commission said billions of pounds were spent every year marketing junk food to young people. Unfortunately, the kind of foods that attract the biggest advertising budgets are the fattiest and the sugariest or saltiest.

Parents could not necessarily be blamed because they had no way of telling from the adverts that some cereals, for instance, were 40% or 50% sugar.

The Commission has urged the HOW to consider banning adverts for 'energy-dense, low-nutrient food' aimed at young people.

(Based on an article on BBC News.)

- 2 Make a list of the diseases mentioned in the article.

.....

.....

.....



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

unhealthy =

part =

worry (n.)=

prohibit =

try =

advertising and offering something for sale =

try hard to persuade =

healthy =

4 Read the article again and decide if each of the following statements is true (T) or false (F).

1. Young children are in danger because of their addiction to junk food.

☐

2. Young children prefer to eat baked food rather than junk food.

☐

3. Young people are much influenced by food adverts.

☐

4. Advertising attempts to educate children about healthy diets.

☐

5. We should blame parents for not informing their children properly.

☐

6. An attempt has been made to ban adverts for 'energy-dense, low-nutrient food'.

☐

GOING OUT

A vocabulary activity about restaurants



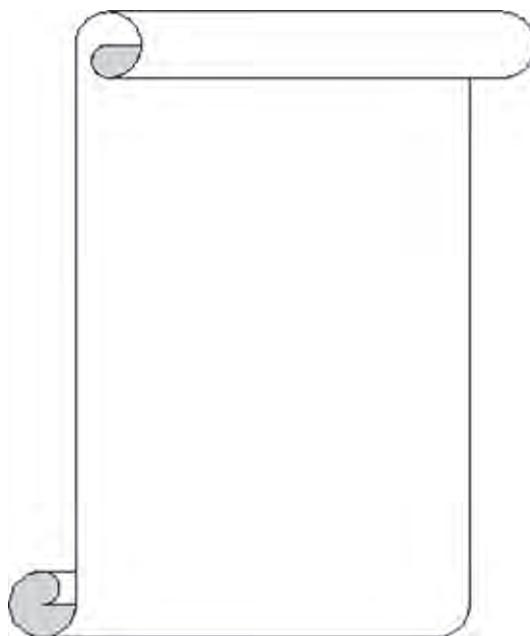
Work with a partner and match the following lists.

1. You arrive at a restaurant with some friends. The waiter welcomes you. What do you say?	b) Excuse me!
2. You sit down and call the waiter. What do you say?	a) Excuse me! I haven't got a fork!
3. What is your next question?	c) Have you got a table for four, please?
4. You and your friends have decided what you want to eat. The waiter says 'Are you ready to order?' You are. What do you say?	d) Can I have the bill/check, please?
5. When you begin the main course, you find there are certain things you need. What do you say?	e) I'll have the ...
6. After the dessert and coffee, you want to pay for the meal. What do you say to the waiter?	f) Could we see the menu, please?



SPEAKING

Now act out a similar dialogue. Decide whether you or your partner is the restaurant goer or the waiter/ waitress. You can use information from the menu on the left. You can keep notes if you like.



VOCABULARY

Which of the following food is included in the menu? Underline.





WRITING

You are planning a special meal for some foreign visitors. Write the menu and include:

- a starter
- a main course
- a dessert
- drinks

Menu

Explain to your friends what each dish is.

..... is a kind of dish made with...

GRAMMAR

Adjectives and adverbs

We use **adjectives** before nouns and after some verbs, especially *to be*.

Adverbs tell us about a verb. An adverb tells us how something happens or is done.

1 Look at these sentences from the article about food and answer the questions.

Concern about the subject grew rapidly.

School children run junk food risk because their eating habits are very bad.

1. Which word is an adjective and which is an adverb?
2. How do we normally form adverbs from adjectives?

2 Form adverbs from the following adjectives.

adjective:	quiet	careful	heavy	serious	happy
adverb:	quietly				

3 Underline the correct word.

1. He is a *careful/carefully* driver. He's never had an accident.
2. She is a very good student. She answers all the questions *quick/quickly*.
3. The film was really *funny/funnily*.
4. This queue moves very *slow/slowly*. Let's try another one.
5. He speaks *perfect/perfectly* English.
6. The driver of the bus was *serious/seriously* injured.

Comparisons: comparatives/superlatives

1 Look at these sentences from the article about food and answer the questions.

Teenagers have much higher levels of risk factors for future coronary heart disease now than before.

Unfortunately, the kind of foods that attract the biggest advertising budgets are the fattiest and sugariest or saltiest.

1. Which words are comparatives/superlatives?
2. How do we normally form comparatives/superlatives from adjectives?

2 Form comparatives/superlatives from the following adjectives.

adjectives	comparative	superlative
big		
tall		
interesting	more interesting	
old		
fat		
pretty	prettier	
good		
bad		the worst
much/many		the most
far		the further/the farthest



READING

FACTS ABOUT THE UK - Visiting a bar or a pub

Ordering drinks

When two people drink together, it is customary for them to buy drinks for each other in turn. When a group of people drink together, it is customary for one person to buy drinks for everybody in the group. This is called a round of drinks.

A pint of (name of beer lager, stout, cider), please.

Half (= half a pint) of , please.

A pint of Best (= Best Bitter), please.

You don't tip the barman/barmaid, but you can offer him/her a drink.

Barman/Barmaid:

Straight glass or handle?

Gin and tonic, please.

Ice and lemon? or Ice and a slice?

Large/Double (=double measure) whisky, please.

Ice?

Rocks (ice-cubes), as in Bourbon on the rocks, please.



Offering drinks

What would you like?

What will you have?

What are you drinking?

What's yours?

Drinks are on me. ("on" = paid for by)

Drinks are on the house. (= free)

With a group:

It's my round.

I'm in the chair. (= I'm buying this round.)

Whose round is it?

It's John's round.

Toasts

Cheers!

Bottoms up!

Here's to you and yours!

Here's to your success in the exam!

Your very good health!



SPEAKING

Learn the above expressions by heart and act out a dialogue with your partner.

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PROJECT

The balance of good health.

In groups, decide on what a good diet should include to match good health. Then, design a poster to demonstrate your ideas.



CINEMAS AND THEATRES

PRE-READING

- 1 How often do you go to cinemas, theatres or concerts? When was the last time you saw a film, play or musical? What was the last concert you went to? Find out in pairs.



READING

- 2 Read the summary of the film *The Lord of the Rings, Part one: The Fellowship of the Ring* and answer the questions.



- **The Film Trilogy:** Three films were made of *The Lord of the Rings*, representing J.R.R. Tolkien's epic novels: *The Fellowship of the Ring*, *The Two Towers* and *The Return of the King*.



- **Characters:** A mixture of known and unknown actors is being used in all the roles.
- **Director:** The films were directed by New Zealander Peter Jackson.
- **Locations:** The three films were made entirely in New Zealand.

Set in alternative world called Middle-Earth, The Lord of the Rings tells of a dangerous mission to turn the tides of war between good and evil. Strange powers have placed a magic ring, which could balance the power, in the care of a Hobbit called Bilbo Baggins. (Hobbits are small but surprisingly tough people from a bucolic village land called The Shire.)

Reading a film review

The Fellowship of the Ring

Bilbo disappears using the magical ring he once stole and goes to live with the Elves (who are wise, beautiful and eternal). He leaves the ring with Frodo, his favourite cousin. Gandalf, a wizard, discovers the ring was copied by Sauron, an evil wizard. Sauron is gaining strength, and with the ring he would get back full power. Frodo must ask advice from Elvish Rivendell. Travelling with Sam (his gardener and general servant), Pippin and Merry (his friends), Frodo is followed by sinister Black Riders, who want to take the ring and give it to Sauron.



The Hobbits meet Aragorn, long-lost King of Men. He joins the Hobbits, keeping Frodo alive after he is wounded by the Black Riders. At Rivendell, Gandalf tells how he was imprisoned by and escaped from Saruman - once a good wizard and now a helper of Sauron - and Sauron knows that a Hobbit has the ring. Elrond, the Lord of Rivendell, explains that the ring must be destroyed because it influences all who use it to behave unreasonably. This can only be done by getting secretly into Mordor, Sauron's

own domain, and casting it into the Crack of Doom.

The company, joined by more volunteers who want to protect the ring, fight Orcs (always evil) and a fiery demon. Eventually, Gandalf saves them by sacrificing his own life. When Frodo realises that the ring influences the mind of some of his companions, he runs away, deciding to travel to Mordor alone. Sam understands him and joins him.

(Adapted from Sunday Times Magazine - Robbie Hudson - November 25th, 2001.)

1. Make a list of the good and a list of the bad characters of the film.

GOOD CHARACTERS

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

BAD CHARACTERS

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



2. Make a list of the places mentioned in the summary of the film.

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



3. What are the magic powers of the ring?

.....
.....

4. Why does Sauron want the ring?

.....
.....

5. Where does Frodo want to take the ring?

.....
.....

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

goes =

live for ever =

reshaped =

evil =

hurt =

affects sb=

people who offer themselves for

any service of their own free will =

kingdom =

throwing =

losing his life

to save the others =

GRAMMAR

Stories in the Present Tense.

We often tell stories in present tenses in an informal style.

We use the **Present Simple Tense** for **events** that happened one after another.

We use the **Present Continuous Tense** for **background events** that have already been happening when the story starts, or that continue through part of the story.

Write a description of a film you have seen. Remember to use the Present Simple Tense.

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SPEAKING

An evening out

Work in groups of three or four. Your group has decided to go out for the evening together. You can each spend 20 euros. Look at the options you have and decide on an evening's entertainment which everyone will enjoy.

USEFUL LANGUAGE

What would you like to do?

Why don't we go to the disco?

Let's have a hamburger.

How about eating out?

Do you fancy going to the cinema?

THE BLOU RHINOCEROS
Disco night club

All the latest sounds
at your favourite rendezvous.
From 8 p.m. till 3 a.m.
Entrance £5 (includes one drink).
Drinks £1 before 10 p.m.

ODEON CINEMA

SCREEN 1	SCREEN 2
TERMINATOR III PERFORMANCES AT 7.10, 9.15, 11.30	Pirates of the Carribean PERFORMANCES AT 6.45, 8.50, 11.30

**ENJOY THE LATEST
POP VIDEOS AT THE
VIDEO CAFÉ**

MEALS FROM £3 - ENTRANCE £2.50

BIGBURGERS
SPECIAL OFFER
Giant Burger with fries and small cola
for just **£1.50**
See you soon!



LISTENING

John and Mary are schoolfriends. They are discussing what to do this evening. Listen to them and choose the correct answers.

1. John and Mary
 - a. have already seen *Terminator III*.
 - b. don't like violent films.
2. Which statement is true?
 - a. John saw *Maid in Manhattan* more recently than Mary.
 - b. Mary doesn't want to see *Maid in Manhattan* again.
3. Which statement is not true?
 - a. Mary likes adventure films very much.
 - b. John will enjoy *Pirates of the Caribbean* more than Mary.
4. They are having their conversation at about
 - a. 7.10 pm.
 - b. 7.30 pm.
5. The performance begins at
 - a. 8.00 pm.
 - b. 8.30 pm.



How language holds together and works

1 Adverbs in the comparative and superlative

Comparative and superlative adverbs are normally formed with **more** and **most**:

Could you speak more slowly?

But the following **irregular** adverbs have **-er** and **-est**, like adjectives:

hard, early, fast, soon, near, late

Better, best, worse and worst are also used as adverbs.

2 Form comparatives/superlatives from the following adverbs.

adverbs	comparative	superlative
slowly		
easily		
hard		
fast		
early		
late		
soon		
near		
well		
badly		

3 Read the list of adjectives and adverbs below and put them in the correct list.
You have one minute to complete this task.

<i>-er , -est</i>	<i>more... than, the most</i>	irregular

interesting
good
well
badly

easy
short
famous
difficult

cheap
fast
old
hot

modern
pretty
bad

4 Complete the gaps with the comparative/superlative of a word from the box.

bad, good, expensive, fast, high, peacefully

1. Mary speaks Italian than her sister.
2. Which is the mountain in your country?
3. He is the runner in the world.
4. "I will sleep if he doesn't take the car." said his mother.
5. A family car costs about 15,000 euros, while a 4x4 costs about 30,000. A 4x4 is than a family car.
6. She is the cook in her class. Nobody wants to try her dishes.



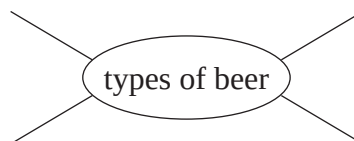
Work and play with words

1 Fill in the gaps with the prepositions *at*, *about*, *out*, and *to* (twice). Then go back to the article about junk food to check your answers.

1. Where have you been? The waiter has already served dinner us.
2. People should be educated how to use energy more efficiently.
3. A lot of tests have been carried on the patient.
4. She's aiming a scholarship to continue her studies.
5. We need somebody to market our products companies in Europe.



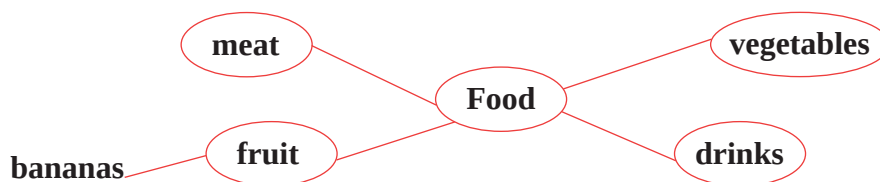
2 How many types of beer can you remember? Do you know any more? Add them to the list.



3 Methods of cooking
Match the cooking methods to their definitions.

1. cook in the oven without oil	roast
2. cook in boiling water	boil
3. cook in hot oil	bake
4. cook over or under strong heat	grill
5. cook in the oven with oil	fry

- 4 Complete the following categories of food. You can also include words from the menu of *Riverside Restaurant*.



- 5 Word building

Adjectives in **-ous**

The Lord of the Rings tells of a **dangerous** mission to turn the tides of war between good and evil.

Now form adjectives from the following nouns, making any necessary spelling changes.

noun	adjective
nerve	
ambition	
fame	
religion	
poison	

- 6 Use the adjectives above and the prompts below to make sentences.

before exams

Let's go

Organisation

plant/snake

She's managed to ...

•

.....

•

.....

•

.....

•

.....

•

.....

7 Look at the food pyramid and complete the following list as in the example.



Meat/Poultry	steak
Fish/Seafood	
Dairy Products	
Fruit	
Vegetables	
Cereals/Grains	

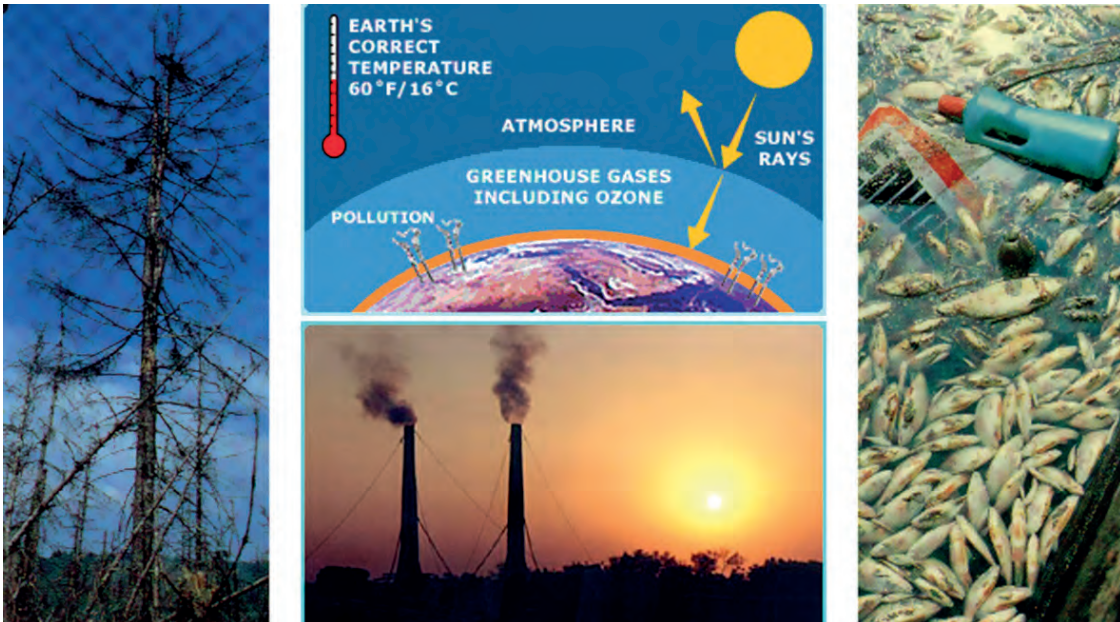




THE CHANGING FACE OF NATURE

PRE-READING

- 1 Discuss these pictures with a partner. They show some of the problems the world faces today. What is your reaction to them?



- 2 Now label each picture with one of the following phrases.
- a) global warming b) pollution c) acid rain d) industrial waste
- 3 Which of these problems do you think will be the most serious for the world in the years to come?



READING

- 1 Skim through the article about the Amazon rainforest in Brazil and find its main, threatening environmental problem.

Amazon could dry up in 50 years

The Amazon is the largest rainforest in the world and is home to 30% of all animal and plant life on the planet, but in the last 15 years around 5% of it has been destroyed.



So far, we knew that the destruction of the Amazon rainforest was mainly due to its deforestation. Wood companies cut down trees to sell the wood, farmers clear the land to grow crops, and towns and roads are built where the forest used to be. However, nowadays scientists are worried about changing weather patterns caused by increasing earth temperatures. The Amazon rainforest in Brazil could dry up and die out in 50 years because of global warming.

But what is global warming? Global warming is the rise in temperature of the earth's atmosphere.

The earth is naturally warmed by rays (or radiation) from the sun, which pass through the earth's atmosphere and are reflected back out to space again. The atmosphere is made up of layers of gases, some of which are called 'greenhouse gases'. They are mostly natural and make up a kind of thermal blanket over the earth.

This lets some of the rays back out of the atmosphere, keeping the earth at the right temperature for animals, plants and humans to survive (60°F/16°C). So some global warming is good.

But if extra greenhouse gases are made, the thermal blanket gets thicker, and too much heat is kept in the earth's atmosphere. That is when global warming is bad.

Scientists think there could be a 'bubble' of heat created in the Pacific which would be disastrous for the environment in South America. The rainforest needs its rainfall for its vegetation, but the heat bubble would mean less rain.

Although it's by no means certain the Amazon will die out - this is just one model being studied by experts trying to work out what might happen to our

planet - experts think there's a 10-20% chance.

(Based on an article on BBC News.)

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

tropical forest =

because of =

destruction of trees in a forest =

threw back heat =

live =

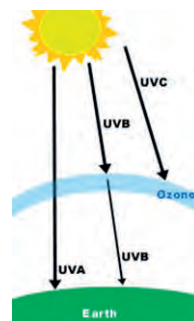
plants =

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

1. The Amazon rainforest is the biggest and most important rainforest on our planet. ☐
2. Scientists believed that the cut down of trees was responsible for the destruction of the Amazon rainforest. ☐
3. Greenhouse gases are natural gases. ☐
4. The thermal blanket keeps rays in the atmosphere. ☐
5. The heat 'bubble' in the Pacific is responsible for less rain. ☐
6. It is certain that the Amazon rainforest will die out in the future. ☐

- 4 Match the columns to form compound nouns and then use them to make up sentences of your own.

greenhouse	warming
acid	waste
global	gases
ozone	blanket
aerosol	layer
thermal	rain
industrial	sprays



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-
-



PROJECT

Let's work together!

In groups, find out about the endangered flora (plants) and fauna (animals) in your country in a library or on the Internet. Then, design a poster describing them. You can decorate your poster with pictures.



LISTENING

- 1 Your school director has invited a member of an environmental group to your school to talk about air pollution and the dangers that the earth faces from gases like sulphur dioxide, carbon monoxide and carbon dioxide. Listen to a part of the interview and decide if the following statements are true (T) or false (F).

1. Acid rain isn't caused by sulphur dioxide. ☐
2. Sulphur dioxide is responsible for the destruction of flora and fauna. ☐
3. Motor vehicles produce carbon monoxide. ☐
4. Carbon monoxide is, according to scientists, responsible for problems with the growth of children. ☐
5. Carbon monoxide is the least dangerous. ☐
6. The Greenhouse Effect is responsible for the flooding of low-lying areas. ☐

PRE-READING

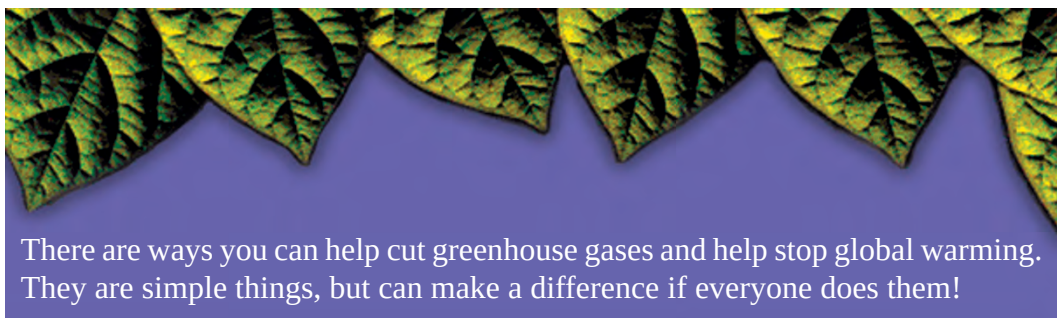
Do you know any environmental protection schemes taking place in your country/town? Have you been involved in any of them? Would you like to? Discuss in pairs and report.

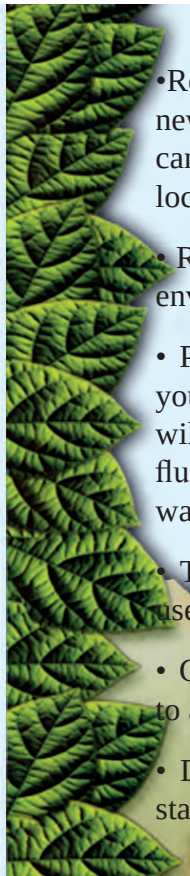


READING

- 1 Read the following leaflet an environmental group has published and say which of these things you actually do to protect the environment. Do you think you are doing enough? Work in pairs and report in class.**

What can I do to protect the environment?





- Recycle glass bottles, jars, newspapers, magazines and tin cans. Save them and take them to local recycling centres.
- Re-use plastic shopping bags and envelopes, don't get new ones.
- Put a brick in a plastic bag into your toilet cistern, then the toilet will use less water each time you flush. Don't worry; that's plenty of water to get rid of.
- Try and buy products that don't use much packaging.
- Give unwanted gifts and clothes to a charity shop.
- Don't leave the TV or video on standby.

- If you get lift to school in a car, take your mates along for the ride.
- Ask whoever does your washing to use the machine at 40°, this helps conserve power.
- Switch lights off when you're not in the room.
- Get a clockwork mobile phone re-charger.
- Cycle to places!
- Have showers instead of baths.

And don't forget. If you are not a part of the solution, then you are a part of the problem. So join us now to make the earth a better place to live in.

What I usually do	What I can do from now on

2 Write which of these things we *must* or *mustn't* do to protect the environment.

1. We use only unleaded petrol.
2. We protect flora and fauna.
3. We recycle paper, glass, etc.
4. We drop litter.
5. We pollute the sea.
6. We let factories pollute with their waste.

3 Use the rules above and the prompts below to make sentences, as in the example.

- we will reduce air pollution
- our planet will be cleaner
- we will save natural resources
- rare plants and animals will survive
- our rivers and water will be cleaner
- our towns will be clean



1. If we use unleaded petrol only, we will reduce air pollution.

2.

3.

4.

5.

6.

PRE-READING

In pairs look at the pictures and name the animals. Do you know what they have in common?





READING

- 1 Skim through this leaflet to find out which animals are in danger. Then complete the list that follows.

Animals in danger are sending SOS

A species is said to be endangered when there are so few of its kind left it could disappear from the planet altogether and become extinct.

Extinct means when an animal hasn't been seen in the wild for 50 years.

● Which animals are in danger?

About 9,485 species are threatened, including mammals, birds, reptiles, insects and fish. Our closest relatives, the great apes of Africa and Asia, could be close to extinction in the wild.

● How big is the problem?

There are only about 600 pandas left in the wild. A hundred years ago there were about 100,000 tigers in the wild. Now there are only about 5,000-7,000. There used to be millions of koalas in Australia. Now there are fewer than 100,000 left.

● Is it all our fault?

Animals have always died out naturally. Dinosaurs existed millions of years ago and then disappeared completely.

But our growing population and interference with our environment mean the process of extinction is getting faster. Our world is changing faster than some species can adapt.

● What's being done?

Organisations like the World Wildlife Fund and Born Free campaign to save animals which are under threat.

Some governments have passed laws to stop certain animals from being hunted. In 1985 many countries joined together to ban whaling because some types were on the verge of extinction, but Japan and Norway still catch them for food. Iceland has recently started whaling again after 14 years.

● *Why are they dying out?*

Pollution, chopping down rainforests and building all affect animal habitats, which means they have nowhere to live and nothing to eat. Buying and selling some exotic animals for their skins, like crocodiles, is illegal in many places, but people still do it. Elephants are killed for their ivory tusks, which are used for jewellery and medicine in some countries.

● *What can you do?*

Support conservation organisations like the World Wildlife Fund, UNEP and Dian Fossey Gorilla Fund. Or you could adopt an animal at your local zoo, which would pay for its keep. And who knows. We may make the earth a better place to live in.

(Based on WWF leaflets and other publications.)

Animals in danger of extinction



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

category =

disappear =

in the same family =

disturbance =

become familiar with new conditions =

against the law =

become a child's legal parents =

3 Choose the answer that best completes each one of the sentences.

1. A species is said to become extinct when
- it could disappear from our planet.
 - it hasn't been seen in the wild for 50 years.
 - there are so few of its kind left.

2. The great apes of Africa and Asia
- are threatened.
 - disappeared completely.
 - are hunted for their meat.



3. The process of extinction is getting faster because
- certain animals are being hunted.
 - some governments have passed laws to protect animals.
 - our population is growing and we disturb our environment.

4. Animal habitats are affected by
- hunting.
 - pollution.
 - conservation organisations.

4 Word building

Nouns in **-ion**

protect (verb) - protection (noun)

*“Do you know any environmental **protection** schemes taking place in your country/town?”; “... and say which of these things you actually do to **protect** the environment..”*

5 Now form nouns from the following verbs, making any necessary spelling changes.

verb	noun
prevent	
suggest	
react	

select	
invent	
interrupt	



How language holds together and works

1 The use of *must/mustn't, have to/ don't have to, can/can't*

We use:

must	to express obligation
mustn't	to express prohibition
have to	to express necessity
don't have to	to express absence of necessity
can	to give permission
can't	to refuse permission

2 The use of the imperative

We use the imperative to give orders.

Affirmative orders:

base form of the verb.

e.g., Open it!

Negative orders:

don't + base form of the verb.

e.g., Don't touch it!

3 The use of *if* sentences

a) Zero conditional: **If + present simple, present simple**

This is used when *if* means *whenever* or *every time*.

But if extra greenhouse gases are made, the thermal blanket gets thicker.

b) First conditional: **If + present simple, will + infinitive**

This is used to talk about real plans and possibilities.

Instead of *will*, it is possible to use other modals, e.g. *may, might, can, could, must*, etc.

If earth gets hotter, cities on coasts could/ may/ might/ can, etc. flood.

4 The use of *used to do*

We use *used to do*:

a) to describe past states or conditions.

There used to be millions of koalas in Australia.

b) to describe past habits, or actions which are now finished.

Before I found out about recycling, I used to throw away papers and magazines with my litter.



PRACTICE

1 Look at the following signs and make sentences about them using the prompts in task 1 above.



2 Read the following table and make sentences about school rules.

	must/have to	mustn't/can't	can	don't have to
leave the classroom during the lesson		✓		
talk during the lesson		✓		
do your homework	✓			
eat a snack during the break			✓	
ask your teachers questions			✓	
be polite to your teachers	✓			
drop litter in the corridors		✓		
wear a school uniform				✓
pay for your books				
get to school on time	✓			

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3 Go back to the leaflet “*What can I do to protect the environment?*” and underline the imperative, both in the affirmative and negative form.

4 Join the beginnings and ends of sentences in the table below, using if.

beginnings	ends
you do that again the shopping centre is easy to get to I will be sorry you get home early, you have to study a lot it's fine tomorrow, I'll let you know, you borrow money from a bank, you protect the environment,	you don't come to my party. you want to enter university. you pay a lot of interest. the children will go to the swimming centre. I'll call the police. we can go to the cinema. we park near the station. you don't use your car every day. I find out what's going on.

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- 5 Make sentences with *used to* and *didn't use to* about how people lived hundreds of years ago.

1. believe in/many gods	
2. live/many years	
3. have/machines	
4. travel/horses and carriages	
5. think/earth was flat	
6. women cook/open fire	
7. read/candles	
8. hunt/food	

6 **SPEAKING**

In pairs use the prompts below to talk about your childhood, as in the example.

- live in a village
- go to Sunday school
- play in the streets
- ride a bicycle
- go to bed early
- go to parties

A. Did you use to live in a village when you were a child?

B. No, I didn't. I lived in a small town. What about you?

A. I used to live in a village on a small island.



Work and play with words

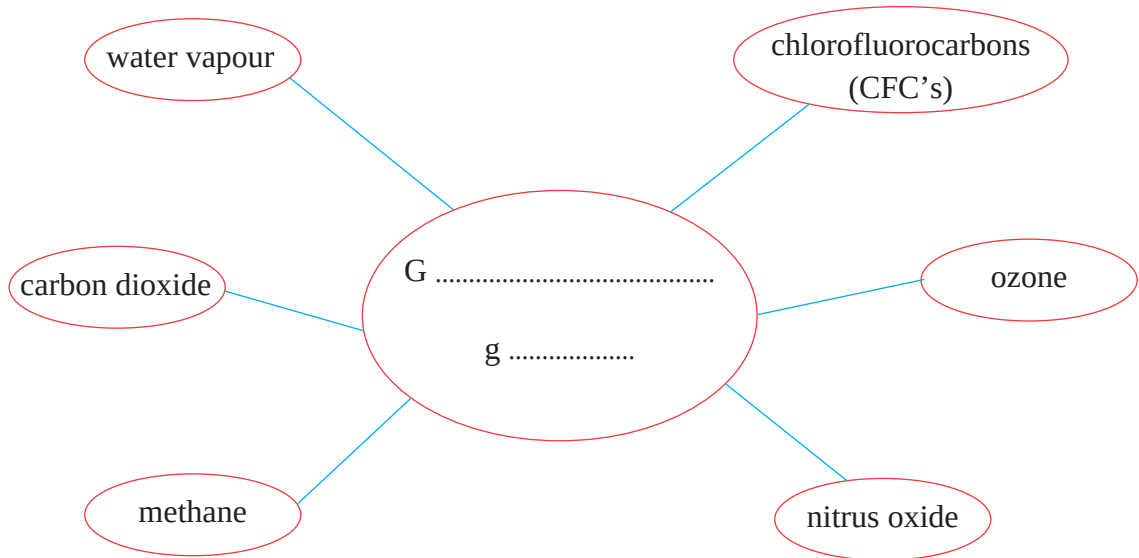
VOCABULARY

- 1 Complete the gaps in the following sentences with nouns in *-ion*, formed from the verbs below: *prevent, suggest, react, select, invent, interrupt*.

- What shall we do tomorrow? Cinema? Dinner? Clubbing? Has anyone got a better ?
- If I work all day without any , I will manage to revise the whole unit.
- Which is the most important to you?
- The mobile phone.

4. What was his to the news? Was he happy or sad?
5. This organisation works hard for the of cruelty on animals.
6. He was very happy for his as the leader of his team.

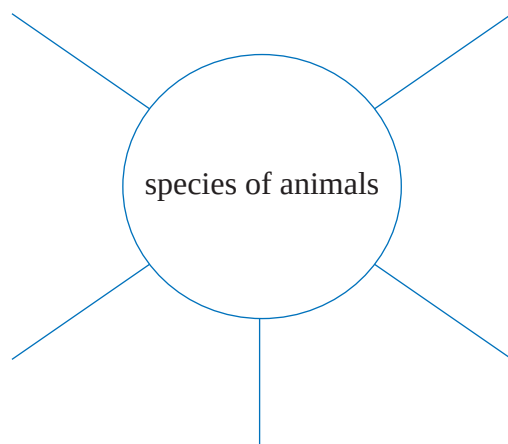
2 Guess what the missing phrase is and make a sentence using all the words given.



..... are made out of

.....

3 Read the leaflet again and complete the following “spidergraph” with words connected to species of animals. You can also expand it with more words of your own.



PHRASAL VERBS

In the article about the Amazon rainforest we came across the following phrasal verbs: *cut down, dry up, die out, pass through and make up*. Match these verbs to the meanings below and make sentences of your own. Don't forget to use the correct tense.

cut down	exist no longer
dry up	form something
die out	make something fall down by cutting it
pass through	become completely dry
make up	go through

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Prepositional phrases



- 1 In pairs match the words on the left with the words on the right. Then turn back to the texts to check your answers.

close	of
according	of
due	for
destruction	to
instead	to
disastrous	to

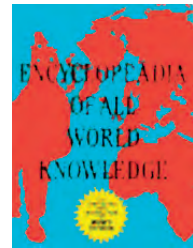


- 2 Complete the gaps in the following sentences with the correct prepositional phrase.

1. The flight was cancelled bad weather.
2. The greenhouse effect could have consequences our planet.
3. You've been late twice this week the school records.
4. Pollution is partly responsible for the the ozone layer.
5. The chemical factory is the beach.
6. Use the public transport going to work by car.

The world Encyclopaedia

In this unit you came across a lot of new vocabulary about the environment. How much do you know about the environment? For example, about rainforests? Read what a student has written about them and then try to make your own entry.

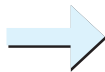


Rainforests

Rainforests are forests which produce rain. There are rainforests in Amazonia, Africa and in South-East Asia. In a rainforest, the trees block out light, keeping the forest dark and humid. Rainforests are important because they contribute to the world's climate and help to produce oxygen. They are also the home of thousands of types of plants and animals.



the ozone layer
acid rain
the greenhouse effect etc.



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UNIT 5

STOP AND RELOAD (Units 1-4)



▲1. Complete the conversations below.
Use the Present Perfect or the Past Simple Tense.

1. **Peter:** (you/see *American Pie*)

..... ?

Mike: Yes, I saw it last week.

Peter: (you/like/it)

..... ?

Mike: It was OK.

Peter: (you/see/it/at the cinema)

..... ?

Mike: No, I got it out on a video.

2. **Susan:** (Mary/telephone/yet)

..... ?

Mother: Yes, she has.

Susan: (What time/she/phone)

..... ?

Mother: At about six o'clock.

Susan: (you/tell/her about the barbecue)

..... ?

Mother: Oh, no. I forgot.

3. **Robert:** (Ben/get back/from holiday / yet)

..... ?

Alex: No, he hasn't.

Robert: (Where/he/go)

..... ?

Alex: To Crete, I think.

Robert: (you/ever/be/there)

..... ?

Alex: Yes, I have.

Robert: (When/you/go)

..... ?

Alex: Last summer.

▲2. Study the following leaflet and make *If* sentences using the cues given.

So what could happen?

If the Earth gets hotter, some important changes could happen:

- Water expands when heated and oceans absorb more heat than land, so sea levels would rise.
- Sea levels would also rise due to the melting of the glaciers and sea ice.
- Cities on coasts would have flood problems.
- Places that usually get lots of rain and snowfall might get hotter and drier.
- Lakes and rivers could dry up.
- There would be more droughts making it hard to grow crops.
- Less water would be available for drinking, showers and swimming pools.
- Some plants and animals might become extinct because of the heat.
- Hurricanes, tornadoes and other storms caused by changes in heat and water evaporation may get more common.

1. : very bad weather, with strong winds, rain and thunder.
2. : a violent storm with very strong circular winds.
3. : continuous dry weather, when there is not enough water for people's needs.
4. : a violent storm with very strong winds, especially in the western Atlantic Ocean.
5. : a large quantity of water covering an area that is usually dry.

rain, diagrams, pollution, graphs, warming, mass, layer, science, waste, holiday, sprays, food, greenhouse, blanket, petrol

▲5. Word building: nouns in -er, -or, -ar, -ion and adjectives in -ive.
a) Read the following definitions, circle the key nouns or verbs and write the missing words.

a) Read the following definitions, circle the key nouns or verbs and write the missing words.

..... adj. giving useful information.

..... n. a person who edits a paper.

..... adj. sb or sth that protects.

b) Make five similar examples of your own with words connected to jobs.

▲6. Complete the sentences with the correct forms of the phrasal verbs in the box.

educate about, set off, die out, aim at,
pass through, dry out, carry out, go on

1. According to a recent survey
..... by the Ministry of Health,
Greek teenagers smoke more cigarettes
than their older brothers and sisters.

2. He is a very good athlete. He
..... the gold in the next Olympic
Games.

3. If you don't want to be held up by traffic,
you'd better before 7.00
am.

4. Although the teacher offended him in
class, he talking.

5. If you are in a hurry, the
park instead of going around it.

6. Scientists believe that in 100 years many
species of animals, trees and flowers
..... .

7. Parents and teachers should
young children the harmful
effects of unhealthy food.

8. Local authorities the lake
to make it a cultivated land.

▲7. Tense Puzzles



▲8. Find seven words connected to food and five connected to methods of cooking in the word square below.

p	o	m	t	z	g	r	i	l	l	l
o	r	a	u	b	e	r	g	i	n	e
t	o	s	k	b	o	i	l	g	a	c
a	a	h	c	h	i	c	k	e	n	l
t	s	r	i	c	e	t	o	a	s	t
o	t	o	s	f	r	y	e	r	n	h
c	h	o	c	o	l	a	t	e	c	m
l	a	m	p	a	e	b	a	k	e	o

food	methods of cooking
------	--------------------

.....

.....

.....

.....

.....

.....

.....

▲9. Match the prompts on the left with those on the right and put the verbs in brackets in the correct tense.

1. If I (be) _____ free on Saturday,	a) my parents (be) _____ very pleased.
2. She (become) _____ mad	b) I (go) _____ to England.
3. You (feel) _____ better,	c) I (go) _____ to the mountains.
4. If I (pass) _____ this exam,	d) if you (stop) _____ smoking.
5. If my English (get) _____ better,	e) if she (go) _____ on like that.

▲10. Passive Voice

Put the verbs in brackets into the Passive Voice.

Millions of cans (throw away) every day. Did you know that by throwing them away we destroy the tropical rainforests? How?

Well, the cans (make) from aluminium, and aluminium (extract) from bauxite. Bauxite (not find) in the ground like other metals, but in the soil, in the tropical forests in Brazil, Jamaica, etc.

Large forest areas have to (cut down) and a power station to (build) , so that aluminium can (extract)

However, the forests needn't (destroy) Aluminium can (recycle) easily and cheaply.

So next time you use a can don't forget to take it to the supermarket and exchange it for money.

▲1. The Past Simple and Past Continuous Tenses.

This was John's weekend. Put the verbs in brackets into the correct tense.

On Saturday morning, John (get up) late. He (have) to hurry, because his girlfriend Susan (wait) for him for their journey to the mountains.

When they (set off) , it was already midday. While he (drive) along the motorway, it

(start) to rain. The rain
 (make) the traffic
 heavy and John nervous. So when the car
 in front of them (brake)
 suddenly, he almost (crash)
 into it. Nobody got hurt, so they (go
 on) When they (reach)
 their destination, the rain
 had stopped.
 On Sunday morning the sun (shine)
 and nothing (remind)
 them of the previous day.
 They happily (take) their
 ski equipment and (head)
 for the slopes.

**▲12. Answer the following questions.
 Use full sentences with the Present
 Perfect Continuous Tense.**

1. What have you been doing for the past
 fifteen minutes?

2. How long has your family been living at
 your present address?

3. How long have you been studying
 English?

4. What things always make you feel tired?
 I always feel tired after I

▲13. Word building

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

1. After the break he continued his speech
 without any (interrupt)
2. The policeman was very (inform)
 He clearly explained to
 me how to get to the station.
3. This restaurant offers a (select)
 of local and foreign
 wines.
4. It is (danger) to walk
 alone in the streets at night.
5. His bodyguards offer him (protect)
 for twenty-four hours.
6. There are police patrols all day long for
 the (prevent) of crimes.

**▲14. Read the following dialogue and
 complete it with prompts from the box.**

- *Would you like anything to drink?*
- *Thank you.*
- *And for the main course?*
- *Good evening, sir. May I take your
 order?*
- *It's grilled fish with vegetables.*

Waiter:.....

Paul: Yes, please. I'll have the vegetable soup to start with.

Waiter:.....

Paul: I haven't decided yet. What's today's special?

Waiter:.....

Paul: That sounds nice. I'll have that, please.

Waiter:.....

Paul: Mineral water, please.

Waiter:.....

▲15. Alice is talking about her childhood. Complete the sentences with *used to* in the correct form.

When I was a child, I (1. not spend) my summer holidays at a seaside resort, but (2. visit) my grandparents in the countryside.

Recently, I visited the house where my grandparents (3. live)

I saw the garden where I (4. play) with the other kids from the neighbourhood.

We (5. not play) with toys, but we (6. climb) up trees and (7. help) my grandparents to feed the animals, or (8. follow) them in the fields.

Not much had changed in the area. Most of the shops were there: the old grocer's where we (9. buy) sweets, the barber's, the petrol station.

However, the cinema where I (10. enjoy) going to with my grandfather wasn't there.

I found it strange to go back. It made me feel happy and sad at the same time.

▲16. Comparatives and superlatives. Complete the following sentences with the correct form of the adjectives.

1. It was a tiring day. It was (bad) : day of my life.

2. The food at that restaurant was very good. It was (delicious) : meal I've had for ages.

3. I can't understand the instructions. They should be (simple) :

4. I like living in a big city. It's (interesting) than living in the countryside.

5. These coats look the same, but mine was (expensive) than yours.

6. The test was very difficult. It was the test of the term.

7. Which is (hot) ? California or Florida?

8. She is (bad) than me at maths. She didn't manage to pass the test.

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

PRE-READING

In pairs, look at the picture and read the following sayings. Do you agree or not? Share your answers with the class.

“Nine out of ten schoolchildren own mobile phones.”

“Some 10% of children talk on their mobiles for more than 25 minutes everyday.”



READING

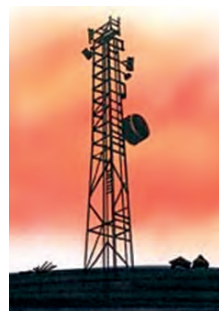
Read the article about mobile phones and say whether you are going to use your mobile phones more or less in the future.

Living with risk

Every season seems to bring another scary story about potential dangers of new technologies, like the one revealing the possible links between mobile phone radiation and brain damage. Mobile use may cause premature Alzheimer's, though the study in question looked at the effects of electromagnetic radiation on rats, not people. None of those stories has dented the popularity of mobile handsets. Instead, what's freaking Europeans out is the idea of electromagnetic radiation from phone masts.

The rage over masts is strange. Mobile phone users tend to be exposed to much higher levels of radiation from the handsets

than they are from masts, because they are so much closer to the source. But that hasn't stopped 320 million Europeans from buying mobile phones or activists from organising to prevent the installation of transmitters.



But why all the fuss? According to the French Environmental Health and Safety Agency's report, no health risk can be linked to mobile phones or base stations.

On the other hand, the Scientific Committee on Electromagnetic Fields published a

report stating that antennas could cause sleep disturbance and headaches and weaken the immune system. However, the independent experts who signed the first report called for more research into the effect of mobile phone radiation on children and admitted that other effects had yet to be sufficiently explored.

We can't wait for a final safety verdict.

We need to decide now whether the

convenience of a mobile phone is worth the potential hazard, we must make some kind of analysis of the cost and the benefit. And we need ways to make the risk feel acceptable, because there's no such thing as total proof, no such thing as zero risk.

(Adapted from James Geary article for TIME Magazine July 28, 2003.)

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

connection =
damaged =
frightening =
antenna =
the fitting =
trouble =
that cannot be harmed
by a disease or an illness =
examined =
a decision or an opinion given
after testing or examining =
danger =

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

1. A study of the effects of electromagnetic radiation on people has shown that mobile use may cause premature Alzheimer's. ☐
2. Europeans are worried more about electromagnetic radiation from phone masts. ☐

3. Mobile phone users are exposed to much higher levels of radiation from masts. ☐
4. Antennas could cause sleep disturbance and headaches. ☐
5. Other effects of mobile phone radiation on people have to be studied. ☐
6. We must decide whether we are going to use mobile phones more or less in the future. ☐
7. We must wait to hear what scientists have to say. ☐
8. There is not going to be a total proof that the use of mobile phones is harmless. ☐



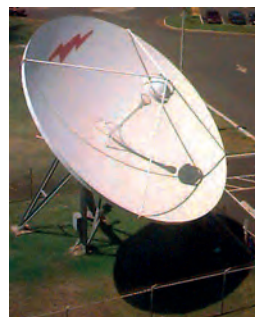
LISTENING

You are going to listen to Peter and Susan talking about some new means of communication.

1 Tick (✓) the means of communication mentioned in the dialogue.

the Internet
cable TV
CD-ROM
e-mail
satellite TV
fax

☐
☐
☐
☐
☐
☐



2 Match the following definitions from the listening with the respective means of communication in the task above.

- a) a means of sending and receiving printed material in electronic form along a phone line
- b) a network which allows computer users to communicate with each other around the world
- c) a means of storing information on a disc to be read by a computer
- d) a system which allows messages to be sent and received by a group of computer users



READING

Read the article about the Internet and the World Wide Web and underline the things you already know about their history.

History of the Internet and the World Wide Web

The Internet had its roots during the 1960's in a project of the United States Government's Department of Defense, and was designed to provide a communications network for organisations engaged in defense-related research, that would work even if some of the sites were down or destroyed by nuclear war. This project, which was called ARPANet (Advanced Research Projects Agency Network) and was created by the Pentagon's Advanced Research Projects Agency, was established in 1969.

The early Internet was used by computer experts, engineers, scientists and librarians. There was nothing friendly about it. There were no home or office personal computers in those days, and anyone who used it had to learn to use a very complex system.



In order to make the network more global, a new sophisticated and standard protocol was needed. They developed IP (Internet Protocol) technology, which defined how electronic messages were packaged, addressed and sent over the network. The standard protocol was invented in 1977 and was called TCP/IP (Transmission Control Protocol/Internet Protocol). It allowed users to link various branches of other complex

networks directly to the ARPANet, which soon came to be called the Internet.

E-mail was adapted for ARPANet in 1972. The @ symbol was picked to link the username and address.

ARPANet grew during the 1970's and was upgraded to a high speed network by linking several powerful supercomputer stations called nodes.

Researchers and academics in other fields began to make use of the network, and eventually in 1985 the National Science Foundation (NSF), which had created a similar and parallel network called NSFNet, took over much of the TCP/IP technology from ARPANet and established a distributed network of networks capable of handling far greater traffic. ARPANet was shut down by the Defense Communications Agency in 1989 due to limited funding and support from the military.

In 1989 another significant event took place in making the nets easier to use. A new

protocol for information distribution was proposed. This protocol, which became the World Wide Web in 1991, was based on hypertext - a system of embedding links in a text which aim to link this text to another one.

In 1991 the first really user-friendly access system to the Internet was developed at the University of Minnesota. The University wanted to develop a simple menu system to access files and information on campus through their local network.

By the 1990's the Internet experienced explosive growth. By mid-1994 the Internet connected an estimated two million computers in more than 100 countries, serving some 23 million users. Many commercial computer network and data services also provided at least indirect connection to the Internet. It is also estimated that at this rapid growth everyone in the world will have an e-mail address by the year 2010.

(Based on 'The Brief History of the Internet', The Internet Society 1993-2001.)

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

involved =

fighting against attack =

web =

took part =

described exactly =

created =

made more efficient =

dealing with =

providing with money =

fixing firmly =

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

1. The Internet was born to provide a communications network which would allow computers to share information on scientific fields. ☐
2. This communications network would work even in a nuclear war. ☐
3. The early Internet was very easy to use. ☐
4. The development of IP technology allowed users to be connected with other complex networks directly to the ARPANet. ☐
5. The @ symbol is related to e-mail. ☐
6. NSFNet established a distributed network supported by the military. ☐
7. In 1989 the World Wide Web was established. ☐
8. In 1991 the University of Minnesota developed the first really user-friendly access system to the Internet. ☐



WRITING

Make a summary of the text about the Internet. Write what happened in the following years/decades. Make sure you use words/phrases that signal the sequence of events (*in, then, the next year, by the year, etc.*).

- 1960's
- 1969
- 1972
- 1979
- 1985
- 1989
- 1991
- 2010



READING

Today it is nearly impossible to get on the bus without hearing someone talking about their new computer at work, or the server backups that failed, or the email they got from a co-worker yesterday morning or *something* related to new technologies. News programs now all seem to contain a segment where they offer up recommended webpages for browsing. Thousands upon thousands of books are being printed to help people cope with whatever new electronic gizmo has just come on the market. Realising these we may wonder: *If we, as a society, are so obsessed with our new technological toys, what kind of poetry can we write about them?*

The media portrays only the black and white side of the Internet. Either it is a wonderful tool that joins together people who might never get a chance to meet, or it is a horrible place where people talk about sex only. However, by looking at poetry it should be possible to

glimpse this 'society' from the inside and get an impression of what people see in their 'new world'.

Read the poem about technology and say whether it is for or against it.

Embrace

*It's changing,
Everything is changing,
Technology is to blame,
It is spreading its wire like tentacles,
Spreading into every aspect of my life,
Of your life,
Of our lives.
It's already changed me,
I love the change,
The transformation fascinates me,
Every day life as we know it will be no more,
Even the simple things have changed,
Rapid,
And irreversible.
Don't deny the coming,
Don't attempt to prevent the change,
Don't let it pass leaving you behind,
Don't fear that which is new,
Doesn't matter if you love it or hate it,
Just so long as you
Embrace it.*

(Klutch 'Embrace')

**1 Read the poem again and decide if the following statements are true (T) or false (F).
Copy the line/lines of the poem that can justify your choice.**

1. The changes of technology are coming undeniably fast now.

☐

.....

2. The poet is not willing to accept these changes.

☐

.....

3. Everyday life is not affected by technology.

☐

.....

4. The poem is urging us to keep up with the pace of change.

☐

.....



WRITING

Write your own poems

Get an idea

Ideas are everywhere. Just look around, even ordinary things can give you the start for a poem. People, favorite things or places, pets, sports and computers are just a few ideas. Jot down a few ideas and choose one.

Brainstorm word choices

Once you have a topic, it's time to consider the vocabulary you may use. A good writer chooses words as carefully as a painter chooses colours. Jot down as many words as you can that are connected to your topic. Be sure to think of some nouns, **verbs**, and **adjectives**.

Read the poem aloud and listen to how it sounds. Do you like it? Perhaps you can think of a way to improve it.

Share

Ideas for sharing:

Put your poem in a card to send or give to someone.

E-mail your poem to a relative or friend.

Pin your poem to your bulletin board.

Submit your poem to the school newspaper or a magazine.

GRAMMAR

1. The Future: **will**

In the following example a prediction is made for the future of the Internet.

*“It is also estimated that at this rapid growth everyone in the world **will** have an e-mail address by the year 2010.”*

When we predict a future happening or situation, we use **will/won't**.

PRACTICE

Make predictions about the next 50 years. Use the phrases *I think ... will ... or I don't think ... will ...* .

1. Serious diseases/disappear
.....
2. People/have to live near their jobs.
.....
3. Tomorrow's children/have to go to school.
.....
4. All machines/be operated by remote controls.
.....
5. Most wild animals/be extinct.
.....



In the “How language holds together and works” section you can find more uses of *will*, as well as other tenses used to talk about the future time.

2. The Past

What happened first?

*“Researchers and academics in other fields **began** to make use of the network, and eventually in 1985 the National Science Foundation (NSF), which **had created** a similar and parallel network called NSFNet, **took over** much of the TCP/IP technology from ARPANet ...”*

Look at the paragraph above. Which of the underlined actions happened first?

The sentences below are in the order in which the actions happened.

- The National Science Foundation (NSF) created a similar and parallel network called NSFNet. (1)
- Eventually, in 1985 the National Science Foundation (NSF) took over much of the TCP/IP technology from ARPANet (2)
- Researchers and academics in other fields began to make use of the network. (3)

When we talk about the past, we usually have a starting point of the story. If we want to talk about things that happened before that time, we use the Past Perfect Simple Tense.

Verb-preposition combinations



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

look	out
freak	to
expose	for
tend	on
stop	at
link	from
base	to
wait	to



- 2 Complete the following sentences with the correct verb and preposition from the above table. Don't forget to put the verbs into the correct form.

1. The doctor put a bandage around his wounded leg to bleeding.
2. She and smiled.
3. Where have you been? I 20 minutes.
4. Women live longer than men.
5. Use of sprays skin cancer.
6. My parents really when they saw my red hair.
7. This novel historical events.
8. The art teacher believes that his students must to great works of art as often as possible.



How language holds together and works

1 What does *will* mean?

Match the following sentences with the different meanings of *will*.

1. That shopping bag looks heavy. I'll help you with it.	a) a refusal or an inability to do something
2. Will you close the window, please?	b) a decision made just now
3. Oh, I didn't know Jill was in hospital. I'll go and see her.	c) a request
4. I'll get a driving license, even if I have to take the exam many times!	d) a promise
5. I can see you're working, so I won't keep you long.	e) willingness or an offer to do something
6. We'll go to that Italian restaurant, but not today.	f) a determination to do something

Notice

We often use *will* with:

I think ...

I expect ...

I'm sure ...

Probably, ... etc.



2 Other tenses used to talk about the future.

Present Simple

Present Continuous

going to

1. Underline the future form used in the following sentences.

- I'm not working tomorrow, so we can go shopping.
- The train leaves from Thessaloniki at 12.30 and arrives in Athens at 17.30.
- Peter called while you were out.
- OK. I'll phone him back.
- Have you done your homework?
- Not yet. I'm going to do it in the afternoon.

2. Which form of the future is used to talk about:

- | | |
|---|-------|
| a) an intention or a decision to do something | |
| b) a definite future arrangement | |
| c) a future event, e.g. on a programme, timetable, etc. | |
| d) a probability based on present evidence | |



PRACTICE

1 Complete the sentences using an appropriate future form.

1. I don't know how to use this wireless phone. It's quite easy. (I show)
..... you.
2. - Have you decided what to do about that job advertisement?
- Yes, (I/not/apply) for it.
3. (the concert/begin) at 21.00 or 21.30?
4. My cousin (come) to see us at the weekend. She (travel)
..... by train and her train (arrive) at
12.30. I (meet) at the station.
5. I think it (cost) 500 euros to repair the car.
6. They (get married) on Saturday at the local church.
7. We haven't seen each other for ages. I wonder if he (recognise)
me.
8. I (stop) smoking after Christmas.
9. (you/call) my parents and tell them that my car has broken
down and I (be) late?
10. We can't meet at 5.00. I (see) my dentist at that time, but I'm
free afterwards.

2 What would you say in the following situations? Use an appropriate future form.

1. A friend of yours is planning to go away for the weekend. You ask him/her about his/her plans. (where/go, go/alone, where/stay)

.....

.....

.....

2. Your friend smokes too much. Warn him/her about future health problems.

.....

.....

.....



3. A friend is going to visit your hometown. Predict what he/she will like/dislike about it.

.....

.....

.....

4. A classmate of yours failed his/her maths test and starts to cry. What do you say to comfort him/her?

.....

.....

.....



The Past Perfect Simple (*had* + past participle) Tense

The Past Perfect Simple Tense is used to talk about an action which happened before another one in the past.

We often use the Past Perfect Simple Tense after **when** and **after** to show that something **was finished**.



PRACTICE

Put the verbs into the Past Simple or the Past Perfect Simple Tense.

1. Nobody (come) to the meeting, because the secretary (forget) to tell people about it.
2. The lesson (already/start) , when I (arrive)
3. She (tell) me that she (work) in France and Germany.
4. Mary (be) upset because her boyfriend (not/phone)
5. When we (get) home last night, we (find) out that somebody (break) into the house.
6. The woman sitting next to me on the plane was very nervous.
She (never/fly) by plane before.
7. We (go) to our home town after many years.
It wasn't the same at all. Everything (change)
8. I (ask) if he (want) anything to eat, but he (tell) me that he (just/have) breakfast.
9. I (not/know) who she was. I (not/meet) her before.
10. We (go) to the cinema last night, but Jenny (not/come) She (already/see) the film.

GRAMMAR

The Passive Voice

Reasons for using the passive voice

The following sentences contain verb forms in the passive. Would it be easy to rewrite them in the active? Study the notice that follows.

*"This project called ARPANet and created by the Pentagon's Advanced Research Projects Agency **was established** in 1969."*

*"In 1991 the first really user-friendly access system to the Internet **was developed** at the University of Minnesota."*

*"ARPANet grew during the 1970's and **was upgraded** to a high speed network by linking several powerful supercomputer stations called nodes."*

Notice

1. Passives are common when we talk about **what is done** to the person or thing that we are interested in, not about what he/she does.
2. Passives can help us when we talk about **the same thing**, whereas an active verb would need a new subject.

e.g.

A DRIVER has been sent to jail for 80 days for driving with excess alcohol.

George Barton, 31, was stopped by police officers in Bond Street last week and was found to have drunk almost twice the legal limit for drivers ...



Go back to the text about the Internet and underline the passive voice, saying which rule from the notice above is best for every situation.

A. Prepositions of *time*

“In 1991 the first really user-friendly access system to the Internet was developed at the University of Minnesota.”

Read the examples in the box below and complete the following rules for the use of the particular time prepositions.

in 1969	at the weekend
in the morning	on Friday afternoon
on Tuesday	at lunchtime
at 5.15	in April
at Christmas	

Notice

..... + clock time	 + part of a day
..... + longer period of time	 + part of a particular day
..... + particular day	 + weekend/public holiday

Complete the gaps with *in*, *at*, *on*

1. 1997
2. Easter
3. Saturday
4. Monday evening
5. March
6. the afternoon
7. midnight
8. 6 o'clock
9. Christmas Day
10. the 1970's

B. Prepositions of *place*

in King Street	at university
in bed	at a party
at home	at the dentist's
at work	at a concert
at school	in Paris



Notice

We use **in** for **towns, cities** and **villages**.

But we can also use **at** when we think of a place as **a point** or **station on a journey**.

They live in London.

We stopped at a village on the way to Manchester.

We use **in** and **at** for **buildings**.

We use **in** when we think about the building itself.

We use **in** for streets.

We say that somebody is **at an event** (at a party, at a concert).

We can have lunch in that restaurant.

We went to a concert at the Olympic stadium.

We usually say:

at home/at school/at work/at university/at college

at somebody's house

at Mary's house/at the doctor's etc.

Complete the gaps with the correct preposition.

1. We're going to spend the whole week Paris.
2. Your key's the reception desk.
3. I didn't see you the office yesterday. Is everything OK?
4. He usually meets his that pub.
5. There are seventy rooms that hotel. I'm sure they have vacancies.
6. She's a student Athens University.
7. I wasn't in when you phoned. I was the dentist's.
8. The wedding reception took place Grand Hotel.





Work and play with words

Word building

The following nouns and adjectives appear in the unit. Provide the missing endings and use each noun/adjective in a sentence of your own.

1. power..... (adjective)
.....
2. grow..... (noun)
.....
3. disturb..... (noun)
.....
4. vari..... (adjective)
.....
5. connect..... (noun)
.....
6. popular..... (noun)
.....
7. install..... (noun)
.....
8. scientif..... (adjective)
.....
9. accept..... (adjective)
.....
10. conveni..... (noun)
.....
11. distribu..... (noun)
.....
12. safe..... (noun)
.....

PHRASAL VERBS

In the texts we came across the phrasal verbs *call for*, *take over*, *shut down* and *take place*. Match these verbs with the meanings below, and then use them in the correct form to complete the sentences.

- | | |
|---------------|-----------------------------------|
| 1. call for | a) happen |
| 2. take over | b) stop working |
| 3 shut down | c) gain control or responsibility |
| 4. take place | d) require, demand or need |

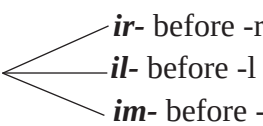
1. The Olympic Games of 2004 in Athens.
2. The situation immediate action.
3. A lot of local shops in the last few years.
4. The factory by an American multinational company.

Opposite adjectives

*“Many commercial computer network and data services also provided at least **indirect** connection to the Internet.”*

in - direct

in - expensive

in- becomes 
ir- before -r
il- before -l
im- before -m and -p

Complete the gaps with one of the prefixes above.

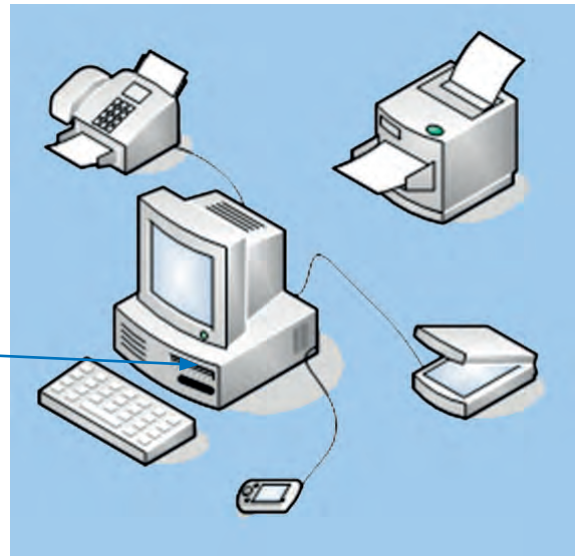
- | | |
|-------------------------------|-------------------------------|
| 1. Anregular verb. | 5. Andependent country. |
| 2. Anpossible plan. | 6. Ancorrect exercise |
| 3. Anexpensive present. | 7. Anpolite person. |
| 4. Anmoral action. | 8. Anlogical plan |

VOCABULARY

Computer technology

Match the following words to the relevant item.

keyboard
monitor
CD-ROM drive
mouse
scanner
fax machine
printer
floppy disk drive



PROJECT

Start a class newspaper. Here are some ideas about the different sections it may include:

- an opinion column
- reviews of films and books
- an advice column
- impressions of your town or different places

What other sections could you have? Add them to the plan. Present your work at the end of the term.





ADOLESCENCE

PRE-READING



Look at the picture and describe it. Is smoking a burning issue at your school too? Discuss in pairs and report.

Do you agree or disagree with the following statements? Discuss in pairs and report.

	Agree	Disagree
1. People should be allowed to smoke wherever they want to.		
2. It's easy for schoolchildren to get hold of cigarettes if they want to.		
3. The main reason why schoolchildren start smoking is peer pressure.		
4. Children whose parents smoke are more likely to smoke themselves.		
5. Health education in schools has not brought any positive results.		



Read the following article and underline what is common in the UK and Greece.

The harmful habits of young teenagers in the UK

According to an official survey conducted by the government statistical service, Britain's younger teenagers are smoking and drinking less than their elder brothers and sisters, but one in three secondary school pupils have experimented with drugs, mainly cannabis, by the time they are 15. The fall in smoking levels among 11- to 15-year-olds was the first reduction in a decade in England and the first since 1992 in Scotland. But experts said it was too soon to declare that the battle against smoking among schoolchildren was being won. Girls continue to smoke more than boys, and by the age of 15 only 30% said they had never tried a cigarette.

The hard figures showed that the growth in popularity of smoking among schoolchildren appears to have been halted. Overall, the proportion of young teenagers smoking a cigarette at least once a week fell between 1996 and 1998 from 13% to 11% in England and from 14% to 12% in Scotland.

But the survey shows that by the age of 15 one in four schoolchildren is smoking at least one cigarette a week, and most of those who smoke get through 20 or more



cigarettes a week.

Most got hold of the cigarettes by buying them in shops, and three quarters of smokers admitted they would already find it difficult to stop the habit.

The average amount of alcohol drunk also fell from 1.8 units a week per pupil to 1.6 units. The survey shows that the popularity of beer, lager and cider in particular, is declining amongst this age group.

The two-yearly survey also asked questions about drug abuse among British schoolchildren. Almost one third of pupils said they had been offered at least one of a list of illegal drugs, but only 13% said they had ever used them.

But the extent of drug abuse increased sharply with age, so 34% of 15-year-olds said they had tried illegal drugs, with over half saying they had only used cannabis.

Some 12% of 15-year-olds said they had tried stimulants such as amphetamines, or cocaine.

Finally, the survey shows a strong link between smoking and illegal drugs, with 63% of regular smokers admitting they had used drugs compared with only 1% who had never smoked.

(Based on Alan Travis article for 'The Guardian', October 15, 1999.)

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

research =

organised =

elder =

ten years =

announce =

stopped =

use up a large quantity =

find and use =

falling =

size, range =

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

1. According to the survey, older teenagers smoke and drink more than young teenagers. ☐
2. Experts believe that it is too soon to say that schoolchildren are winning the battle against smoking. ☐
3. Girls said that by the age of 15 they had never tried a cigarette. ☐
4. The survey shows that most of the young smokers admitted that it would be difficult for them to stop smoking. ☐
5. Only a small number of schoolchildren said they had ever used drugs. ☐
6. The older the schoolchildren become, the more drugs they use. ☐
7. 12% of 15-year-olds said they had tried stimulants. ☐
8. The survey doesn't show a connection between smoking and illegal drugs. ☐



LISTENING

You are going to listen to a part of a radio programme about smoking. Listen to Sara and say whether the following statements are true (T) or false (F).

1. Sara started smoking when she was seven. ☐
2. She thinks it's easy for young kids to get hold of cigarettes. ☐
3. Young people start smoking because they are influenced by tobacco adverts. ☐
4. If your friends smoke and you don't, you feel you don't belong to the group and you aren't accepted by your peers. ☐
5. Parents who smoke set a bad example to their children. ☐

GRAMMAR

Reported speech

1. Tense changes

When we report what someone has said and use a verb in the past tense (e.g. *said*, *told*), we must make changes to the tenses used in the direct speech.

Read the following sentences. What were the speakers' actual words?

Reported Speech	Actual words
1. But experts said it was too soon to declare that the battle against smoking among schoolchildren was being won.	"It is too soon to declare that the battle against smoking among schoolchildren is being won."
2. Almost one third of pupils said they had been offered at least one of a list of illegal drugs.	
3. Only 13% said they had ever used them.	
4. By the age of 15 only 30% said they had never tried a cigarette.	

2. Other changes

Read these sentences and underline the words that have changed in the reported speech.

"I'll call you tomorrow." Mary said.

→ Mary said that she would call her the next day.

"I'm not feeling very well today." James said.

→ James said that he wasn't feeling very well that day.



3. Report the following statements.

1. "I don't like classical music very much." he said.

He said that

2. "I've never been to the United States." she said.

.....

3. "We are leaving." they told us.

.....

4. "John's had an accident." Mary told us.

.....

5. "I'll see you tomorrow." he said.

.....

6. "Alex phoned me yesterday." Alice told me.

.....

7. "I can't drive." she said.

.....

8. "The train leaves at 12.00 tonight." they told him.

.....

9. "I'm not proud of what I've done." he said.

.....

10. "He was working hard last night." his wife told us.

.....



Are drugs a problem in your school?

Read what some teenagers say about the problem of drugs in their schools. In pairs talk about your own experiences.

1. "A lot of my friends have taken drugs at some point. I have never taken any though. I'm trying to stop my friend smoking, but she won't." Amanda, 14

2. "I was caught and excluded from school because we were caught smoking and 'dealing'." Sara, 16

3. "My school isn't bad at all! All we do get is people smoking and taking cannabis, which they get from people outside school. Also sometimes, but very rarely, you get people drinking alcohol. But I know from living in a bad area that people do smuggle in drugs to sell to their classmates!" Lyndsay, 16, Lanarkshire

4. "I have seen people on the streets taking drugs at night. People get mugged for money to buy drugs. People take drugs in my school, but still don't get caught!!" Ross, 13, Surrey

5. "My school has a large drug problem, and everyone tries to deal them. If they get caught, it may tell them that they're ruining their lives." Joshua, 15, Suffolk

6. "Drugs do not affect me, so therefore I do not care." Laura, 17, Hampshire

7. "It's pretty obvious in my school that drugs and cigarettes are going round all the time ... Cigs are supplied from the older kids, and drugs are from really weird people. I can't say it really changes my life or my schoolwork though." Emma 16, Yorkshire

8. "Drugs aren't a problem at my school, but smoking is. I can barely breathe!" Kirstie, 15

9. "I haven't seen drugs myself, but everyone in my class knows that older kids do drugs in the school toilets!" Bill, 16, Manchester

Now report these statements making all the necessary changes.

1. Amanda said

.....

.....

2. Sara said

.....

.....

3. Lyndsay said

.....

.....

.....

4. Ross said

.....

.....

5. Joshua said

.....

.....

6. Laura said

.....

.....

7. Emma said

.....

.....

8. Kirstie said

.....

.....

9. Bill said

.....

.....



PROJECT

In groups, conduct a survey at your school to find out what some of the burning issues among your fellow students are.



READING

How good is your relationship with your parents? A quiz.

Answer this questionnaire to find out.

Write the letter A, B, C or D next to each of the following statements, according to your answers.

A= often

C= rarely

B= occasionally

D= never

- | | |
|---|--|
| 1. You arrive home when you've agreed to get home. | |
| 2. Your parents respect your privacy. Although they are anxious about you, they never overhear your phone-calls. | |
| 3. You tell them where you are going and with whom. | |
| 4. You don't avoid helping around the house. You agree to make your bedroom and they feel you are supporting them. | |
| 5. Your parents try to impose their opinion on you and don't encourage you to learn how to put forward an argument and be able to take part in a reasonable conversation. | |
| 6. Whenever you reach no agreement, you don't shout or become out of control. | |
| 7. You try to be a model student. Your parents don't nag you about poor exam grades. | |
| 8. You don't do things behind their backs if they forbid you to do something. | |

When you finish, work out your score as follows.

Give yourself:

What does your score mean?

4 points for every A answer	• 30-32 You have an excellent relationship.
3 points for every C answer	• 24-29 You have a good relationship.
2 points for every B answer	• 18-23 Sometimes things are good, but other times bad.
1 point for every D answer	• Below 22 Your relationship needs a lot of workout.



SPEAKING

Discuss the results of your scores in groups and report in class.



READING

Read the following article about adolescence and try to find similar points to the questionnaire.

Parents, Peers and Adolescents

As children grow, develop and move into early adolescence, peers play a large part in a young person's life. They find it reassuring to turn for advice to friends who understand and sympathize - friends who are in the same position as themselves, and who are not going to make them feel ridiculous or "shot down".

Peers typically replace the family as the centre of a young person's social life and leisure activities.

More often than not, peers reinforce family values, but they also encourage problem behaviours. Here are some facts about parent, adolescent and peer relations that can help teenagers experience the family and the peer group as mutually constructive environments:

1. During adolescence, parents and adolescents become more physically and psychologically distant from each other.

2. Increases in family strains (economic pressures, divorce, etc.) have made teenagers depend more on peers for emotional support. By the high school years, most teenagers report feeling closer to friends than parents. Stress caused by work, marital dissatisfaction, family break-up caused by divorce, entering a step-family relationship, lower family income or increasing expenses, all produce increased individual and family stress.

3. Parent-adolescent conflict increases between childhood and early adolescence. Typically, conflicts are the result of relationship negotiation and continuing attempts by parents to socialise their adolescents, and do not signal the breakdown of parent-adolescent relations. Parents need to include adolescents in decision-making and rule-setting that affects their lives.

4. In 10 to 20 percent of families, parents and adolescents are in distressed relationships characterised by emotional coldness and frequent outbursts of anger and conflict. Adolescents in these families are discouraged, they withdraw from family life and are at high risk for various psychological and behavioural problems.



Adolescents need many skills in order to successfully achieve their goal of increased independence. Some adolescents do not make this transition smoothly. Some aspects of this rough transition are normal and, while stressful, should not alarm parents.

Starting early is the best way for parents to prepare for their child's adolescence. The following are ways that parents can prepare themselves and their child for a smoother transition and greater success in achieving the tasks of adolescent development:

- Providing a safe and loving home environment.
- Creating an atmosphere of honesty, mutual trust, and respect.
- Allowing age appropriate independence and assertiveness.
- Developing a relationship that encourages your child to talk to you when upset.
- Teaching responsibility for their belongings and yours.
- Teaching basic responsibility for household chores.
- Teaching the importance of accepting limits.

A teenager's adolescent years will be less stressful when parents and child have worked together on these tasks throughout the child's earlier development.

(Based on an article by Herbert G. Lingren, 'Extension Family Scientist'.)

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

removing one's doubts or fear =

laughable =

strengthen =

commonly =

demands =

earnings =

argument =

agreement =

go away from other people, a place etc. =

confidence =

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

1. As children grow up, they turn to their peers rather than to their parents for advice. ☐
2. The family remains the centre of a teenager's life. ☐
3. More often peers strengthen family values rather than encourage problem behaviour. ☐
4. Problems and stress at home make teenagers more distant from their parents. ☐
5. Parents do not include their children in decision-making and rule-setting that affect their lives. ☐
6. In most families parents and adolescents experience stressful relationships. ☐
7. Teenagers need many skills in order to make the transition into independence. ☐
8. Parents should do nothing to prepare for their child's adolescence. ☐



WRITING

Read this part of a letter a parent sent to an advice column and give him some advice.

MY SON AND I HAVE REACHED A DEAD END

Dear Lisa,

The relationship between me and my son is getting worse and worse every day.

There is so much stress and conflict in our lives, especially now we're facing some financial problems and I have to work in the evenings too. I'm worried.

A desperate father



Dear 'Desperate father' ,

Lots of families feel these signs of breakdown of parent-adolescent relations.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Lisa

VOCABULARY

Word building

Nouns in **-ence**, **-ness**, **-ity**

adolescent (adjective) - adolescence (noun)

assertive (adjective) - assertiveness (noun)

responsible (adjective) - responsibility (noun)

*“During **adolescence**, parents and **adolescents** become more physically and psychologically distant from each other.”*



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

adjective	noun
confident	
sad	
violent	
similar	
real	
silent	
innocent	
ill	
dark	
popular	

Now use the above nouns in sentences of your own.

-
-
-
-
-
-
-



How language holds together and works

Reported speech

1 Tense changes

If the reporting verb is in the present tense, we do not have to change the tenses.

If the reporting verb is in the **past tense**, we usually have to **change the tenses**.

Direct Speech	Reported speech
1. Present Simple →	Past Simple
2. Present Continuous →	Past Continuous
3. Past Simple →	Past Perfect Simple
4. Past Continuous →	Past Perfect Continuous
5. Present Perfect Simple →	Past Perfect Simple
6. Present Perfect Continuous →	Past Perfect Continuous
7. Past Perfect →	Past Perfect (no change)
8. <i>can, will</i> →	<i>could, would</i>
9. Imperative →	Infinitive
10. <i>be going to</i> →	<i>was/ were going to</i>

Match the following examples with the tense changes presented in the table above.

“ <u>Open</u> your books!”	She told them <u>to open</u> their books.	
“You <u>are making</u> too much noise!”	He said they <u>were making</u> too much noise.	
“I <u>have never eaten</u> such delicious food before.”	She said she <u>had never eaten</u> such delicious food before.	
“They <u>were studying</u> all night.”	They said that they <u>had been studying</u> all night.	
“I <u>am</u> so glad to see you again.”	He said he <u>was</u> so glad to see us again.	
“I <u>am going</u> to move soon.”	She said she <u>was going</u> to move soon.	
“I <u>had never seen</u> such a horrible film until that day.”	He said he <u>had never seen</u> such a horrible film until that day.	
“She <u>borrowed</u> my books.”	He said that she <u>had borrowed</u> his books.	
“I <u>will</u> be OK.”	She said that she <u>would</u> be OK.	
“I <u>have been waiting</u> for ages!”	He said that he <u>had been waiting</u> for ages.	

2 Other changes

<i>today</i>	<i>that day</i>
<i>tomorrow</i>	<i>the next day, the following day, the day after</i>
<i>yesterday</i>	<i>the day before, the previous day</i>
<i>here</i>	<i>there</i>
<i>ago</i>	<i>before</i>
<i>this, these</i>	<i>that, those</i>
<i>I, you, etc.</i>	<i>he, she, etc.</i>
<i>my, your, etc.</i>	<i>his, her, etc.</i>

3 Reported questions

Reported questions normally have the **subject before the verb**.

The teacher asked me why I hadn't done my homework.

Yes/no questions are reported with **if** or **whether**.

His parents asked him if he had studied for his maths test.

Report the following questions, starting with 'The school director'.

1. What's your name?

.....

2. What class are you in?

.....

3. Why aren't you in your classroom?

.....

4. Did your class teacher send you away?

.....

The Present Continuous Tense for changes

*"According to an official survey conducted by the government statistical service, Britain's younger teenagers **are smoking and drinking** less than their elder brothers and sisters ..."*

We use the **Present Continuous Tense** for **changing** and **developing** situations.

Complete the following sentences.

1. My English (get) better.

2. Prices (go) up.

3. The climate (get) warmer and warmer.

4. The world's population (grow)

5. Cars (get) faster and more expensive.

6. Wildlife (disappear)

7. People (live) longer.

8. Teenagers (get) more violent.



9. It (become) more difficult to protect our environment.
10. Unemployment (become) a problem,
especially for young people.



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. ridicul..... (adjective)
2. reduct..... (noun)
3. popular..... (noun)
4. construct..... (adjective)
5. negotia..... (noun)
6. independ..... (noun)
7. develop..... (noun)
8. stress..... (adjective)
9. responsibil..... (noun)
10. transit..... (noun)
11. distribu..... (noun)
12. relation..... (noun)

PHRASAL VERBS

Get

In the texts we came across the following phrasal verb.

“... most of those who smoke **get through** 20 or more cigarettes a week.”

Here are some more phrasal verbs with **get**. Underline the phrasal verbs and match them with their meanings.

1. The robbers got away with over two million dollars.
2. His divorce is beginning to get him down.
3. It's difficult to get along if you have a big family, and you don't earn much.
4. - How are you getting on with her?
- I can't stand her.
5. She can't get over her shyness.

- a) have good relations with somebody
- b) manage
- c) escape after committing a crime
- d) recover from a shock or illness
- e) depress



Verb-preposition combinations

- 1 In pairs match the verbs with the prepositions below. Then turn back to the texts to check your answers.

continue	with
exclude	of
move	to
depend	from
withdraw	on
experiment	on
compare	into
work	to
get hold	from
turn	with



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

1. Although the athlete had passed the semi-finals, he had to the race because of his leg injury.
2. Our neighbours their new house yesterday.
3. Don't my help for the exams. You have to study on your own.
4. She couldn't talk to her parents about her problem, so she her friends for advice.
5. The teacher asked the students to together a project about the environment.
6. Even nowadays women are positions of authority.
7. We different colours, until we succeeded in finding the right one to paint our house.
8. My parents are always me my elder brother. I can't stand it any more.
9. Although the teacher asked students to hand in their tests, a great number of students write.
10. It's easy to these design materials, if you really want to, but they are going to be expensive.





A SPORT FOR EVERYONE



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 bookyou 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?

nouns	adjectives in -ed, -tive, -ant, -ble
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 2nd, 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 team-work, 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

-ful

-less

*"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.

come up with	find or produce an answer
put up	become popular or fashionable
catch on	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!

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 tofor 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

- 2 Your brother/friend, who is a qualified accountant, is looking for a job at a bigger company than his present one. He has already prepared his CV, but he hasn't completed his letter of application yet. Help him to complete the letter that follows taking information from his CV.

CURRICULUM VITAE

NAME: George Ioannou
ADDRESS: 25 Hermou St., Athens 105 63
TEL. NUMBER: 210 3229227
DATE OF BIRTH: 198...
PLACE OF BIRTH: Athens
NATIONALITY: Greek
MARITAL STATUS: Single

EDUCATION AND QUALIFICATIONS

198...-199... : 2nd Technical Vocational Lyceum, Athens
Speciality: Accountant
199...-199... : 2-year military service in The Air Forces
199...-199... : College of Economics, Manchester
One-year training in Accounting.

EMPLOYMENT

199... up to present: G-Systems Accounting and Logistics
Tasks assigned: accountant's assistant
completing tax reports
Reasons for leaving the job: to gain more experience

FOREIGN LANGUAGES: English

SPECIAL INTERESTS: Surfing the web
Travelling

Persons from whom references may be obtained:

1.
2.

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.

- Explaining the applicant's education that qualifies him/her for the job. Listing the schools attended, courses taken, or certificates obtained. - Showing the specific things the applicant can do that make him/her suitable for the job.
Stating the reasons the applicant wants to leave his/her present job (if he/she is already working).
Applying for the post and showing interest in the job.
Asking for an interview and showing willingness to provide references.
Referring to the applicant's special interests and hobbies.

1st paragraph

A large, empty yellow rectangular box with a thin black border, intended for writing the first paragraph.

2nd paragraph

A large, empty yellow rectangular box with a thin black border, intended for writing the second paragraph.

3rd paragraph

A large, empty yellow rectangular box with a thin black border, intended for writing the third paragraph.

4th paragraph

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5th paragraph

A large, empty yellow rectangular box with a thin black border, intended for writing the fifth paragraph.



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.

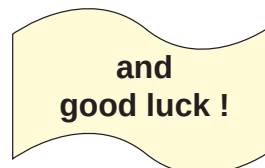


3. Certificates/References

- 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**

PHOTOGRAPH

NAME :

DATE OF BIRTH :

PLACE OF BIRTH :

ADDRESS :

MARITAL STATUS :

FROM	TO	SECONDARY EDUCATION
FROM	TO	HIGHER EDUCATION

FROM	TO	CAREER PROGRESSION
FROM	TO	PROFESSIONAL QUALIFICATIONS / TRAINING
FROM	TO	OTHER QUALIFICATIONS / HOBBIES / INTERESTS

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?

.....

.....

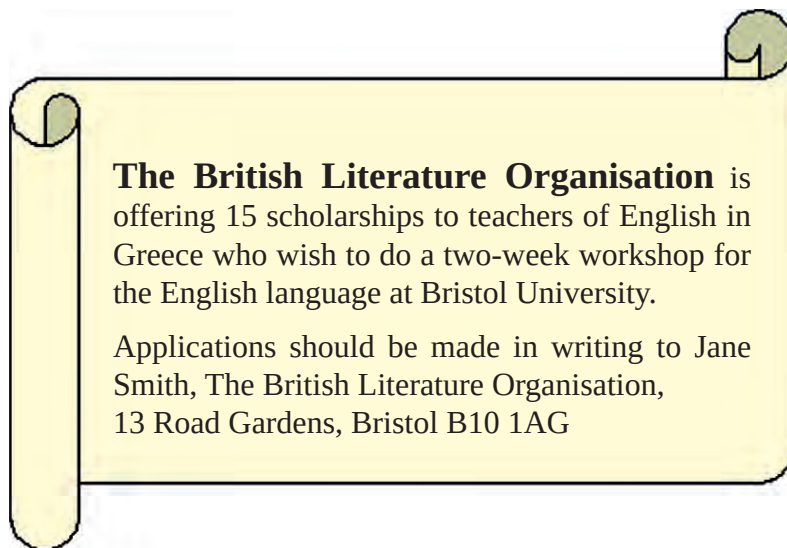
➤ Why do you think you would be well-suited to this job?

.....

.....

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?

WORKSHOP	
• 28th February – 5th March • 25th - 30th April A five-day advanced course in twenty different specialisations for young technicians. Fee: £ 500	For all information at the London Technicians' Education Centre 17 Great Dover Street LONDON SE1 4YW Tel: 020 7403 1808 Fax: 020 7378 8150

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



WRITING

- 1 You are planning to spend your Easter vacation in London visiting a cousin who is studying there. You had a look at *The Technicians' Review*, the section of courses conferences, where you found the interesting publication above. Write a letter of inquiry asking for more information about the course.

Dear

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Best regards.
Yours sincerely,

.....

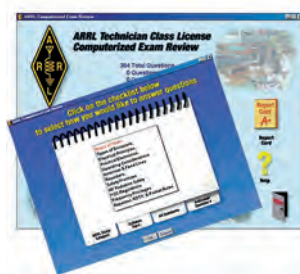
(your signature)
(your title/occupation)

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 =

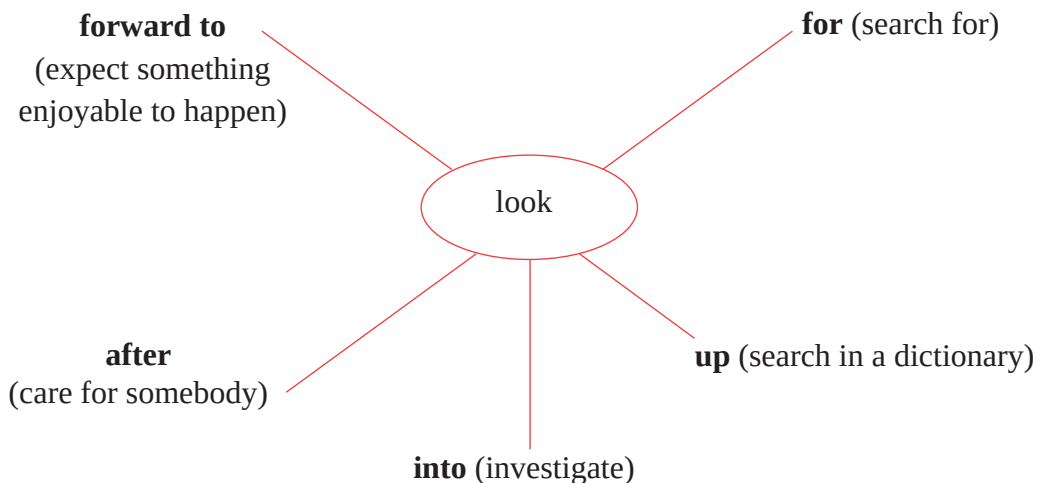
be seen/noticed easily =

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.

MONDAY	FRIDAY
	• attend conference (9.00- 17.00) • have dinner
TUESDAY	SATURDAY
	• visit a book exhibition • depart 18.10
WEDNESDAY	SUNDAY
THURSDAY	NOTES
• attend conference (9.00- 17.00) • theatre	

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	

▲8. Find the sports in the word square.

w	e	o	d	w	z	g	j	u	d	o
h	a	r	c	h	e	r	y	t	j	p
e	t	q	b	e	g	n	u	l	p	o
e	h	w	t	e	n	n	i	s	k	w
l	l	g	n	l	k	o	y	t	v	e
c	e	b	o	c	c	i	a	a	o	r
h	t	s	f	h	m	t	b	b	l	l
a	i	g	o	a	l	b	a	l	l	i
i	c	w	o	i	k	i	e	e	e	f
r	s	s	t	r	c	h	q	t	y	t
r	m	w	b	f	m	r	u	e	b	i
u	g	i	a	e	a	v	e	n	a	n
g	i	m	l	n	v	x	s	n	l	g
y	o	m	l	c	b	o	t	i	l	s
s	a	i	l	i	n	g	r	s	q	d
w	z	n	o	n	k	s	i	n	j	z
q	d	g	i	g	h	y	a	f	s	i
c	s	h	o	o	t	i	n	g	b	v

Olympic/ Paralympic Games	Paralympic Games

▲9. Make comparisons using *as ... as* to complete the gaps.

- Jo runs much faster than I do. I can't run can.
- There aren't many people for the concert. We need possible.
- He is successful, but his father was more successful. He isn't his father.
- Mary is 1.70 metres tall and I'm only 1.60 m. I'm not
- Peter and Sue were born on the same date. Peter is Sue.

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

- You can sit at this table, or you can sit at the table at the back - whichever you prefer.
.....
.....
- They didn't come to the party, and they didn't let us know.
.....
.....
- Mary is at work, and so is Bob.
.....
.....
- John hasn't got a mobile phone. Peter hasn't got a mobile phone either.
.....
.....
- While you are waiting, you can watch TV or read a newspaper.
.....
.....
- Nicky missed the 7.30 train. I missed it too.
.....
.....

..▲11. Rewrite the sentences using *for* or *since*. Don't forget to use the correct Present Perfect tense.

1. He turned on the radio an hour ago.
He (listen to)

2. I met her at my birthday party.
I (know)

3. She got her car last summer. She (have)

4. I started wearing glasses two years ago.
I (wear)

5. I got this cold last weekend. I (have)

6. He went to sleep a long time ago. He
(sleep)

7. She started learning Italian a year ago.
She (learn)

8. They moved to this house ten years ago.
They (live)

▲12. Complete the following gaps with the verbs in brackets in the correct tense (Past Simple, Past Continuous, Present Perfect, Past Perfect and Future Simple).

1. He (stand) by the swimming pool when somebody (push) him into the water.

2. She (play)
tennis for many years, so I think that she
(win) the game
tomorrow.

3. The seminar was very interesting. All the speakers (prepare) their material very carefully.

4. When I (come) out of
the cinema, I (realise) that
a thief (take) my car CD.

▲13. You have seen the following advertisement in the newspaper. Write a letter asking for more details, stating briefly who you are and why you are interested.

WORK ABROAD and learn a language at the same time. No experience necessary.

Write for details to:

P.O. Box 145, Amsterdam,
the Netherlands.

▲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 towith 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

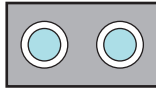
Mark your progress in the following areas out of ten.

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: πλανήτης
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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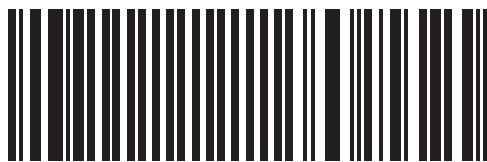
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