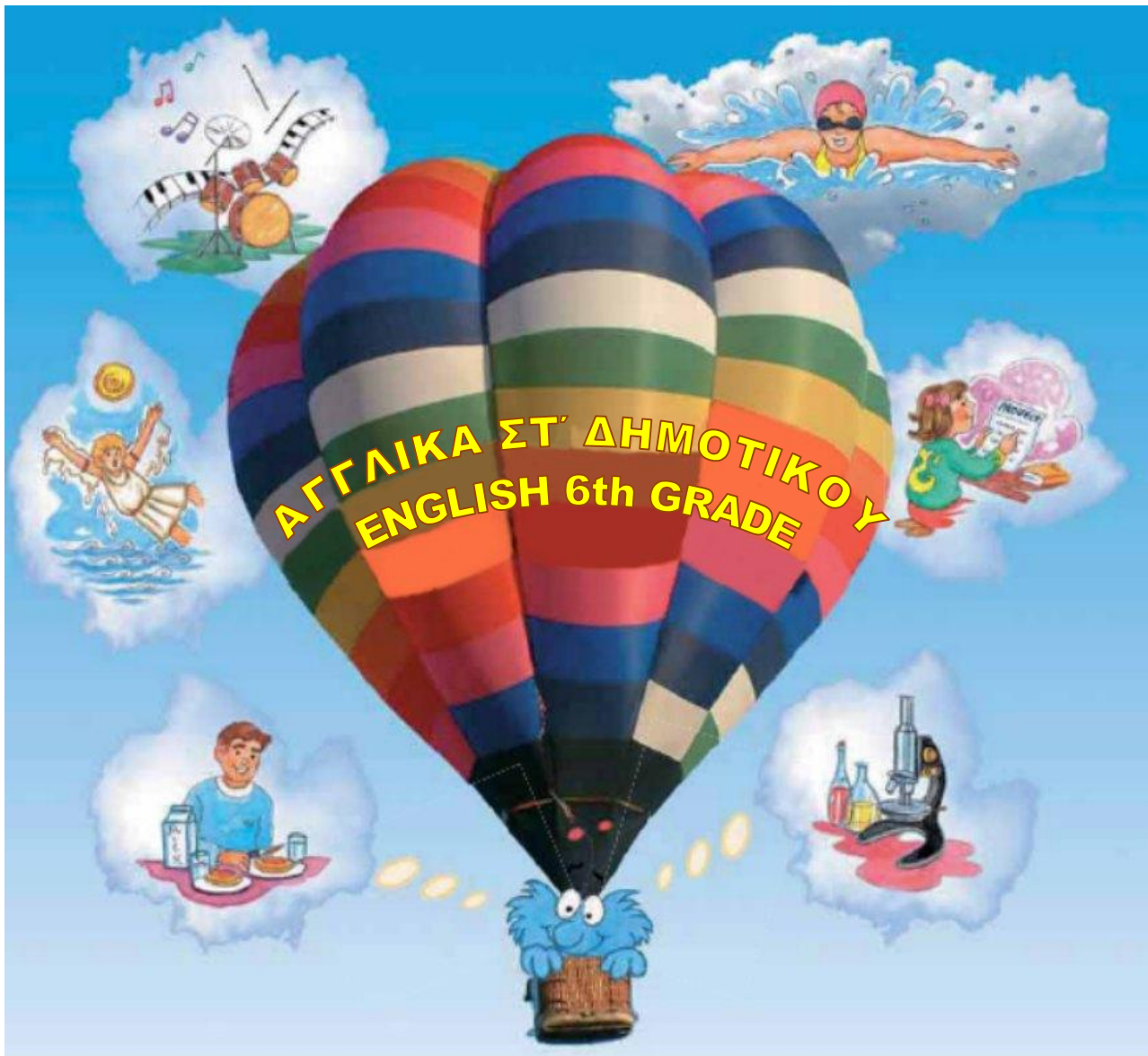


**ΥΠΟΥΡΓΕΙΟ ΕΘΝΙΚΗΣ ΠΑΙΔΕΙΑΣ
ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ
ΠΑΙΔΑΓΩΓΙΚΟ ΙΝΣΤΙΤΟΥΤΟ**

**Ελένη Εφραιμίδου
Ελένη Ζώη-Ρέππα
Φιλίτσα Φρουζάκη**



Pupil's Book

Τόμος 2ος

ΑΓΓΛΙΚΑ ΣΤ' ΔΗΜΟΤΙΚΟΥ

Βιβλίο μαθητή

Τόμος 2ος

**Γ΄ Κ.Π.Σ. / ΕΠΕΑΕΚ II / Ενέργεια 2.2.1 / Κατηγορία
Πράξεων 2.2.1.α: «Αναμόρφωση των προγραμμάτων
σπουδών και συγγραφή νέων εκπαιδευτικών πακέτων»**

ΠΑΙΔΑΓΩΓΙΚΟ ΙΝΣΤΙΤΟΥΤΟ

Δημήτριος Γ. Βλάχος
Ομότιμος Καθηγητής του Α.Π.Θ Πρόεδρος του
Παιδαγωγ. Ινστιτούτου

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

Επιστημονικός Υπεύθυνος Έργου
Γεώργιος Τύπας
Σύμβουλος του Παιδαγ. Ινστιτούτου

Αναπληρωτής Επιστημ. Υπεύθ. Έργου
Γεώργιος Οικονόμου
Σύμβουλος του Παιδαγ. Ινστιτούτου

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

**ΥΠΟΥΡΓΕΙΟ ΕΘΝΙΚΗΣ ΠΑΙΔΕΙΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ
ΠΑΙΔΑΓΩΓΙΚΟ ΙΝΣΤΙΤΟΥΤΟ**

**Ελένη Εφραιμίδου, Εκπ/κός ΠΕ6
Ελένη Ζώη- Ρέππα, Σχ. Σύμβ. ΠΕ6
Φιλίτσα Φρουζάκη, Εκπ/κός ΠΕ6**

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

ΑΓΓΛΙΚΑ ΣΤ' ΔΗΜΟΤΙΚΟΥ

Βιβλίο μαθητή

Τόμος 2ος

ΣΥΓΓΡΑΦΕΙΣ

Ελένη Εφραιμίδου, *Εκπαιδευτικός ΠΕ6*

Ελένη Ζώη- Ρέππα, *Σχολ. Σύμβουλος ΠΕ6*

Φιλίτσα Φρουζάκη, *Εκπαιδευτικός ΠΕ6*

ΚΡΙΤΕΣ-ΑΞΙΟΛΟΓΗΤΕΣ

Ελένη Μανωλοπούλου-Σέργη, *Σχολ. Σύμβουλος*

Διονυσία Παπαδοπούλου, *Σχολ. Σύμβουλος*

Ελένη Ζωγράφου, *Εκπαιδευτικός ΠΕ6*

ΕΙΚΟΝΟΓΡΑΦΗΣΗ

Μαριάνθη Βουτσά, *Εικονογράφος*

ΦΙΛΟΛΟΓΙΚΗ ΕΠΙΜΕΛΕΙΑ

Σωτήριος Καραούλιας, *Εκπαιδευτικός ΠΕ6*

ΥΠΕΥΘΥΝΟΣ ΤΟΥ ΜΑΘΗΜΑΤΟΣ ΚΑΤΑ ΤΗ ΣΥΓΓΡΑΦΗ

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

ΥΠΕΥΘΥΝΟΣ ΤΟΥ ΥΠΟΕΡΓΟΥ

Κλεοπάτρα Κοσοβίτσα-Βαρελά, *Εκπαιδ/κός ΠΕ70*

ΑΝΑΔΟΧΟΣ:

Μιχαήλ Λεβής ΑΕΤΕΝ Α.Ε.

ΠΡΟΕΚΤΥΠΩΤΙΚΕΣ ΕΡΓΑΣΙΕΣ

ΒΙΒΛΙΟΣΥΝΕΡΓΑΤΙΚΗ Α.Ε.Π.Ε.Ε

Στη συγγραφή συνεργάστηκε ο κ. Θανάσης Πυργαρούσης

ΠΡΟΣΑΡΜΟΓΗ ΤΟΥ ΒΙΒΛΙΟΥ

ΓΙΑ ΜΑΘΗΤΕΣ ΜΕ ΜΕΙΩΜΕΝΗ ΟΡΑΣΗ

*Ομάδα Εργασίας Υπουργείου Παιδείας
Δια Βίου Μάθησης & Θρησκευμάτων*

We are here to READ

job profiles, job advertisements, safety rules in a working environment, and a job interview questionnaire

and TALK about

skills/abilities, interests personal traits, future careers, a job interview

and LISTEN TO

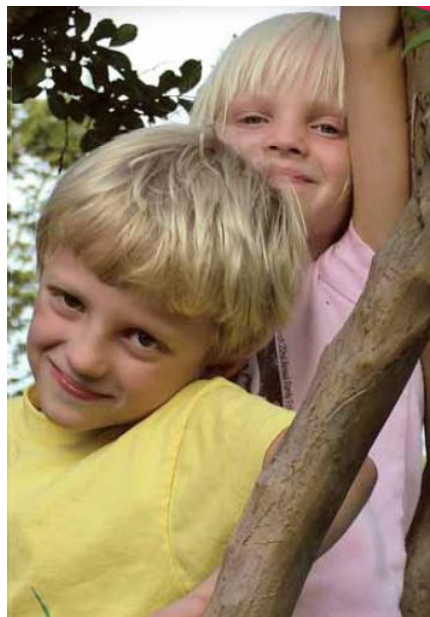
professionals while they are working

and WRITE

new year resolutions, safety rules, job profiles

and LEARN about

the use of modals (can, may, should) expressing ability, possibility, permission and advice the use of Future in predictions, promises, warnings, requests, offers, decision on the spot and the use of going to expressing intention or something pre-arranged.



Complete the following about yourself.



1. When I was younger I wanted to be

a: _____

2. Today, I would like to be: _____

3. My favourite subjects at school are: _____

Most favourite: _____

Second most favourite: _____

4. Two things I like to do in my spare time: _____

a. _____

b. _____

5. What I can do best is: _____

6. My friends think I'm very good at:

7. My teachers think I'm very good at: _____

8. My parents think I'm very good at: _____

Lesson 1: Talking About Jobs and Careers

1. Reading



A. An English High School in Thessaloniki organised a "Career Day" event. The pupils of the 6th Class have visited it and listened to the professionals talking about their jobs.

Look at the pictures below and match them to these jobs:

A



B



C



D



E



- a. nurse
- b. ecologist
- c. jewellery designer
- d. air traffic controller
- e. hairdresser

What school subjects do they need to be good at in order to do these jobs?



B. Listen and read the texts on the opposite page and say for which of these professions it is necessary:

It's your choice: You can find a different version on page 117-118

1. to work outside _____
2. to be good at working with their hands _____
3. to work in a lab _____
4. to work in a team _____
5. to work shifts _____
6. to have good communication skills _____
7. to care for and show love to people _____

A. Jewellery Designer

I'm a jewellery designer. I take metal and precious stones and create rings, necklaces, earrings and other jewellery. I can use loads of hand tools to make the jewellery. Sometimes, I may use computers and laser to design these delicate pieces. My work requires attention to detail. It also requires finger and hand dexterity, good hand-eye coordination, patience and concentration. Artistic ability and knowledge about fashion are very important.

B. Air Traffic Controller

I'm an air traffic controller. My job is to co-ordinate the movement of aeroplanes, and direct them to keep flying schedules on time.

An air traffic controller handles every plane that is taking off or landing. I usually work forty-hour weeks. I may work night or weekend shifts. It is a very stressful occupation. Speech communication, mathematics,

science, foreign languages, and electronics are helpful for this career.

C. Home Health Nurses

I'm a home health nurse. I go to patients' homes to care for them. I also instruct family members on how to take care of the patient who may need help for many different reasons. Some may be ill and some may be getting better from an accident. I spend a lot of time travelling to different locations. I may visit many patients in a single day. My hours may vary depending on the needs of the patients. It is important for nurses to like to help people, to be hard working, responsible, compassionate and cheerful. Classes in first aid, health sciences, home economics and nutrition are helpful for this career.

E. Ecologists

I'm an ecologist. Ecologists can work in a lab but also go out to the area in which a plant grows or an animal lives and study them. I may do some volunteer work, too. Next summer I'm travelling to the Amazon to study certain types of plants there.

Working as part of a team and independently are good skills for someone who wants to be an ecologist. Good communication skills are also important. Useful subjects are biology, mathematics, and computer science.

D. Hairdresser

I'm a hairdresser. I cut and style hair using a variety of tools such as scissors, razors, rollers, hot brushes and dryers. I can use gel,

mousse, wax or spray. I may colour, perm or straighten hair using shampoos, conditioners, lotions etc. It is important for hairdressers to be creative, able to work quickly, hardworking and self-confident. Biology, chemistry, science courses and communication skills are helpful.



C. What traits of personality are important for a JEWELLERY DESIGNER and a NURSE?

Jewellery designer	nurse

2. Grammar



Which example(s) show(s) ability? _____

Which example(s) show(s) possibility?

- a. I can use a lot of hand tools.
- b. Ecologists can work in a lab.
- c. I may work night shifts.



A. Write what the following people can do and where they can or may work:

Profession	what he/she can do	where he/she works
lifeguard		
doctor		
football player		
car mechanic		

B. Read this job advertisement and pay attention to the underlined verbs. What are they followed by?

LIFEGUARD WANTED FOR ALIMOS BEACH

Are you strong and healthy? Can you dive and swim fast? Then you are our man/woman! The job of the lifeguard can be dangerous. That's why you should be brave and well trained. You may need to save people's lives. You can use the facilities of the beach and you can have free meals. For more information contact Mr Antonakis, tel. 2109600000.



a. Complete the rule:

Verbs **can, should and may** are modal verbs. They are followed by the **bare infinitive** (the infinitive of a verb without “to”) such as _____, _____, _____, _____, _____.

b. Read the advertisement again and try to understand which modal expresses:

ability _____ possibility _____
permission _____ advice _____

c. How many uses of the verb **CAN** are there?

3. Practice



A. ROLE PLAY: FINDING OUT ABOUT THE JOB

Pupil A

You are a candidate for the job.
You are interested in the job. Call Mr. Antonakis to find out more about it.

Pupil B

You are Mr Antonakis.
Answer the phone and give the candidate the information he/she needs.



Act out the telephone dialogue



B. PIECES OF ADVICE:

Imagine that you are the candidate who got the job as a lifeguard at Alimos Beach. Write some instructions that Mr Antonakis gave you about the job.

Example:

You should use your binoculars all the time.

C. Work in groups of 5. Ask the others in the group about the things they can do.

	Pupil				YOU
	A	B	C	D	
play sports (basketball, football etc.)					
write poems and stories					
play an instrument (e.g. piano)					
repair things					
dance					
design and construct things					

Now report your group's answers to the class. Then decide about a job that each of you can do in the future.

Example:

Stephanos can play football very well. He may/can become a football player

D. PAIR-WORK: Looking for a job

Imagine that Alice and John are looking for a job. Read the information below about their personality and interests and the job advertisements on p.139.

Say which job they could choose and why.

Example:

Student A: Alice may become a ... because she can...
What do you think?

Student B:

I think that...

ALICE	JOHN
good at mathematics	loves children
good speech	likes long holidays
communication skills	patient
polite	hardworking
likes sports	can't do many things
able to work quickly	at the same time
cheerful	able to work under pressure

Lesson 2: What do they do?

1. Listening



A. Who in your family or relatives has the most interesting job? What about the most boring one?

LEARNING STRATEGIES

a. Before I listen...

I make sure I know what I have to do
I look at the pictures and think what I know about them

I think of relevant words

b. While I am listening...

I don't worry if I don't know all the words

I try to pick up the key words.



Look at these photos 1-7 and match them to the jobs a-g below. What does each job involve?



a. tour guide

b. car mechanic

c. teacher

d. meteorologist/ weather
forecaster

e. farmer

f. waiter

g. doctor



B. Now, listen to the recording and match each speaker to the job he/she does.

1st speaker _____

2nd speaker _____

3rd speaker _____

4th speaker _____

6th speaker _____

7th speaker _____

2. Grammar

A. TALKING ABOUT THE FUTURE

1. Look at the verbs in the following examples. Which of them expresses an **OFFER**, a **PROMISE**, a **THREAT**, a **REQUEST**, an **ON-THE-SPOT DECISION**, a **PREDICTION**?

Can you tell who can say these: a) a doctor, b) a housewife, c) a meteorologist, d) a car mechanic, e) a customer or f) a waiter?



1. I will fix your car tomorrow.

2. If you don't follow my advice you won't get well.

3. Will you bring a bottle of orange juice?

4. I'll bring it right away.

5. The weather will be windy tomorrow.

6. There is no bread left. I'll go and buy some.

2. Study the form of future tense in the **Grammar Box** below.



AFFIRMATIVE	INTERROGATIVE
I/you/he/etc. will fix the car.	Will I/you/he/etc. fix the car?
NEGATIVE	SHORT ANSWERS
I/you/he/etc. will not fix your car.	Yes, I/you/he/etc. will fix your car.
Won't	No, I/you/he/ etc won't fix your car.

Now complete sentences 1-5. What does each sentence express?

1. Will you buy a newspaper for me when you go out?
request

2. I won't tell anyone. _____

3. You can cook very well! You will become a great chef! _____

4. Oh. It's raining! I'll take my umbrella. _____

5. Watch out! You will hurt yourself!

6. I'll carry the suitcase for you!

3. Which of the following words do we use with future tense? Write for RIGHT, for WRONG

tomorrow	<input type="checkbox"/>	the day after tomorrow	<input type="checkbox"/>
yesterday	<input type="checkbox"/>	in an hour	<input type="checkbox"/>
next week/month/year	<input type="checkbox"/>	in two years' time	<input type="checkbox"/>
last month/week/year	<input type="checkbox"/>	right away	<input type="checkbox"/>



B. BE GOING TO FUTURE

Read the example:

Is this an on-the-spot decision or something arranged earlier? Complete the rule:

We use _____ to express intention or something arranged earlier and we use _____
_____ to express a decision on the spot.

Next week I'm going to plough the field.



3. Practice



A. THE GOAL

This is a goal, a football goal!

There are other "goals", too!

"Goals" can be things you want to accomplish.

Decide on the goals you want to accomplish:

1. a goal you are going to reach at school this week _____

2. a goal you are going to accomplish at school this year _____

3. a goal you are going to reach in ten years' time _____

B. PERSONALITY & CAREER

Work in groups of 5. Ask your fellow pupils about their FAVOURITE SUBJECTS at school, INTERESTS, and ABILITIES/SKILLS.



**Example:
Maria will probably become an artist**

Can you predict a career for each pupil? What career can the others predict for you?

Name	Favourite Subjects	Interests	Abilities/ Skills
e.g. Mary	art	drawing, decorating her room	dancing, performing

C. New Year's Resolutions

At the beginning of the year we usually make resolutions to improve our life. Think of some resolutions that will help you to improve your skills. Include your resolutions in your portfolio.



**Example:
I'll take up computer lessons this year!
I'll join the drama club!
Or, I'll take up windsurfing! etc.**



SAFETY RULES

- Do not wear loose clothing or jewellery around machinery. It may catch on moving equipment and cause a serious injury.
- Where required, you must wear protective equipment, such as goggles, safety glasses, masks, gloves, hair nets, etc. appropriate to the task.
- Keep FIRE DOORS and aisles clear! Keep your work area clean. Observe "NO SMOKING" regulations.
- Do not tamper with electric controls or switches.
- Help to prevent accidents.
- Lift properly–use your leg muscles, not your back muscles. For heavier loads, ask for assistance.
- Clean up spilled liquid, oil, or grease immediately.
- Wear hard-sole shoes and appropriate clothing.

www.nonprofitrisk.org

D. These are the SAFETY RULES of a new lab. A member of your family wants to work there. What do you say to warn him/her?

E. In groups, write your own SAFETY RULES for the pupils of your school lab. Create a poster and put it up on the corridor wall. Try to obey the rules.

Example:

You should not wear loose clothing or you will get injured.

Lesson 3: What the future holds for you...

The Questionnaire


A. Will you be an architect, a mechanic, a vet, an accountant, a nurse, a firefighter, a pilot, a policeman/policewoman, an actor/actress, a waiter/waitress, a cook/chef...?



In today's world, there are hundreds of careers to choose from and it will be a smart idea to spend some time looking closely at the options before you. You may have many careers in your lifetime. But the decisions you make soon will be key ones.



To get the necessary information, use the questionnaire on the right and interview a professional about his/ her job. You may talk to your parents, teachers, neighbours, or other people.



Questionnaire

Name of person you interviewed:

Their Job Title/ Position:

- _____
1. What is your typical day like?
 2. What kind of personality does well in a career like this?
 3. What two or three abilities/skills help you the most in your job?
 4. What kind of education/training did you need for this job?
 5. What kind of education/training will I need after high school?
 6. What do you like the most about this career?
 7. What's the hardest part of your job?
 8. What do you think the future looks like for this kind of career?

Be sure to thank them for their time! It's a very good idea to write them a thank you note by regular mail or by e-mail.

B. PROJECT Now that you have the information you need, try to see yourself in that job:

- Take yourself through an imaginary day in the job
- Predict what you will do there and who you will work with
- Write the profile of the person who does this job (personality, skills/ abilities, education/ training), and
- Make a poster of this job for your classroom.



Put your project work in your **portfolio**

check yourself

A. What are their Jobs? / What do they do?

1. Science was my favorite subject in school. As a(n) _____ I'm challenged every day to use my scientific background to make diagnoses and determine treatments for my patients.

2. I've always been fascinated with skyscrapers and how beautiful they can be. Now as a(n) _____ I get a chance to actually design and develop building plans.

3. Mathematics was always my favourite subject in school. I'm really happy in my job as a(n) _____ because I get to work with numbers all day long. I decide how to share the budget in my company.

4. I always dreamt of opening my own restaurant. Now as a(n) _____, I cook and prepare a wide range of foods and create recipes.

5. We help protect the public from fires and other emergencies. The best part about being a(n) _____ is that you know you're doing something that really makes a difference. It's hard work and sometimes I finish a shift exhausted.

6. I have always loved animals. Now as a(n) _____ I feed, water, and examine pets and other non-farm animals for signs of illness, or injury in laboratories and animal hospitals. [___ / 3 points]

B. Match the predictions:

1. We bought a new computer.

a. We will be late for school.

2. The teacher gave us a new project to do.

b. Our bill will be very high.

3. My father started a new job.

c. We will be busy next weekend.

4. The bus drivers are on strike.

d. We will need some training.

5. We made a lot of telephone calls.

e. Profits will increase.

6. We sold a lot of books last week.

f. He won't have any free time.

[___ / 3 points]

What can/may/will they do or say?

a. He feels very tired. He _____

b. "It is dangerous to wear high heeled shoes in the factory. You _____"

c. "Don't buy this huge Christmas tree, it _____"

d. "Take your umbrella with you, it _____"

e. The door is locked so the thief

[___ / 5 points]

D. These are Mr Badluck's diary pages for next week. He is talking to his colleague about his schedule:



Now, write what he has definitely planned to do and it is probable to do.

On Monday he _____

[___ / 5 points]

E. Write: a promise, an offer, a request and a warning you make to your friend.

Your friend says:	You say to him:
1. My computer isn't working.	<hr/> <hr/>
2. I have to carry all these boxes.	<hr/> <hr/>
3. I don't know what to do with my cat when I leave for my holiday.	<hr/> <hr/>
4. Do you like this Heavy Metal Band?	Yes, but <hr/> because I have to study for school.

[___ / 4 points]

My total score is ___ / 20 points

See p. 142-3 Workbook

**NOW TICK
WHAT YOU CAN DO**

I can read about

- Job profiles
- Job advertisements
- Safety rules in a working environment

I can write

- Job profiles

I can talk about

- My skills and abilities/ interests/ personal traits/
future careers
- A job interview

I can make

- Predictions/ promises/ warnings/ requests/ offers/ on
the spot decisions and express intentions and
something pre-arranged

**REMEMBER when
you listen to a dialogue
in English:**

- Don't worry if I don't know
all the words and try to
pick up useful key words.

Unit 7 Share your Experiences

You are here to READ

a questionnaire / newspaper/ extracts / a poster
and TALK about

swimming styles / theatre shows /world and Olympic records / past experiences

and LISTEN TO

a radio programme

and WRITE

a report about a Paralympics Champion / a page of the class book of records / about your personal records

and LEARN about

the World Book of Records and famous record holders / how to set a class record / how to play BINGO / how to protect the environment / about past experiences and activities connected to the present



THE QUIZ OF YOUR EXPERIENCES

Tick the facts that apply to you:



1. Have you ever gone skiing?
2. Have you ever done something silly?
3. Have you ever eaten frog legs or Chinese food? ...
4. Have you ever fallen down the stairs?
5. Have you ever been on TV?
6. Have you ever ridden a horse?
7. Have you ever swum in a river?
8. Have you ever seen a car accident?
9. Have you ever had an electricity blackout while
taking a shower?.....
10. Have you ever shaken hands with a monkey?

Lesson 1: Famous Record Holders

1. Pre-reading



The teacher has asked you to work on a project to make a “CLASS BOOK OF RECORDS”.

a. Do you know any athletes who have won world records? Name some.

b. Have you been to the theatre? Have you seen a theatrical play on TV?

What have you seen / watched?



Here are two extracts from a newspaper article that your teacher has brought to class. Read them and answer the TRUE / FALSE questions that follow:



Ian the 'Thorpedo'

Ian James Thorpe, nicknamed 'Thorpedo', has been an Olympic Gold Medal swimmer and one of the world's best-ever middle-distance swimmers.



Born October 13, 1982, in Sydney, Australia, Thorpe has completely

dominated the 400 meter freestyle event since 1998, winning the event at the 2000 Summer Olympic Games, the 2001 Fukuoka World Championships and again in Athens. He has also won both the 200m and 800m freestyle (for which he holds the world record), and he is one of the fastest 100m freestylers in the world.

Thorpe has pushed Australian relay teams to exceptional success, winning 4x100 and 4x200 freestyle relay golds in Sydney. In total, Thorpe has broken 22 world records so far.

Thorpe won the 200 and 400 meter freestyle races at the 2004 Olympics in Athens, Greece. He has won five Olympic gold medals, more than any other Australian.

'Phantom of the Opera' success

After eighteen years the Andrew Lloyd Webber musical, 'Phantom of the Opera', has become the longest running show in Broadway history.



Besides being the longest-running show in Broadway history, the 'Phantom of the Opera' is also among the most successful entertainment productions of any kind ever. Across the world, 'Phantom' has made

three point two billion dollars. You can compare that to the Hollywood movie, Titanic, which has made less than half of that figure.

'Phantom' originally opened to mixed reviews here, but eighteen years later it is still playing to packed audiences every night. For Andrew Lloyd Webber, last night's record-breaking performance was a sweet moment.

At a post-show party at the Waldorf Astoria, where the British composer met his guests has said he was really excited by the production's success and noted that 'Phantom' had taken the longest-running Broadway record from 'Cats' - another of his own musicals.

A. TRUE or FALSE? Write T or F in the blanks.

a. Ian has been a long distance swimmer. ____

b. At the age of eighteen he won the 400m race in 2000 Summer Olympic Games. ____

c. Ian holds the world records for 200m freestyle. ____

- d. Ian has helped the team of his country win gold medals in relay races. _____
- e. The 'Phantom of the Opera' has been on stage more than any other show. _____
- f. The 'Titanic' has brought more money than the 'Phantom'. _____
- g. The show has received excellent reviews since it started. _____
- h. 'Phantom' has been on stage longer than 'Cats'. _____

B. Here are some definitions / synonyms of words in the texts. Find the words as in the example:

1. had the most important position **dominated**
2. never happened before _____
3. swimming race between two or more teams where each member of a team swims part of the total distance

4. the play with the most performances _____
5. good and bad articles about it _____
6. full of people _____
7. celebration after the performance _____
8. theatrical plays with songs _____

C. Talk about the following:

a. SWIMMING STYLES: Which ones do you like? Which ones are you good at?

**freestyle
relay race
backstroke
breaststroke
butterfly**



b. TYPES OF THEATRE SHOWS which ones do you like? Give reasons.

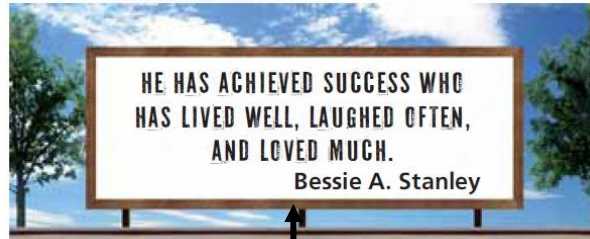
**musical
comedy
drama
opera**



**D. HEADLINE NEWS: Why is Ian Thorpe retiring?
Ian Thorpe announced his retirement at the age of 24.
You can find out about the reasons for his choice by
reading the complete article on pp. 104-106**

2. Grammar

A. SIMPLE PRESENT PERFECT TENSE



HE HAS ACHIEVED SUCCESS WHO HAS LIVED WELL, LAUGHED OFTEN, AND LOVED MUCH.
Bessie A. Stanley



Do you remember?

Grammar Box



Positive	I / you/ we / they	have	watched	a musical on TV.
	He/she	has		
Negative	I / you/ we / they	haven't	watched	a musical on TV.
	He/she	hasn't		
Question	have	you/ we / they	watched	a musical on TV.
	Has	He/she		



B. Complete the sentences about Ian Thorpe and the 'Phantom of the Opera':

Ian Thorpe	has _____	an Olympic gold medal swimmer.
He	has won	both the 200m and the 800m races.
He	has _____	Australian relay teams to success.
He	_____ broken	_____ so far.
He	_____	five Olympic gold medals.
'Phantom'	_____ become	the _____ in Broadway history.
It	_____	\$3.2bn (three point two billion dollars).

C. Study these examples:

Present Perfect Simple

Action			Time
Ian Thorpe	has dominated	the 400m freestyle.	X

Past Simple

Action		Time
Ian Thorpe	won the 400m freestyle	in 2004 Athens Olympics.

D. Now fill in the rule with the following phrases:

- we don't know,**
- we know exactly,**
- we are not interested**

We use the Simple Present Perfect Tense to talk about past activities for which we _____ or _____ in exactly when they happened.

We use the Simple Past Tense to talk about past activities or for which we _____ when they happened.

3. Practice



A. PAIR WORK



Student A

Imagine you're an Oscar winning actor/ actress. Look at the list of activities below and tick two things that you have done but don't tell your partner.

- play Romeo / Juliet
- perform on stage
- play in soap operas
- take part in adventure films
- be on a magazine cover



Student B

Imagine you're an Olympic Champion. Look at the list of activities below and tick two things that you have done but don't tell your partner.

- win gold medal(s)
- lose a game/ race, etc.
- make a world record
- be injured during a game/ race, etc.



Have you played Romeo/ Juliet?

Yes, I have.
/ No, I haven't



Take turns to ask and find out about each other.



B. THE HOT AIR BALLOON COMPETITION



**WHAT HAVE YOU DONE IN YOUR LIFE?
WOULD YOU LIKE TO EXPERIENCE A TRIP IN THE
HOT-AIR BALLOON BASKET OVER DISNEYLAND?
ENTER OUR COMPETITION!
KIDS -HAVE -FUN CLUB**

Your class is going to enter the Hot Air Balloon competition. Work in groups of 4, take turns and tell the others what you have achieved in your life so far (using the Present Perfect). At the end of the discussion, write on a piece of paper which one should go on the trip. (Don't vote for yourself). Discuss your reasons afterwards. E.g. I believe John should go because he has...



C. LET'S PLAY!

Go round the class. Ask the other pupils: "Have you ever...?" and complete the game Cards on pp. 106-107. Put **ONE NAME ONLY** in each square. The first one to complete all the squares shouts "Bingo!" and is the winner!

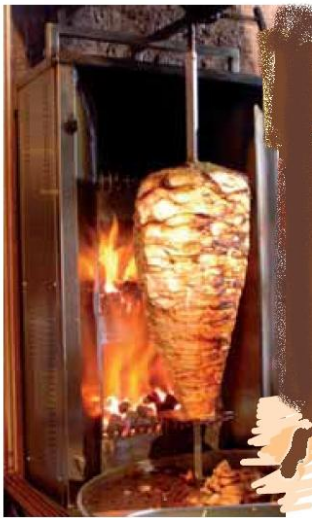
Lesson 2 Top Stories on the Radio

1. Pre-listening / Speaking



A. MAKE A REPORT ABOUT WORLD RECORDS

Before you listen to the radio programme about unusual record holders look at these pictures and decide which of the titles below is the most suitable for each record holder.



2



1



3

- a. World Record Doner
- b. Career out of a record
- c. My pet, the champion



B. Listen to the radio programme and circle the correct answer. Remember the **LEARNING STRATEGIES** in Unit 6, p.15 .

1. Tony has taken part in over 100 professional contests since he was
 - a. 12
 - b. 14
2. Tony won the skateboard games in San Francisco in
 - a. June 1999
 - b. July 1999
3. Kostas has made a skewer
 - a. 1.51m. high
 - b. 1.73m. high
4. Kostas has prepared the kebab
 - a. with colleagues
 - b. on his own
5. Warhol, the ferret has run 33 feet in
 - a. 23 seconds
 - b. 22 seconds
6. Mrs. Adams has had the ferret for
 - a. ten years
 - b. two years



C. Listen to the radio programme again and tick who:

T = Tony, K = Kostas, W = Warhol

	T	K	W
has used 2 tons of meat			
has done difficult and dangerous tricks			
has broken a race record			
has earned a lot of money doing his hobby			
has managed to beat 150 others to be a champion			



D. Do you know any other record holders? What have they achieved?



E. GREEK BOOK OF RECORDS



What have other Greeks achieved in recent: years? Try to find relevant information (from books, on the

Internet, etc.) of other record holders (sportspeople, artists, scientists authors, poets, etc.).

Write a report about their achievements (using Present Perfect) and present it to your class.

1. Dimitris Sgouros (Pianist)
2. Eugene Trivizas (Children's bookwriter)
3. Kiki Dimoula (Poet)
4. Dimosthenis Tabakos (Gymnast)



2. Grammar

A. Read the cartoons and then study the **Grammar Box** and the diagram below.

How long have you had this pet?

I have had it for two years. I bought it two years ago.



How long have you been cooking the doner?

I have been cooking it since early in the morning. I started 12 hours ago.



Grammar Box

Positive

I / you/ we / they	have been	boarding	since Tom was/you were/ we were nine.
He/she	has been	cooking it	since early in the morning.

Negative

I / you/ we / they	haven't been	boarding	since Tom was/you were/ we were nine
He/she	hasn't been	cooking it	since early in the morning.

Question

have	you/ we / they	been	boarding	since Tom was/you were/ we were nine?
Has	he / she	been	cooking it	since early in the morning?

PRESENT PERFECT SIMPLE:

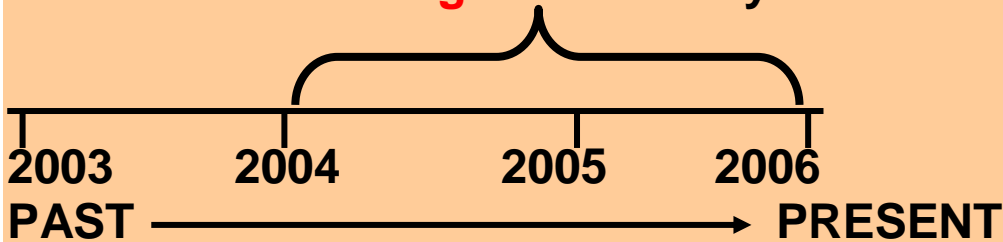
I **have had** this habit **for** two years.

I **have had** this habit **since** 2004.

PRESENT PERFECT CONTINUOUS:

I **have been** cooking it **for** 12 hours.

I **have been** cooking it **since** early in the morning.



B. FOR or SINCE?

1. He has been a champion _____ 20 years.
2. Has he been studying French _____ 5 months?
3. I haven't seen him _____ Christmas.
4. He has broken many records _____ he was 14.

C. Now fill in the rule in the box on the right:

We use _____ with a period of time.

We use _____ with a point in time (day, year, month, etc.).

3. Practice



A. PAIR WORK: THE 2004 PARALYMPICS IN ATHENS

Pupil A

You are a reporter and you are interviewing the famous Paralympics champion Konstantinos Fykas.

Look at p. 133 and use the information.

Pupil B

You are the famous Paralympics champion Konstantinos Fykas. Look at pp. 134 and use the information to answer the reporter's questions.



Now work together and write an article about Konstantinos Fykas for the school newspaper.

LEARNING STRATEGIES

When we work in groups we agree...

what we are going to do

how much time we are going to spend

who is going to do different parts of the group work.



B. PAIR WORK: DIALOGUE



Imagine that you meet your friend Betty you haven't seen for a long time. Tell each other about what you have been doing since you last met.

Act out the dialogue.

Start like this:

YOU: Hello, Betty! How nice to see you again!

BETTY: Oh, nice to see you, too, Nick. What have you been doing all this time?



C. MEDIATION

You and your English-speaking

Friend Tony are talking about the 2004 Paralympics in Athens.



Read the newspaper extract on the right and tell your friend how Kostas Fykas felt after his success.

Σε μια συγκλονιστική μονομαχία με τον Αυστραλό φίλο του Μπεν Όστιν, ο Κωνσταντίνος Φύκας πάλεψε με πάθος για το χρυσό... αλλά τον πρόδωσε η κούραση στα τελευταία μέτρα.

Μόλις τελείωσε ο αγώνας, ο Κώστας Φύκας άρχισε να ανταποδίδει χαιρετισμούς αλλά και την αποθέωση του κόσμου και ουσιαστικά έδωσε ένα σόου μαζί του.

«Κολύμπησα γι' αυτόν τον υπέροχο κόσμο, την οικογένεια μου και τον προπονητή μου που τόσο με έχουν στηρίξει. Είναι αναμφίβολα η πιο ευτυχισμένη στιγμή στην καριέρα μου και σίγουρα η πιο συγκινητική», ήταν χα πρώτα λόγια του Κωνσταντίνου Φύκα.

«Λίγες είναι οι στιγμές στην καριέρα ενός αθλητή που μπορεί να περάσει καλά και εγώ πέρασα απόψε υπέροχα».

Lesson 3 **Going for the Gold**

You have seen the following poster at your school. Being the best in the world at something —whether it is sports or any other aspect of life— is a **REAL** accomplishment. The most important thing, however, is to always do your personal best.

A great opportunity for students

Record breaking achievements have always captivated our interest and imagination for years.



A total of 10,240 students have been brushing their teeth simultaneously for at least 60 seconds
Luohu District, Shenshen City, China

Break your class record and send it to us!

Good luck, and remember to get some witnesses and photographs of your record-breaking achievement.

A. Set your group record and protect the environment.

Work in groups. Collect as many tins as you can to build the highest and strongest tower and break your class record.

In the end send your 'tower' to the recycling bank.

B. Make a poster to invite other pupils to set another record.

- Decide on the record (stand on one leg walk with books on head, spell long words backwards, etc.)

- Perform it in class
- Take photos if possible
- Write about your record on a poster (number of pupils, time you spent, etc)
- With the poster, invite other pupils to break their class record
- Put up the poster on the wall for the other pupils to see.



C. YOUR PERSONAL RECORD



On a piece of paper, list several of your personal bests and include it in your portfolio. Use some of the following ideas and the table below. (E.g. I have collected different telecards; I have read a book of... pages; I have done... pushups in a minute; I have eaten... ice creams/ apples in an hour.)

A LIST OF MY OWN PERSONAL RECORDS

NAME: _____

Record	Comment
I have eaten 5 ice creams in an hour.	They were Vanilla flavour; delicious!

check yourself

A. Match the words:

- | | |
|-----------------|----------------|
| 1. freestyle | a. a record |
| 2. relay | b. performance |
| 3. musical | c. race |
| 4. skateboard | d. medals |
| 5. achieved | e. swimmer |
| 6. recycling | f. ramp |
| 7. record | g. holder |
| 8. playful | h. dollars |
| 9. gold | i. bank |
| 10. two billion | j. pet |

[___ / 5 points]

B. Going away on holidays!

You are going away on holidays. Before you leave, write a note to the other members of the family saying what you have done and what you haven't done before you leave. Use the following topics:

1. clean the room _____
2. leave the key _____
3. do some shopping _____
4. buy a new... _____
5. take the cat to the vet _____
6. pay the electricity/ telephone bill _____
7. water the plants _____
8. send a message to grandmother _____

[___ / 4 points]

C. Complete the best things that you have ever done or have ever happened to you:

Example: It's the most dangerous thing I've ever heard of

1. It's the most interesting book _____
2. She's the kindest person _____
3. He's the cleverest man _____
4. That's the most beautiful song _____
5. It's the most expensive prize _____
6. It's the worst film _____
7. It's the saltiest soup _____

[___ / 3 1/2points]

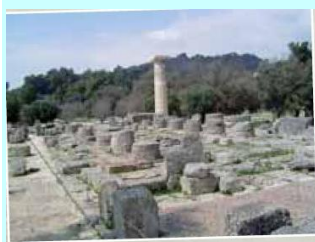
D. Circle the correct expression:

- | | |
|----------------------|---------------------|
| 1. a. for 6 years | b. since 6 years |
| 2. a. for 1999 | b. since 1999 |
| 3. a. for a week | b. since a week |
| 4. a. for 8 months | b. since 8 months |
| 5. a. for 18th March | b. since 18th March |

[___ / 2 1/2points]

E. The leaflet about Olympia

Read this leaflet about Olympia, the birthplace of the Olympic Games and complete the gaps with the correct form of one of the following verbs: host, visit, arrive, be (X2), revive, build, compete, start, return.



The Olympics back to their birthplace

Olympia _____ (1) a Popular tourist destination for years. In the antiquity it _____ (2) the most important sanctuary of Zeus. The Olympic Games _____ (3) there in 776 BC. Athletes from all over the Greek world _____ (4) to take part in the Games. Many countries _____ (5) the modern Olympic Games since 1896.

Now, the Games _____ (6) to Greece.
 Athletes _____ (7) in the ancient stadium at
 Olympia, so the spirit of the ancient contest
 _____ (8) Hundreds of tourists _____ (9)
 the home of the first Olympic Games by land and by
 sea. The inhabitants _____ (10) a lot of shops,
 cafes and restaurants.
 See p. 142-3 Workbook

[___ / 5 points]

My total score is ___ 20 points

NOW TICK WHAT YOU CAN DO

Remember when you work in groups:
 • Agree how much time you are going to spend and who is going to do different parts of the group work.

I can read about
 • world record holders and champions

• athletic events

I can listen to
 • radio programmes

I can talk about
 • past experiences

• past experiences connected
 with the present

• Olympic records

I can write
 • reports about champions

• my personal achievements

Unit 8 Blow your own Trumpet*

*to talk a lot about your own achievements

You are here to READ

a music festival leaflet / a magazine article about pocket money

and TALK about

musical instruments/ festivals/ money/ personal safety/

and LISTEN TO

different musical instruments / a song about money/ people talking about what they would spend their money on

and WRITE

an email about a museum of musical instruments/ a letter to a magazine advice page

and LEARN about

how to express something likely to happen now or in the future/ how to express something impossible or unlikely to happen now or in the future/ how to give advice

MUSICAL INSTRUMENTS



A. Listen to the recording and match the sounds with the musical Instruments: flute, tambourine, clarinet, trumpet, guitar, oboe, drums, violin.



B. Now put the instruments in the correct category: WIND, STRING, PERCUSSION.



WIND	STRING	PERCUSSION
oboe		



Lesson 1 Harmony, Melody and Rhythm

1. Reading

A. Have you ever attended a music festival or a concert? What was it like? Who's your favourite singer? What is your favourite band?

Learning Strategies: EXAM TECHNIQUES
When I match headings with paragraphs...



I read the headings and underline the most important words

I read each paragraph carefully

I underline important words in the paragraph

I check the extra heading does not match any of the paragraphs.



B. Read the leaflet about the Music Education Series and answer these questions:

- 1. How much will the students pay to attend the events?**
- 2. Where is the venue?**
- 3. What preparations should the school make to attend an event at the festival?**

The Music Festival of Thessaloniki is pleased to offer four free educational concerts to students through the **Cultural Music Education Series**. Each concert will take place at 11:00 am at the downtown venue of the **Concert Hall of Thessaloniki**.

International artists and local music instructors will perform on stage and describe their vocal or instrumental background, the history of their music and the professional experiences that have led to their success.

Each age-specific event is approximately 50 minutes in length. Teachers and students should not want to miss these exciting educational performances. Each performance is offered at no cost to schools.

Reservations for performances will be taken on a "first-come, first-served" basis. A study guide will be offered for each show. Schools must provide transportation and chaperones for the students.

All performances begin at 11:00 am. For more information, please call (2310 234567). If you wish to register for one or more of the concerts, simply fill out the form of this brochure and return it. We look forward to seeing you at the Cultural Music Education Series.

MUSIC EDUCATIONAL SERIES ORDER FORM

School name _____

Address _____

City _____

Postal Code _____

Teacher Name _____

Form _____

Total No of Students _____

Title of Performance you wish to attend _____

Please mail form to Thessaloniki Music Festival, 20 Areos Street, 51234 Thessaloniki or phone at 2310 234567, fax: 2310 345678



C. Now read the programme on the right and match the titles with the events. There is an extra title you don't need to use.

- 1. The Soul of Peru: Music in Motion**
- 2. Little Red Riding Hood**
- 3. With Strings Inspired**
- 4. The African Ballet**
- 5. Greek Dances and How to do them**

A. _____

FRIDAY, MARCH 21

for forms 2-6



Research has shown that if children listen to classical music at an early age they will become very intelligent. Students will have the chance to attend pieces of music from all periods of music history, on piano and string instruments. Great violinists will inspire students with their performance.

B. _____

THURSDAY, MARCH 22

for forms 2-4

The local cultural centre presents a delightful adaptation of the fairy tale classic, in which the scary wolf turns into a comic character and students learn important lessons about life. An entertaining musical with two different endings: One, the audience decides to forgive the wolf, the second, the audience does not trust that the wolf will mend his ways.

If you choose to attend this excellent musical you will learn the importance of personal safety, proper diet, and good health...

C. _____
MONDAY, MARCH 23

for forms 5-6

Peru Negro is a thrilling 26-member group presenting dazzling dances, colourful costumes, electrifying rhythms, and historic verses. They perform music that originated in Colonial Peru and they have passed it down through generations. Peru Negro performs all over the world and their fans consider them as “Ambassadors of Peruvian Culture.” They sing out in a chorus: “Black is my colour, and proud I feel.” You will never forget their melodic guitar and passionate singing if you choose to attend their performance.



D. _____
TUESDAY, MARCH 24

for forms 2-6

The concert will present Music and Dance from Macedonia and Thrace. Both regions are exceptionally rich in folk music, song and dance. The concert will open with a traditional ‘zournades’ trio from the village of Goumenissa in Central Macedonia. Two zourna players, accompanied on the daouli (large drum), commonly perform this kind of music at weddings and festivals throughout the Balkans. If you like Greek folk music, register for this event.



D. Which event(s) will you go to: A, B, C or D?

If you are interested in musicals, you can attend the event(s) _____

If you are interested in folk music, you may book for the event(s) _____

If you are a violin fan, you will attend the event(s) _____

If you want to change the end of the story, you will go to the event(s) _____

If you want to learn about other cultures, you can attend the event(s)_____



E. Find words from the leaflet which mean:

- a. someone who admires a famous person or team
- b. to give someone the idea for something
- c. a performance based on a book or a play
- d. enjoyable
- e. very attractive and impressive
- f. very interesting and exciting
- g. words arranged in the form of poetry
- h. a large group of people who sing together
- i. showing very strong feelings
- j. to put people's names on a list

2. Grammar

CONDITIONAL SENTENCES

A. Study the following TYPE 1 conditional sentences:

Grammar Box

IF-clause	Result clause
If you choose to attend this excellent musical,	you will learn the importance of personal safety, proper diet, and good health.
If you like Greek folk music,	register for this event.
If you want to learn about other cultures,	you can attend the dances from Peru.



B. Now answer these questions:
Tick the correct phrase **a** or **b**:



The example sentences show that something is...

- a. possible to happen in the present or future
- b. unlikely to happen in the present or future

a. Which tense do we use in the IF-clause?

b. What verb forms do we use in the result clause?



C. Complete the rule for TYPE 1 CONDITIONALS:

IF + _____ { will
can + bare infinitive
must

When we start with the result clause, we don't use a comma (,). **You can attend the dances from Peru if you want to learn about other cultures.**

3. Practice



A. A GAME



You are a singer. Take turns to tell your friends what will happen if your songs sell well? Start a chain as in the example:

S 1: If I sell a lot of CD's, I'll become famous.

S 2: If I become famous, people will admire

S 3: If people admire me, I'll feel happy.

S 4: If I am happy, my family will be happy, me. too. Etc.



B. Do you remember the story of Little Red Riding Hood? She goes to visit her grandmother. On the way to her house she meets the wolf who tries to trick her. Remember what happens next? Tell your class about it.

Now think about the following: Your father asks you to go to the supermarket and buy a few things. On the way home, a stranger stops his car and asks you to get in and give you a ride home. Take turns to tell your classmates what you will do.

Start like this: *If a stranger asks me to get into his car, I'll...*



C. Your pen friend Billy from Ireland is coming to Athens next month and he is interested in Greek traditional music.



Send him an e-mail telling him what he can do and see if he visits the Museum of Popular Instruments. Put your e-mail in your portfolio.



The museum of Popular Instruments Athens

If you want to know more about Greek musical instruments and traditional Greek music, our museum has a wide collection of them available.

If you are interested in taking lessons in traditional Greek instruments and traditional Greek singing, our museum organises evening workshops for you.

Location

We are in Plaka, bottom and of Aioulou Street, near the Tower of the Winds

Opening hours

We are open

Tuesday, Thursday-Sunday: 10.00-14.00 Wednesday:
12.00-18.00 Monday: closed

Admission Free

D. THE MATCHING GAME

Your teacher will give you a strip with an IF-CLAUSE or a strip with a RESULT CLAUSE. Go around the class and match your clause with another student's so that they make sense.

E. There is a festival in your area. Read about the different activities. Which one will you choose to go to? Try to persuade your friend to

Example:

If we go to... we will...

The festival's motto "Music, Love, and Flowers"

The Pop Music Festival is celebrating and showcasing the pop music of New England. This year bands from all over the world perform full sets each evening and all the benefits go to charity. The festival runs in three evenings, Thursday through Saturday. Tickets are now available from the usual outlets.

Film Festival and Educational Series

This year's festival will once again feature the popular Film Festival and Educational Series. We also have a few new tricks up our sleeve, which we'll be announcing soon. You can find on all those smart t-shirts, hats, or posters you've been eyeing from the last festival. And don't forget last year's 10th anniversary double CD compilation.

Lesson 2 Feel the Rhythm

1. Listening Part 1

Do you know what pocket money is? Do you get any? Is it a good idea?

"There is enough on earth for everybody's need, but not for everyone's greed."

Ghandi



A. Here are some expressions taken from a song. Can you guess what the song is about?

pay the bills

have to work

a single penny left

wealthy man

rich man's world



B. Listen to the following song by ABBA, a Swedish pop group. Have you guessed correctly?



C. Now, listen to the song again and try to fill in the missing words.

A RICH MAN'S WORLD

ABBA

I work all night I work all day
To _____ I have to pay

Ain't it sad!

And still there never seems to be
_____ for me

That's too bad!

In my dreams I have a plan
 If I got me a _____
 I wouldn't _____ at all
 I'd fool around and have a ball
(have a very good time)
 Money, money, money
 Must be funny

In the _____
 Money, money, money
 Always sunny
 In the rich man's world

Aha, aha, all the things I could do
 If I had a little money
 It's a rich man's world...



Listening Part 2



A. Imagine that suddenly you won a lot of money. What would you spend the money on?

What would they spend the money on?

Tom _____

Stella _____

Sara _____

B. Listen to how Tom, Sara and Stella would spend their money and complete the box.



C. What is the opposite of the expressions that you have just listened to?

- 1. waste money** _____
- 2. win money** _____
- 3. wealthy man** _____
- 4. owe money** _____
- 5. borrow money** _____



D. Joe and Joan have sent you an article from a magazine. Read the article and answer these questions:

- a. Where does most of children's spending money come from?**
- b. What other ways do they use to get some more money?**
- c. What is pester power? Who has it?**

Pocket money and pester power

Big companies and advertisers

know that children aged between 3 and 14 are the most powerful consumer group. The total spending power of children in this age group is over sixty million pounds per year! So, how do they get so much money? How do they persuade their parents to spend so much money on things for them? Weekly pocket money or a monthly allowance is one way for children to get some money to spend. The other way is by asking again and again, in other words, by pestering their parents until the parents buy what they want.

Young people's consumer habits - Fact File

Sources of income

Parents give 60% of pocket money. Other sources of money are:

- a. Odd job earnings (helping with chores around the house for money, a paper round delivering newspapers to houses in their area, cleaning Dad's car, babysitting)
- b. Handouts such as presents of money from friends or relatives
- c. Saturday jobs (some teenagers work on Saturdays e.g. in clothes or music shops, supermarkets, sports centres).

Pester power is increasing every year. Children as young as three years old pester their parents to buy the latest videos, sweets and toys.

2. Grammar

CONDITIONAL SENTENCES

A. Study the following TYPE 2 conditional sentences:

Grammar Box

IF-clause	Result clause
If I got me a wealthy man,	I wouldn't have to work at all.
If I won a lot of money,	I would (I'd) buy a lot of CD's.
If I were you,	I'd spend less money on sweets.

B. Now answer these questions:

Which tense do we use in the IF-clause?

What verb forms do we use in the result clause?

C. Tick the correct phrase **a** or **b**:

The example sentences show that something is...

a. possible to happen in the present or future

b. very unlikely to happen in the present or future

Which example can express ADVICE?



D. Complete the rule for TYPE 2 CONDITIONALS:

If + _____ → would + bare infinitive

We use type 2 conditionals to talk about something

When we use the second conditional, we prefer to use **were** instead of **was**.



3. Practice



A. If I were a millionaire...

Take turns to tell your friends what would happen if you were a millionaire. Start a chain as in the example:

"If I were a millionaire, I would go to London." Then the other student has to start by saying: "If I went to London, I'd..."





B. GROUP WORK

You are watching a programme on TV in which pupils from different schools are participating in a quiz to win 10,000 Euros. What would you spend the money on if you participated in this programme now and won this amount of money? (Think about books, computers, equipment, excursions etc.). Discuss and report to your class.

Cinema / Theatre visits	
Clothes / Shoes	
Sweets or chocolate	
Computer Games	
Books	
Phone cards	
Magazines	
Toiletries	
CD's / DVD's	
Other _____	

C. CLASS SURVEY

If you had some pocket money what would you spend it on? Tick the things you most like to spend your money on:

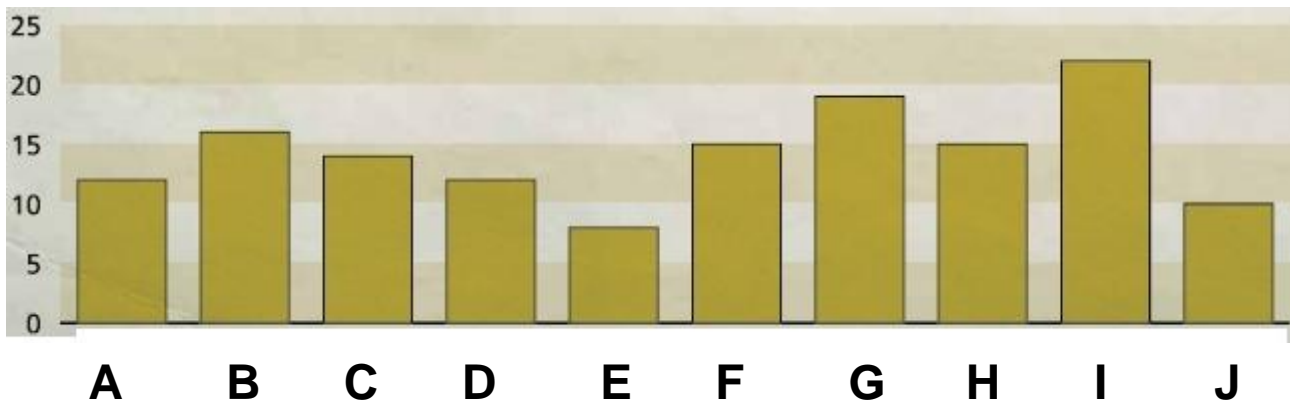
Go round the class and ask the other pupils what they would spend their money on?

Then make a graph like the one below. (The vertical axis shows the number of pupils and the horizontal axis the 10 questions.) You may use a computer if you can.



Include the graph in your portfolio.

Can you draw any conclusions about how the students of your class would spend their pocket money?



A: Cinema

B: Clothes

C: Sweets

D: Comp. Games

E: Books

F: Phone cards

G: Magazines

H: Toiletries

I: CD's/DVD's

J: Other

Lesson 3 The problem page



A. This is a problem page from a children's magazine. Read the letter. What is Maria's problem? Who is Sonia?

Dear Sonia,

I am writing to you for advice because I don't know what to do.

I am 11 years old and I like music a lot. I really want to learn to play a musical instrument... I would like to learn to play the guitar but I live in a remote village and there are neither music teachers nor any musical instruments in my school. The nearest big city is about eighty kilometres far from where I live.

My class visited a music festival in Thessaloniki a week ago and I was so pleased to listen to musicians play so many different instruments. I also heard that if children listen to classical music, they become smarter. I know that if I had money, I would buy many musical instruments for my school.

This is my problem. What could I do? I really want to learn to play the guitar.

Please answer as soon as possible.

Yours, Maria



B. Imagine you are Sonia. Send Maria a letter giving her some advice and ideas on what to do (think about placing an advert for a music teacher or visiting the local cultural centre etc.).

Follow the layout of a letter of advice:

- greeting
- an opening paragraph
- main part

- closing paragraph
- signing off

Remember to give advice using expressions such as:

If I were you, I would...

You could...

You should... if...

Why don't you...

Set phrases for the opening paragraph:

I'm writing to give you some advice about

I hope I can help you with your problem...

Set phrases for the closing paragraph:

Well, that's what I believe...

I really hope everything goes well.

Keep in touch. ...

I am looking forward to hearing from you.



Put your letter in your portfolio.

check yourself

A. WHAT AM I ? Find the musical instrument each box A-D describes:

[___ / 2 points]

I have four strings played with a bow.
Can you guess what I am?
Do you think you know?

_____ **A**

I am very large
I have black and white keys
Can you guess what I am?
Do you think you know?

_____ **B**

I have a skin on me
you usually beat me with two little sticks
Can you guess what I am?

_____ **C**

I have a long neck
You strike my strings on my wooden body.
You guess what I am?

_____ **D**

B. Match the verb on the left with a noun on the right to make set phrases:

- | | |
|------------|------------------|
| 1. present | a. a trombone |
| 2. writ | b. an instrument |
| 3. attend | c. lyrics |
| 4. play | d. a music event |
| 5. blow | e. a song |
| 6. sing | f. a performance |

[___ / 3 points]

C. Fill in the blanks with a word from B above (put the verbs in the right form):

1. Don't you think the music event we _____ was boring?
2. John Lennon _____ the lyrics to many of the Beetle's best songs?
3. Most musicians _____ their instruments up to five hours a day!
4. When my brother _____ the saxophone I can't sleep
5. Our class _____ the famous play "A midsummer night dream"
6. Some of the best rock singers don't _____ their songs, they shout them!

[____ / 3 points]

D. Fill in the blanks with the correct word or phrase from the box on the right:

**lend owe spend waste wealthy allowance borrow
pay back**

1. Don't _____ your money on that junk!
2. I usually _____ my CD player to Dave and he never gives it back on time.
3. He left as a poor boy and returned as a _____ man.
4. You can only _____ six books from the library at a time.
5. His father gives him a monthly _____ of 20 Euros.
6. Mum never _____ any money on herself.
7. They _____ my brother \$50.
8. I'll _____ you _____ on Friday, I don't have any money now.

[____ / 4 points]

E. Complete the sentences with an appropriate phrase:

1. If you had a million euros, what _____?
2. If you buy a car, _____.
3. If you can't make a reservation for the musical _____
_____.
4. If the performance is boring, _____.
5. If he goes to the festival, _____.
6. If she knew the lyrics, _____.
7. If I were you, _____.
8. He wouldn't miss the show if _____.
9. If you pay for the ticket, _____.
10. He would enjoy the musical if _____.

[____ / 5 points]

F. Match the sentences to make short dialogues:

1. I'd like to become a pianist _____
 2. I will spend my pocket money on expensive clothes.
 3. I want to attend the music festival _____
- a. You should book early.
 - b. If I were you I would practise harder.
 - c. Why don't you buy a computer?

[____ / 3 points]

My total score is ____ / 20 points

**NOW TICK
WHAT YOU CAN DO**

REMEMBER when you match headings with paragraphs in an English text:

- Read the headings and the paragraphs and underline the most important words.

I can read

- a music festival leaflet.....
- a magazine article about pocket money.....

I can listen to

- different musical instruments.....
- a song about money.....
- people talking about spending money.....

I can talk about

- musical instruments.....
- festivals.....
- money.....
- personal safety.....

I can Write

- an e-mail about a museum of musical instrument.....
- a letter to an advice page of a magazine.....



Unit 9 Earth Day Everyday

You are here to **READ**

a questionnaire, an earth day story and a play about pollutants

and **TALK** about

pollution, endangered species and protection of the environment

and **LISTEN TO**

a presentation about endangered species in an environmental centre

and **WRITE**

an email about environmental problems and a poster

and **LEARN** about

how to describe activities that happened before another action in the past, how to explain why something happens and how to express the result of an action or a situation.



Earth Day is a Birthday! Just like a birthday is a special day to celebrate a person. Earth Day is a special day that celebrates the Earth. Earth Day was born on April 22, 1970, in San Francisco, California. Every year, different countries join together in the celebration of Earth Day on April 22nd.

Earth Day is the largest, most celebrated environmental event worldwide. On Earth Day, we remember to appreciate nature and learn ways to protect our environment. Find ways that you can help keep the planet clean and help protect our environment.



HOW GREEN ARE YOU?

Fill in the blanks with the correct word from the box and tick what you do to protect the environment:

animals
healthy
bird feeder
tree
paper bag
lights
shower
cans
waste
TV
water
glass

1. Don't leave the _____ running when you are brushing your teeth.
2. Take a _____ instead of a bath.
3. If you litter, _____ will eat the garbage and get sick.
4. Don't _____ paper. You can write on both sides of it.
5. Planting just one _____ can save the sky from smoke from factories.
6. Turn off the _____ and _____ when you are not in the room.

7. Keep the oceans clean so the fish will stay _____ and safe.

8. Make a _____. The birds in the city have a hard time finding enough food to eat.

9. Recycle your _____ and _____.

10. Use a _____ instead of a plastic one.

Lesson 1 An Earth Day Story

1. Reading



A. Look at the picture and read the title of the story. What do you think the story is about?



LEARNING STRATEGIES

When I learn new words....



I draw a picture to remind me every new word

I write words/ sentences on pieces of paper and stick them on the wall

I use the new words in a song /story I play word games with my friends (hangman, scrabble, etc.)

What Can I Do?

Mark came back from school very sad. His mother looked at him and said: 'You look very sad. It seems that you had a rough day. What happened?' 'Today, in science, the teacher was talking about Earth Day and the environment. Earth Day is a day when every person promises to do something to protect our world from pollution. Mrs. Green was telling us that many companies do not do their best in order to get rid of their industrial waste. She said that our world is getting dirtier and that many animals and plants are becoming extinct. She wants us to think of something we can do to help. On the way home, I thought that there is nothing I can do. I can't stop the companies from polluting our air and dumping toxic waste in the sea

and I can't save all of the animals! There is not anything that I can do to make a difference." Mark's mother sat for a minute, thinking. "Let me tell you a story that your grandfather told me. I don't know where he heard it, but I think that it might help you think about the problem in a different way." She began:

"One morning a man was walking down a beach covered with dying starfish. The night before the tide had been especially strong and had washed up thousands of starfish on shore. The man was sorry that all the starfish would die on the beach. He came upon a boy who was throwing starfish back into the ocean as fast as he could. The boy was out of breath and it was obvious that he had done a lot of work as he looked tired. "Son," the man said, "you might as well quit. There are thousands of them. There is no way you can make any sort of a difference. "The boy did not even stop in what he was doing. He kept bending and throwing but as he did, he spoke to the man: "I can make a difference to this one, and this one, and this one." And the man knew the boy was right. He began to help return the animals to their home, and kept thinking that sometimes little children can teach elderly people real lessons in life. Mark stared at his mother. "But he did make a difference, didn't he? To every starfish that he threw back in?" His mother nodded, smiling. He sat for a moment, thinking about what his mother had said. "So, what it means is that even though I can't change everything, I can make a big difference by doing the little things that matter?"



B. Read the story and the following sentences. Which one summarises the main idea of the story?

1. There is nothing we can do to save the world.

2. Animals and plants will disappear in a few years

3. We can't change everything, but there are things we can do to protect the environment.



C. Read the text again and tick the correct answer.

1. What were Mark and his classmates learning about in school?

- a. maths**
- b. history**
- c. grammar**
- d. protecting our environment**

2. Why was Mark sad when he went home from school?

- a. He didn't know how to do long division.**
- b. He didn't think he could help our environment.**
- c. He wanted to go for a walk to the beach.**
- d. He was disappointed with his friends.**

3. What did Mark's Mom do to help him understand how he could help to save the environment?

- a. She talked to him.**
- b. She called his grandfather.**
- c. She told him a story about a boy on the beach.**
- d. She took him for a walk.**

4. When the old man saw the boy on the beach

- a. the boy had already thrown some starfish in the sea.**
- b. the boy was resting.**
- c. the boy had caught some fish.**
- d. the boy had given up.**



D. Find words from the story which mean:

1. The air, water, and land on Earth.

2. When air, water, soil etc. are dangerously dirty and not suitable for people to use. _____

3. Throw away. _____

4. Chemical material that factories throw away.

5. Type of animal or plant that does not exist any more.

6. Putting something somewhere in a careless, untidy way. _____

7. A flat sea animal that has five arms forming the shape of a star. _____

8. To give up. _____

2. Grammar



A. Look at these examples

When the old man arrived, the tide **had washed up** thousands of starfish on shore.

When did the tide happen? Before the man arrived, at the same time or now?

The man **had done** a lot of work as he looked tired.

When did the man do the work? Before he was tired or after?

We form the Past Perfect tense with _____ + past participle.

B. Complete the rule:



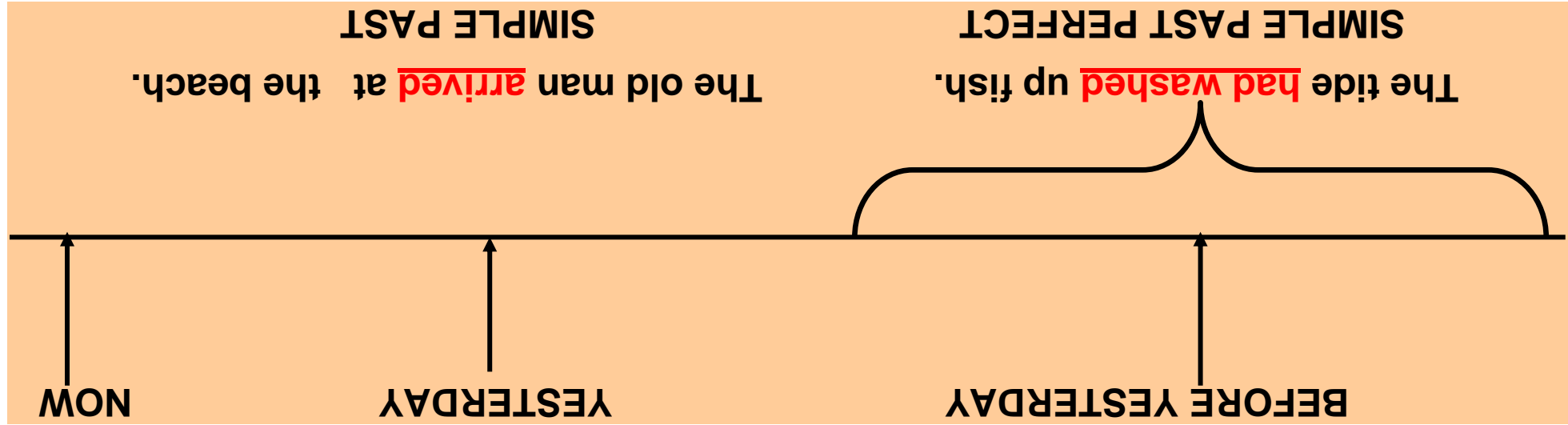
I / you / we / they	hadn't	arrived	early.	you / we / they	had	he / she	arrived	early?
				He/she				

Simple past perfect tense



Positive
Negative
Question

Grammar Box



SIMPLE PAST PERFECT SIMPLE PAST

When do we use the Past Perfect?

Choose the correct phrase to complete the rule:

We use the Past Perfect tense...

a. for an action that happened before another one in the past.

b. for two actions that happened at the same time.



C. Read the story again and write all the things that had /had not happened before the old man arrived on the beach. Start like this:

When the old man arrived on the beach

3. Practice



A. PAIR WORK

Pupil A

You are a young reporter working for a local TV channel. Ask the man, of the story on pages 76-77, 3 questions to find out what had happened before you arrived on the beach.



Pupil B

You are the man of the story. Answer the 3 questions of the reporter.

Example:

Q: Had the people left the beach when you arrived?

A: Yes. All of them had left.



B. WHAT HAD HAPPENED?

Yesterday your class went on a day trip to the beach. There, you saw dead fish and birds. You also saw starfish and shells out on the beach. You found a lot of litter, as well. Imagine what had happened the day before you went there and write to your pen-friends Joan and John in Great Britain about this awful experience. Start like this:



Dear Joan and John,
Yesterday my class visited the nearby beach. It was a nasty experience because _____



Put your letter in your portfolio.



C. What can you do if you want to save the planet?

A reporter from a TV channel is doing a survey on how to save the planet. He asks you what you can do if you want to save the planet. What is your answer?

Think about **endangered animals**, **polluted sea**, **litter**, **plants**, etc.

Lesson 2 Save the Endangered Species

1. Speaking



A. Do you recognise these animals? What do you know about them? What problems do they face?



B. The 6th Class of 1st Primary School is hosting a group of British pupils. Today they are visiting the Environmental Centre in Zakynthos. Listen to the centre guide and answer the question:

Which two animals is he talking about?

The first animal is a(n) _____

The second animal is a(n) _____



C. Now listen again and fill in the diagram. The notes on the right will help you:

**lives in the Mediterranean
lays eggs in the sand
lives up to 100 years
tourists disturb its habitat
weighs up to 320 kg.
lives only in non-polluted seas
is becoming extinct...**

Name of animal:

Characteristics:

**Common
Characteristics**

Name of animal:

Characteristics:

D. The teacher in the environmental centre said: 'They also lose their habitat because of tourism.' What do you think? How do people disturb animal habitats? The pictures below will help



Animals living

in the mountains: People disturb their habitats by going hunting

in the forest: People disturb their habitats by _____

in the rainforests: People disturb their habitats by _____

in the rivers/lakes: People disturb their habitats by _____

in the sea: People disturb their habitats by _____

in the ground: People disturb their habitats by _____

2. Grammar

A. CLAUSES OF RESULT

Read the following sentence taken from the listening:

People have built a lot of hotels and discos near the beach

so baby turtles head for the lights of the hotels and discos.

and as a result, baby turtles head for the lights of the hotels and discos.

The clauses starting with **so** and **as a result** are called **clauses of result**.



What do clauses of result express? Tick the correct phrase.

a. the way someone does something

b. the result of an action or a situation

B. CLAUSES OF REASON

Now, read these sentences:

Fishermen kill them because they destroy their fishing nets.

They lose their habitat because of tourism.



The Mediterranean seal symbolizes the health of the sea, as it can only live in clean, non-polluted waters.

The clauses starting with **because**, **because of** and **as** are called **clauses of reason**.



1. What do clauses of reason tell us? Tick the correct phrase.

a. why something happens or exists

b. when something happens or exists

2. What do we use after because of? Tick the correct phrase.

a. a verb

b. a noun



3. Fill in the blanks with so, because, as or because of:

a. The baby turtle couldn't find his way to the sea _____ the hotel lights.

b. The baby turtle couldn't find his way to the sea _____ there were hotel lights.

c. The baby turtle couldn't find his way to the sea, _____ it died.

3. Practice



A. PAIR WORK – WOLVES AND BEARS

Learn about **WOLVES** and **BEARS** by asking each other questions.

Pupil A

Look at pp.143 Read the information about the **WOLF** and answer **PUPIL B's** questions. Then ask **PUPIL B** questions to find out about the **BEAR**.

Pupil B

Look at pp.135 and ask **PUPIL A** questions to find out about the **WOLF**. Then read the information about the **BEAR** and answer **PUPIL A's** questions.



B. Your teacher has asked you to find information about another endangered species. Find information about another animal and write a short report explaining why and how it is endangered. Put your report in your **portfolio**.



C. Your friend John hasn't been to Greece and so he hasn't visited the **ENVIRONMENTAL CENTRE** in Zakynthos. Send him an e-mail explaining why **Careta-careta** and **Monachus-monachus** are becoming extinct.



Start your e-mail like this, and use linking words (because, because of, so, as, etc.):



Hello John,

Yesterday we visited the beautiful island of Zakynthos, which is the breeding place for the turtle Careta-careta. We learned that this turtle and the seal Monachus-monachus are becoming extinct because...

D. You are members of an environmental team in your school, and this year you are working on a project about taking action to save the environment. You want to inform and sensitize the other pupils. Make a poster to put it on a board in your class.

This is an example



Include your poster in your portfolio.

Lesson 3 The Awful 5

A. Look at the pictures and find out who The Awful 5 are. What do they do to people? Get more information about them from the Science lesson.



**I GIVE PEOPLE
A BAD HEADACHE**

Carbon monoxide (CO)

**Toxins
WE CAUSE CANCER**



Sulphur Dioxide (SO₂)

**I MAKE PLANTS AND
TREES GROW MORE SLOWLY**



Bad Ozone

**I MAKE SMOG
HARMFUL AS EVER!**

**I WARM UP
THE EARTH**



Carbon dioxide (CO₂)

This is part of a play that you can act out in class. The whole play is at the back of your book (pp.106).



A Play - The Awful 5

Connie: Hi! I'm Connie Lung.

Harry: And I'm Harry Wheezer. We're here at the Environmental Protection Agency to cover a late-breaking story. Some of the world's worst air pollutants are picketing the EPA to protest clean-air legislation.

Connie: In tonight's special report, we will tell you where these pollutants come from and the ways they can hurt people and other living things.

Harry: Let's introduce the folks at home to our pollutant, Carbon Monoxide.

Carbon Monoxide: Yeah, what I do best. I get into the air when cars and trucks don't burn fuel well - but you can't see or smell me.

Connie: Then how can we tell when you're around?

Carbon Monoxide: You'll find out when you breathe me in! I can give you a bad headache and make you really tired (gives an evil laugh).

Harry: Next we'd like you to meet some of the most dangerous air pollutants - the Toxins. (Toxins walk over, carrying posters and chanting.)

Harry: You Toxins are made up of all kinds of poisons. How do you get into the air?

Toxin 1: Hey, man, we come from just about everywhere. Chemical plants, dry cleaners, dangerous-waste sites, paint factories...

Toxin 2: Yeah, and cars and trucks dump a lot of us into the air, too. **Connie:** Scientists say you cause cancer and other kinds of diseases.

Toxin 3: Yea, but they can't prove a thing!

Connie: Next we'd like you to meet Sulphur Dioxide

Harry: I'm sure the folks at home would like to know how you get into our air.

Sulphur: Well, don't they read the newspapers? I've been making the front page at least once a week. Most of the time, I come out from chimneys when power plants burn coal to make electricity.

Connie: And what kinds of nasty things do you do?

Sulphur: Nasty – that's me! (Snickers) I think it's cool to make it hard for some people to breathe. And I can make trees and other plants grow more slowly. But here's the most rotten thing I do: When I get way up into the air, I react with oxygen in water in the sky, and you get acid rain! (Sprays water at the audience).

B. If you decide to act out the whole play:

- choose your roles
- choose your costumes
- learn your parts
- draw posters and masks
- set the scenes
- find music to accompany your play.

 Take photos or a video of your performance and put them in your **portfolio**.

It's your choice: Look at page 91 and do a different Project.

check yourself

A. Fill in the blanks with a suitable word:

waste, pollution, habitat, lay, endangered, extinct



1. We must do something to protect our world from _____.

2. Some factories pollute the air and dump their _____ in the sea.

3. Many plants, animals and fish are becoming _____.

4. The turtle Careta-careta and the seal Monachus-monachus are _____ species.

5. These animals lose their natural _____ because of tourism.

6. We must not disturb the turtles when they _____ their eggs.

[____ / 3 points]

B. Match the words or phrases in A with those in B to form correct expressions:

A. 1. fishing

2. toxic

3. sea

4. to make

5. air

6. endangered

7. carbon

8. Monk

9. acid

10. natural

B. a. pollution

b. species

c. rain

d. net

e. habitat

f. a difference

g. seal

h. dioxide

i. turtle

j. waste

[____ / 5 points]

C. REASON and RESULT

Arrange the following words or phrases in pairs under the right heading:

REASON	RESULT

baby turtles take the wrong way
people disturb habitats
hotels on the beach
have headaches
dump industrial waste
smog
animals become extinct
trees grow more slowly
fish die
acid rain

Now, use **because**, **because of**, **so**, **as a result** and **as** to join the sentences:

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

[___ / 5 points]

D. Your class went to this beach yesterday. Imagine what people had done some days before.

Write 3 sentences:

1. _____
2. _____
3. _____



[____ / 3 points]

E. Read Mark's story below about a bad experience he had yesterday. Help him write his story correctly.

Hi! My name is Mark and I want to tell you my sad story. Yesterday I _____ (go) for a walk in the forest. I felt very upset when I _____ (see) that some people _____ (cut) down a lot of trees. The forest sounded silent because the birds _____ (fly) away and many small animals _____ (leave). The water in the little river was purple as the people _____ (throw) some toxic waste in it. I _____ (never feel) so disappointed and I _____ (decided) to do something to protect the forest. Do you want to help me?

[____ / 4 points]

My total score is ____/20 points

**NOW TICK
WHAT YOU CAN DO**

REMEMBER when you want to learn new words in English:

- Use them in a song or a story and play word games with your friends

I can read and understand

- A questionnaire
- A story

- A play
- I can listen to**
- A presentation about endangered species in an Environmental Centre
- I can talk about**
- Pollution, endangered species and protection of the environment
- I can write**
- An e-mail about environmental problems
- I can also**
- Create a poster
- Describe what happened before another action in the past
- Explain why something happens
- Express the result of an action or situation

Unit 10 Time for Fun

You are here to **READ**

a questionnaire, an article about James Bond, signs and notices, film reviews

and **TALK** about

films and books

and **LISTEN TO**

a dialogue about films

and **WRITE**

an email about a book, a poster, signs and notices, a film review

and **LEARN** about

how to express suggestions, how to emphasise the action rather than the doer.



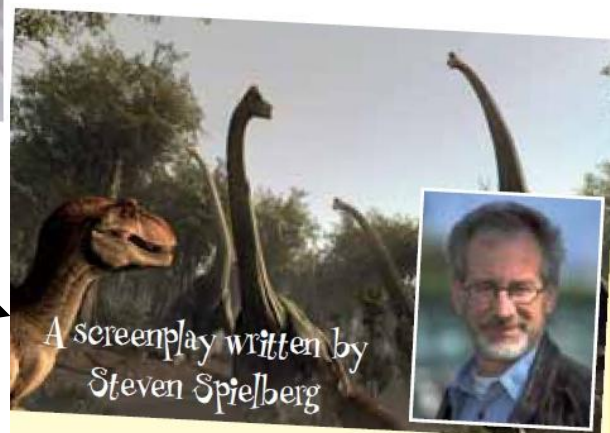
CAN YOU NAME...

A novel written by Charles Dickens



A play written by William Shakespeare

A screenplay written by Steven Spielberg



1. a play that is written by William Shakespeare?

2. a novel that is written by Charles Dickens?

3. a film that is directed by Steven Spielberg?

4. a film that is set in Prehistoric time?

5. a film that is set in the jungle?

6. a film in which hundreds of passengers are drowned?

7. a famous portrait in the museum of Le Louvre?

8. an actor who is known as the best spy agent?

9. a blond singer who is paid a huge amount of money?

10. 101 famous dogs? _____

Lesson 1 The Different Faces of a Super Spy

1. Speaking



A. Talk to your partner about James Bond, the British Super Spy. Who is your favourite actor to play 007? Why?

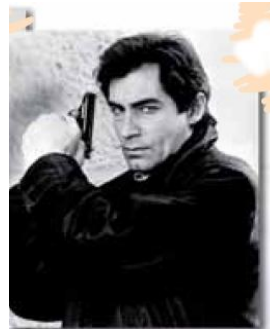
Have you seen any Bond films? Which is your favourite one?

Actors from the James Bond films:

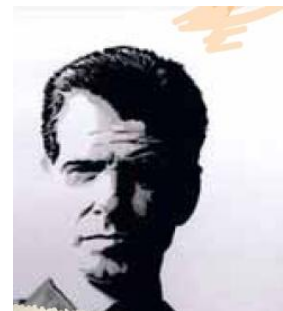
a



b



c



d



e



f

- a. George Lazenby**
- b. Sean Connery**
- c. Timothy Dalton**
- d. Pierce Brosnan**
- e. Daniel Craig**
- f. Roger Moore**

Some James Bond films:

Dr. No (1962)

Moonraker (1979)

From Russia With Love (1963)

For Your Eyes Only (1981)

Goldfinger (1964)

Never Say Never Again (1983)

Thunderball (1965)

Octopussy (1983)

Casino Royale (1967-2006)

A View To A Kill (1985)

You Only Live Twice (1967)

The Living Daylights (1987)

On Her Majesty's Secret Service (1969)

Licence To Kill (1989)

Diamonds Are Forever (1971) Golden Eye (1995)

Live And Let Die (1973)

Tomorrow Never Dies (1997)

The Man With The Golden Gun (1974)

The World Is Not Enough (1999)

The Spy Who Loved Me (1977)

Die Another Day (2002)

Quantum of Solace (2008)



B. Reading an Article

Read the magazine article quickly and find out what James Bond looked like at the age of 13:

Breaking News

James Bond, aged 13

Have you ever wanted to know what a teenage James Bond looked like? Well now you have your chance to find out. The family of Ian Fleming, creator of 007, has

approved of a drawing of the super spy in his schoolboy days. The illustration is used on the cover of a new set of children's books about the young Bond. James, aged thirteen, is very different from the handsome and sophisticated man he grows up to be. The young Bond is presented as a tall and scruffy teenager. He wears baggy pants and has a mop of messy hair. He looks quite handsome and has no acne, no crooked teeth, not any other teenage problems. If you look closely enough at him, you'll see he looks slightly like Sean Connery.

The young Bond books are written by a Fleming fan, Charlie Higson. Mr Higson said that the picture of James as a schoolboy greatly helped him develop the character: "Now I know what he looks like. Young Bond and his world have really come alive". His first novel, *Silver Fin*, was a bestseller as soon as it hit the shelves in early April. James is described as a public schoolboy at Eton. His first mission is to end the evil actions of a scientist who experiments on human beings. The scientist's son is one of James's classmates and is also a nasty character. The book does well in showing how the young James Bond gained his expertise in becoming a super spy.

(Sun. 24 Apr., 2005)

Source:

<http://www.breakingnewsenglish.com/0504/050424-jamesbond-e.html>



C. Read the article again to find out if the following sentences are **TRUE or **FALSE**.**

a. The family of 007's creator is angry about a drawing of James, aged 13.

- b. The young James Bond looks a little like Sean Connery.**
- c. A picture helped an author write a book about the young James Bond.**
- d. The book didn't sell well in the bookshops.**
- e. Young James's first mission is to help a scientist create a human being.**



D. Match the words / expressions from the text with their synonyms in the box:

chance _____
 creator _____
 scruffy _____
 slightly _____
 fan _____
 hit the shelves _____
 nasty _____
 expertise _____

enthusiast
 untidy
 horrible
 opportunity

a little
 know-how
 originator
 went on sale



E. Now discuss the following:

- a. Do you like looking at photos of yourself when you were younger?**
- b. What adjective would you use to describe yourself at the age of 5 and why?**
- c. Would you like to be five again? Why / Why not?**

2. Grammar

A. PRESENT SIMPLE IN PASSIVE VOICE

Study these examples from the article



Grammar Box



The young Bond	is	presented	as a tall and scruffy teenager.
The young Bond books	are	written	by Charlie Higson.

Verb
'to be'

Past participle
of verb

agent



B. Complete RULE 1:

We form the Present Simple Passive with verb _____ in the right form and the _____ of the main verb.

CIRCLE Yes OR No

Do we know who presents the young Bond as a tall and scruffy teenager? Yes / No

Does it matter who presents the young Bond as a tall and scruffy teenager? Yes / No

Do we know who writes the young Bond books? Yes / No

Which word is used to show who writes the books?



C. Now complete RULE 2:

We use the _____ when we are more interested in the action than in who is responsible for it (agent). When we want to mention who does the action the word _____ comes before it.



D. Now, find the passive verbs in your text and underline them.



E. The Passive Voice is often used in notices and signs. Here are some of them found at a cinema / theatre hall. What do they mean?



CAMERAS ARE NOT PERMITTED



VIEWERS ARE REQUESTED TO HAVE THEIR MOBILES SWITCHED OFF



TICKETS ARE SOLD OUT



Snacks and soft drinks are only served at the bar



SMOKING IS FORBIDDEN

3. Practice



A. PAIR WORK - Which film to see

Exchange ideas about a film that you have seen and liked. (You can also use the information in the Resource

Appendix, pp. 103-104). Persuade your partner to go to the cinema and see it. Tell each other about the main hero(es) of the film. Use Passive voice.

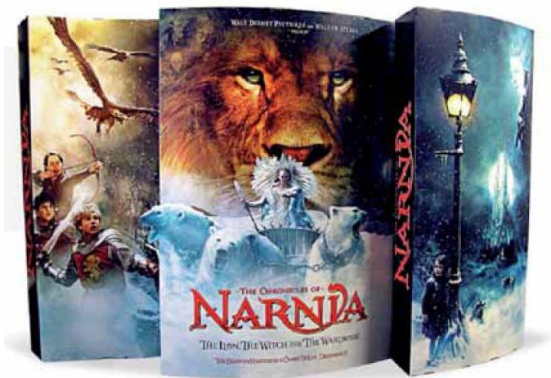
Example:

In the film ..., X is presented as a nice policeman who tries to save the people from... He looks handsome and he is brave at the same time...



B. Choose a film that you know or find information about one that you want to see. You can look at a TV programme, a newspaper etc.

Write some information about it and make a poster for your classmates to see. Use Passive voice for some sentences. Add pictures -if you can find some- or draw pictures matching the title.



C. Before summer holidays you visit your school library and find a book that you would like to read. It may be an adventure, a science fiction, a mystery book etc



Write an e-mail to your friend in Britain telling him / her about it. (Who is it written by? Who is it published by/ Who is it illustrated by? What is it about?)



D. PAIR WORK - An event



Your class is organising an evening event at school (theatre performance, music concert etc.). Your parents are invited, too. Think of some signs you can put up for the guests.

Example:
If you offer free drinks, then your notice is:

DRINKS ARE OFFERED FREE!

DRINKS ARE OFFERED
FREE



Make your signs and put them in your portfolio.

Lesson 2 The film festival

1. Speaking



A. You want to go to the cinema next Saturday. Find out what films are on. Ask your classmates if they know.

LEARNING STRATEGIES

When I want to get extra practice in English...



I do more grammar exercises

I read magazines/ books in English

I correspond with a pen friend from another country

I watch films in English

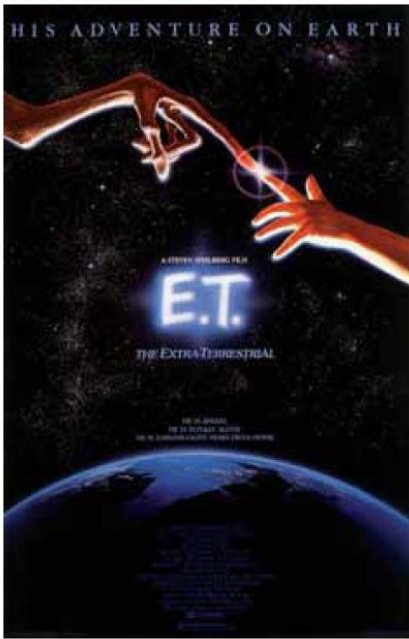
I use a computer / surf on the internet

Listening

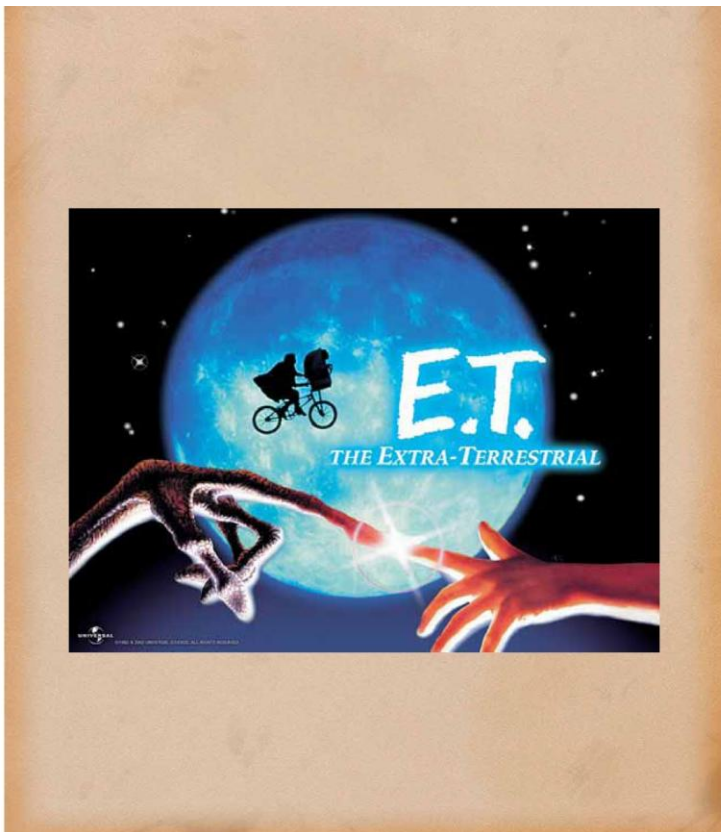


B. Listen to the dialogue between two friends and complete the following table:

Title / Genre	
Plot	It is about an alien baby who is lost on Earth. He is found by a 10 year old boy, Elliot.
Setting	
Actor / Character	
Show times / Theatre	
Critics / Awards	



C. The film E.T. is advertised in the following poster. What kind of information do you think is missing? Fill it in.



**E.T.
THE EXTRA
TERRESTRIAL**

2. Useful Expressions



GOING TO THE CINEMA

A. Study the use of these EXPRESSIONS OF PREFERENCES:

These are various expressions for saying

'I want to see a movie'

I'd like to see a movie.

I feel like seeing a movie.

I'm in the mood for seeing a movie.

I wouldn't mind seeing a movie.

I could go for a movie.

Here is how we can respond to that:

Good idea! What would you like to see?

Great! Let's see... How does that sound?

OK! We can go to ...theatre.

Have you seen...? It's on at... cinema.

Is there a good film on?

B. Study the use of these adjectives:

THE FILM

-ing ending

The film is really **bor**ing****.

The film is quite **inter**est**ing**.

The film is very **excit**ing****.

The film is **mov**ing****.

THE PEOPLE WHO WATCH THE FILM

-(e)d ending

Many people are **bor**ed****.

Young people are **inter**est**ed** in watching it.

The children are all **excit**ed**** to see the end.

The children are **mov**ed**** by the story.



C. Which of the above expressions or adjectives did you notice in the dialogue on p. 106?

Listen again and find out. Write them in the box below:

expressions of preferences	
-ing adjectives	
-ed adjectives	I'm bored

3. Practice



A. PAIR WORK

Talk to your friend and choose one of the films on the right that you would like to watch next Saturday. Decide on the time you can go, too.

Begin like this:

Pupil A: I would like to see a movie this Saturday.

Pupil B: OK. Let's go to the Galaxy Cinema. There is a...

**Galaxy Cinema Complex
MOVIES & SHOW TIMES
Saturday _____**

Ice Age: The Meltdown

11:00 am

1:00, 3:00, 5:00, 7:00, 9:00, 11:00 pm

Inside Man

11:35 am

2:10, 4:45, 7:20, 10:00 p.m. 12:30 am

Akeelah and the Bee

7:30 p.m.

ATL

9:30, 11:30 pm



B. GROUP WORK

You are with your friends talking about TV.

a. Tell them how you feel in the following situations:

1. You see your friend on TV.
2. You have watched a thriller and you are alone at home.
3. You watch your favourite team winning the match.
4. There is a chat show on TV where everyone is arguing.
5. You watch your favourite actor in a chat show.



b. Now tell your friends what you think about the following:

1. The thriller you watched was very...
2. The match that your favourite team won was very...
3. The chat show was..., because everyone was arguing.
4. Your favourite TV soap opera was...

C. MEDIATION

Your English-speaking friends Joan and Joe are interested in children's books. You have read the following book in Greek.



Send them an e-mail to give some information about it. Write about the title, the writer, the publishing house, illustration, etc. Use Passive voice in some sentences and -ing/-ed adjectives.

Example:
It is written by...



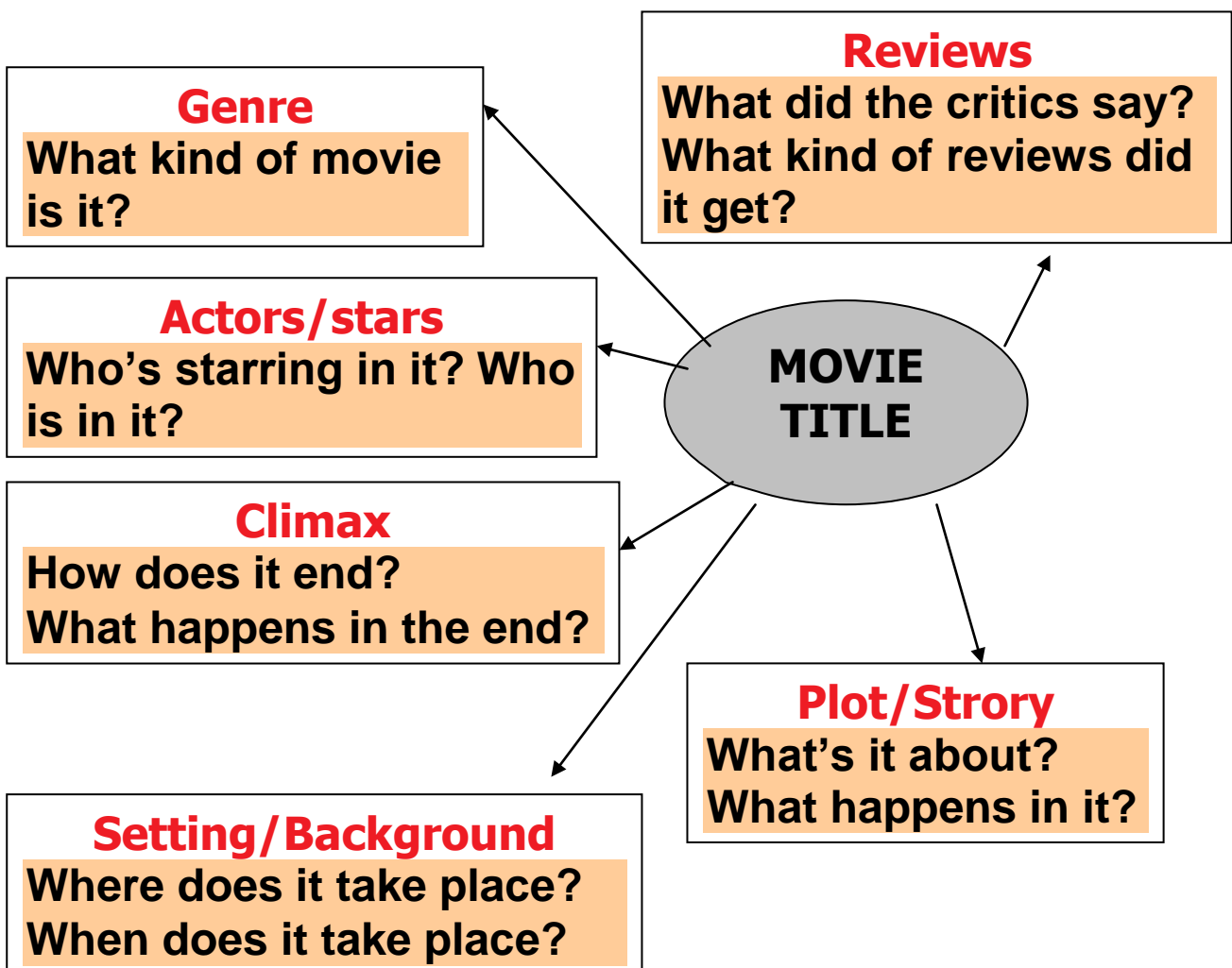
Lesson 3 A Film Review

The Project

A. Work in groups. Think of a movie you have recently seen. Answer the questions in the diagram. Then write a film review. Finally, publish your reviews in the school magazine.



Include your review in your portfolio.



B. You can use this kind of language in your review:

It's a...	e.g. It's a comedy. It's a sci-fi. It's a horror. It's an action movie. It's a romantic comedy.
...is in it. / ..is starring in it.	e.g. Orlando Bloom is in it.
It's set in ... / It takes place in... / the	e.g. It's set in New York in the 60s. It takes place on moon in the future. / It takes place in a prison.
It's about... who...	e.g. It's about two young people who fall in love on a sinking ship. It's about a meteor that is going to destroy the Earth.
In the end, ...	e.g. In the end, the ring is destroyed. /In the end, Harry decides he really loves Sally.
The critics... / It got... reviews.	e.g. The critics panned it. The critics raved about it. It got great reviews. It got poor reviews.

check yourself

A. Put the right words in the following sentences

illustration
baggy pants
handsome
a mop of messy hair
acne
spy
crooked teeth
hit the shelves
scruffy
nasty

I found two very interesting _____ of the heroes of the book. One of the heroes was a super _____. He was very _____ and he was wearing trendy _____. A _____ and his glasses made him look very attractive. On the other hand, his enemy looked so _____, with _____ on his face and his _____. He looked even worse in his _____ clothes. It was sure that the book would _____.

[___ / 5 points]

B. Put one of the adjectives into each gap

bored
interesting
surprised
excited
interested

moving
moved
frightening
boring
surprising

1. Are you _____ in extreme sports?

2. The game was so _____ so everybody was cheering all the time.
3. The lesson was so _____ that I fell asleep
4. I saw a horror film and I was _____.
5. I was really _____ when I heard his voice on the phone.
6. I have nothing to do. I feel so _____!
7. The film was _____ I kept crying all the time
8. What _____ news! When are you coming?
9. This is a really _____ book. I couldn't put it down till the end.
10. I was very _____ when I saw that the hero died in the end of the film

[____ / 5 points]

C. Match the sentences:

1. AFTERNOON TEA IS SERVED
2. VISITORS ARE REQUESTED TO KEEP SILENT
3. CYCLING IS NOT PERMITTED ON THE FOOTPATHS
4. YOU ARE NOT ALLOWED TO WRITE IN PENCIL
5. SMOKING IS FORBIDDEN
6. UNDER 18'S ARE NOT SERVED a. a pub

- b. a park
- c. a hotel
- d. an examination centre
- e. a hospital
- f. a library

1 ____ 2 ____ 3 ____ 4 ____ 5 ____ 6 ____

[____ / 3 points]

D. Complete the following sentences with the correct form of the Present Simple in Passive Voice:

write illustrate advertise sign
sell not allow send record

1. Most songs _____ in a studio.
2. Some books _____ by great artists.
3. Supplement DVDs _____ on TV.
4. The lyrics of Madonna's songs _____ by herself.
5. Young children _____ to watch horrifying films.
6. _____ tickets _____ outside the Concert Hall?
7. Some invitations _____ to the celebrities to attend the festival.
8. The autograph of the writer _____ on the cover of the book.

[___ / 5 points]

E. Rearrange the dialogue

- _____ Peter: "Finding Nemo".
- _____ Mary: What do you feel like doing tonight?
- _____ Mary: I haven't seen it? What's that about?
- _____ Peter: I am in the mood for going to the cinema.
- _____ Peter: It is a computer-animated film about the adventures of the fish Nemo.
- _____ Mary: What's on?

[___ / 5 points]

See p. 144-5 Workbook

My total score is ___ / 20 points



NOW TICK WHAT YOU CAN DO

I can read

- A questionnaire, signs

and notices

• An article about James Bond

• Film reviews

I can listen to

• Dialogues about films

I can talk about

• Films and books

I can write

- An e-mail about a book that

I have read

• A poster

• Signs and notices

• Film reviews

I can also

• Express suggestions

• Emphasise the action rather

than the 'doer'

REMEMBER when you want to get extra practice in English:

- Read English magazines or books and watch films in English.

APPENDIX I

It's your choice!

Differentiated instructions

UNIT 6 Myself and my Future Job

1. Reading

Lesson 1, Reading (easier version)

A. Jewellery Designer

I'm a jewellery designer.

I take metal and expensive stones and make rings, necklaces, earrings and other jewellery. I can use many hand tools to make the jewellery. Sometimes, I may use computers and laser to design these fine pieces.

When you work, it is necessary to look at every detail. It is also important to use your hands skilfully, to synchronize your eyes, to be patient and be careful in what you are doing. You must also know everything about art and fashion.

B. Air Traffic Controller

I'm an air traffic controller. My job is to direct the movement of aeroplanes, and make sure that they keep flying programmes.

An air traffic controller takes care of every plane that is taking off or landing. I usually work forty-hour weeks. I may work night or weekend shifts. It is a very stressful job. Speech communication, mathematics, science, foreign languages, and electronics are helpful for this career.

C. Home Health Nurses

I'm a home health nurse. I go to patients' homes to care for them. I also advise family members on how to take care of the patient who may need help for many different reasons. Some may be ill and some may be getting better from an accident. I spend a lot of time travelling to different places. I may visit many patients in one day. The time I spend with the patients depends on their needs.. It is important for nurses to like to help people, to be hard working, responsible, caring and cheerful. Classes in first aid, health sciences, home economics and diet are helpful for this career.

D. Hairdresser

I'm a hairdresser. I cut and style hair using different tools such as scissors, razors, rollers, hot brushes and dryers. I can use gel, mousse, wax or spray. I may colour, perm or straighten hair using shampoos, conditioners, lotions etc. It is important for hairdressers to be creative, able to work quickly, hardworking and self-confident. Biology, chemistry, science courses and communication skills are helpful.

E. Ecologists

I'm an ecologist. Ecologists can work in a lab but also go out to the place where a plant grows or an animal lives and study them. I may do some work without taking any money, too. Next summer I'm travelling to the Amazon to study some kinds of plants there. Working in a team and working alone are good skills for someone who wants to be an ecologist. Good communication skills are also important. Useful subjects are biology, mathematics, and computer science.

Differentiated instructions



2. Role play

Lesson 1, Practice A

You read the following information on a poster in your neighbourhood:

**Do you like swimming?
We need you as a volunteer
life guard! Call us at 2109325657
Our Mayor will appreciate your participation in our
volunteer programme!**

Pupil A: You see the above information and want to work as a life guard volunteer. Call the Town Hall, ask for information and offer to help.

Pupil B: You are a clerk at the Town Hall. The Town Council wants a volunteer life guard. Answer the telephone and give the volunteer life guard all the information he asks for.

3. Maria's Profile

Read Maria's profile. Which of the jobs do you think she will choose to do in future? Discuss it with your partner and decide.



Maria is interested in many things. She likes machines very much and wants to learn how they operate. She also likes reading many books and she is very good at maths and science at school. She is a brave girl and always helps other people. Maria's dream is to travel to many countries and make a lot of friends all over the world.

Answer: I think she will choose to be a



UNIT 7 Share Your Experiences

1. Your personal records

Tick which of the following are your personal records and write your sentences below:

Example:

**I have eaten five ice-creams
in an hour.**

eat... ice-creams _____

score... goals _____

collect... stickers/stamps/CDs/ coins etc.

read... books _____

watch... films _____

buy... pair of shoes in a year _____

write... poems _____

sing... pop songs _____

visit... museums in a year _____

be to a funfair... times _____

What else? _____



2. Questionnaire Do you know...

- a. Which American World Champion has taken a Muslim name?
- b. Which singer has been No 1 in both America and Britain for many years?
- c. Which famous football player mostly used this left foot to kick the ball?

- d. Which basketball coach has led his team beat the USA Dream Team at the World Championship in Japan?
- e. Which South American football player has also played for an Italian team?
- f. Which American World Champion has also worked for peace?

For the answers, read the TEXTS on pp.94-95 in your Workbook.

3. Greek achievements

What have other Greeks achieved in recent years? Here is a report about Pyrrros Dimas. Fill in the gaps to complete the report and present it to your class.

Use the words:

medals, was born, weightlifter, has finished, nickname, Captain, national, has won, came



Pyrrros Dimas has been the best Greek of all times. He in Himara, Albania in 1971 and he to Greece in 1991.

His birthplace created his "The Lion of Himara". He 3 Olympic Gold and 1 bronze. This number of gold medals has given him another nickname "Midas". Dimas his career as a hero. For his successes, the Government of Greece has awarded him the distinction of a in the Hellenic Army.

4. Beijing 2008 Paralympic Games

You were interested in the 2008 Paralympics in Beijing.

Read

the following newspaper extract and

tell your class about the emblem of the Beijing Paralympics (talk about the figure, the colours etc.).



"Sky, Earth and Human Beings," the emblem of the Beijing Paralympics is a figure of an athlete in motion, showing the tremendous efforts a disabled person has to make in sports as well as in real life. With the harmony of "sky, earth and human beings," the emblem joins Chinese characters, calligraphy and the Paralympic spirit. It embodies the Paralympic motto of "Spirit in Motion" and shows the integration of heart, body and spirit in human beings - the core of the philosophy of Chinese culture. The three colours in the emblem represent the sun (red), the sky (blue) and the earth (green).

<http://en.beijing2008.cn/spirit/beijing2008/>

5. Mediation

You and your English-speaking friend Joan are talking about athletes with special abilities. Read the following newspaper extract and tell your friend about the success of some athletes with special abilities.

Η Ανθή Καραγιάννη βραβεύτηκε ως η καλύτερη αθλήτρια με αναπηρία από τον ΠΣΑΤ*

Σε λαμπρή τελετή βράβευσε τη Δευτέρα 10 Δεκεμβρίου 2007 ο Πανελλήνιος Σύνδεσμος Αθλητικών Συντακτών (ΠΣΑΤ) τους καλύτερους αθλητές και αθλήτριες της

χρονιας 2007. Ως καλύτερη αθλήτρια με αναπηρία με 980 ψήφους αναδείχθηκε η Ανθή Καραγιάννη, αθλήτρια του Στίβου που πρόσφατα κατέκτησε ένα χρυσό και ένα Χάλκινο μετάλλιο στους Παγκόσμιους Αγώνες Τυφλών στο Σάο Πάολο της Βραζιλίας.

Δεύτερος με λίγες ψήφους διαφορά ήρθε ο Χαράλαμπος Ταϊγανίδης, αθλητής Κολύμβησης που φέτος κατέκτησε 2 Χρυσά Μετάλλια στους Παγκόσμιους Αγώνες Τυφλών και τρίτος ο Παύλος Μάμαλος αθλητής Άρσης Βαρών σε Πάγκο που κατέκτησε το καλοκαίρι στο Πανευρωπαϊκό πρωτάθλημα στην Καβάλα το Χρυσό Μετάλλιο και σημείωσε | Πανευρωπαϊκό Ρεκόρ.

<http://www.paralympic.gr/index.php?lang=gr&sec=&ctg=&cid=212>

UNIT 8 **Blow Your Own Trumpet**

1. Family Budget

Follow up to Activity C. p.66-67

If you were a parent (mother/father) what would you spend money on? Choose from the following:

- | | |
|------------------------------|--------------------------|
| newspapers / magazines _____ | <input type="checkbox"/> |
| food _____ | <input type="checkbox"/> |
| bills _____ | <input type="checkbox"/> |
| holidays _____ | <input type="checkbox"/> |
| other _____ | <input type="checkbox"/> |
| presents _____ | <input type="checkbox"/> |
| sweets _____ | <input type="checkbox"/> |
| children's education _____ | <input type="checkbox"/> |

clothes _____
doctors / medicine _____
transportation _____
books _____
rent _____

Now compare with your class list on pages 67.

2. Golden rules for living

Do you want to get along well with your family and friends?

Complete the following Decalogue:



lock it up, return it, take care of it, put it back, close it,
get permission,
admit it, turn it off, leave it alone, clean it up

1. If you open it, close it.
2. If you turn it on, _____
3. If you unlock it, _____
4. If you break it, _____
5. If you borrow it, _____
6. If you value it, _____
7. If you make a mess, _____
8. If you move it, _____

9. If it belongs to someone else and you want to use it, _____

10. If you don't know how to operate it, _____

Now remember to follow the rules.

Differentiated instructions

3. The story of the Little Red Riding-Hood

Your friend has taken notes about the story of the Little Red Riding Hood but he / she has mixed them up and has forgotten to write the end. Read the notes, put them in the right order and give your ending. The first one is done for you.

1. One day, Little Red Riding Hood decided to go her Grandma's house because she was ill.

The wolf went to grandma's house.

In the wood, she met a big wolf and talked to him.

He slipped into grandma's bed and waited for the little girl.

The little girl made her way through the wood and stopped to pick up some strawberries for her grandmother.

The wolf jumped out of bed and swallowed the little girl, too.

A hunter looked through the window and saw the large wolf, with a fat full tummy, sleeping in Grandma's bed.

The wolf came into the room and swallowed the old lady.

"Got you at last!" the hunter shouted and he

One day, Little Red Riding Hood decided to go her Grandma's house because she was ill. _____

“Got you at last!” the hunter shouted and he _____

UNIT 9 Earth Day everyday!



1. Lions

You have found information about lions on the Internet. Read it and inform your class about lions by writing a report. You can add photos or drawings in it. The notes below will help you.

A lion is a very powerful animal. It is related to the cat family. Most people are afraid of lions because of their big roar and their teeth. Lions can live in cool or warm places. Some lions live in the woods, grassy plains, and places where there is a lot of food. In the ancient times, lions lived in Europe, in the Middle East, India, and much of Africa. Lions are very strong but not very fast animals. Male lions are the only cats with manes. Male lions look bigger because of their manes. Lions are called “The King of Beasts”. They are also called the “King of the Jungle”. Lions do not allow strange animals to hunt in their territory and they may kill them.

Write about ...

- Where lions usually live
- Where lions lived in the ancient times
- Why people are afraid of lions
- Why a male lion looks bigger than a female lion
- Why lions are called ‘Kings’

2. Keep the beach clean!

Alternative activity

With your partner, look at the picture.
Find out what the swimmers had done before leaving the beach. Think about: empty bottles / cans, cigarette ends, plastic bags, etc.

Example:
Swimmers had thrown empty bottles in the litter bin before they left.



3. A Project: Save the environment!

ALTERNATIVE PROJECT ABOUT THE ENVIRONMENT
(instead of project on pp.91)

A. Draw a picture or make a poster. Show some of the ways the air or water is polluted.

Show the results of pollution on animals / plants / people. Give a title to your work.

B. Discuss with your family about the things you throw away (batteries, chemicals, detergents, old gadgets etc.) Suggest ways you can protect the environment.

C. Finally, present your ideas in class and display your works on your classroom walls.

UNIT 10 Time for fun

1. Eight below

Your friend Kate is interested in going to the cinema to see the film 'Eight Below' but she doesn't know much about it. Look at the back of your book pp. 143-6 and

find information about the story and the reviews. You may use adjectives ending in -ing /-ed to describe it. Now send an e-mail to Kate explaining what the film is about. Start like this:

Dear Kate,
I have seen Eight Below.
It is about two Antarctic explorers who ...
It's a/an -ing story...

2. Which film? Make a movie riddle using the following clues. Read the riddle to the class and let your classmates guess the film.

Title _____ (keep it secret)

CLUES: a. It's a... (genre), b. It takes place in..., c. (Who) is in it., d. It's about..., e. In the end...

EXAMPLE CLUES:

a. It's an animated comedy.

b. It takes place in Central Park Zoo in New York and in the jungle of Madagascar

c. The voices of Ben Stiller, Chris Rock, David Schwimmer, Jada Pinkett Smith, Sacha Baron Cohen, Cedric the Entertainer and Andy Richter are heard in it.

d. It's about four zoo animals that find themselves in the wild jungle of Madagascar and don't know how to take care of themselves.

e. In the end .

TITLE: Madagascar

3. Signs

Where can you see the following signs? Match **A** with **B**:

A	B
Tickets are sold here.	Hotel
Audience is requested to have their mobiles switched off.	Beach
Breakfast is served between 7-9 a.m.	Cinema box-office
Taking photos is not allowed.	Theatre
Throwing rubbish is strictly forbidden.	Museum

APPENDIX II

Resources

Resource materials

UNIT 6 Me, myself and my future job

p. 14: Lesson 1 - 3D (Looking for a job)

TEMPORARY PART TIME HOTEL RECEPTIONIST

We are looking for a part time hotel receptionist to work for approx 2 weeks:

3-5 evenings a week 4.00pm - 11.00pm. (Could be weekends)

To answer hotel telephone, to check clients in and out & take payment for the rooms.

Live in position

PRACTICE NURSE

There is an opportunity for a Practice nurse to work in a health centre in Manchester.

Candidates should have a post graduate Diploma and several years experience. They must show ability to work under pressure.

Excellent salary and benefits package.

To find out more please contact Anthony Reilly at Medacs International at **02074387200** or Anth.reil@medacs.com

PRIMARY SCHOOL TEACHER

Our dynamic and well organized school is looking for a primary school teacher for September start.

We are happy to interview not qualified teachers and teachers that are more experienced as well. The support at the school is fantastic and the facilities are excellent.

If you are interested, please email your CV to

sleth@prot.-teachers.com

or call 020 8203 0860.

SWIMMING INSTRUCTORS

Do you love working with people?

Are you a great team player?

Do you have loads of energy and enthusiasm?

Do you enjoy teaching swimmers of all ages, helping our members to learn to swim in a fun and caring way?

Then contact

**Cannons Swimming School
in Reading**

We are looking for swimming teachers to work in our new swim school pool. You need to be qualified and have experience in teaching both adults and children.

UNIT 7 Share your experiences

p. 43 Lesson 2 -Practice A. PAIR WORK

PUPIL A

When / born?

When / start? How long ... training?

How many Olympic Games / participate?

How many Olympic medals / win?

How long / be an Olympic champion?

p. 34: Lesson 1 - Reading D

(Why is Ian Thorpe retiring?)

November 21, 2006

Australia's greatest Olympian Ian Thorpe has announced his retirement from competitive swimming. The five-time Olympic gold medallist, and multiple world record holder, has told the audience at a press conference in Sydney that he is quitting the pool at the age of 24.

He told today of the dizzying heights and setbacks that marked his career as he announced that he is stopping his professional swimming career.

He said swimming was no longer at the top of his priority list, saying there were other things more important in his life. Thorpe said he made the decision on Sunday shortly after deciding he would not compete at next year's world championships in Melbourne. "As of 2:53 on Sunday afternoon I decided I would not be swimming the world championships again," Thorpe said. "I also made a very difficult decision that day that I am actually going to discontinue my professional swimming career..."

From

<http://www.smh.com.au/articles/2006/11/21/1163871376986.html>

p. 38: Lesson 1 - Practice C: BINGO

broken a bone	won a competition	sung karaoke	slept in a tent
NAME: _____	NAME: _____	NAME: _____	NAME: _____
Been on a plane	done volunteer work	climbed a tree	gone surfing
NAME: _____	NAME: _____	NAME: _____	NAME: _____
played hopscotch	eaten Chinese food	kept a dog as a pet	been to a theater
NAME: _____	NAME: _____	NAME: _____	NAME: _____
cheated on an exam	ridden a horse	done skateboarding	swum in a pool
NAME: _____	NAME: _____	NAME: _____	NAME: _____

**p. 43: Lesson 2 - Practice A. PAIR WORK
PUPIL B**



NAME	Konstantinos Fykas
DATE OF BIRTH	25 Jan 1981
STARTED SWIMMING	4 years old
OLYMPIC GAMES	3 (Atlanta 1996, Sydney 2000, Athens 2004)
OLYMPIC MEDALS	5 (2 gold, 3 silver)
OLYMPIC CHAMPION	Since 1996

UNIT 9 Earth Day everyday

pp. 87: Lesson 2 - Practice A. PAIR WORK

PUPIL B

QUESTIONS:

Where do wolves live?

What do they look like?

Why are they endangered animals?

INFORMATION about BEARS:

BEARS are usually darkish brown but they can vary from very light cream to black. They have a large body, powerful limbs, dense fur and a short tail. Despite their large size, bears are extremely fast. Bears live in North America, South America, Europe, and Asia, where they occupy a wide range of habitats, including mountains, forests, and Arctic wilderness. They dine on insects, fruits, nuts, fish and small animals. Bears are endangered species because people hunt them and they take over their habitat.

pp. 90-91: Lesson 3 -Project A. A Play

The Awful 8: The Play (A play about eight major air pollutants)

Setting: In front of the Environmental Protection Agency (EPA) building. The air pollutants are picketing the EPA. Some carry picket signs with phrases such as “Dirty Air! Let’s Keep It That Way,” “Down with the Clean Air Act” and so on. TV reporters Connie Lung and Harry Wheezer are at center stage. In turn, each pollutant comes over to be interviewed, while the other pollutants continue to picket in the background.



<http://www.esi.utexas.edu/outreach/gk12/docs/lessons/eight.pdf>

Connie: Hi! I'm Connie Lung.

Harry: And I'm Harry Wheezer. We're here at the Environmental Protection Agency to cover a late-breaking story. Eight of the world's worst air pollutants are picketing the EPA to protest against clean-air legislation.

Connie: In tonight's special report, we'll give you the scoop on where these pollutants come from and the ways they can hurt people and other living things.

Harry: Our first interview is with the Particulates. (Particulates walk over, carrying signs and chanting.)

Particulates: Dust, soot and grime. Pollution's not a crime
Soot, grime and dust, The EPA's unjust!

Connie: (coughs) So—you're the Particulates.

Particulates 1(Soot): Yeah- I'm Soot, this is Grime and this is Dust. **Harry:** You guys are those tiny bits of pollution that make the air look really dirty?

Grime: Yeah! Some of us are stirred up during construction, mining and farming. (throws some dirt in air).

Soot: But most of us get into the air when stuff is burned-- like gasoline in cars and trucks or coal in a power plant and even wood in a wood- burning stove!

Dust: And we just love to get into your eyes and make them itch and make your throat hurt and...

Grime: (interrupts) Come on, Dust, quit bragging! We gotta get back to the picket line. (Particulates return to picket line. Carbon Monoxide sneaks up behind Harry.)

Harry: Let's introduce the folks at home to our next pollutant, Carbon Monoxide. Hey, where did he go? Oh, there you are! Pretty sneaky, Carbon Monoxide!

Carbon Monoxide: Yeah, sneaking up on people is what I do best. I get into the air when cars and trucks burn fuel inefficiently -- but you can't see or smell me.

Connie: Then how can we tell when you're around?

Carbon Monoxide: You'll find out when you breathe me in! I can give you a bad headache and make you really tired. (gives an evil laugh)

Harry: (yawns) Oh-- I see what you mean. Thanks for talking with us Monoxide. (yawns again) (Carbon Monoxide returns to picket line.)

Connie: (checking notes) Next we'd like you to meet some of the most dangerous air pollutants—The Toxins. (Toxins walk over, carrying signs and chanting.)

Harry: You Toxins are made up of all kinds of poisons. How do you get into the air?

Toxins 1: Hey, man, we come from just about everywhere. Chemical plants, dry cleaners, oil refineries, hazardous-waste sites, paint factories...

Toxins 2: Yeah, and cars and trucks dump a lot of us into the air too. You probably don't know it, but gasoline is loaded with us toxins.

Toxins 3: Wow, that's for sure. There's benzene, toluene- all kinds of great stuff in gas.

Connie: Scientists say you cause cancer and other kinds of diseases. What do you think of that?

Toxins 4: They can't prove a thing!

Toxins 5: That's why we're here-- to make sure you people don't pass any more laws that might keep us out of the air. C'mon, Toxins-we're outta here! (Toxins return to picket line. Sulphur Dioxide walks over.)

Connie: Next we'd like you to meet Sulphur Dioxide.
(Turns to face Sulphur Dioxide) I understand you just blew in from the Midwest.

Sulphur: Hey, I wouldn't miss this for all the pollution in New York City!

Harry: I'm sure the folks at home would like to know how you get into our air.

Sulphur: Well, heck, don't they read the newspapers? I've been making the front page at least once a week! Most of the time, I shoot out of smokestacks when power plants burn coal to make electricity.

Connie: And what kinds of nasty things do you do?

Sulphur: Nasty—that's me! (snickers) I think it's cool to make it hard for some people to breathe. And I can make trees and other plants grow more slowly. But here's the most rotten thing I do: When I get way up into the air, I react with oxygen in water in the sky, and presto! You get acid rain! (sprays water at audience)

Harry: Acid rain is a big problem. It can hurt or kill fish and other animals that live in lakes and rivers and some scientists think it makes trees sick. Acid rain can even eat away at statues and buildings.

Sulphur: (proudly) That's right. Hey, I can even travel a long way to do my dirty work. If I get pumped out of a smokestack in Ohio, I can ride the wind for hundreds of miles and turn up as acid rain in Vermont! **Connie:** I sure hope we can get rid of you soon, Sulphur Dioxide!

Sulphur: Good luck, guys! I gotta do some more picketing before I catch the next east wind!
(Sulphur Dioxide returns to picket line. Nitros walk over.)

Harry: (to the audience) He's really rotten!

Nitros: (all together) You think Sulphur Dioxide is rotten? You haven't met us!

Connie: You must be the Nitrogen Oxides.

Nitro 1: Just call us the Nitros for short. (turns to audience) Give me an "N"!

Audience and other Nitros respond: "N"!

Nitro 2: Give me an "I"!

Audience and other Nitros respond: "I"!

Nitro 3: Give me an "T"!

Audience and other Nitros respond: "T"!

Nitro 4: Give me a "R"!

Audience and other Nitros respond: "R"!

Nitro 5: Give me an "O"!

Audience and other Nitros respond: "O"!

Nitro 1: What's that spell?

Audience and other Nitros: NITRO! **Nitro 2:** What's that mean?

Other Nitros: DIRTY AIR!

Harry: Hey, I didn't know pollutants could spell.

Nitro 4: Very funny, Harry.

Connie: So, how do you Nitros get into the air?

Nitro 5: We get airborne when cars, planes, trucks and power plants burn fuel.

Harry: And what happens once you're in the air?

Nitro 1: We can make people's lungs hurt when they breathe-- especially people who already have asthma.

Nitro 2: And, like Sulphur Dioxide, we react with water in the air and form acid rain.

Nitro 3: But we also make another form of pollution. And here she is-- BAD OZONE! (Bad Ozone waves and walks over. Nitros return to picket line.)

Bad Ozone: Well, my friends, the Nitros, pour into the air, they get together with some other pollutants. As the sun shines on all these lovely pollutants, it heats them

up—and creates me, Bad Ozone. And where there's ozone, there's smog.

Harry: (to audience) Smog contains a lot of ozone.

Connie: That's right, Harry. And smog can really make city life miserable. It can make your eyes burn, your head ache and it can damage your lungs.

Harry: But what I want to know is, if ozone is so bad, why are people worried about holes in the ozone layer? (Good Ozone walks in from offstage.)

Good Ozone: That low-level ozone is my rotten twin sister—she's just a good gas turned bad! I'm the good ozone that forms a layer high above the Earth. I help absorb the harmful rays of the sun.

Bad Ozone: (nastily to Good Ozone) So what are you doing here, sis?

Good Ozone: I'm here to support the clean air laws. If certain chemicals keep getting pumped into the atmosphere, I'll disappear. And without me, the harmful rays of the sun will kill some kinds of plants and give many more people skin cancer and eye disease!

Harry: But what kinds of chemicals are making you disappear?

Good Ozone: It's those terrible CFCs! (CFCs walk over from picket line.)

CFC 1: Hey, we're not so bad!

People have used us CFCs in coolants for refrigerators and air conditioners for your home and car.

CFC 2: So what if we destroy a little bit of ozone? There's enough to last for years!

CFC 3: Yeah- who needs ozone anyway?

Good Ozone: People do! Tell them what else you CFCs are doing!

CFC 4: What's Ozone complaining about now-global warming? (EPA scientists walk in from offstage. Good and Bad Ozone walk offstage.)

Scientist 1: Excuse me, but did I just hear someone mention global warming?

CFC 2: Yeah. What do you want?

Scientist 2: We just happen to be experts on global climate change.

Connie: Are CFCs really changing the world's climate?

Scientist 1: Well, we're not positive. But over the past 100 years or so, people have been pouring gases, such as CFCs and carbon dioxide, into the air.

Scientist 2: And as they build up in the atmosphere, these gases may be acting like the glass in a greenhouse.

Scientist 1: That's right. They let the radiation from the sun in -- but they keep the heat from getting out. And this may be causing the Earth's climate to become warmer.

Harry: I've read that if the temperature goes up, sea levels may rise. Wow, some cities on the coast might be flooded some day!

Scientist 1: Well, nice talking with you all, but we've got to do some more research so that we can really nail these pollutants. (Points to CFCs. CFCs give scientists a dirty look, stick out tongues. Scientists walk offstage.)

CFC 1: Hey, we're not even the biggest cause of global climate change. You gotta talk to another of the big pollutants about that.

Harry: (checks notes) There's only one other pollutant on the list: Carbon Dioxide. (CFCs return to picket line. Carbon Dioxide 1 and 2 walk over.)

Dioxide 1: Did we hear you mention our name? We aren't really a bad gas, in the right amount. About a

hundred years ago, there was just the right amount of us in the air.

Dioxide 2: But then people started burning more and more things -- they built power plants that burn coal, and cars and trucks that burn gasoline. And they started cutting down and burning forests! Every bit of that burning releases extra amounts of us into the air.

Dioxide 1: As more and more of us got into the air, people started saying that the Earth was warming up-- because of us!

Dioxide 2: Yeah-- as if it's our fault! (to audience) The reason you're in such a mess is because you use so much fuel and cut down so many trees!

Connie: You're right, Carbon Dioxide. Maybe we should be doing a special report on people--we're the ones who are really causing most air pollution.

Harry: But people can change! (turns to audience) How about you? Can you think of some ways that people can help fight air pollution? (Audience responds with ideas, such as driving cars less, using less electricity, conserving forests, planting trees and so on.)

Connie: And that's the end of our special report. The bottom line? These air pollutants are a pretty tough bunch-- but people help create many of them, and people can reduce the amounts that are in our atmosphere. Thank you and good night.

Pollutant curtain call.

The End.

Acknowledgments

Lois Myers, Stephen F. Austin University Nacogdoches
TES Course, 1994; Pollution: Let's Clean Up Our Act,
[National Wildlife Federation](#), 8925 Leesburg Pike,

Vienna, Virginia, 22184, 1-800-822-9919, the Environmental Protection Agency's Guide to Environmental Issues and What You Can Do To Reduce Air Pollution.

p. 87: Lesson 2 - Practice A. PAIR WORK

PUPIL A

QUESTIONS:

Where does the bear live?

What does it look like?

Why is it an endangered animal?

INFORMATION about WOLVES:

WOLVES are black-grey or brown. They have powerful teeth, bushy tails, and round eyes. Their habitat is in plains or forests and their den may be a cave, or a hole in the ground. They eat small animals and birds. Wolves are becoming extinct because people regard them as dangerous animals. The fact is that few, if any, healthy wolves have attacked humans. Actually, they try to avoid them. Wolves are valuable animals in the **FOOD CHAIN**.

UNIT 10 Time for fun

**p. 103: Lesson 1 –
Practice A. PAIR WORK**



Title	War of the Worlds (2005)
Genre	Action /Adventure / Sci-Fi / Thriller
Director	Steven Spielberg
Screenplay writers	Josh Friedman, David Koepp
Actor / Stars	Tom Cruise (Ray Ferrier), Dakota Fanning (Rachel Ferrier), Justin

	Chatwin (Robbie Ferrier)
Setting / background	U.S.A., present time
Play / Story	A contemporary retelling of H. G. Wells's classic: As Earth is invaded by alien tripod fighting machines, one family fights for survival.
Reviews	A brilliantly executed movie. It is considered one of the finest disaster movies of all time.



Title	Ice Age: The Meltdown (2006)
Genre	Animation / Adventure / Comedy / Family
Director	Carlos Saldanha
Screenplay writers	Gerry Swallow, Peter Gaulke (screenplay)
Actor / Stars	Voices of: Ray Romano (Manny), John Leguizamo (Sid), Denis Leary (Diego), Queen Latifah (Ellie)
Setting / background	Prehistoric time
Play / Story	Diego, Manny and Sid return in this sequel to the hit Ice Age. This time the Ice Age is over and is starting to melt, which will destroy their valley. So they must unite and warn everyone about the situation.
Reviews	It is an impressively animated, family-friendly comedy with likeable characters and some terrific comic set-pieces, carrying an ecological message.

Title	Eight Below (2006)	
Genre	Adventure / Drama / Family	
Director	Frank Marshall	
Screenplay writers	David DiGilio (screenplay), Toshio Ishido	
Actor / Stars	Paul Walker (Jerry Shepherd), Bruce Greenwood (David McClaren), Moon Bloodgood (Katie), Jason Biggs (Charlie Cooper)	
Setting / background	The Antarctic	
Play / Story	Heavy cold forces two Antarctic explorers to leave their team of sled dogs behind as they fight for their survival.	
Reviews	A moving story of survival, friendship and adventure	

Title	The Wild (2006)	
Genre	Animation / Adventure / Comedy / Family / Fantasy	
Director	Steve 'Spaz' Williams	
Screenplay writers	Ed Decter, Mark Gibson (written by)	
Actor / Stars	Voices of: Kiefer Sutherland (Samson), James Belushi (Benny), Eddie Izzard (Nigel), Greg Cipes (Ryan), Janeane Garofalo (Bridget)	
Setting / background	New York, Africa	

Play / Story	A lion, a giraffe, an anaconda, a koala, and a squirrel discover what a jungle
	the city can be when one of their own is mistakenly shipped to the wild and they embark on a dangerous mission to rescue him.
Reviews	'The Wild' offers consistent laughs, with fresh characters and writing.

APPENDIX III

Grammar

Grammar File

UNIT 6

Modal verbs: can, may, should

FORM

+	I	can may should	ride	this bike.
-	you he she we they	cannot / can't may not should not / shouldn't	ride	this bike.
?	Can May Should	I / you he / she we / they	ride	this bike?

USE CAN: Possibility / Ability

We use can to talk about what is possible or what we are able or free to do:

EXAMPLES

She can fly a plane.

John can speak Spanish.

I cannot hear you. (I can't hear you.)

Can you hear me?

CAN, MAY: Permission

We sometimes use can to ask or give permission for something:

The use of CAN for permission is informal.

Examples

Can I leave early today? May I leave early today?

SHOULD: Advice

We sometimes use should to give advice to someone:

Example

You **should be** brave and well trained, if you want to be a lifeguard.

Simple Future

FORM

+	I You We She	will		open	the door.
				finish	before me.
-	You We She	will	not	be	at school tomorrow.
				leave	yet.
?	Will	you they		arrive	on time?
				want	dinner?

For negative sentences in the simple future tense, we contract with **won't**, like this:

I will not	I won't
you will not	you won't
he/she/it will not	he/she/it won't
we will not	we won't
they will not	they won't

USE

We use the Simple Future tense to show **prediction**, **offer**, **promise**, **warning**, **decision on the spot** and **request**.

Note that when we have a plan or intention to do something in the future, we usually use other tenses or expressions, such as the **Present Continuous tense** or **be going to**.

EXAMPLES

It will rain tomorrow. (prediction)

I'll bring it right away! (offer)

I'll fix your car tomorrow. (promise) If you don't follow my advice, **you won't get well, (warning)**

Will you bring a bottle of water? (request)

There is no bread left. **I'll go and buy some! (decision on the spot)**

be going to...

USE

We often use **be going to...**

- when we have the intention to do something **before we speak. We have already made a decision before speaking.**

EXAMPLES

I have won €1,000. I am going to buy a new TV. We're not going to see my mother tomorrow. When are you going to go on holiday?

UNIT 7

Present Perfect Simple

FORM

	subject	auxiliary verb	main verb	
+	I / You / We / They	have	played	football.
	He/ She	has	visited	Rome.
-	I / You / We / They	haven't	won	the 200 m. race.
	He/ She	hasn't	seen	ET.
?	Have	you / we / they	finished?	
	Has	he / she	done	it?

USE

We use the **Present Perfect Simple** tense to talk about **past activities**, which we are not interested in when they happened. We only want to know if they happened.

EXAMPLES

I have seen ET.

He has lived in Paris.

Have you visited Rome?

They have never broken a world record.

NOTE: If we are interested in

When an action happened we use Simple Past tense.

Example: Ian Thorpe *won* the 400 m freestyle in 2004

Athens Olympics.

Present Perfect Continuous

FORM

+	I / You	have	been	waiting	for one hour.	
	He / She	has		talking	too much.	
-	It	has		not	raining	
	We	have			playing	football.
?	Have	you		seeing	her?	
		they		doing	their homework?	

We use for to talk about a period of time. (for 5 minutes/ 2 weeks/ 6 years)

We use since to talk about a point in past time. (since 9 o'clock/ 1st January/ Monday)

USE

We use the Present Perfect Continuous

- to talk about an action that started in the past and has just stopped. There is usually a result now.
- to talk about an action that started in the past and is continuing now. This is often used with for or since.

EXAMPLES

I have been reading for 2 hours.

[I am still reading now.]

We've been studying since 9 o'clock. [We're still studying now.]

How long have you been learning English? [You are still learning now.]

We have not been watching TV. [And we are not watching TV now.]

He has broken many records since he was 14. [He is still breaking records.]

UNIT 8

Conditional Sentences

FORM

	IF-clause	Result clause
Type 1	Simple Present tense	will, can, must, + bare infinitive or imperative
Type 2	Simple Past tense	would + bare infinitive

USE

We use **Type 1 Conditional Sentences** to show that something is possible to happen in the present or future.

We use **Type 2 Conditional Sentences** to show that something is very unlikely to happen in the present or future.

This kind of sentences often expresses a wish or advice.

EXAMPLES

Type 1

If you choose to attend this excellent musical, you will learn the importance of personal safety, proper diet, and good health.

If you like Greek folk music, register for this event.

If you want to learn about other cultures, you can attend the dances from Peru.

Type 2

If I won a lot of money, I would (I'd) buy a lot of CD's.

If I were you, I'd pay back all the money I owe.

NOTE: When we use Type 2 Conditional we prefer to use **were** instead of **was**.

UNIT 9

Past Perfect

FORM

+	I You He	had	finished	work.
			stopped	before me.
-	She We	hadn't	gone	to school.
			left.	
?	Had	you	arrived?	
		they	eaten	dinner?

USE

We use the Past Perfect tense to talk about an action that happened in the past before another action. This is 'the past in the past'.

EXAMPLES

The tide had washed up thousands of starfish, when he arrived.

They were hungry. They had not eaten for five hours.

I didn't know who he was. I had never seen him before.

"Mary wasn't at home when I arrived." "Really?"

Where had she gone?"

Clauses of result / reason

The clauses of result express the result of an action or a situation. They start with ...so and ...as a result.

EXAMPLES

People have built a lot of hotels near the beach so baby turtles head for the lights of the hotels.

People have built a lot of hotels near the beach and as a result, baby turtles head for the lights of the hotels.

The clauses of reason tell us why something happens or exists. They start with ..because, ..because of and ...as.

EXAMPLES

Fishermen kill them because they destroy their fishing nets. They lose their habitat because of tourism. The Mediterranean seal symbolizes the health of the sea, as it can only live in clean non polluted waters.

UNIT 10

Passive Voice - Simple Present Tense

FORM

We form the Simple Present Passive with the verb **to be** in the right form and the Past participle of the main verb.

Simple Present of verb 'to be'	past participle of main verb
↓	↓
am is are	used/ washed/ finished/ written/ done etc.

USE

We use the Passive Voice when we are more interested in the action than in who is responsible for it (agent). When we want to mention who does the action the word **by** comes before it. We also use Passive Voice in notices and signs.

EXAMPLES

The young Bond is presented as a tall and scruffy teenager.

The young Bond books are written by Charlie Higson.

Smoking is forbidden.

Tickets are sold out.

APPENDIX IV

Irregular Verbs

Infinitive	Past Simple	Past Participle
be	was/were	been
begin	began	begun
blow	blew	blown
break	broke	broken
bring	brought	brought
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
fight	fought	fought
fly	flew	flown
forget	forgot	forgotten
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hide	hid	hidden

know	knew	known
lead	led	led
learn	learnt	learnt
leave	left	left
light	lit	lit
lose	lost	lost
read	read	read
ride	rode	ridden
ring	rang	rung
run	ran	run
say	said	said
see	saw	seen
shake	shook	shaken
sing	sang	sung
sit	sat	sat
smell	smelt	smelt
speak	spoke	spoken
steal	stole	stolen
stand	stood	stood
swim	swam	swum
take	took	taken
teach	taught	taught
throw	threw	thrown
wake	woke	woken
wear	wore	worn
write	wrote	written

APPENDIX V

VOCABULARY LIST

UNIT 6

ME MYSELF AND MY FUTURE JOB

ability	aisles
air traffic controller	area
artistic	equipment
attention	facilities
biology	foreign languages
brave	goggles
candidate	hair dresser
car mechanic	handle
care for	independently
career	jewellery designer
cheerfulhome	knowledge
economics	lab
chemistry	lifeguard
communication	loads
compassionate	location
construct	machinery
co-ordination	nurse
create	nutrition
creative	occupation
dexterity	perm
dryer	precious stones
earrings	prevent
ecologist	profession
razors	speech
require	straighten
responsible	stressful
ring	tamper

safety rules

schedule

scissors

self-assessment

self-confident

shift

skill

team

tool

variety

volunteer

weather forecast

well trained

UNIT 7

SHARE YOUR EXPERIENCES

accomplishment

achievement

among

antiquity

backstroke

beat

billion

board

breaststroke

butterfly

captivate

champion

comedy

compare

compete

competition

imagination

long running

movie

musical

nickname

originally

packed audience

Paralympics

composer

contest

destination

dominate

drama

earn

entertainment

event

exceptional

freestyle

ferret

figure

gold medal

habit

holder

hot-air-balloon

production

recycling bank

relay team

review

revive

sanctuary

simultaneously

skewer

pet
post-show

success
witness

UNIT 8

BLOW YOUR OWN TRUMPET

adaptation
allowance
approximately
artist
attendsinger
background
band
bill
educational
fairy tale
folk music
forgive
generation
guitar
handouts
harmony
income
inspire
instructor
instrument
instumental
intelligent
length
look forward to
lyrics
melody
millionaire
oboe
originate

brochure
chaperones
chore
chorus
consumer
dazzling
downtown
drum
passionate
percussion
performance
perform
persuade
pester
pocket money
provide
register
research
reservation
rhythm
simply
source
stage
string
toiletries
trumpet
trust
venue
verse

owe
vocal
waste
wealthy

violin
wedding
wind
wolf

UNIT 9

EARTH DAY EVERYDAY

acid rain
become extinct
bend
breath
cancer
carbon monoxide
celebrate
chemical plant
chimney
coal
cover
destroy
disappear
disease
disturb
dry cleaner
pollution
protect
quit
rough
rubbish
save
shore
stare at
starfish

cause
dump
endangered

environment
environmental
fuel
get rid of
habitat
head for
industrial
lay eggs
nod
ocean
poison
pollutant
sulphur dioxide
tide
toxic waste
toxin
truck
turtle
wash up
weigh

species

UNIT 10

TIME FOR FUN

acne
actor
allow
approve
award
bestseller
bored
breaking news
chance
expertise
forbidden
gain
genre
hit the shelves
illustration
messy
mission
mop
moving
nasty
novel
permit

character
creator
critic
crooked
develop
direct
drawing
evil
experiment
plot
request
screenplay
scruffy
setting
slightly
sold out
sophisticated
spy
switch on/off
title
viewer

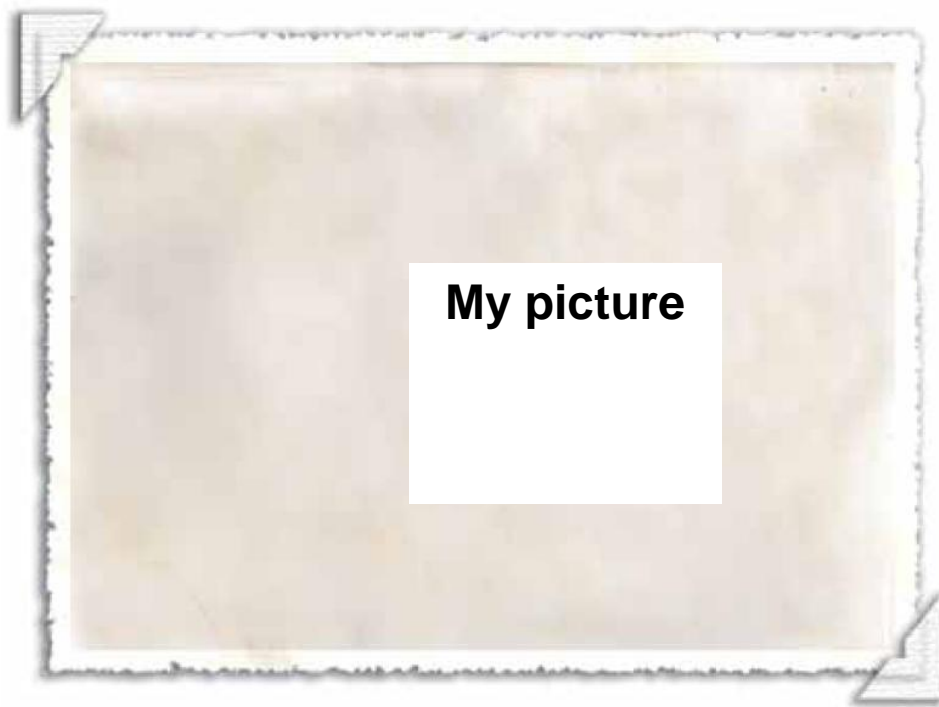
My portfolio by



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Evaluation	
What I have learnt so far	
My weak points, my strong points	



My picture

All about me

MY NAME: _____

My nickname: _____

MY SCHOOL _____

MY CLASS: _____

MY BIRTHDAY: _____

MY PHONE NUMBER: _____

MY ADDRESS: _____

MY ENGLISH TEACHER:

Mr/Ms _____

WHAT KIND OF LEARNER I AM: Tick ✓ what suits you.

I learn new words better when I...

translate them in Greek.....

see or draw pictures of them.....

write sentences with them.....

play games with them

I enjoy my English lesson more when I work...

on my own.....

with another pupil.....

in a group

I enjoy my English lesson more when I...

Do listening activities.....

read English texts.....

speak English with my classmates.....

write things in English

**When I need help with English,
I prefer to...**

ask my teacher

ask a friend in class

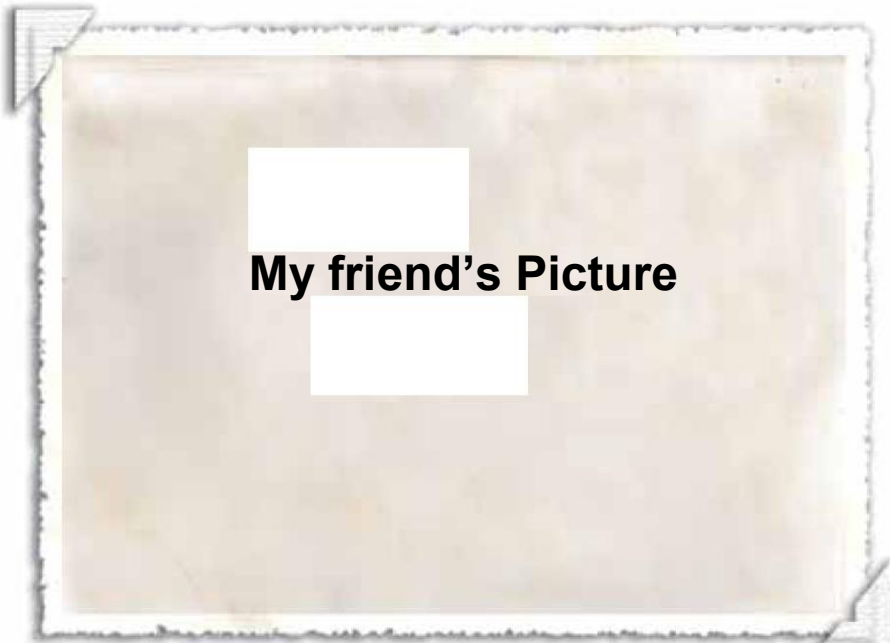
look it up and find out myself.....

When I make mistakes I...

want my teacher to correct them

don't want my teacher to correct
all the mistakes.....

want my classmates to check my work.....



All about my Friend

HIS/HER NAME: _____

HIS/HER NICKNAME: _____

HIS/HER SCHOOL: _____

HIS/HER CLASS: _____

HIS/HER BIRTHDAY: _____

HIS/HER PHONE NUMBER: _____

Describe your friend:

Με απόφαση της Ελληνικής Κυβέρνησης τα διδακτικά βιβλία του Δημοτικού, του Γυμνασίου και του Λυκείου τυπώνονται από τον Οργανισμό Εκδόσεως Διδακτι-κών Βιβλίων και διανέμονται δωρεάν στα Δημόσια Σχολεία. Τα βιβλία μπορεί να διατίθενται προς πώληση, όταν φέρουν βιβλιόσημο προς απόδειξη της γνησιότητάς τους. Κάθε αντίτυπο που διατίθεται προς πώληση και δε φέρει βιβλιόσημο, θεωρείται κλεψίτυπο και ο παραβάτης διώκεται σύμφωνα με τις διατάξεις του άρθρου 7, του Νόμου 1129 της 15/21 Μαρτίου 1946 (ΦΕΚ 1946, 108, Α΄).



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