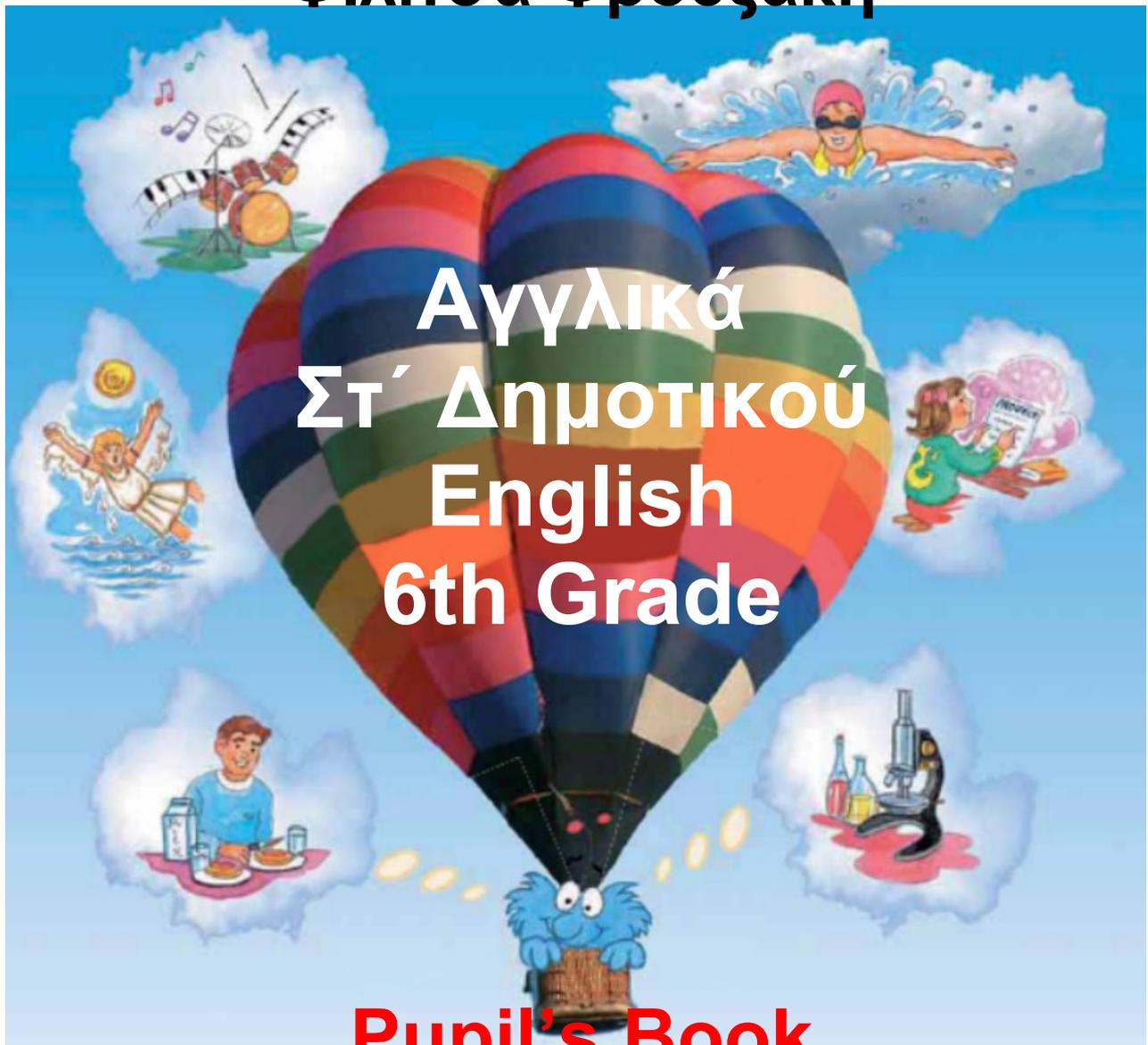


**ΥΠΟΥΡΓΕΙΟ ΕΘΝΙΚΗΣ ΠΑΙΔΕΙΑΣ
ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ
ΠΑΙΔΑΓΩΓΙΚΟ ΙΝΣΤΙΤΟΥΤΟ**

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



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

**Pupil's Book
Τόμος 4ος**

ΑΓΓΛΙΚΑ ΣΤ΄ ΔΗΜΟΤΙΚΟΥ

Βιβλίο μαθητή

Τόμος 4ος

**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
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**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 4ος

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.



WHAT IS EARTH DAY?



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



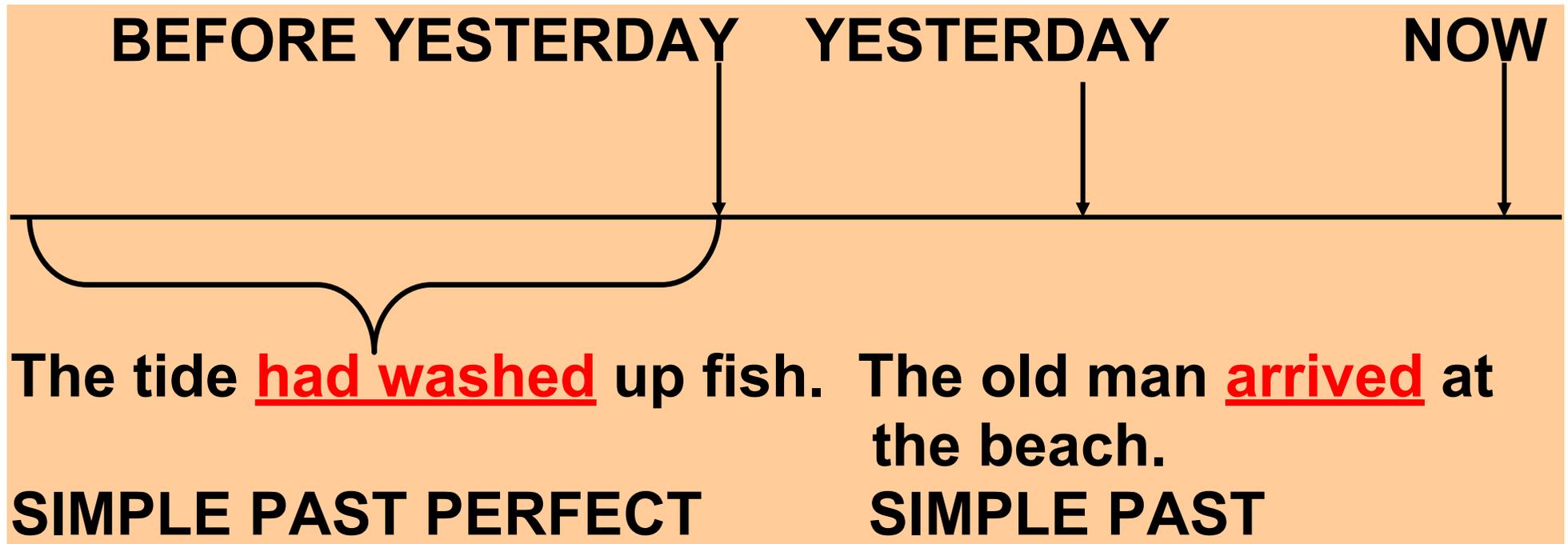
A. Look at these examples

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?



Grammar Box

Positive

Simple past perfect tense

I / you/ we / they	had	arrived	early.
He/she			



When do we use the Past Perfect?
Choose the correct phrase to complete the rule:

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

B. Complete the rule:



		he / she	
early?	arrived	you / we / they	had

Question

early.	arrived	Hadn't	I / you / we / they
--------	---------	--------	---------------------

Negative

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 12-15, 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:

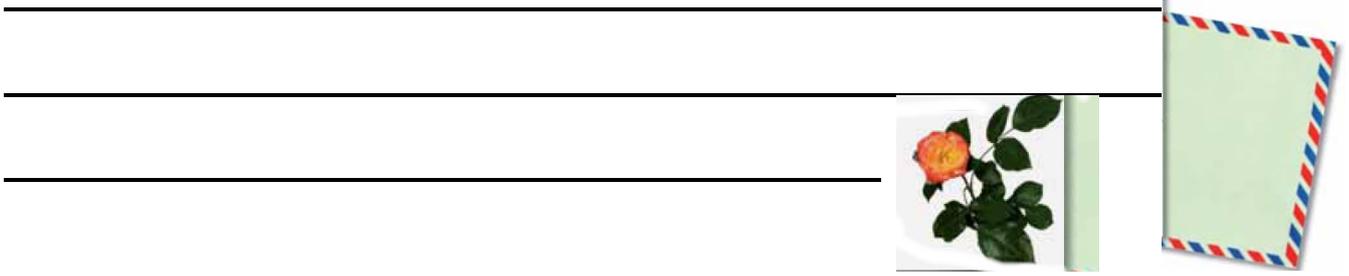
Q: Had the people left the beach when you arrived?

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



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...**

Yellow	Green	Blue
Name of animal: _____	Common Characteristics	Name of animal: _____
Characteristics: _____ _____ _____ _____	_____ _____ _____ _____ _____	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.109-110 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.91-92 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 *Caretta caretta*. 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.



Toxins
WE CAUSE CANCER



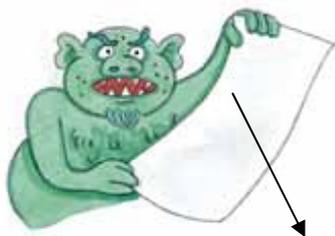
**I GIVE PEOPLE
A BAD HEADACHE**

Carbon monoxide (CO)



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.93-108).



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 86 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**

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

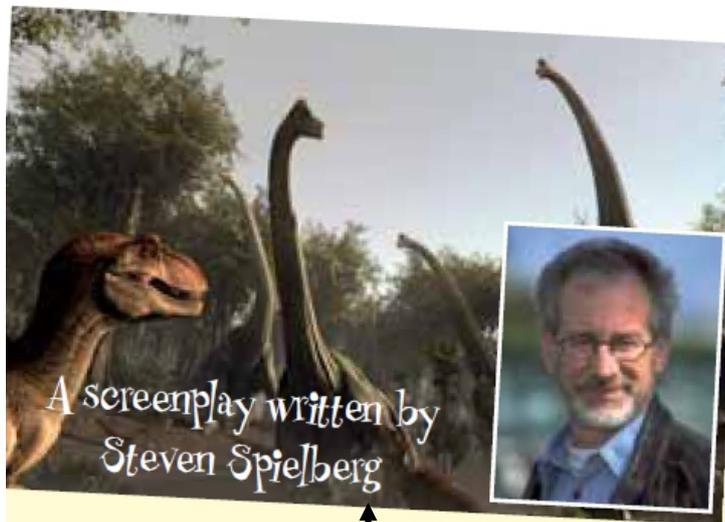
how to express suggestions, how to emphasise the action rather than the doer.

**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?

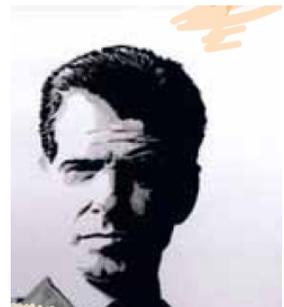
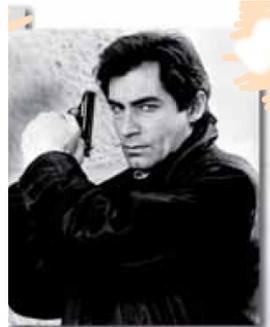
**Have you seen any Bond films?
Which is your favourite one?**

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

particle 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?



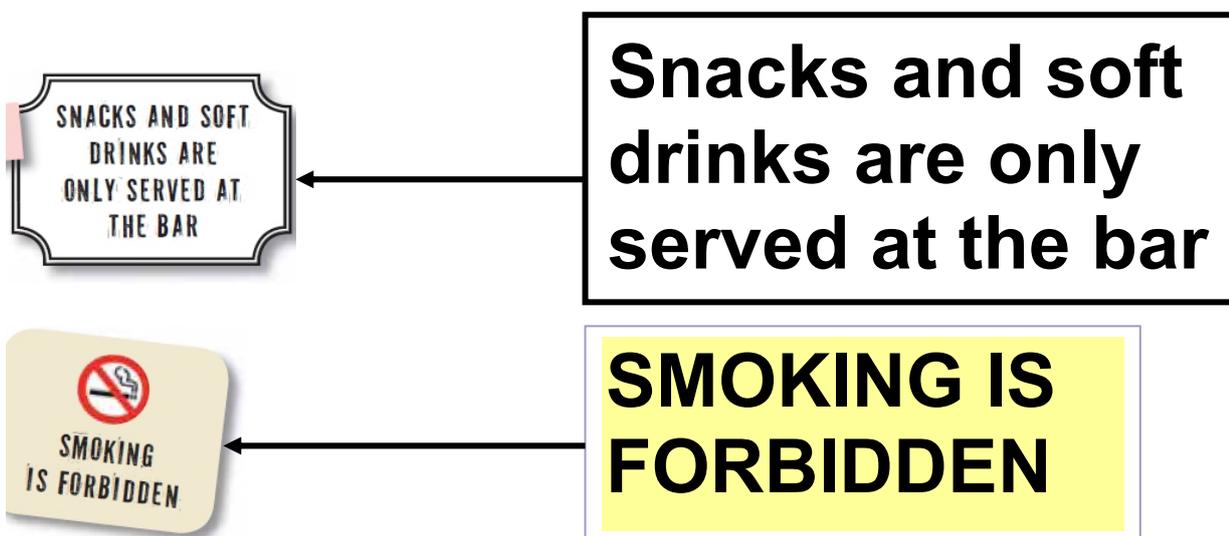
**CAMERAS
ARE NOT
PERMITTED**



**VIEWERS ARE
REQUESTED TO
HAVE THEIR
MOBILES
SWITCHED OFF**

TICKETS ARE SOLD OUT

**TICKETS ARE
SOLD OUT**



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. 110-116). 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:

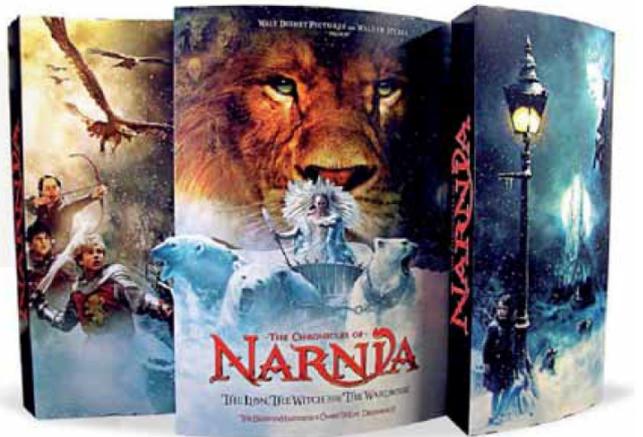
In the film ..., X is presented as a nice policeman who tries to save

the people from... He looks handsome and he is brave at the same time...

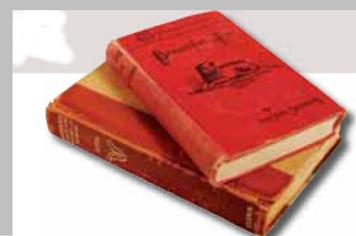


B. Choose a film that you know or find information about one that you want to see. You can look at a TV programme, a newspaper etc.

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

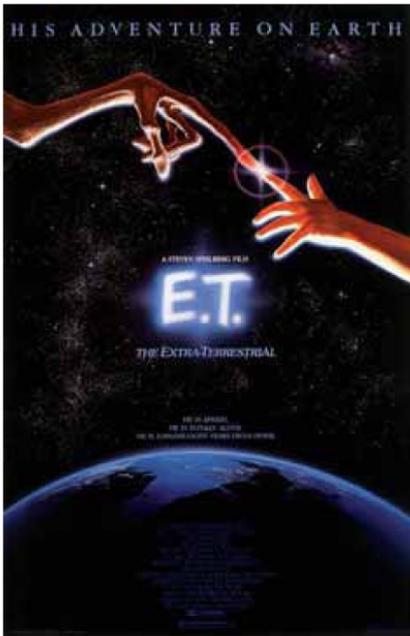
I use a computer / surf on the internet

Listening

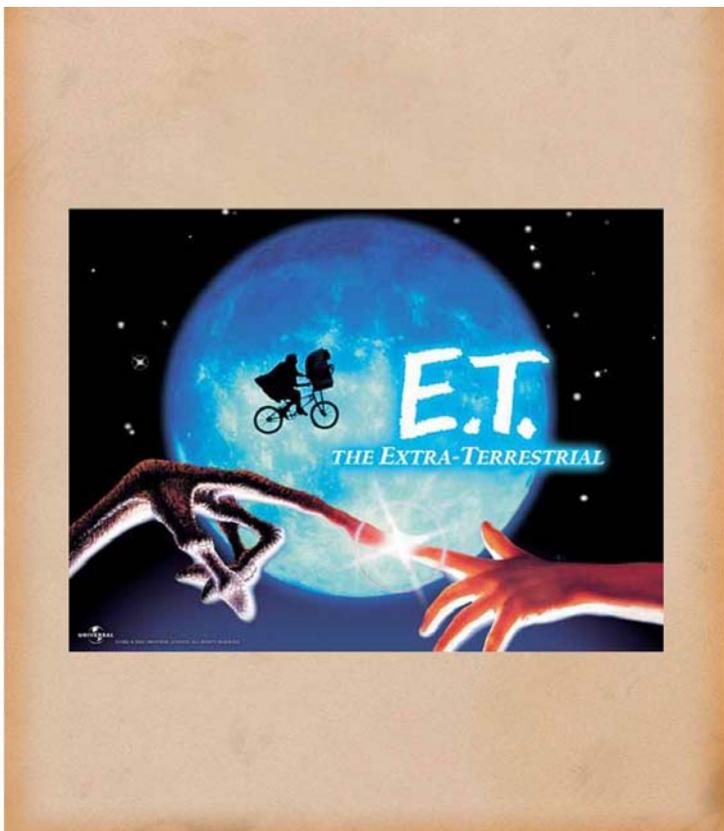


B. Listen to the dialogue between two friends and complete the following table:

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 boring.

The film is quite interesting.

The film is very exciting.

The film is moving.

THE PEOPLE WHO WATCH THE FILM

-(e)d ending

Many people are bored.

Young people are interested in watching it.

The children are all excited to see the end.

The children are moved by the story.



C. Which of the above expressions or adjectives did you notice in the dialogue on p. 66?

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...

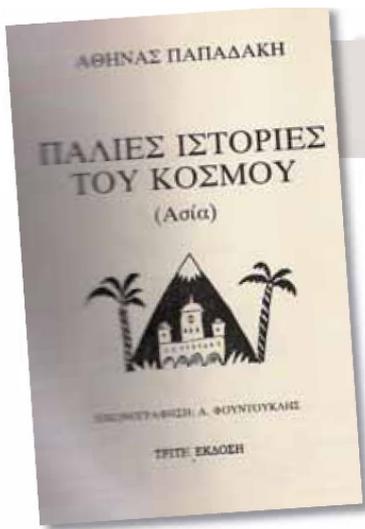
2. The match that your favourite team won was very...

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...**

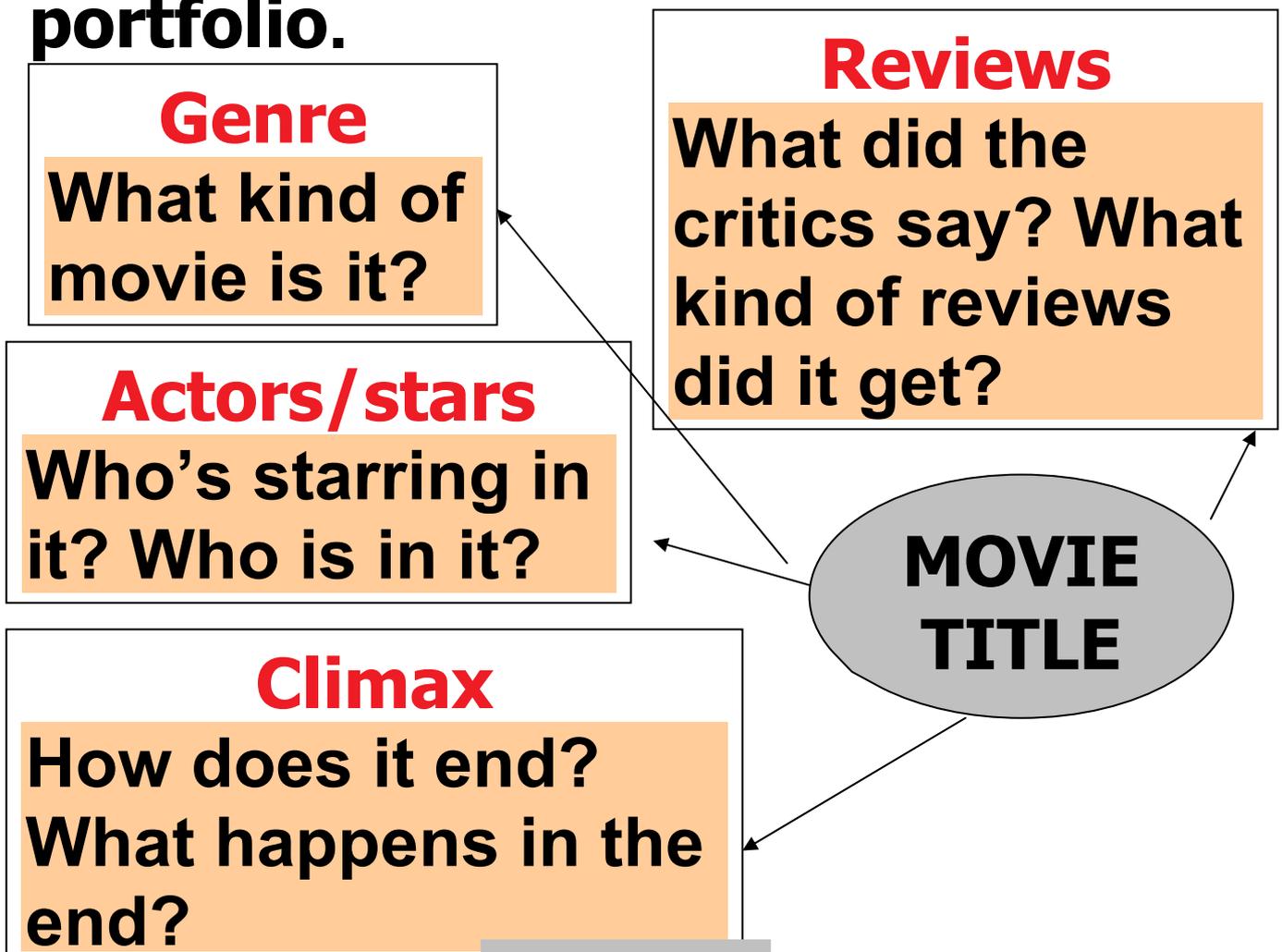
Lesson 3 A Film Review

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.



Plot/Story

What's it about?

What happens in it?

Setting/Background

Where does it take place?

When does it take place?

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.

<p>It's about... who...</p>	<p>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.</p>
<p>In the end, ...</p>	<p>e.g. In the end, the ring is destroyed. /In the end, Harry decides he really loves Sally.</p>
<p>The critics... / It got... reviews.</p>	<p>e.g. The critics panned it. The critics raved about it. It got great reviews. It got poor reviews.</p>

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. 97** 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 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.36-41)

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 pp113-114 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 9 **Earth Day everyday**

pp. 32-33: 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. 36-41: 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. 32-33: 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. 62: 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

	<p>melt, which will destroy their valley. So they must unite and warn everyone about the situation.</p>
Reviews	<p>It is an impressively animated, family-friendly comedy with likeable characters and some terrific comic set-pieces, carrying an ecological message.</p>



Title	Eight Below (2006)
Genre	Adventure / Drama / Family
Director	Frank Marshal
Screenplay writers	David DiGilio (screenplay), Toshiro 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

	<p>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.</p>
<p>Reviews</p>	<p>‘The Wild’ offers consistent laughs, with fresh characters and writing.</p>

APPENDIX III

Grammar

Grammar File

UNIT 9

Past Perfect

FORM

+	I	had	finished	work.
	You		stopped	before me.
-	He	hadn't	gone	to school.
	She		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 V

VOCABULARY LIST

UNIT 9

EARTH DAY EVERYDAY

acid rain	cause
become extinct	dump
bend	endangered
breath	species
cancer	environment
carbon monoxide	environmental
celebrate	fuel
chemical plant	get rid of
chimney	habitat
coal	head for
cover	industrial
destroy	lay eggs
disappear	nod
disease	ocean
disturb	poison
dry cleaner	pollutant

pollution
protect
quit
rough
rubbish
save
shore
stare at
starfish

sulphur dioxide
tide
toxic waste
toxin
truck
turtle
wash up
weigh

UNIT 10

TIME FOR FUN

acne
actor
allow
approve
award
bestseller
bored
breaking news
chance

character
creator
critic
crooked
develop
direct
drawing
evil
experiment

expertise
forbidden
gain
genre
hit the shelves
illustration
messy
mission
mop
moving
nasty
novel
permit

plot
request
screenplay
scruffy
setting
slightly
sold out
sophisticated
spy
switch on/off
title
viewer

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