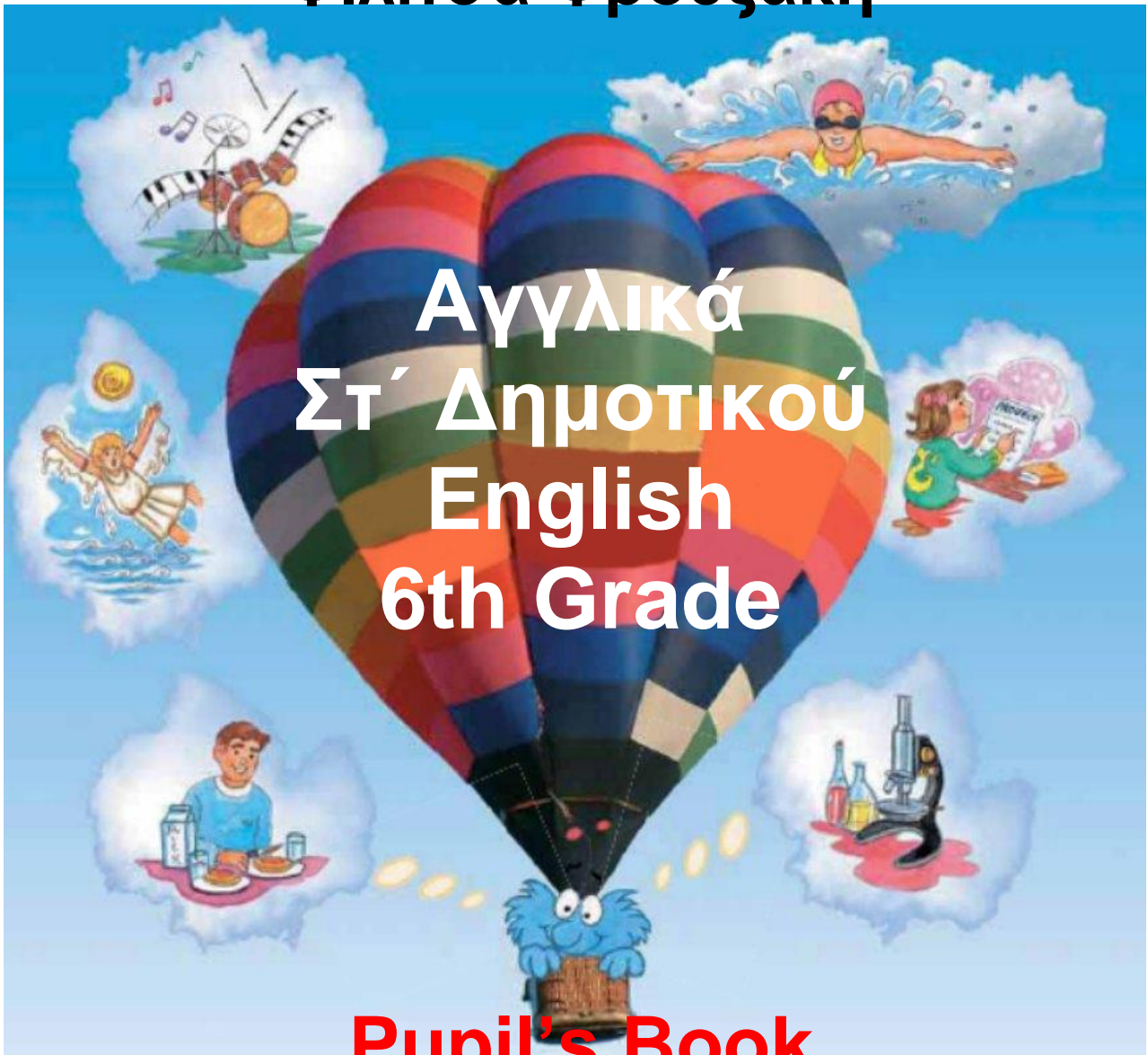


**ΥΠΟΥΡΓΕΙΟ ΕΘΝΙΚΗΣ ΠΑΙΔΕΙΑΣ  
ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ  
ΠΑΙΔΑΓΩΓΙΚΟ ΙΝΣΤΙΤΟΥΤΟ**

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



**Αγγλικά  
Στ' Δημοτικού  
English  
6th Grade**

**Pupil's Book  
Τόμος 3ος**



# **ΑΓΓΛΙΚΑ ΣΤ' ΔΗΜΟΤΙΚΟΥ**

**Βιβλίο μαθητή**

**Τόμος 3ος**

**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***

**συγχρηματοδοτούμενο 75% από το**

**Ευρωπαϊκό Κοινωνικό Ταμείο και 25%**

**από εθνικούς πόρους.**

## 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**  
**Αποφ. 16158/6-11-06 και**  
**75142/Γ6/11-7-07 ΥΠΕΠΘ**

**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 3ος**





## **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.**



**Do you remember?**

# Grammar Box



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

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



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

### C. Study these examples:

#### Present Perfect Simple

Action		Time
Ian Thorpe	<b>has dominated</b>	the 400m freestyle.
		<b>X</b>

#### Past Simple

Action		Time
Ian Thorpe	<b>won</b>	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?

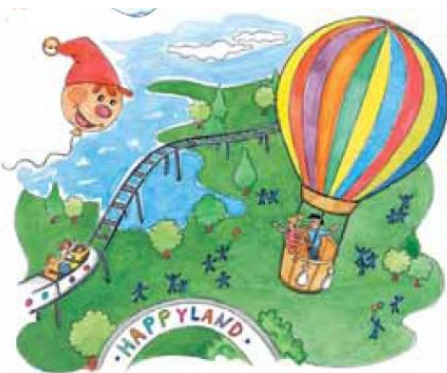
Yes, I  
have.  
/ No, I  
haven't



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!**

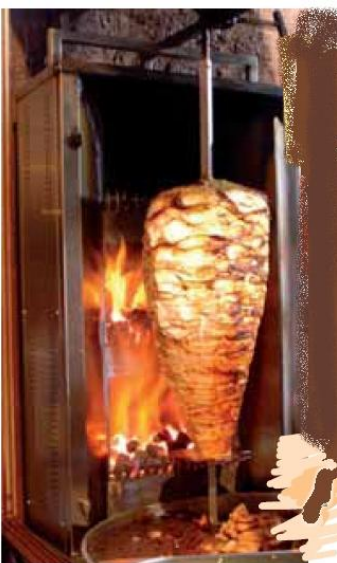
## **Lesson 2**    **Top Stories** **on the Radio**

### **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, (τ.2ος) p.98 .**

**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 kebap**

- a. with his 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**

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



**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	<b>have been</b>	<b>boarding</b>	<b>since Tom was/you were/ we were nine.</b>
He/she	<b>has been</b>	<b>cooking it</b>	<b>since early in the morning.</b>

## Negative

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

## Question

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

## PRESENT PERFECT SIMPLE:

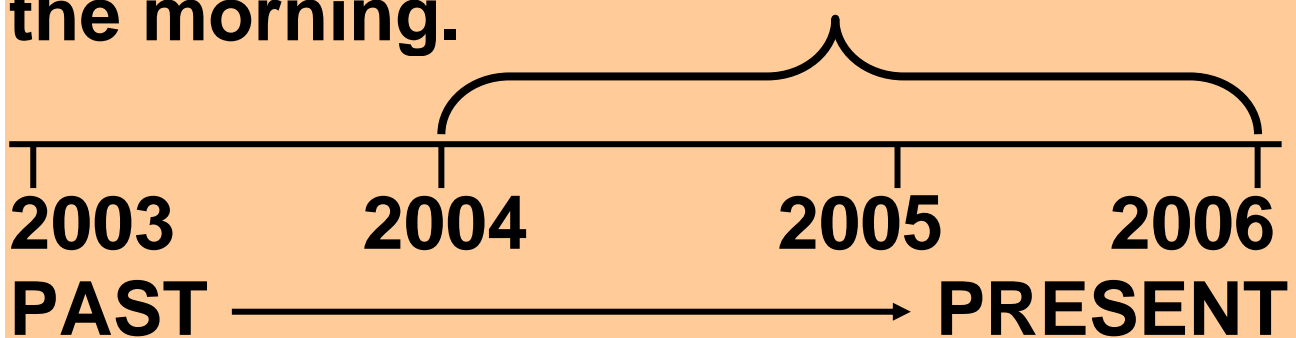
I **have had** this habit **for** two years.

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.**

**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. 104 information.

##### **Pupil B**

You are the famous Paralympics champion Konstantinos Fykas. Look at pp.107-108 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
<b>I have eaten 5 ice creams in an hour.</b>	<b>They were Vanilla flavour; delicious!</b>

## 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

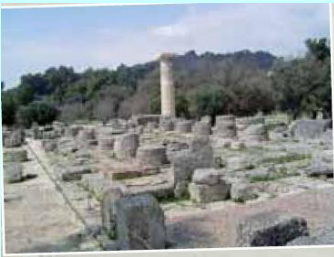
b. since 18th March

[ \_\_\_ / 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. 122 Workbook (τόμος 2ος)

[ \_\_\_ / 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
<b>If you choose</b> to attend this excellent musical,	<b>you will learn</b> the importance of personal safety, proper diet, and good health.
<b>If you like</b> Greek folk music,	<b>register</b> for this event.
<b>If you want</b> to learn about other cultures,	<b>you can attend</b> 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**  
**imperative**

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
<b>If I got</b> me a wealthy man,	<b>I wouldn't have</b> to work at all.
<b>If I won</b> a lot of money,	<b>I would (I'd)</b> buy a lot of CD's.
<b>If I were</b> you,	<b>I'd spend</b> 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:**

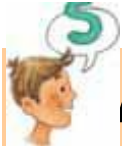
**If + \_\_\_\_\_ → would + bare infinitive**

**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.**

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

## **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?**



**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**

**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**

**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**

**2. write**

**3. attend**

**4. play**

**5. blow**

**6. sing**

**a. a trombone**

**b. an instrument**

**c. lyrics**

**d. a music event**

**e. a song**

**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 instruments .....
- a letter to an advice page of a magazine.....



# APPENDIX I

## IT'S YOUR CHOICE!

### Differentiated instructions

#### 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.30-33 in your Workbook (τ. 2ος).**

### **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**

**Pyrros 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.beiinq2008.cn/spirit/beiinq2008/>

## 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 χρονιάς 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.78

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 _____	<input type="checkbox"/>
doctors / medicine _____	<input type="checkbox"/>
transportation _____	<input type="checkbox"/>
books _____	<input type="checkbox"/>
rent _____	<input type="checkbox"/>

**Now compare with your class list on pages 77-79.**

## **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, eave 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 \_\_\_\_\_**

# APPENDIX II

## Resources

Resource materials

### UNIT 7 **Share your experiences**

**p. 34: 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. 17: 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. 24: Lesson 1 - Practice C:  
BINGO**

<b>broken a bone</b>	<b>won a compe- tition</b>	<b>sung karaoke</b>	<b>slept in a tent</b>
<b>NAME:</b> _____	<b>NAME:</b> _____	<b>NAME:</b> _____	<b>NAME:</b> _____
<b>been on a plane</b>	<b>done volunteer work</b>	<b>climbed a tree</b>	<b>gone surfing</b>
<b>NAME:</b> _____	<b>NAME:</b> _____	<b>NAME:</b> _____	<b>NAME:</b> _____

<b>played hop-scotch</b>	<b>eaten Chinese food</b>	<b>kept a dog as a pet</b>	<b>been to a theater</b>
<b>NAME:</b> _____	<b>NAME:</b> _____	<b>NAME:</b> _____	<b>NAME:</b> _____
<b>cheated on an exam</b>	<b>ridden a horse</b>	<b>done skateboarding</b>	<b>swum in a pool</b>
<b>NAME:</b> _____	<b>NAME:</b> _____	<b>NAME:</b> _____	<b>NAME:</b> _____

**p. 34-35: Lesson 2 - Practice A.**  
**PAIR WORK**  
**PUPIL B**

<b>NAME</b>	<b>Konstantinos Fykas</b>
<b>DATE OF BIRTH</b>	<b>25 Jan 1981</b>
<b>STARTED SWIMMING</b>	<b>4 years old</b>
<b>OLYMPIC GAMES</b>	<b>3 (Atlanta 1996, Sydney 2000, Athens 2004)</b>

<b>OLYMPIC MEDALS</b>	<b>5 (2 gold, 3 silver)</b>
<b>OLYMPIC CHAMPION</b>	<b>Since 1996</b>

# APPENDIX III

# Grammar

## Grammar File

### UNIT 7

## Present Perfect Simple

### FORM

	<b>subject</b>	<b>auxiliary verb</b>	<b>main verb</b>	
+	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

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

### 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.**

# APPENDIX V

## VOCABULARY LIST

### UNIT 7

### SHARE YOUR EXPERIENCES

accomplishment	composer
achievement	contest
among	<b>destination</b>
<b>antiquity</b>	dominate
backstroke	drama
beat	earn
billion	entertainment
board	event
breaststroke	exceptional
butterfly	freestyle
captivate	ferret
champion	figure
comedy	gold medal
compare	habit
compete	holder
competition	hot-air-balloon

imagination  
long running  
movie  
musical  
nickname  
originally  
packed audience  
Paralympics  
pet  
post-show

production  
recycling bank  
relay team  
review  
**revive**  
**sanctuary**  
simultaneously  
skewer  
success  
witness

## **UNIT 8**

### **BLOW YOUR OWN TRUMPET**

adaptation  
allowance  
approximately  
artist  
attendsinger  
background  
band  
bill

brochure  
chaperones  
chore  
chorus  
consumer  
dazzling  
downtown  
drum

**educational  
fairy tale  
folk music  
forgive  
generation  
guitar  
handouts  
harmony  
income  
inspire  
instructor  
instrument  
instrumental  
intelligent  
length  
look forward to  
lyrics  
melody  
millionaire  
oboe  
originate  
owe**

**passionate  
percussion  
performance  
perform  
persuade  
pester  
pocket money  
provide  
register  
research  
reservation  
rhythm  
simply  
source  
stage  
string  
toiletries  
trumpet  
trust  
venue  
verse  
violin**

**vocal**  
**waste**  
**wealthy**

**wedding**  
**wind**  
**wolf**





**Με απόφαση της Ελληνικής Κυβέρνησης τα διδακτικά βιβλία του Δημοτικού, του Γυμνασίου και του Λυκείου τυπώνονται από τον Οργανισμό Εκδόσεως Διδακτικών 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').**



***Απαγορεύεται η αναπαραγωγή  
οποιοδήποτε τμήματος αυτού του  
βιβλίου, που καλύπτεται από δικαιώματα  
(copyright), ή η χρήση του σε  
οποιαδήποτε μορφή, χωρίς τη γραπτή  
άδεια του Παιδαγωγικού Ινστιτούτου.***