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ΑΓΓΛΙΚΑ  
ENGLISH 6<sup>th</sup> GRADE

ΣΤ΄ Δημοτικού

Pupil's Book







# **ΑΓΓΛΙΚΑ ΣΤ΄ ΔΗΜΟΤΙΚΟΥ**

**Βιβλίο μαθητή**

## ΣΤΟΙΧΕΙΑ ΑΡΧΙΚΗΣ ΕΚΔΟΣΗΣ

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Στην επεξεργασία του υλικού συνεργάστηκε ο κ. Θανάσης Πυργαρούσης

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ΠΑΙΔΑΓΩΓΙΚΟ ΙΝΣΤΙΤΟΥΤΟ  
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Ομότιμος Καθηγητής του Α.Π.Θ  
Πρόεδρος του Παιδαγωγικού 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 Παιδαγωγικού Ινστιτούτου

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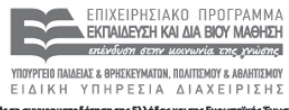
Έργο συγχρηματοδοτούμενο 75% από το Ευρωπαϊκό Κοινωνικό Ταμείο και 25% από εθνικούς πόρους.

## ΣΤΟΙΧΕΙΑ ΕΠΑΝΕΚΔΟΣΗΣ

Η επανέκδοση του παρόντος βιβλίου πραγματοποιήθηκε από το Ινστιτούτο Τεχνολογίας Υπολογιστών & Εκδόσεων «Διόφαντος» μέσω ψηφιακής μακέτας, η οποία δημιουργήθηκε με χρηματοδότηση από το ΕΣΠΑ / ΕΠ «Εκπαίδευση & Διά Βίου Μάθηση» / Πράξη «ΣΤΗΡΙΖΩ».



Ευρωπαϊκή Ένωση  
Ευρωπαϊκό Κοινωνικό Ταμείο



ΕΠΙΧΕΙΡΗΣΙΑΚΟ ΠΡΟΓΡΑΜΜΑ  
ΕΚΠΑΙΔΕΥΣΗ ΚΑΙ ΔΙΑ ΒΙΟΥ ΜΑΘΗΣΗ  
ανάπτυξη των κοινωνικών γνώσεων  
ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ & ΘΡΗΣΚΕΥΜΑΤΩΝ, ΠΟΛΙΤΙΣΜΟΥ & ΑΘΛΗΤΙΣΜΟΥ  
ΕΙΔΙΚΗ ΥΠΗΡΕΣΙΑ ΔΙΑΧΕΙΡΙΣΗΣ  
Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης




ΕΣΠΑ  
2007-2013  
ανάπτυξη με τη συνοχή  
ΕΥΡΩΠΑΪΚΟ ΚΟΙΝΩΝΙΚΟ ΤΑΜΕΙΟ

Οι διορθώσεις πραγματοποιήθηκαν κατόπιν έγκρισης του Δ.Σ. του Ινστιτούτου Εκπαιδευτικής Πολιτικής

ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ, ΘΡΗΣΚΕΥΜΑΤΩΝ ΚΑΙ ΑΘΛΗΤΙΣΜΟΥ  
ΙΝΣΤΙΤΟΥΤΟ ΕΚΠΑΙΔΕΥΤΙΚΗΣ ΠΟΛΙΤΙΚΗΣ

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

Η συγγραφή και η επιστημονική επιμέλεια του βιβλίου πραγματοποιήθηκε  
υπό την αιγίδα του Παιδαγωγικού Ινστιτούτου

## ΑΓΓΛΙΚΑ ΣΤ΄ ΔΗΜΟΤΙΚΟΥ

**Βιβλίο μαθητή**



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UNIT 1: Our Multicultural Class			
<b>Crosscurricular notions</b>	Communication, Culture, Interaction, Information, Multiculturalism, Tradition, Similarities and Differences		
<b>Related subjects</b>	Science, Computer Science, Mathematics, Geography, History		
<b>Project</b>	A report about a European project		
<b>Self-assessment (Can-do statements)</b>	Can read maps and reports about countries; can talk about countries and school subjects; can listen to pupils talking about school projects; can write reports about countries and people's everyday activities; can express habits, routines and present situations		
LESSON	SKILLS / STRATEGIES	LANGUAGE (Functions)	LANGUAGE (Structures/Lexis)
1	<b>Meeting the Newcomers</b> <b>Reading:</b> Ss' reports about their country Reading for gist; Reading for specific information <b>Speaking:</b> asking and answering about nationalities and habits <b>Writing:</b> Filling-in a diagram about what pupils do in schools in Greece and in Great Britain	Describing habits and routines; Giving personal information	Present Simple Adverbs of frequency Words related to nationalities, countries, landforms/ geography
2	<b>At the school lab</b> <b>Listening</b> to a conversation at the school lab; Listening for gist and specific information <b>Speaking:</b> A Game: Charades <b>Writing:</b> Mr Badluck's day	Describing present situations; Exchanging ideas	Present Continuous Words related to school subjects, activities, facilities
3	<b>A Geography Project</b> <b>Reading:</b> a report <b>Writing</b> a report and editing a text	Talking /writing about a report; Paragraphing	Simple Present Tense Vocabulary about countries, nationalities, geography

UNIT 2: Going shopping	
<b>Crosscurricular notions</b>	Organization, Categories, Decision Making, Reasoning, Information
<b>Related subjects</b>	Mathematics, Computer Science, Internet, Poetry, Health Education, Consumer Education, Citizenship
<b>Project</b>	An on-line order
<b>Self-assessment (Can-do statements)</b>	Can read a supermarket flyer, a canteen menu, an internet site, a receipt; can listen to people talking in supermarkets and department stores; can talk and write about shopping goods, prices and online orders

LESSON	SKILLS / STRATEGIES	LANGUAGE (Functions)	LANGUAGE (Structures/Lexis)
1 At the supermarket	<p><b>Reading:</b> a supermarket flyer, a school canteen menu, an internet site Reading to locate specific information; Reading for gist</p> <p><b>Listening:</b> A dialogue at the supermarket</p> <p><b>Speaking:</b> Role play of shopkeepers/ assistants and customers</p> <p><b>Writing:</b> What to buy at the school canteen</p>	Expressing quantity	Countable, uncountable nouns, a/an, some, any, how much, how many Words related to containers, units of weight, size, shape, shopping goods etc.
2 At the mall	<p><b>Listening:</b> a dialogue in a department store; Listening for specific information</p> <p><b>Reading:</b> a Receipt</p> <p><b>Speaking:</b> Class-work: The fashion show; The school bazaar</p> <p><b>Writing:</b> a poem describing a favourite thing using the senses</p>	Describing senses Expressing quantity	Verbs of senses: it looks, it feels, it tastes etc. a little/little, a few/few Order of adjectives Words related to colours, material, size etc.
3 E-shopping	<p><b>Reading:</b> an internet site</p> <p><b>Writing:</b> a toy order</p>	Ordering and buying goods Filling an online order	Words related to toys, goods etc.

### UNIT 3: Imaginary creatures

<b>Crosscurricular notions</b>	Similarities and Differences, Self-Awareness, Information, Communication, Culture		
<b>Related subjects</b>	Mythology, Literature, Theatre Education		
<b>Project</b>	Act out a scene from Midsummer Night's Dream		
<b>Self-assessment (Can-do statements)</b>	Can read an acrostic poem, a literature extract, reports about creatures and monsters; can talk and write about people's appearance and personality; can listen to a ghost story; can use adjectives and adverbs		
LESSON	SKILLS / STRATEGIES	LANGUAGE (Functions)	LANGUAGE (Structures/Lexis)
1 Old and Modern Creatures	<p><b>Reading:</b> An acrostic poem, a literature extract. Reading about monsters and creatures Reading for gist, understanding text cohesion and completing gaps</p> <p><b>Speaking:</b> Talking about fairy-tale heroes <i>What am I like? Talking about people's appearance and personality</i></p> <p><b>Writing:</b> Filling-in ID cards Writing about the appearance of monsters / creatures and comparing them</p>	Describing and comparing people and things Describing people's personality	Comparisons of adjectives (comparative, superlative), irregular adjectives, opposites, opposites with suffixes Words related to fairy tales, heroes, monsters Adjectives describing characteristics, personality and skills

2	Do you believe in ghosts?	<b>Listening:</b> a ghost story in play form Listening for gist <b>Reading:</b> The Monster Quiz <b>Speaking:</b> A Game: Do it our Way	Describing and comparing people and things	Comparisons of adjectives (as/as, not so as) Comparison of adverbs Words describing a place and a house.
3	Classroom theatre	<b>Reading:</b> a literature extract Shakespeare's play: Midsummer Night's Dream <b>Project:</b> Perform a Scene from "Midsummer Night's Dream"	Adapting, preparing and acting out a scene from a play	Words related to theatre performance

## UNIT 4: The history of the aeroplane

<b>Crosscurricular notions</b>	Time and Place, Information, Interaction, Communication, Culture, Progress, Change		
<b>Related subjects</b>	Science, Mythology, History, Environmental Education, Career Guidance, Poetry, Arts and Craft		
<b>Project</b>	Poems, paintings, pictures and information about the fall of Icarus		
<b>Self-assessment (Can-do statements)</b>	Can read emails and attached files, a poem & biographies of inventors; can talk and write about paintings, biographies and poems; can talk about events in the past; can use linking words		
<b>LESSON</b>	<b>SKILLS / STRATEGIES</b>	<b>LANGUAGE (Functions)</b>	<b>LANGUAGE (Structures/Lexis)</b>
1	<b>A Day at the Museum</b> <b>Listening:</b> the myth of Daedalus and Icarus <b>Reading:</b> e-mail messages and attached files, museum worksheets Reading for specific information / for gist <b>Speaking:</b> Role-play: Talking about Icarus and the Wright Brothers <b>Mediation:</b> Από τη Γη στη Σελήνη	Talking about events in the past	Past simple, Regular and Irregular verbs (affirmative, interrogative, negative) Words related to planes and flights
2	<b>An air-pocket</b> <b>Listening:</b> a dialogue about an air-pocket Listening for gist, for specific information <b>Reading:</b> Information about types of planes Information about Igor Sikorsky <b>Speaking:</b> Talking about the missing luggage <b>Writing:</b> a biography	Narrating past events.	Past Continuous (talking about interrupted past states, narrating past events) Linking words: when, as, after that, while, then, later, first, second, finally Words related to planes and forces of flight
3	<b>The Fall of Icarus</b> <b>Reading:</b> a poem about the fall of Icarus <b>Speaking:</b> about a painting <b>Writing:</b> a poem	Describing paintings and pictures	Revision of tenses taught

## UNIT 5: Travelling through time

<b>Crosscurricular notions</b>	Communication, Culture, Information, Multiculturalism, Internet, Tradition, Similarities and Differences
<b>Related subjects</b>	Music, History, Local History, Road Safety
<b>Project</b>	A Museum Leaflet

<b>Self-assessment (Can-do statements)</b>		Can read a diary, a museum leaflet, lyrics of songs; can talk about the past/habits in the past/ memories; can ask for/give information or directions; can talk about transportation; can listen to a song, a museum guide; can write an informal letter	
<b>LESSON</b>		<b>SKILLS / STRATEGIES</b>	<b>LANGUAGE (Functions)</b>
<b>1</b>	<b>Diaries</b>	<b>Reading:</b> a questionnaire, diaries, lyrics of songs, a museum leaflet, street maps, transportation rules and signs Reading for specific information <b>Speaking:</b> Talking about present and past habits <b>Listening</b> to the song: "Yesterday" <b>Writing:</b> use a photo to write about the past	Expressing Present and Past habits
<b>2</b>	<b>Trans- portation</b>	<b>Listening:</b> a museum-recorded message and a museum guide Listening for specific information Listening for gist <b>Speaking:</b> Visiting the museum: giving information and street directions <b>Reading:</b> Recognizing signs and rules on trains & buses <b>Writing:</b> a list of rules and signs for trains and buses Writing an informal letter	Asking for directions and information; Giving directions and information; Familiarization with the layout of informal letters; Paragraphing
<b>3</b>	<b>The Museum Leaflet</b>	<b>Reading:</b> a museum leaflet <b>Project:</b> A Museum Leaflet	Talking / writing about the Transport Museum Leaflet

## UNIT 6: Me, myself and my future job

<b>Crosscurricular notions</b>	Self-Awareness, Personal Development, Information, Communication, Interaction, Change, Progress, Reasoning		
<b>Related subjects</b>	Career Guidance, Citizenship		
<b>Project</b>	A job profile		
<b>Self-assessment (Can-do statements)</b>	Can read job profiles, job advertisements, safety rules at work, a job interview questionnaire, can talk about skills/abilities, interests, personal traits, future careers and a job interview; can express ability, possibility, permission, advice, predictions, promises, warnings, requests, offers; can listen to professionals at work, can write new year resolutions, safety rules and job profiles		
<b>LESSON</b>	<b>SKILLS / STRATEGIES</b>	<b>LANGUAGE (Functions)</b>	<b>LANGUAGE (Structures/Lexis)</b>
<b>1</b>	<b>Talking about jobs &amp; careers</b>	<b>Reading</b> a self esteem quiz, job advertisements, job profiles; Reading for specific information <b>Speaking:</b> A telephone dialogue: Asking for and giving job information; Talking about pupils' interests, skills/abilities, future jobs	Expressing ability, permission, possibility  Modal verbs: can, may, should Words related to personal traits, skills/abilities, school subjects

<b>2</b>	<b>What do they do?</b>	<p><b>Listening:</b> A dialogue: What do they do? Guessing people's jobs; Listening for specific information</p> <p><b>Speaking:</b> Talking about pupils' interests, skills/abilities, goals Talking about safety rules</p> <p><b>Reading:</b> Safety rules at work</p>	Giving advice, expressing prediction, warning, promise, offer, decision on the spot, intention	Future tense: will, going to Words related to skills/abilities, school subjects, safety rules
<b>3</b>	<b>What the future holds for you</b>	<p><b>Reading:</b> a job questionnaire</p> <p><b>Speaking:</b> Talking about future jobs</p> <p><b>Project:</b> A job profile</p>	Expressing prediction	Words related to jobs, skills, abilities etc.

## UNIT 7: Share your experiences

<b>Crosscurricular notions</b>		Sports, Olympic Spirit, Information, Communication, Progress, Team Spirit, Differences & Similarities		
<b>Related subjects</b>		Physical Education, Citizenship, Environmental Education, Theatre Education		
<b>Project</b>		A poster about your personal record		
<b>Self-assessment (Can-do statements)</b>		Can read a questionnaire, newspaper extracts and a poster; can talk about swimming styles, theatre shows, world and Olympic record and past experience connected to the present; can listen to a radio programme; can write a report about a Paralympics Champion, a page of the class book of records and about personal records		
LESSON		SKILLS / STRATEGIES	LANGUAGE (Functions)	LANGUAGE (Structures/Lexis)
<b>1</b>	<b>Famous Record Holders</b>	<p><b>Reading:</b> A questionnaire: Share your experiences Newspaper reports: "Famous record holders" Reading for specific information</p> <p><b>Speaking:</b> Talking about swimming styles; The hot air balloon competition: Talk about what you have done in your life so far; Let's play: Have you ever...?</p>	Describing past experiences; Comparing general experiences and events that happened at a specific time	Present Perfect Simple Present Perfect vs. Past Simple Words related to sport events Words related to performances and theatre
<b>2</b>	<b>Top Stories on the Radio</b>	<p><b>Listening:</b> A radio programme: "Top stories" Listening for gist / Listening for details</p> <p><b>Speaking:</b> Interview with a famous Paralympics champion Act out a dialogue: What have you been doing?</p> <p><b>Writing</b> a page for the class book of records; Writing a report about a champion to appear in the local newspaper</p> <p><b>Mediation:</b> a newspaper extract about K. Fykas</p>	Expressing duration	Present Perfect Continuous The use of for and since Words related to world records
<b>3</b>	<b>Going for the Gold</b>	<p><b>Reading:</b> a poster: a great opportunity for students</p> <p><b>Speaking:</b> Talking about accomplishments and personal bests</p> <p><b>Project:</b> A poster about your personal record</p>	Expressing experience and achievement	Words related to personal bests and achievements

## UNIT 8: Blow your own trumpet

<b>Crosscurricular notions</b>	Information, Communication, Culture, Personal Safety, Stereotypes, Conflict		
<b>Related subjects</b>	Music, Consumer Education , Mathematics, Citizenship		
<b>Project</b>	An advice letter		
<b>Self-assessment (Can-do statements)</b>	Can read a music festival leaflet, a magazine article about pocket money; can talk about musical instruments, festivals, money, personal safety, how to express something likely to happen now or in the future, how to express something impossible or unlikely to happen now or in future, how to give advice; can listen to different musical instruments, a song about money, people talking about what they would spend their money on; can write an e-mail about a museum of musical instruments and a letter to a magazine advice page		
<b>LESSON</b>	<b>SKILLS / STRATEGIES</b>	<b>LANGUAGE (Functions)</b>	<b>LANGUAGE (Structures/Lexis)</b>
1	<b>Harmony, Melody and Rhythm</b> <b>Reading</b> a leaflet about Music Education Series; Reading a leaflet about festival activities; Reading for gist / for specific information <b>Speaking:</b> Talking about the story of the Little Red Riding Hood; Persuading a friend to choose a festival <b>Writing:</b> an email: the museum of folk instruments	Talking about events that depend on a condition; Expressing possibility/probability	Type1 Conditional sentences Words related to music, concerts, festivals, events
2	<b>Feel the Rhythm</b> <b>Listening:</b> A song: A rich man's world Listening to a dialogue on how you would spend your money; Listening for specific information <b>Reading:</b> A magazine article about pocket money and pester power <b>Speaking:</b> Talking about what you would spend your money on <b>Writing:</b> A class survey: how Ss spend their pocket money	Expressing imaginary situations	Type 2 conditional sentences Words related to money
3	<b>The Problem Page</b> <b>Reading:</b> a letter from a problem page magazine <b>Speaking:</b> talking about children's problems <b>Project:</b> An advice letter	Asking for and giving advice Paragraphing	Words and set phrases related to letter writing: greeting, opening and closing paragraphs, signing off

## UNIT 9: Earth Day everyday

<b>Crosscurricular notions</b>	Information, Communication, Culture, Time and Place
<b>Related subjects</b>	Environmental Education, Science, Literature, Art, Geography, Biology
<b>Project</b>	Acting: The Awful 5
<b>Self-assessment (Can-do statements)</b>	Can read a questionnaire, an earth day story and a play about pollutants; can talk about pollution, endangered species and protection of the environment; can understand activities that happened before another action in the past; can listen to a presentation about endangered species; can write e-mails about environmental problems and a poster; can express the result of an action or a situation

LESSON	SKILLS / STRATEGIES	LANGUAGE (Functions)	LANGUAGE (Structures/Lexis)
1 <b>An Earth Day Story</b>	<b>Reading:</b> A story: An Earth Day Story Reading for gist/ reading for specific information; making inferences <b>Speaking:</b> Asking about events; Giving advice about the protection of the environment <b>Writing:</b> write an e-mail about a day trip to the beach	Sequencing past actions	Past Perfect Simple Words related to environment
2 <b>Save the Endangered Species</b>	<b>Listening:</b> a presentation at an environmental centre Listening for gist / for Specific Information. <b>Speaking:</b> Information gap: Talking about endangered animals <b>Writing:</b> e-mails about an Environmental centre and about endangered animals Making a poster about the environment	Expressing result and deduction; Expressing reason	Clauses of Reason Clauses of Result Words related to animals
3 <b>The Awful 5</b>	<b>Reading:</b> A part of a play: "The Awful Five" <b>Project:</b> Acting: The Awful Five	Improvising	Words related to pollution Words related to setting up part of a play

## UNIT 10: Time for fun

<b>Crosscurricular notions</b>	Culture, Communication, Self-Awareness, Information, Organisation		
<b>Related subjects</b>	Art and Literature		
<b>Project</b>	A Film Review		
<b>Self-assessment (Can-do statements)</b>	Can read a questionnaire, an article about James Bond, signs and notices, film reviews; can talk about films and books; can listen to dialogues about films and books; can write an e-mail about a book, a poster, signs and notices and a film review; can express suggestions and can emphasize the action rather than the doer		
LESSON	SKILLS / STRATEGIES	LANGUAGE (Functions)	LANGUAGE (Structures/Lexis)
1 <b>The Different Faces of a Super Spy</b>	<b>Reading:</b> A questionnaire; An article about James Bond; Reading signs and notices; Reading for gist; Reading for specific information <b>Speaking</b> about films and books <b>Writing</b> an e-mail about a book Making a poster Writing signs and notices	Emphasizing actions	Simple Present Passive Words related to films and books

2	<b>The Film Festival</b>	<p><b>Listening:</b> Listening to a dialogue about going to the cinema Listening for specific information</p> <p><b>Speaking:</b> Making /responding to suggestions about going to the cinema</p> <p><b>Mediation:</b> an e-mail: information about a book</p>	<p>Describing films / books; Talking about one's feelings; Expressing suggestions; responding to suggestions</p>	<p>Expressions of preference ..ing/ed Adjectives adjectives to describe films and books adjectives to describe feelings</p>
3	<b>A Film Review</b>	<p><b>Reading:</b> an outline of a film review</p> <p><b>Project:</b> A Film Review</p>	<p>Describing a film</p>	<p>Words related to writing a film review</p>

<b>Appendix I</b>	It's your choice!
<b>Appendix II</b>	Resource materials
<b>Appendix III</b>	Grammar
<b>Appendix IV</b>	Irregular verbs
<b>Appendix V</b>	Vocabulary list
<b>Appendix VI</b>	Maps

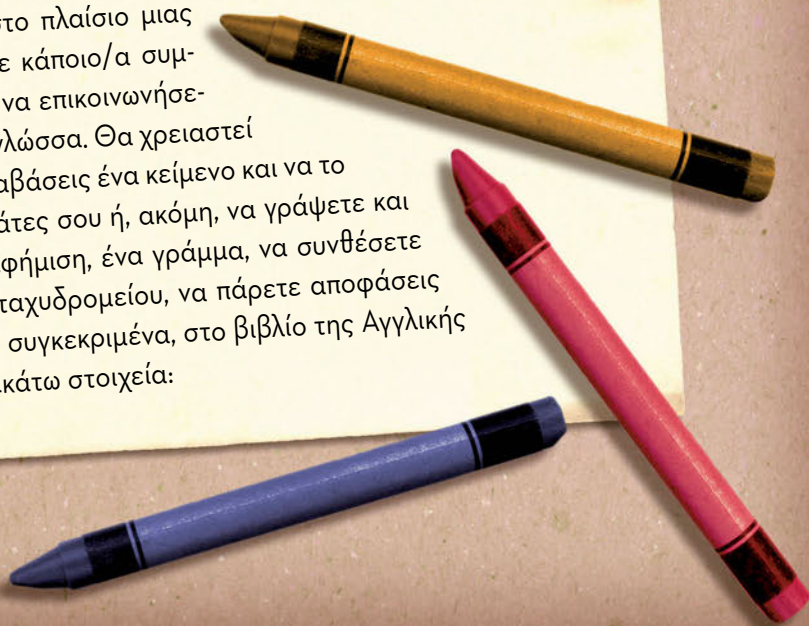
## A. Εισαγωγή για τον μαθητή

Αγαπητέ μαθητή, αγαπητή μαθήτριά,

Η Αγγλική είναι η γλώσσα που μπορείς να χρησιμοποιείς για επικοινωνία σε περιβάλλοντα όπου δεν ομιλείται η μητρική σου γλώσσα. Είναι δηλαδή μια σύγχρονη γλώσσα την οποία υιοθετούν πολίτες από όλες τις γωνίες του πλανήτη για να ανταλλάξουν απόψεις, ιδέες, εμπειρίες και γνώσεις, γραπτά ή προφορικά. Είναι με άλλα λόγια γλώσσα - 'εργαλείο' που χρησιμοποιείται στην πραγματική ζωή αλλά και στην εικονική πραγματικότητα, δηλαδή στο διαδίκτυο. Από εκεί μπορείς να αντλείς πληροφορίες αλλά και να ανταλλάσσεις γραπτά μηνύματα, καθώς και να συμμετέχεις σε κουβεντούλες σε πραγματικό χρόνο με συμμαθητές και συμμαθήτριά σου από όλον τον κόσμο. Η εκμάθησή της Αγγλικής γλώσσας λοιπόν είναι αναγκαία και απαραίτητη στην εποχή μας.

Το βιβλίο που έχεις στα χέρια σου έχει στόχο να σε βοηθήσει να βελτιώσεις τις γνώσεις που έχεις ήδη αποκτήσει αλλά και να οικοδομήσεις νέες γνώσεις όχι μόνο για τη γλώσσα αλλά και για τον κόσμο γύρω σου. Γι' αυτό η συγγραφή του βιβλίου στηρίχτηκε όχι μόνο στους γραμματικούς κανόνες και τις λεξιλογικές ασκήσεις αλλά και σε γνώσεις που έχεις ή που αποκτάς μέσα από όλα τα μαθήματα του σχολικού προγράμματος. Άλλωστε, όπως έχεις κιόλας συνειδητοποιήσει, δεν μαθαίνουμε απλά απομνημονεύοντας και επαναλαμβάνοντας μηχανικά, αλλά κατανοώντας και αναλύοντας τις πληροφορίες που παίρνουμε με κάποιον τρόπο από το περιβάλλον μας μέσω της Αγγλικής γλώσσας. Επιπλέον, επειδή δεν μαθαίνουμε μόνο όταν βρισκόμαστε στο σπίτι, στο σχολείο ή σε κάποια βιβλιοθήκη μόνοι μας, αλλά και όταν συνεργαζόμαστε σε ομάδες, με άλλα άτομα με τα οποία μοιραζόμαστε κοινά ενδιαφέροντα, κοινούς μαθησιακούς στόχους, το βιβλίο περιέχει πολλές ομαδικές δραστηριότητες.

Ο σχεδιασμός του βιβλίου της Αγγλικής γλώσσας βασίστηκε σε βιώματα που έχουν παιδιά της ηλικίας σου και προτείνει τη συνεχή συνεργασία με τους συμμαθητές σου. Έτσι, στις ενότητες του βιβλίου θα βρεις δραστηριότητες που πρέπει να πραγματοποιηθούν στο πλαίσιο μιας ομάδας ή σε συνεργασία με κάποιο/α συμμαθητή/τριά σου, με σκοπό να επικοινωνήσετε με εργαλείο την Αγγλική γλώσσα. Θα χρειαστεί λοιπόν κάποιες φορές να διαβάσεις ένα κείμενο και να το σχολιάσεις με τους συνεργάτες σου ή, ακόμη, να γράψετε και να βελτιώσετε μαζί μια διαφήμιση, ένα γράμμα, να συνθέσετε ένα μήνυμα ηλεκτρονικού ταχυδρομείου, να πάρετε αποφάσεις για κάποιο ζήτημα κλπ. Πιο συγκεκριμένα, στο βιβλίο της Αγγλικής γλώσσας θα βρεις τα παρακάτω στοιχεία:



- Τις έννοιες που διατρέχουν την κάθε ενότητα στην πρώτη σελίδα της, καθώς και τους μαθησιακούς στόχους που πρέπει να κατακτήσεις στη διάρκεια της διδασκαλίας
- Τις στρατηγικές μάθησης και συνεργασίας που θα αναπτύξεις στη διάρκεια της κάθε ενότητας
- Σχέδια εργασίας (projects) που θα αναλάβεις να πραγματοποιήσεις στο πλαίσιο ομαδικής εργασίας με τους/τις συμμαθητές/τριές σου
- Δραστηριότητες διαφορετικού βαθμού δυσκολίας στο τελευταίο τμήμα του βιβλίου σου που μπορείς να χρησιμοποιήσεις όταν βρίσκεσαι πολύ εύκολη ή πολύ δύσκολη κάποια δραστηριότητα μιας ενότητας
- Δραστηριότητες διαμεσολάβησης, δηλαδή μεταφοράς του νοήματος ενός κειμένου από την Ελληνική στην Αγγλική γλώσσα ή/και το αντίθετο
- Δραστηριότητες αυτο-αξιολόγησης, δηλαδή αξιολόγησης της μαθησιακής πορείας σου από εσένα τον/την ίδιο/α.

Τελειώνοντας, μέσω των δραστηριοτήτων που προσφέρονται σ' αυτό, ελπίζουμε το βιβλίο σου να σε βοηθήσει να γνωρίσεις καλύτερα τον τρόπο που μαθαίνεις. Έτσι, σταδιακά θα μπορείς να διαμορφώνεις ο/η ίδιος/α το μαθησιακό σου πρόγραμμα με βάση τις δικές σου ανάγκες και να εδραιώνεις την ανεξαρτησία σου σ' έναν κόσμο που συνεχώς μεταβάλλεται και απαιτεί διαρκή ενημέρωση και προσαρμογή στις νέες συνθήκες.

Σου ευχόμαστε να απολαύσεις την πορεία προς τη μάθηση!

**Η συγγραφική ομάδα**

## **B. Ο 10-λογος για την αυτονόμηση του μαθητή**

*Do you want to be an Independent Learner? Then you should...*

- ...know why you're learning English
- ...develop a learning plan (this plan changes according to your current needs)
- ...take part in group-work
- ...do self-evaluation tests to see what your weak points are
- ...ask the teacher for information when you need it
- ...look up words you don't know in a dictionary
- ...read or listen to a text to get the general idea first
- ...use the **learning strategies** in every unit to understand English and communicate better
- ...always have in mind who you're writing a letter or an e-mail to and why
- ...use books, magazines, the Internet, etc. to find the information you need

# Unit 1 Our multicultural class

## You are here to READ

maps and do a geography quiz, reports about countries, landforms and nationalities

## and TALK about

countries and their culture, school subjects and every day activities

## and LISTEN TO

pupils talking about school projects

## and WRITE

reports about countries and people's everyday activities

## and LEARN

how to use the Present Simple and the Present Continuous tense



## A Geography quiz

Are these **TRUE** or **FALSE**? Tick  the correct box.

	TRUE	FALSE
1. Ukraine is the second largest country in Europe.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Ukraine borders the Aegean Sea.	<input type="checkbox"/>	<input type="checkbox"/>
3. The accident in Chernobyl, in 1986, is still causing serious environmental problems.	<input type="checkbox"/>	<input type="checkbox"/>
4. Earthquakes or tsunamis sometimes happen along the South coast of Albania.	<input type="checkbox"/>	<input type="checkbox"/>
5. Albania is in the Balkan Peninsula.	<input type="checkbox"/>	<input type="checkbox"/>
6. The Carpathians are large plains.	<input type="checkbox"/>	<input type="checkbox"/>
7. Mother Teresa is of Albanian origin.	<input type="checkbox"/>	<input type="checkbox"/>

KEY: 1 True, 2 False, 3 True, 4 True, 5 True, 6 False, 7 True

# Lesson 1 Meeting the newcomers



## 1. Reading

This year the 6th Class of our International School welcomes some new pupils from different countries. All the other pupils want to know them better. They are reading the newcomers' reports about their countries in the school newsletter. Read the reports below to find answers in the Geography quiz:

I come from Ukraine, the second largest country in Europe. It is between Poland and Moldavia in the west and Russia in the east. I don't come from the capital, Kiev. My hometown is Odessa, on the coast of the Black Sea. Ukraine has got large plains but also high mountains, such as the Carpathians. The River Dniro flows across the country splitting it in two parts. In winter the weather gets very cold. Summers are warm across the greater part of the country and cool along the Black Sea, so we spend much more time outdoors.

A nuclear power plant accident in Chernobyl, in 1986, is still causing serious environmental problems which worry Ukrainian people. Today we don't have enough drinking water supplies because of that accident.

Despite these problems, I believe Ukraine is a beautiful country with outgoing and brave people. I love it very much.

**Sasha**

Albania, the ancient Illyria, is where I come from. My hometown is Tirana, the capital of Albania. Albania shares borders with Serbia, Montenegro and Greece. On the west, it is bordering the Adriatic Sea and the Ionian Sea. The beaches are beautiful and during the hot, dry summers we swim in the clear sea, but in winter the temperature usually drops and it often rains heavily, so there are a lot of forests. We often have problems with natural disasters, such as earthquakes or tsunamis that happen along the South coast.

Mother Teresa, the popular nun and humanitarian Nobel Prize winner, is of Albanian origin.

My country is not very rich and our parents sometimes go to other countries, such as Italy, France or Greece, and work there. However, we miss our homeland.

**Christina**

## OUR NEWCOMERS TO SCHOOL

Do you remember the ancient Colchis and the myth of Jason and the Golden Fleece? That is where I come from, Georgia! It is in the West Asia, bordering the Black Sea, which the Greeks called Pontus Euxinos, Turkey and Russia. The temperature is mild and it is usually sunny and warm.

The country is mountainous, but along the coast we grow vines, tea and citrus fruit. In this area the temperature rarely drops below zero. Many people work in copper and coal mines, or in oil wells. Others sometimes leave their hometown to find work. My uncle works in T'blisi, the capital of Georgia.

**Georgi**





**LEARNING STRATEGIES**

**When I learn new words...**

- I listen carefully and try to imitate.
- I repeat new words many times and try to remember them.
- I write them down.
- I may write them down with the translation in Greek.
- I group the words by topic.
- I write them down in an example sentence.

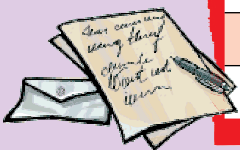


**A.** Read the text and write the capital city next to each country. Then write in the relevant nationality.

Country	Capital	Nationality
Georgia	T'blisi	Georgian
Albania		
Ukraine		



**B.** Work in pairs. Use the information in the reports to fill in the table below:



Country	Terrain	Weather	Problems
Albania			
Georgia			
Ukraine			

2. Grammar

A. LOOK AT THE EXAMPLES:



a. It often **rains** heavily in winter.

b. My uncle **works** in a coal mine.



Which example **a** or **b** refers to:

something that happens regularly?

something true in general?

B. STUDY THESE TABLES

Grammar Box

Do you remember?



Present Simple Tense

Affirmative		Interrogative			Negative		
I you we they	swim go watch worry wash	Do	I you we they	swim ? go ? watch ? worry ? wash ?	I you we they	don't	swim go watch worry wash
he she it	swims goes watches worries washes	Does	he she it		he she it	doesn't	



C. Look at the words **sometimes, often, usually, always** (ADVERBS OF FREQUENCY) in the following examples.

People **sometimes** leave their hometown to find work.  
 The temperature **usually** drops in winter.  
 It **often** rains heavily in winter.  
 My brother is **always** early for school.

Now complete the rule:

We use an adverb of frequency to say how \_\_\_ something happens. It comes \_\_\_ the verb in the Present Simple. When we have the verb **to be** we put the adverb \_\_\_ the verb.

Now write true sentences about your habits:

I **sometimes** \_\_\_\_\_

I **usually** \_\_\_\_\_

I \_\_\_\_\_

I \_\_\_\_\_

### 3. Practice



A. Alice, your pen-friend from Great Britain has sent you some pictures with her daily activities. Look at the pictures below and write what she does every day:













Now fill in the diagram about what pupils do in Greece and in Great Britain:

In Greece

Both

In Gr. Britain

They do their homework at home



#### B. ROLE-PLAY: AN INTERVIEW

##### Pupil A

You are a reporter. You are interviewing a pupil from another country. Look at the back of your book (p.135) for more information.

##### Pupil B

You are a pupil from another country. Look at the back of your book (p.138) for information and answer the reporter's questions.

**It's your choice:** You can find a different version on page 121

# Lesson 2 At the school lab

## 1. Speaking



A. Work in pairs. Look at the pictures below and tell your partner what your favourite school subjects are and why?



$$2(\alpha + \beta)^2 + 3 = 45.086x$$

$$2(\sqrt{97})^3 -$$

B. Do you agree with your partner's opinion? Give your reasons.

## 2. Listening



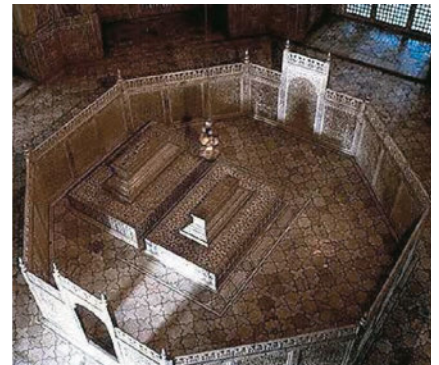
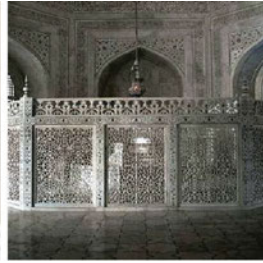
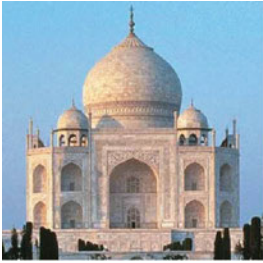
Today the pupils are at the school lab, working on different projects on their computers. The teacher is checking their work.



A. Look at the picture and listen to the pupils talking. What subjects are they working on? Tick  the right picture in Activity 1A above.

**B.** Who's working on what?  
Do you remember?  
Fill in the table:

Pupil	Subject
Maria	
Markos	
Anne, Sophie	



Explore the **Taj Mahal** online at  
<http://www.taj-mahal.net>



**C.** Now listen again and tick  the activities the pupils are doing in the computer lab:

1. Maria is searching for some information on musical instruments. \_\_\_\_\_
2. Markos is printing some photos of New Delhi. \_\_\_\_\_
3. Markos is copying a photo of Taj Mahal. \_\_\_\_\_
4. Sophia is printing a text for the science project. \_\_\_\_\_
5. Anne is pasting a photo of molecular structure. \_\_\_\_\_

3. Grammar

A. LOOK AT THE EXAMPLES:



a. Look! They're working on a Geography project.

b. My uncle **works** in a coal mine.



Which example **a** or **b** refers to:

something that happens regularly?

something that is happening right now?

B. STUDY THESE TABLES

Grammar Box

Do you remember



Present Continuous Tense

Affirmative

Interrogative

Negative

Affirmative			Interrogative			Negative		
I	<b>am</b>	working swimming	<b>Am</b>	I	working? swimming?	I'm	<b>not</b>	working swimming
he she it	<b>is</b>		<b>Is</b>	he she it		he she it	<b>isn't</b>	
we you they	<b>are</b>		<b>Are</b>	we you they		we you they	<b>aren't</b>	



Now complete the rule:

We use the \_\_\_\_\_ Tense to talk about something that happens regularly.

We use the \_\_\_\_\_ Tense to talk about something that is happening now.



## 4. Practice

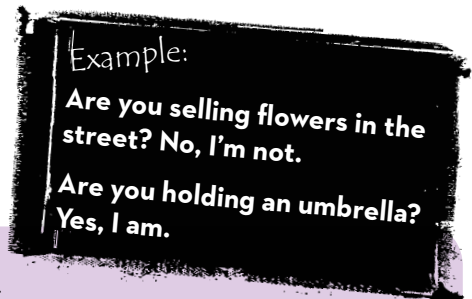


### A. A GAME: Charades

Work in groups to play the game. Your teacher will give you cards with the activities you need to mime.

GROUP A	GROUP B
Your teacher will give you a card with the activity you have to mime. Choose a player from your group and tell him/her to act out the activity. Answer Group B's questions only using "Yes" or "No".	Ask the pupil from Group A 7 questions to find out what he/she is miming. His/her answer can only be "Yes" or "No". The first pupil to guess correctly wins a point for the team and acts out the next activity.

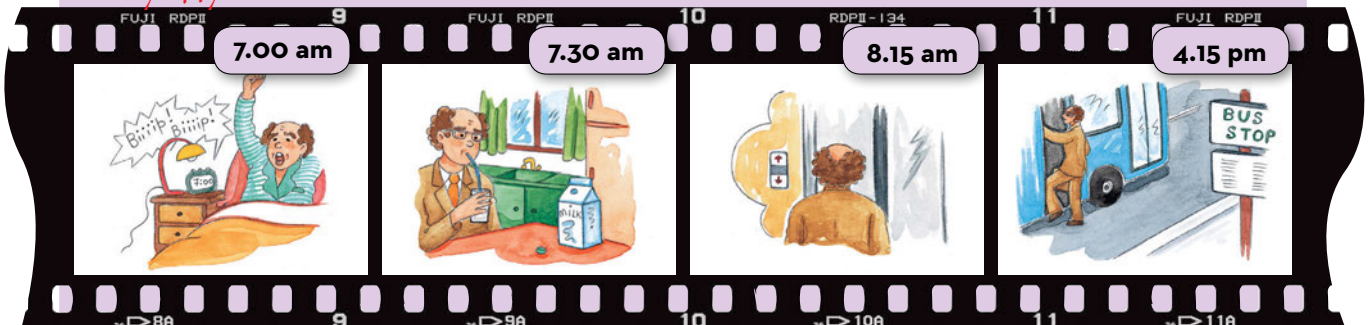
The first pupil to guess the activity correctly wins a point for his/her team and acts out the next activity. If a group cannot guess the activity after asking 7 questions, they lose a point and choose their player to continue the game.



### B. Mr. Badluck's day

Look at the comic strip below and write a story about Mr. Badluck's day; write what he does every day and how different it is today.

Every day...



...but today...



You can start like this:

Mr. Badluck gets up at 7:00 every day but today...

# Lesson 3 A Geography project

## 1. Some information



**A.** Pupils from different European countries are taking part in a project. The pupils are presenting themselves and their own country. This is Gwen's report. Read her report and match the topics with the paragraphs:



1. My name is Gwen **and** I am ten years old. It is a Welsh name, because my father comes from Wales, but now I live in Oxford, England. The official name of my country is *The United Kingdom of Great Britain and Northern Ireland* **and** it includes Great Britain (England, Wales and Scotland) and Northern Ireland. Great Britain is actually an island. An underwater channel, the Channel Tunnel, connects Great Britain to France in the South. The North Sea in the East separates it from the rest of Europe.
2. The country is mostly mountainous in Scotland and Wales but with green plains and hills in the South. Rivers flow across this part of the country. The famous river Thames runs through London, the capital of England.
3. The weather is cold in winter and warm in summer time, but it is also wet. It rains most of the time.
4. The people of Britain are multicultural, coming from different countries and races, so here you can meet British people from Asia, Africa or the Caribbean. They speak English and the language of their fathers as well.
5. I think it's exciting to live in Great Britain because it opens its doors to everyone!

Landscape ..... Paragraph     People ..... Paragraph   
 Name of country, borders ..... Paragraph     Weather ..... Paragraph   
 The writer's opinion ..... Paragraph

**B.** Notice how **and** is used in the report. Underline 3 examples in the report.



**C.** Your class is taking part in a similar project: work in groups and write a report about Greece for the pupils of a European school who are visiting your country.



Put this report in your **portfolio**. Follow the steps below:

**Step a Write a plan**

Paragraph 1: Introduction, name of country, borders

Paragraph 2: landscape

Paragraph 3: the weather

Paragraph 4: the people

Paragraph 5: your opinion

**Step b Decide what other things (photos, drawings, maps) you can attach to your report**

**Step c Write your report. Use **and** to join your sentences.**

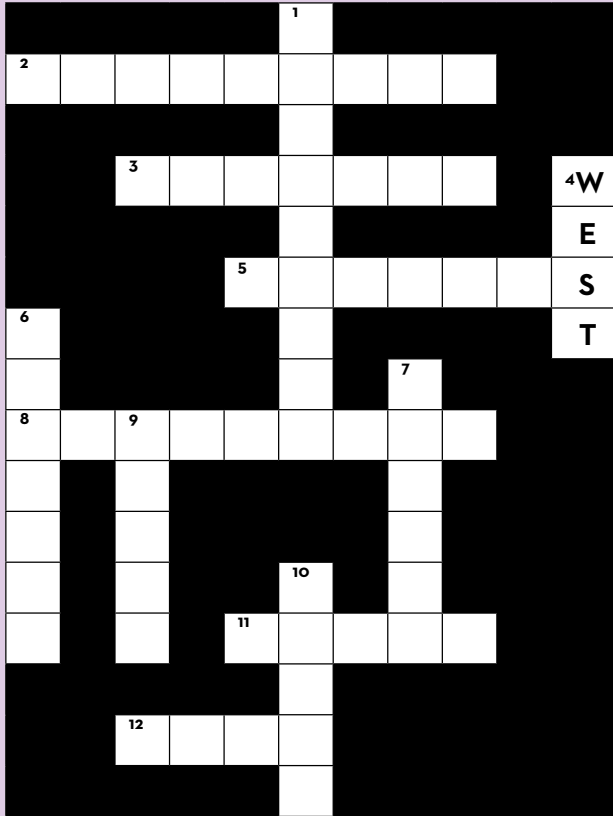
**Step d Work in pairs. Check each other's report for** correct spelling, correct tense (Present Simple), capital letters and full stops, use of **and**

**Step e In groups read out your reports.**

**Finally, put your work up on the class announcement board.**

# Check yourself

## A. The Geography Crossword Puzzle



### Across:

2. The Carpathians are high \_\_\_\_\_
3. Greece \_\_\_\_\_ Albania.
5. It often rains heavily, so there are a lot of \_\_\_\_\_
8. Albania is in the Balkan \_\_\_\_\_
11. Odessa is on the \_\_\_\_\_ of the Black Sea.
12. The opposite of West.

### Down:

1. On a map we can spot \_\_\_\_\_ like rivers, lakes, mountains.
4. The opposite of East
6. The \_\_\_\_\_ city of Greece is Athens.
7. People in Georgia grow tea in the large \_\_\_\_\_
9. Thessaloniki is in the \_\_\_\_\_ of Greece.
10. The opposite of North

\_\_\_ / 6 points

## B. Match

- |          |                     |
|----------|---------------------|
| 1. share | a. in the coal mine |
| 2. drop  | b. citrus fruit     |
| 3. swim  | c. in the river     |
| 4. work  | d. below zero       |
| 5. grow  | e. in two parts     |
| 6. split | f. borders          |



\_\_\_ / 3 points

## C. Tick the suitable verb:

1. I'm on holiday now. I \_\_\_ a great time.  
 have                       am having
2. She's Italian. She \_\_\_ from Rome.  
 comes                       is coming
3. -'\_\_\_ your meal?' -'Yes, it's very good.'  
 Are you enjoying       Do you enjoy
4. This term, I \_\_\_ German for the first time.  
 study                       am studying
5. Water \_\_\_ at a hundred degrees.  
 boils                       is boiling

\_\_\_ / 2 1/2 points

D. Tick  the correct sentence:

1. **A pupil is in the library.**

- a. He is reading a book.
- b. He reads a book.

2. **About my hobby?**

- a. I am collecting stamps.
- b. I collect stamps.

3. **Some children are at the fast food restaurant.**

- a. They are eating a burger.
- b. They eat a burger.

4. **Usually at the concert hall...**

- a. we listen to music.
- b. we are listening to music.

5. **Alice comes from Great Britain.**

- a. It is raining heavily there.
- b. It rains heavily there.

\_\_ / 2 1/2 points

E. Look at John's weekly routine. Write what he always, sometimes, usually, often, rarely or never does.

John always \_\_\_\_\_

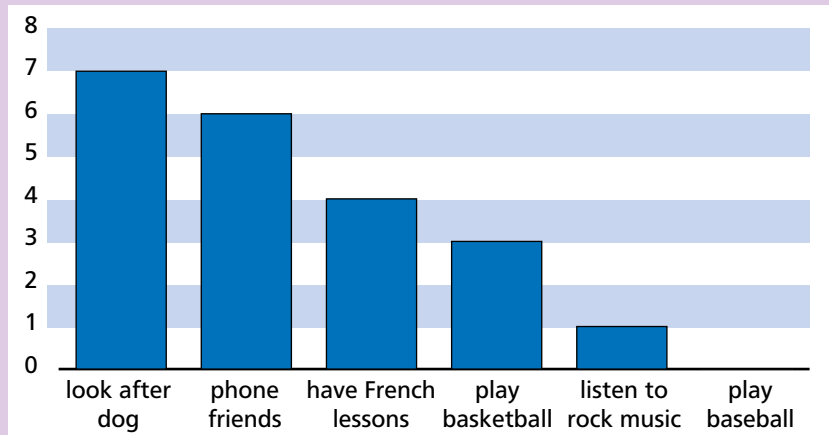
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

He often \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

He \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



\_\_ / 6 points  
My total score  
is \_\_ / 20 points

See p. 46 Workbook

**NOW TICK  
WHAT YOU CAN DO**

**REMEMBER** when you learn new words in English:

- Group them by topic and repeat them as many times as you can.

**I can talk about**

- Countries and their culture \_\_\_\_\_
- School subjects \_\_\_\_\_

**I can read**

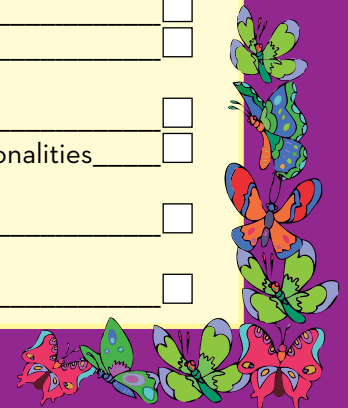
- Maps and do geography quizzes \_\_\_\_\_
- Reports about countries/ landforms/ nationalities \_\_\_\_\_

**I can listen to**

- Pupils talking about school projects \_\_\_\_\_

**I can write**

- Reports about countries/ daily activities \_\_\_\_\_



# Unit 2 Going Shopping

**You are here to READ**

a supermarket flyer, a shopping list, a school canteen menu, a receipt, an internet site

**and TALK about**

shopping goods and their prices

**and LISTEN TO**

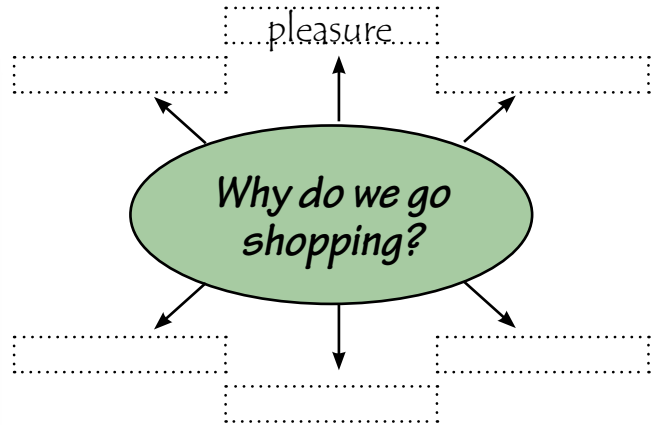
people talking in supermarkets and department stores

**and WRITE**

shopping lists and on-line orders

**and LEARN about**

countable and uncountable nouns and how to use a/an, some/any, a few/few, a little/little, how much, how many



Look at these pictures. Listen to the people and decide where they are.



# Lesson 1 At the supermarket

## 1. Reading



A. Look at the picture of the supermarket on the flyer below. Talk about the various departments you usually visit. What items can you buy there?



.....  
 .....

A. At FFM's (*Fresh Food Market*), you can find a great selection of delicious and tempting cakes and desserts. Choose from fresh cream cakes and fruit flans to tasty pastries and delicious muffins – many prepared in-store. The boxes of doughnuts include a range of tempting flavours. For any special occasion there's a great range of celebration cakes too!

.....  
 .....

B. Every FFM has well trained butchers in-store, able to prepare over a hundred cuts of meat

like beef and lamb ribs, pork chops and steaks. So whether it's some mince for a cottage pie or a turkey for a special occasion, our butcher can prepare the cut that's right for you.

.....  
 .....

C. At FFM's we carefully select and pack most of the fresh fruit and vegetables. You always find a superb selection of ready prepared salads and pre-washed vegetables. FFM offers a variety of organic products such as eggs, cheese, potatoes, mushrooms, tea bags and muesli that don't cost the earth. We are always on hand to help you with your selection.



B. Read the flyer of the **Fresh Food Market** and choose the correct heading for each paragraph. There is an extra heading that you don't need:

1. The dairy corner    2. The bakery    3. Meat and poultry    4. The greengrocer's



Read the flyer again and answer the questions below choosing from the paragraphs A-C:

Which paragraph(s) tell(s) you...

- that you can buy healthy food 1. \_\_\_
- that you can buy a variety of sweets 2. \_\_\_
- that everything is in a good price 3. \_\_\_
- what you can buy for a barbecue party 4. \_\_\_
- what to buy for a rich breakfast 5. \_\_\_



**£1 = 100p**  
(one **pound** =  
one hundred  
**pence**)



**C. LISTEN AND ANSWER.**

Mary and her mother are at the supermarket.  
What do they need the strawberries for?  
How much money do they cost?



Price:    p a box!



**D.** Mary is preparing the shopping list for her birthday party. Look at her list and help her to organize it:

Mary's shopping list

- 20 cans of cider
- 2 pounds of pork chops
- a carton of milk
- a dozen of eggs
- 2 packets of muffins
- 1 jar of jam
- 2 bars of chocolate
- 3 boxes of strawberries
- 2 packets of butter
- 1/2 pound of mince
- 3 bottles of orange juice
- 1 packet of flour
- 1 packet of sugar
- 2 pounds of bananas



2. Grammar

Do you remember?

A. COUNTABLE/UNCOUNTABLE NOUNS

Grammar Box



There is **a banana** in the basket.

There are **some bananas** in the basket.

There is **some milk** in the fridge.



Countable Nouns		Uncountable Nouns (Singular Only)
Singular	Plural	
<b>a</b> banana <b>an</b> apple	<b>some</b> bananas	<b>some</b> milk



Look at the **Grammar Box** and write your own sentences.

Now complete the rule:

We use \_\_\_\_ / \_\_\_\_ before **countable nouns in singular**.

We use \_\_\_\_ before **countable nouns in plural** and before **uncountable nouns**.

B. SOME, ANY, HOW MUCH, HOW MANY

Have you got **any** milk?

**How much** milk have you got?

Have you got **any** bananas?

**How many** apples have you got?

Yes, I've got **some**.

I've got **a little**. I haven't got **much**.

Yes, I've got **some**. They aren't **many**.

I've got **a lot**.



Grammar Box

	Affirmative	Negative	Question
Countable Nouns In Plural	<b>some</b> <b>a lot of</b>	<b>any</b> not <b>many</b>	How <b>many</b> ? ... <b>any</b> ...?
Uncountable Nouns	<b>some</b> <b>a lot of</b>	<b>any</b> not <b>much</b>	How <b>much</b> ? ... <b>any</b> ...?



Look at the **Grammar Box** and write your own sentences.

Now complete the rule:

We use \_\_\_\_ / \_\_\_\_ in **affirmative** sentences.

We use \_\_\_\_ / \_\_\_\_ / \_\_\_\_ in **negative** sentences.

When we ask questions, we use \_\_\_\_ / \_\_\_\_ before **countable nouns in plural** and \_\_\_\_ / \_\_\_\_ before **uncountable nouns**.



## Look at this!

### We say

**some** milk  
**some** chocolate  
**some** sugar

### But we also say

**a bottle of** milk  
**a bar of** chocolate  
**a packet of** sugar

## 3. Practice



### A. PAIR WORK: WHAT'S IN YOUR SHOPPING BAG?

You are at the supermarket with your friend. Put 5 things in your shopping bag but don't let your friend see what's in it.

Ask each other questions to find out what's in your friend's bag and write them down.

My shopping bag



My friend's shopping bag



Example:

- Have you got any apples in your shopping bag?
- No, I haven't.
- Have you got any bananas?
- Yes, I have.
- How many have you got?
- Five.



### B. ROLE-PLAY: A SHOP IN THE CLASSROOM

Form two groups, **shopkeepers** and **customers**, and act out this activity.

#### Shopkeepers

Organize your shop. Prepare pictures of goods and price tags for them. Display them on your desks. Get ready to welcome your customers.

#### LEARNING STRATEGIES

When I speak English in class...

- I do not hesitate to speak
- I start the conversation with my classmates
- I am not afraid to make mistakes
- I try to remember dialogues I have learnt by heart
- I ask for correction.



#### Customers

Prepare your shopping lists and go shopping.

### C. AT THE SCHOOL CANTEEN



Read the menu of the school canteen on p.135.

You have €2.50. Choose your treats but stay within your budget.

What to buy	How many	How much
Total:		€

# Lesson 2 At the mall

## 1. Speaking



Look at the picture. Where is the girl? What is she looking at?



The Grand Mall

## 2. Listening



A. Before you listen, look at the receipts. What kind of shops are they from?

1. a clothes shop
2. a supermarket
3. a bookshop
4. a bakery



<b>THE BOOKWORMS</b>			
1256 Broadway, NY NY 10019, 212-7579860			
546897 Reg 1 ID 37 6:25pm 07J02105			
E PERIODICALS	1@	5.00	5.00
<b>SUBTOTAL</b>			5.00
NO SALES TAX			
<b>TOTAL</b>		<b>\$</b>	<b>5.00</b>
CASH PAYMENT			20.00
CHANGE			15.00



THANK YOU FOR SHOPPING AT <b>HELENA'S, HERALD SQUARE</b>			
CUSTOMER COPY		PURCHASE	
S003 ASSC 266234		10/12/04	
POLO SHIRT	QTY	1	10.30
SWEATER		1	45.00
JACKET		1	59.90
TRACK SUIT		1	48.70
		19% TAX	31.14
<b>TOTAL AMOUNT</b>			<b>195.04</b>
KEEP THIS RECEIPT FOR RETURN/EXCHANGE			
Want an Employee Discount? And How About A New Career? Visit <a href="http://HelenaJobs.com">HelenaJobs.com</a> and Apply Today			



<b>K-TOWN MARKET</b>	
67-90 Broadway, Astoria, 11106, 728-4211	
ZYTHOS BEER	7.96
Bottle deposit	0.20
TOTAL LT YOGHURT	1.89
RAFT KETCHUP	1.99
CASHEWS	4.19
PORK CHOPS	2.71
DRUMSTICKS CHICKEN	4.50
\$0.99/lb x 1.20lbs	
APPLE JUICE	1.19
7 items	
Sub Total	24.63
Taxes	0.69
<b>Total: \$</b>	<b>25.32</b>
Charge:	25.32
Cash change	0.00
Tommy  09:17pm 09/29/2004 Wednesday 4245	
FREE DAILY NEWS Mon- Fri 0.50 on Sunday	
K-TOWN IS NOW OPEN UNTIL MIDNIGHT ON SUNDAYS. THANK YOU FOR SHOPPING AT K-TOWN	

**B.** Now listen to the dialogue in the department store and choose the right answer:

- 1. The girl wants a gift for...**  
a. her father's birthday      b. Father's Day      c. her brother's birthday
- 2. She's looking at...**  
a. ties and shirts      b. shorts and T-shirts      c. shirts and T-shirts
- 3. The black shirt costs...**  
a. \$20.95      b. \$30.95      c. \$40.95
- 4. The girl doesn't want the black shirt because...**  
a. it's too big      b. it's too small      c. it's too expensive
- 5. She finally buys...**  
a. a black T-shirt      b. a black shirt      c. a green T-shirt



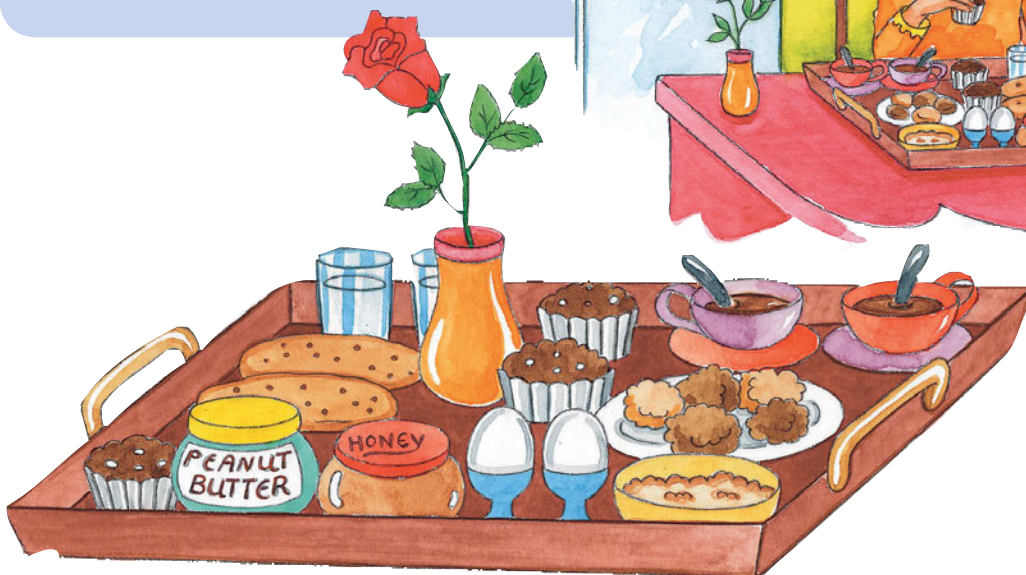
**C.** FATHER'S DAY

It's Father's Day soon and you want to buy something for your father. What do you want to buy for him? Why?



**D.** LISTEN AND ANSWER

Mary prepares breakfast for her parents. Listen to the recording and tick  the things she has on her tray.



Now turn to p.136 and read the text to see if you have ticked the correct things.

3. Grammar

A. VERBS OF SENSES + ADJECTIVES

Grammar Box



Verbs of senses

				
look	sound	feel	smell	taste



Look at the examples:

What does your mother's new car **look** like? It **looks fantastic**.

What does peanut butter **taste** like? It **tastes delicious**.

What does your new cotton T-shirt **feel** like? It **feels soft**.

What does the chocolate cake **smell** like? It **smells good**.

B. FEW/A FEW, LITTLE/A LITTLE

Look at the examples:

**BUT**

There are **a few** muffins on the plate. Let's eat them! (**a few = some**)

There are **few** pastries. Let's buy some. (**few = almost no, not enough**)

**BUT**

There is **a little** coffee in the pot. Let's drink it. (**a little = some**)

There is **little** milk. It's not enough for our coffee. (**little = almost no, not enough**)

Complete the rule:

- We use \_\_\_\_\_/\_\_\_\_\_ before countable nouns and \_\_\_\_\_/\_\_\_\_\_ before uncountable nouns.
- \_\_\_\_\_ and \_\_\_\_\_ mean that something is enough.
- \_\_\_\_\_ and \_\_\_\_\_ mean that something is not enough.



Now, look at these pictures and write your own sentences, as in the examples above.

chocolates



biscuits



lemon juice



water



## 4. Practice



- A. THE FASHION SHOW:** Be a model!  
Take turns and walk like fashion models on the catwalk.  
The other students use the words below to describe what the “model” is wearing.  
Make comments on his/her clothes.

adjectives	colour	material	item
lovely	pale green	cotton	sweater
beautiful	pink	woollen	skirt
cute	dark/navy	leather	track suit
smart	blue	denim	jeans/pants/ trousers
elegant	pastel	linen	T-shirt
short/long/ tight/loose/ baggy	purple	silk	dress
	black and white	nylon/ polyester	jacket

### Example:

She's wearing a cute,  
pink, woollen sweater.

**It suits** her!

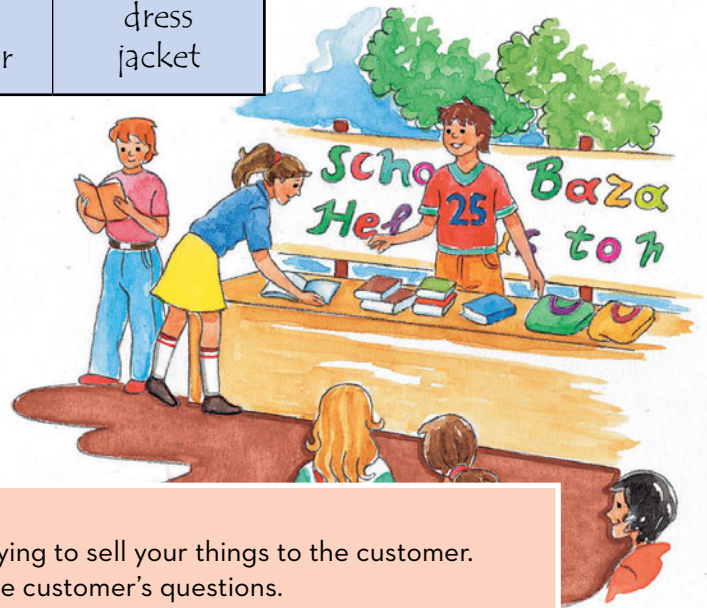
He's wearing smart,  
dark blue, denim jeans.

**They match** his T-shirt.

### B. PAIR WORK - The School Bazaar



Your class wants to raise money for a charity. Collect things you don't use any longer (clothes, books, toys, etc.) to sell them at the school bazaar.



#### Pupil A

You are the customer and you are trying to buy the things you want.  
Ask questions like:

**How much is it/ are they?**  
**What is it made of? etc.**

#### Pupil B

You are trying to sell your things to the customer.  
Answer the customer's questions.

## 5. Writing



You are now a member of the “Writing Club”: close your eyes and use your five senses to describe a favourite thing.

What does it taste/smell/feel/look/sound like? You can write a poem about:

a pair of snickers  
your favourite dessert  
a new shirt  
a fruit, etc.

### Example:



Write your poem and put it in your **portfolio**.

Oh, my sweet Chocolate cake!  
Off the oven, it looks fresh and smells nice;  
it feels soft in my hands;  
it tastes delicious in my mouth.  
It sounds so tempting, I can never resist it!

# Lesson 3 E-shopping

## 1. The Internet site



**A.** Have you ever used the Internet to do your shopping online? Why?

**B.** John and Mary are looking for some toys on the Internet. Here is a site where they can look at, order and buy toys on-line at:

[www.countdowncreations.com/toys.html](http://www.countdowncreations.com/toys.html)

Work in pairs and say what kind of toys they are looking for.

**C.** If you click on the picture you can find more information on the toy you are interested in. Visit the webpage to find the following information:

- How much is the astronaut?
- How much is the space shuttle?
- Which of the two toys comes in pieces you put together?
- How many pieces is it?



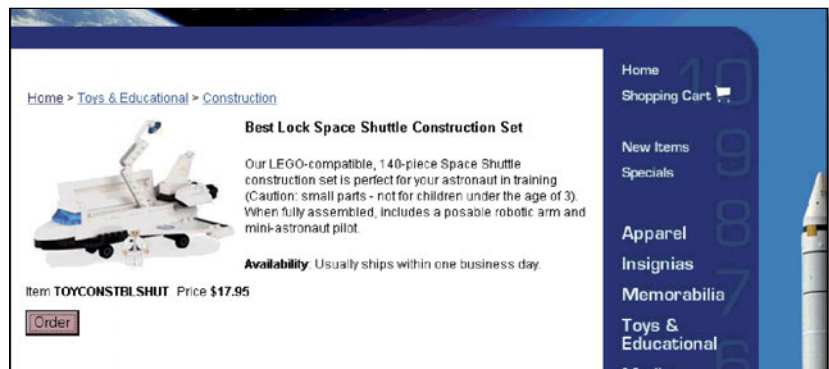
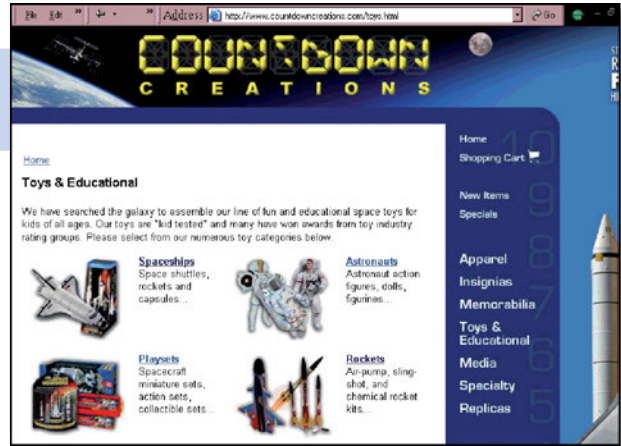
**D. PROJECT**

You want to buy presents for the pupils of a primary school in Cyprus. Work in pairs and:

- Visit the webpage to buy your presents online
- Choose the toys you like
- Fill in the order form on the right

**but don't order!**

(if you don't have Internet access, turn to pp.136-137)



Item	Unit Price	Quantity	Subtotal
<b>Total</b>			

# Check yourself

## A. At the super market

Example: half pound of minced meat ✓



Look at the trolley and complete the items on the shopping list:



\_\_\_ / 5 points

## B. Match

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>a. I am tidying my room.</li> <li>b. I am going on holidays.</li> <li>c. She is wearing baggy pants.</li> <li>d. This yogurt has been in the fridge for days.</li> <li>e. I am having a piece of cake.</li> </ul> | <ul style="list-style-type: none"> <li>1. It sounds exciting.</li> <li>2. It tastes delicious.</li> <li>3. It smells nasty.</li> <li>4. It sounds boring</li> <li>5. They look old-fashioned.</li> </ul> |
|--|--|



\_\_\_ / 2 1/2 points



## C. Complete using the correct form of the verbs in the box:

- a. The size is small. It doesn't \_\_\_\_\_ me.
- b. These shoes \_\_\_\_\_ your dress.
- c. I like that hat. It \_\_\_\_\_ fantastic!
- d. This shirt \_\_\_\_\_ you perfectly. I like it on you.
- e. This blue tie \_\_\_\_\_ a white shirt.

\_\_\_ / 2 1/2 points

D. The speech bubbles are mixed up. Put them in the correct order to complete the dialogue:

I'll take them.

Here is your change and receipt.

Here is the cash.

How much are they?

Yes, in the glove section.

Can I help you?

Do you have any gloves?

Cash or credit card?

They are €20.

Excuse me!

Customer	Assistant

\_\_\_ / 5 points

E. Choose the correct answer:

- |   |  |  |  |   |   |
|---|--|--|--|---|---|
| 1. I have got _____ CDs.                        | <input type="checkbox"/> a lot of<br><input type="checkbox"/> much<br><input type="checkbox"/> many    | 4. _____ children can speak Italian.           | <input type="checkbox"/> many<br><input type="checkbox"/> a few<br><input type="checkbox"/> a little   | 8. Do you have _____ mushrooms in your pizza?       | <input type="checkbox"/> any<br><input type="checkbox"/> some<br><input type="checkbox"/> little    |
| 2. There is _____ butter. We can't make a cake. | <input type="checkbox"/> little<br><input type="checkbox"/> a little<br><input type="checkbox"/> any   | 5. Do you need _____ eggs to make an omelette? | <input type="checkbox"/> a lot of<br><input type="checkbox"/> a few<br><input type="checkbox"/> many   | 9. Help yourself! There is _____ orange juice left. | <input type="checkbox"/> a little<br><input type="checkbox"/> a few<br><input type="checkbox"/> any |
| 3. There is _____ money in my purse.            | <input type="checkbox"/> any<br><input type="checkbox"/> some<br><input type="checkbox"/> a few        | 6. _____ sugar do you have in your tea?        | <input type="checkbox"/> how much<br><input type="checkbox"/> how many<br><input type="checkbox"/> how | 10. There isn't _____ minced beef to make moussaka. | <input type="checkbox"/> some<br><input type="checkbox"/> many<br><input type="checkbox"/> any      |
| 7. _____ cans of beer are there in the fridge?  | <input type="checkbox"/> how much<br><input type="checkbox"/> how<br><input type="checkbox"/> how many |  |  |   |   |

\_\_\_ / 5 points  
**My total score is \_\_\_ / 20 points**

See p. 46 Workbook

## NOW TICK WHAT YOU CAN DO

**REMEMBER** when you speak English in class:

- Learn dialogues by heart and don't be afraid to make mistakes.

- I can read**
- Supermarket flyers and internet sites.....
  - Shopping lists and receipts.....
  - School canteen menus.....
- I can talk about**
- Shopping goods and their prices.....
- I can write**
- Shopping lists and online orders.....
- I can understand**
- People talking in supermarkets / department stores



# Unit 3 Imaginary Creatures

## You are here to READ

an acrostic poem, about monsters and creatures, and a literature extract (a play)

## and TALK about

similarities and differences of monsters/creatures, people's appearance and personality, and act out a scene of a play

## and LISTEN TO

a ghost story

## and WRITE about

the appearance/personality/skills of monsters, creatures or people

## and LEARN about

the comparisons of adjectives and adverbs, and opposite adjectives.

Write your own acrostic poem like the one below.



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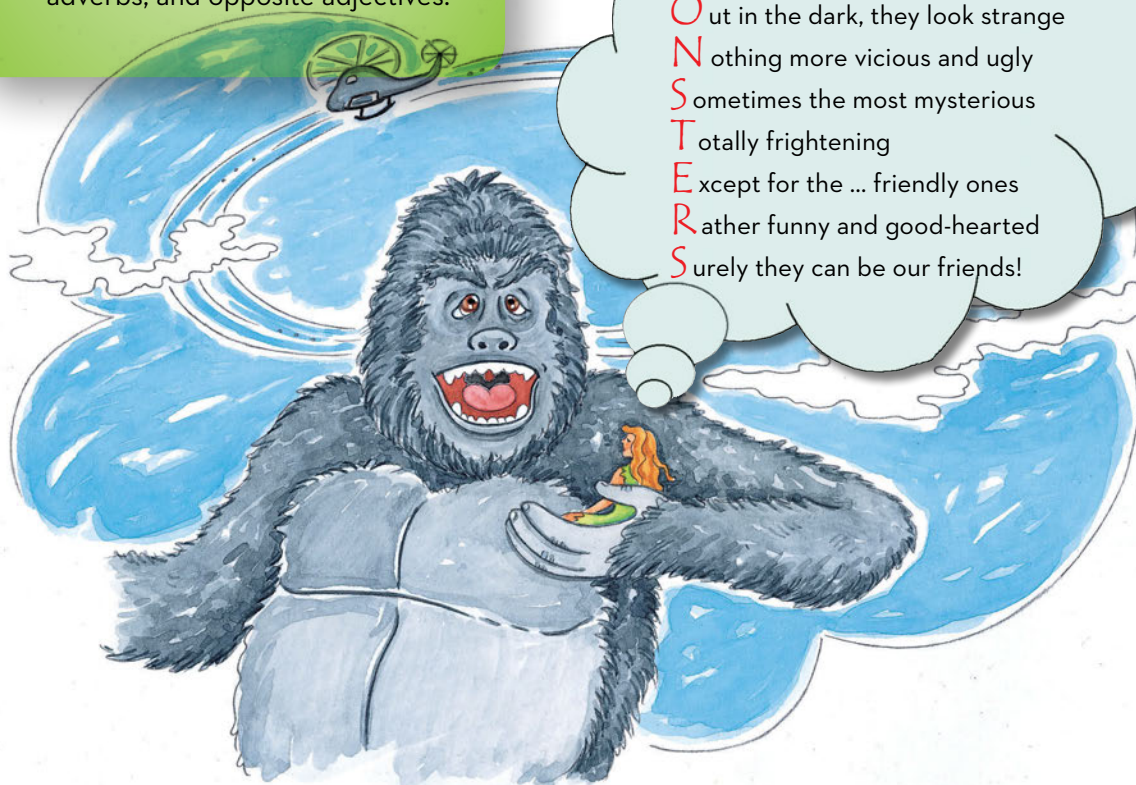
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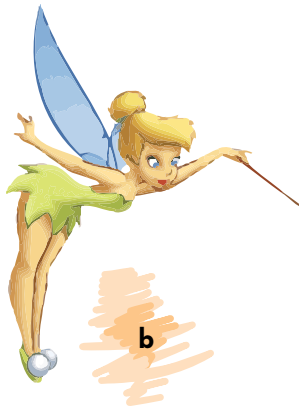
# Lesson 1 Old and modern Creatures

People have always made up stories about mysterious creatures, which they believe look different from ordinary people and have special, supernatural powers that ordinary people do not have.

## 1. Reading



A. Look at the monsters a-c below and match them to the titles of the texts:



B. Read the texts and put the missing sentences A-D in the correct place.

- A. they get married and they have children.
- B. Then he swims off with his pockets full of sailors.
- C. They soon fall in love with each other and get married.
- D. Everywhere he goes, people and animals flee.



### Polyphemus the Cyclops

The Cyclopes are one-eyed huge, savage creatures, tall like trees. They live on an island where they do nothing but fight with each other for the wild goats, trying to find enough food to fill their huge bellies. Storms often bring shipwrecked sailors to their island. The Cyclopes catch and eat them alive.

The largest and fiercest of the Cyclopes is named Polyphemus. He always keeps vigil on his mountain, fair weather or foul. If he spots a ship, he dives into the sea and swims underwater, coming up underneath the ship and overturning it, <sup>1</sup> \_\_\_\_\_. However, according to Homer, Ulysses manages to escape from his cave, because he is smarter and more cunning than Polyphemus



## Oberon, Titania, Puck and Tinkerbelle, the fairies

Fairies appear in children's stories as tiny, winged, and good hearted creatures. They behave like humans; <sup>2</sup> \_\_\_\_\_. However, unlike humans, they have supernatural powers, which make them, at best, unpredictable and at worst, dangerous. Tinkerbelle, Peter Pan's companion, is a tiny-winged fairy, delightful and delicate. She is sometimes friendly or unfriendly but loyal to Peter Pan.

In Shakespeare's play "A Midsummer Night's Dream" Oberon, the nasty King of the fairies and the wicked queen Titania live in Fairyland. They order their playful and naughty messenger Puck, to play tricks on people and make them fall in love with the first creature they see when they wake up...



### LEARNING STRATEGIES

#### When I read a text in English...

- I read the whole text first to understand the general meaning
- I try to remember the meaning of the words I know
- I try to guess the meaning of unknown words from context
- I don't worry about unknown words if I can understand the text
- I use my knowledge on the topic to understand the text
- I look up the meaning of words I don't know in the dictionary
- I ask my teacher to help me when I have difficulties.



## Shrek the ogre

Shrek, a horrible little **ogre** is spitting flames and smoke. Shrek is the ugliest guy in town. <sup>3</sup> \_\_\_\_\_. He is so ugly that he frightens himself when he gets into a room full of mirrors. He looks even uglier than his parents, who kick him goodbye and send him off in the world.

Yet Shrek is proud of his green strange head and disgusting body.

Shrek goes out into the world to find adventure and along the way meets a witch, a knight, a dragon, and finally, a hideous princess, who's even more unattractive than he is! Shrek manages to enter the princess' castle. <sup>4</sup> \_\_\_\_\_. All the guests are surprised to see the bride carrying a cactus for a bouquet!



C. Use the information in the texts to fill in the table below:

Monster/Creature	Cyclopes	Fairies	Ogre
Names			
What they look like			
What they are like			

D. Talk about your own monster.

2. Grammar

A. Read the following dialogue. Find out how John and Mary are comparing the creatures in the texts. Complete the unfinished sentences:

- Mary:** The Cyclops Polyphemus is **bigger** and **stronger than** Shrek.
- John:** He may be **bigger** but Shrek is **more horrible than** him. When he looks at himself in the mirror he is frightened. He is **the ugliest of** all the creatures on this page.
- Pupil 1:** Look at Tinkerbell. She looks \_\_\_\_\_ and \_\_\_\_\_!
- Pupil 2:** I don't think so. I think Puck is \_\_\_\_\_.  
He plays tricks on people.



B. MAKING COMPARISONS

Grammar Box

Do you remember?



	ADJECTIVE	COMPARATIVE	SUPERLATIVE
SHORT ADJECTIVES	strong big ugly	...-er than	the ...-est of/in
		stronger than bigger than uglier than	the strongest of/in the biggest of/in the ugliest of/in
LONG ADJECTIVES	horrible	more ... than	the most ... of/in
		more horrible than	the most horrible of/in



Look at the **Grammar Box** and complete the rule:



Now find more comparatives and superlatives in the texts on pages 26-27 and write them down in your copybook.

Comparative Form: We add \_\_\_\_\_  
in short adjectives and \_\_\_\_\_ +  
\_\_\_\_\_ in long adjectives.

Superlative Form: We add \_\_\_\_\_  
in short adjectives and \_\_\_\_\_ +  
\_\_\_\_\_ in long adjectives.

C. STUDY THIS BOX, TOO:

Adjective	Comparative	Superlative
good	<b>better</b> than	the <b>best</b> of/in
bad	<b>worse</b> than	the <b>worst</b> of/in
far	<b>farther/further</b> than	the <b>farthest/furthest</b> of/in
much/many	<b>more</b> than	the <b>most</b> of/in
little	<b>less</b> than	the <b>least</b> of/in

## D. OPPOSITE ADJECTIVES

huge	tiny
vicious	good-hearted
wicked	nice
horrible	lovely
playful	serious
ugly	beautiful



friendly	<b>un</b> friendly
happy	<b>un</b> happy
kind	<b>un</b> kind
attractive	<b>un</b> attractive
sensitive	<b>in</b> sensitive
predictable	<b>un</b> predictable
expensive	<b>in</b> expensive
active	<b>in</b> active

## 3. Practice

### A. FAIRY-TALE HEROES



Talk about characters from the fairy tales you know: choose a character and talk about his/her abilities and personality. Then compare the characters with each other.

Example:



Peter Pan is the most playful of any other hero.

Cinderella is prettier than Tinkerbell's.



Snow White's stepmother is more vicious than Cinderella's.

### B. PAIR WORK: A MONSTER'S ID



Choose a monster and ask your friend about it. Then complete the ID card on the right.

Monster's ID

Name: \_\_\_\_\_

Age: \_\_\_\_\_

Height: \_\_\_\_\_

Weight: \_\_\_\_\_

Eyes: \_\_\_\_\_

#### Pupil A

Ask questions about your friend's monster. Then look at p.138 to find information about your monster and answer his/her questions.

#### It's your choice:

You can find a different version on page 124

#### Pupil B

Look at p.135 to find information about your monster and answer your friend's questions. Then ask him/her questions to complete your ID card.



Imagine that your friend's monster is wanted by the Police. Write his/her description and draw his/her picture.



### C. WHAT AM I LIKE? WHAT DO OTHER PEOPLE THINK OF ME?



Choose 4 adjectives that you think describe your personality best: *talkative, (un)friendly, (in)active, moody, anxious, careful, boring, funny, cunning, smart, playful, serious, (un)pleasant, (un)attractive...*

Then ask your friend what he/she thinks of you.



Write both opinions and include them in your **portfolio**.

# Lesson 2 Do you believe in ghosts?

## 1. Listening

A. Read the introduction below, look at the picture and answer these questions:



You are going to listen to a strange, old story about a couple from New York who are returning home from a trip to New England. They are travelling on a horse carriage, and are somewhere near Spiegletown when it starts getting dark and they have to seek shelter for the night.



A PLAY: *The fifty-cent piece*

- a. Where is the story taking place?
- b. Is it a story of the present or the past?
- c. Who is it about?
- d. What are these people doing?



B. Now listen to the play and answer the questions below:

1. The night is \_\_\_\_\_.
  - a. extremely dark
  - b. very cold and silent
2. The old people's house is \_\_\_\_\_.
  - a. not as cosy as a hotel
  - b. less luxurious than a hotel
3. The old lady offers the travellers \_\_\_\_\_.
  - a. a cup of hot coffee and biscuits
  - b. the most delicious cakes they have ever had
4. Before they leave, the travellers leave a coin on the kitchen table because \_\_\_\_\_.
  - a. the house was very comfortable
  - b. the old couple were very helpful
5. When they drive back they realize \_\_\_\_\_.
  - a. the house is in ruins
  - b. there is not a house there



**C.** Why is the play called *The fifty-cent piece*? What other suitable title can you think of?



**D. READ, WRITE and LISTEN:** What comes next?  
The following scenes come from *The fifty-cent piece* play.  
One of the characters is saying something.



Work in pairs: discuss together what the other character's lines are and write them down.

George, I'm so tired, I can't stay up longer!

Please, have a cup of hot tea and some cakes.

Here, a fifty-cent coin!

Do you think we could spend the night here?

Where do you say that house is?

Look! Look on the kitchen table!

**Listen to the play again and compare your answers with the actual words of the characters.**

A folktale from New York, USA, found at [www.americanfolklore.net](http://www.americanfolklore.net) and retold in play form

**E. JUST FOR FUN:** Can you answer these questions?

## The monster quiz!

- What do monsters read everyday?
- What do we call a friendly and handsome monster?
- What do monsters eat for lunch?
- What do we call a famous monster?

Turn to p.138 to check your answers to the Quiz.

3. Grammar

A. MORE COMPARISONS

Look at the examples:



1. The night is as dark as hell.

noun or pronoun	positive verb	as	adjective	as	noun or pronoun
-----------------	---------------	----	-----------	----	-----------------

2. Our house is not as/so luxurious as a hotel.

noun or pronoun	negative verb	as/so	adjective	as	noun or pronoun
-----------------	---------------	-------	-----------	----	-----------------



Use the structures in the examples above and complete these sentences:

- a. Puck is playful. Tinkerbell is playful, too. Puck is \_\_\_\_\_.
- b. Polyphemus is bigger than Shrek. Shrek isn't \_\_\_\_\_.
- c. Polyphemus is more horrible than Shrek. Shrek \_\_\_\_\_.
- d. Shrek is ugly. Polyphemus is ugly, too. \_\_\_\_\_.

Which of the above sentences say that two monsters are the same? \_\_\_\_\_

Which of the above sentences say that two monsters are different? \_\_\_\_\_

B. FORMING ADVERBS

Grammar Box

Study these examples



ADJECTIVE	ADVERB
The children are <b>quiet</b> .	They are playing <b>quietly</b> .
That is a <b>happy</b> boy.	He is singing <b>happily</b> .
<b>BUT</b> (exceptions)	
That is a <b>fast</b> horse.	It runs <b>fast</b> .
This exercise is <b>hard</b> .	Tom is working <b>hard</b> on this exercise.
Jim is a <b>good</b> football player.	He plays football <b>well</b> .



Complete the rule:

Adverbs are words that answer the question *HOW?*  
To form a regular adverb, we add \_\_\_\_\_ to an adjective.

C. COMPARISON OF ADVERBS

Grammar Box

Study these examples



The black horse runs **more quickly than** the white horse.  
It runs **the most quickly** of all.

**BUT**

Tom works **harder than** Mary. He works **the hardest** of all.

George plays football **better than** his brother. He plays **the best** of all.

The plane travels **faster than** the train. It travels **the fastest** of all.

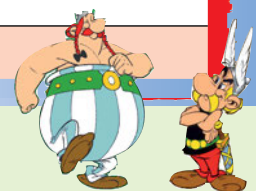
3. Practice



**A. PAIR-WORK:** Cartoon heroes  
Which famous cartoon hero does the following?



a. Runs in the desert the fastest.	Road runner
b. Fights for justice in Gotham City the hardest.	
c. Flies in the air of Metropolis the highest.	
d. Eats the most greedily.	
e. Thinks the most cleverly.	
f. Keeps his money the most safely.	
g. Draws his gun the most quickly.	



Ask your teacher if you don't know the answer. What special abilities or skills does each one have? Write about your favourite cartoon hero.



**B. A GAME:** Do it our way

Read the instructions to play the game.

**GROUP A**

**GROUP B**

- Choose a player and tell him/her to mime an action, e.g. *play football*.
- The player goes to **Group B** and asks: "How do you want me to do things?"
- Now return to your group and do your mime the way Group B told you to.
- If your group guesses the adverb correctly you get a point.

- A player from **Group A** comes and asks you "How do you want me to do things?"
- Give him/her an adverb, e.g. "quickly".
- The other player goes to his/her group and tries to do the mime in the way you asked.

Play the game in turns.

# Lesson 3 Classroom theatre

## 1. Puck's tricks

An adaptation of Shakespeare's *Midsummer Night's Dream*



**A.** Listen and read the dialogues from the adapted play. Choose a character and learn his/her part by heart.

**Narrator:**

In Ancient Greece there is a girl named Hermia who loves a young man Lysander. However, her father says she must marry Demetrius but she does not want to. She and Lysander escape to a forest.

Helena is Hermia's friend and loves Demetrius. Helena and Demetrius also run away to the forest. Soon, they get tired and they fall asleep under the trees.

In the forest, there is Nick Bottom, an actor and his group, who are putting on a play. Farther through the forest the queen of fairies Titania is arguing with her husband, Oberon who is very angry with her. So, he sends Puck, the playful sprite, to bring the juice from the love flower to make her love him again.

**Puck:**

Ha, ha! I'll play a trick on all these people! I'll turn this man to a donkey. Abracadabra! You, Nick Bottom, are a donkey! (Nick becomes a donkey)

**Oberon:** (*angrily*)

Give me the magic juice. I'll put some of it in Titania's eyes myself. When she wakes up, she will fall in love with the first one she sees. This will be me.

**Titania:**

Where am I? (*Looking at Nick Bottom*) Oh, my love! Who are you? You are so handsome!

**Nick:** (*running away*)

Help! Help!

On May 16 and 18, 2000, the pupils of Crichton Park School performed "A Midsummer Night's Dream"

**Titania:**

Where are you going my love! Come back to me!

**Puck:**

Ha, ha, ha! Let me put some flower juice in Lysander's eyes now.

**Lysander:** (*wakes up and sees Helena*)

Oh, I am desperately in love with you! How beautiful you are!

**Helena:**

What's wrong with you? Don't you love Hermia any longer?

**Lysander:**

Hermia? Who is she? You are my love!

**Puck:**

Ha, ha, ha! Let me put some flower juice in Demetrius' eyes now.

**Demetrius:** (*wakes up and sees Hermia*)

Oh, my darling Hermia! You are the prettiest girl in the world. I love you deeply and truly!

**Hermia:** (*sadly*)

Oh, where is Lysander? Why isn't he with me? He is my true love! (*She is crying*)

**Oberon:** (*angrily*)

Come here Puck! Put everything back to normal.

**Puck:**

All the play is just a dream! Everything that happens on a midsummer night in a magic forest is a dream.



**B. PROJECT:** Prepare and perform the scene from "A midsummer night's dream":

Work in groups to play the scene before an audience. Make preparations:

- a. choose your role and learn your part
- b. set the scenes
- c. draw posters and masks
- d. choose appropriate music
- e. choose your costumes, and
- f. announce your performance.



Take pictures or a video of the performance and include them in your **portfolio**.

# Check yourself

A. CROSSWORD: Complete with "monster adjectives"

\_\_ / 5 points

B. Write the opposite of these adjectives:

kind \_\_\_\_\_

friendly \_\_\_\_\_

predictable \_\_\_\_\_

expensive \_\_\_\_\_

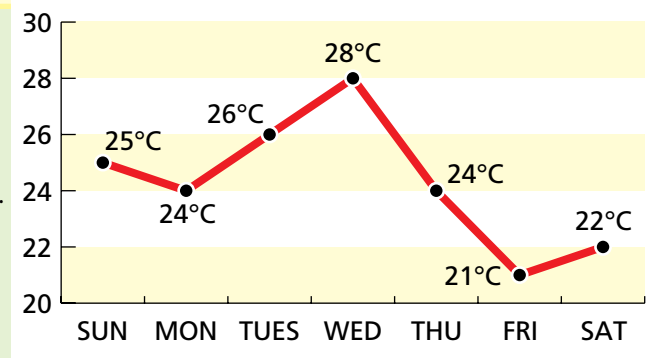
sensitive \_\_\_\_\_

attractive \_\_\_\_\_

\_\_ / 3 points

C. Look at the chart below and complete the sentences using the correct form of the adjectives *warm* and *cool*:

- Monday is \_\_\_\_\_ Friday.
- Thursday is \_\_\_\_\_ Tuesday.
- Friday is the \_\_\_\_\_ day of the week.
- Wednesday is \_\_\_\_\_ day of the week.
- Monday is \_\_\_\_\_ Thursday.
- Monday isn't \_\_\_\_\_ Tuesday.



\_\_\_ / 6 points

D. The table below shows some pupils' performances at sports. Look at the information and fill in the sentences using the correct form of the adjectives or adverbs: *good*, *fast*, *far*, *high*:

PUPIL'S NAME	100 m SWIMMING RACE	HIGH JUMP	DISCUS THROWING
Markos	1 min 30 sec	1,35 m	15 m
Peter	1 min 29 sec	1,50 m	16 m
Steven	1 min 34 sec	1,35 m	14,50 m

- Peter swims \_\_\_\_\_ of all.
- Markos swims \_\_\_\_\_ Steven.
- Peter throws the disc \_\_\_\_\_ of all.
- Steven jumps \_\_\_\_\_ Markos.
- Steven doesn't throw the discus \_\_\_\_\_ Markos.
- Peter is \_\_\_\_\_ athlete of the three.



\_\_\_ / 6 points

My total score is \_\_\_ / 20 points

See p. 47 Workbook

## NOW TICK WHAT YOU CAN DO

**REMEMBER** when you read a text in English:

- Don't worry about unknown words and try to guess their meaning from context.

### I can talk about

- Similarities and differences
- People's appearance and personality
- Parts in plays (act out)

### I can listen to and understand

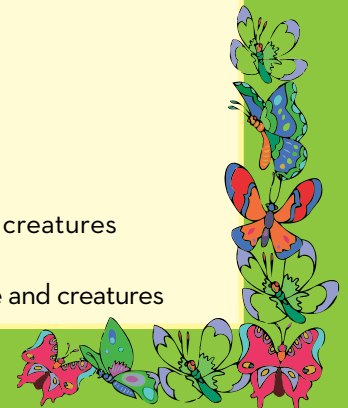
- A ghost story

### I can read and understand

- Long stories and literature extracts about creatures

### I can write about

- The appearance/ personality/ skills of people and creatures



# Unit 4 The history of the aeroplane

**We are here to READ**

biographies of inventors, an e-mail and attached files and a poem about the "Fall of Icarus"

**and TALK about**

Daedalus and Icarus and a painting

**and LISTEN TO**

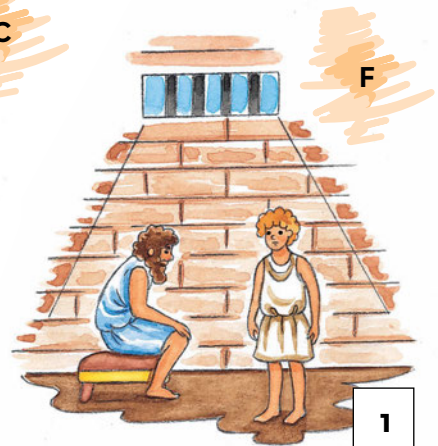
the myth of Daedalus and Icarus and a dialogue about an incident during a flight

**and WRITE**

a biography and a poem

**and LEARN about**

the technology of aeroplanes and how to use Simple Past, Past Continuous and linking words



- A. Do you remember the story of Daedalus and Icarus? Put the pictures A-F in the right order. Write 1-6 in the boxes.
- B. Now listen to the story and check your answers.

# Lesson 1 A day at the Museum

## 1. Reading



A. Jim and Mary received an e-mail message from their pen friends Joan and Joe from London, UK. Read the e-mail and answer the following questions:

1. What did Joan and Joe see in the Fleet Air Museum?
2. Did they enjoy the visit?
3. What did they learn?
4. What else did they send Jim and Mary?
5. Is there a similar museum in Greece? Organise a visit with your class.



Message from Joan + Joe

Reply Reply All Forward Link Flag Print Junk Move Categories Projects

**From:** <abcd@asd.uk...>  
**Date:** Saturday, Jan. 31, 3:56 p.m.  
**To:** <...efgh@thl.gr >  
**Subject:** Message from Joan + Joe

▼ Attachments: merchandising.doc

Worksheet 1; Worksheet 2	87 K	<input type="button" value="Open"/> <input type="button" value="Save"/> <input type="button" value="Remove"/>
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Dear Jim and Mary,

Yesterday, our class visited the Fleet Arm Museum outside London near Yeovilton. We saw over 40 historic planes there and we heard a lot about the history of planes and the Wright brothers, the first fliers. We also saw modern aeroplanes and then we flew on a helicopter in a simulator! It was exciting! We learnt about the four forces of flight, too.

Open the attached files:  
 These are the worksheets we worked on in the museum.  
 Do you want to try them, too?

Kisses  
 Joan and Joe

Schedule "Send & Receive All" will run in 4 minutes

B. Attached File: (Worksheet 1)

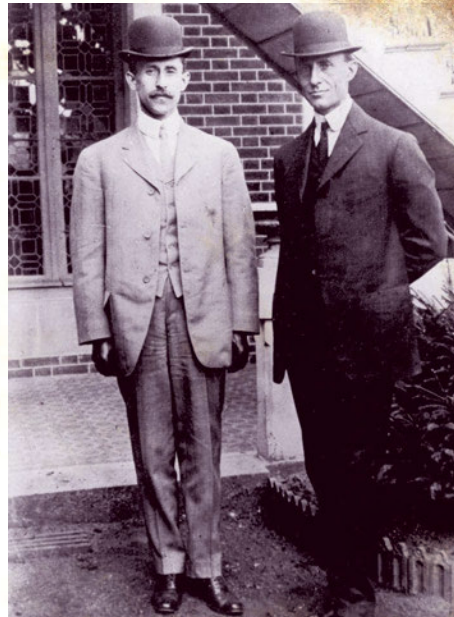


Here is the story of the Wright Brothers. Read the sentences on the right and put them in the right place in the text:

- a. They made kites.
- b. It was a toy helicopter.
- c. They opened a bicycle shop.

## The Wright Brothers

Wilbur and Orville Wright invented the first aeroplane in the United States of America in 1903. The Wright brothers thought of the flight when one day their father returned from a trip and surprised the boys with a small toy. .... (1) The boys admired the toy very much and they said that they wanted to fly. While the boys were growing up, they were always repairing and fixing things. .... (2) and sold them to classmates. Later, ..... (3) and repaired bicycles. They used the money from the bicycle shop for their first flight experiments. The historic flight lasted for just 12 seconds and covered about 120 feet. This changed the world forever.



Sources: <http://www.nasm.si.edu/wrightbrothers/>, [www.wright-house.com/wright-brothers](http://www.wright-house.com/wright-brothers)

C. Attached File: (Worksheet 2)

Can you label the missing parts of the aeroplane?



2. Grammar

Do you remember?



A. TALKING ABOUT THE PAST TIME

1. Complete the sentences in the Grammar Boxes:



Grammar Box 1

Past Simple

The Wright Brothers **invented** the first plane in 1903.  
 We **saw** historic planes and we **heard** about the first flyers, the Wright brothers.  
 We \_\_\_\_\_ the Fleet Arm Museum, we \_\_\_\_\_ modern aeroplanes  
and then we \_\_\_\_\_ on a helicopter, in a simulator.



Grammar Box 2

Past Continuous

While the boys **were growing** up,  
 they **were** always **repairing**  
 and **fixing** things.  
While Mary \_\_\_\_\_  
 \_\_\_\_\_ computer  
 games, Jim \_\_\_\_\_  
 \_\_\_\_\_ TV and  
 their parents \_\_\_\_\_  
 \_\_\_\_\_ books.



2. Now underline the correct tense to form the rule:



- a. We use the **Past Simple / Continuous Tense** for actions that continued for some time in the past.
- b. We use the **Past Simple / Continuous Tense** for a series of actions that took place at a certain time in the past.

### 3. Practice



#### A. ROLE PLAY: TALKING ABOUT ICARUS

**Student A**

**You are talking to your friend**

**Jim.** You read Icarus' story in your history book and now you are telling it to your friend who needs to find information about Icarus and his accident for a project at school. Answer your friend's questions, using Past Simple and Continuous.



**Student B**

**You are Jim from London.** You need to learn about Icarus and his accident for a project at school. Ask about the flight, the fall and how it all started. Use question words: how, when, what, who, etc., with verbs in Past Simple and Continuous.



**B.** Jim is telling you the story of the Wright Brothers. He doesn't remember it well and makes a few mistakes. Correct him.

**Example:**

<b>JIM</b>	a. The Wright brothers invented the first plane in France in 1903.	No, they didn't invent it in France. They invented it in the USA.	
	b. Their father gave them a flying carpet.	No, he didn't...	
<b>JIM</b>	c. While the two brothers were growing up, they were working with their father.	No, while they...	<b>YOU</b>
	d. When the boys were young, they made keys and sold them to classmates.	No, that's not correct. They...	
	e. The historic flight lasted 13 seconds.	You're wrong...	



#### C. MEDIATION

Jim and Mary are working on a school project and want to find information about Julius Verne and his books. Look at the book summary on the cover of one of his books you found at the school library. Write an e-mail to Jim and Mary telling them about the book and the story.

**ΑΠΟ ΤΗ ΓΗ ΣΤΗ ΣΕΛΗΝΗ**

*Ιουλίου Βερν*

Υπάρχει ζωή στη Σελήνη; Κατοικούν εκεί άνθρωποι; Μπορούμε να επικοινωνήσουμε μαζί τους; Μπορούμε να ζήσουμε εκεί; Για χρόνια, οι επιστήμονες ζητούσαν απαντήσεις στα καίρια αυτά ερωτήματα χωρίς να μπορούν να δώσουν μια θετική απάντηση. Ο Ιούλιος Βερν, με την ασύλληπτη φαντασία του, δίνει τη δική του απάντηση στέλνοντας τρεις τολμηρούς εξερευνητές να γνωρίσουν από κοντά τον δορυφόρο της Γης. Αλλά πώς θα ταξιδέψουν στη Σελήνη; Ο προφητικός αυτός συγγραφέας έχει τη λύση: μια οβίδα που μοιάζει πολύ με τα σημερινά διαστημόπλοια, εκτοξεύεται από ένα τεράστιο κανόνι. Θα φτάσουν άραγε οι εξερευνητές μας στον προορισμό τους; Ποια θα είναι η μοίρα τους σε ένα εγχείρημα που διαδραματίζεται εκατό χρόνια πριν από την προσελήνωση του σύγχρονου ανθρώπου;

# Lesson 2 An air pocket

## 1. Listening / Speaking



Before you listen, discuss the following questions:

1. Is travelling by aeroplane safe?
2. What problems do pilots face while they are flying? Name some.



**A.** Jim, Mary and their father are travelling on an aeroplane. Listen to their dialogue. What was the in-flight problem discussed? Where was the plane travelling to?

Problem \_\_\_\_\_  
 \_\_\_\_\_  
 Flight \_\_\_\_\_  
 \_\_\_\_\_

### B. Listen again and complete the sentences:



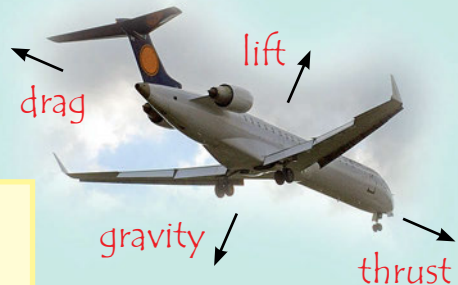
1. While the plane was flying above the ocean, it \_\_\_\_\_ a dive.
2. The airhostess \_\_\_\_\_ coffee and the passenger next to Jim's father \_\_\_\_\_
3. Jim's father \_\_\_\_\_ a magazine.
4. Jim's father \_\_\_\_\_ his prayers when he heard the captain's voice.

### C. The next day Jim went to the school library to find more information about planes and how they fly. Here are some pictures he found:

#### PICTURE A

Can you help Jim match the four forces with the correct direction?

- |                                 |   |                   |
|---------------------------------|---|-------------------|
| <b>Drag</b> pushes the plane    | → | forward           |
| <b>Lift</b> pulls the plane     | → | down and backward |
| <b>Thrust</b> pushes the plane  |   | downward          |
| <b>Gravity</b> pushes the plane |   | upward            |



**The four forces of flight**



### PICTURE B

Look at the pictures of the planes below, read the information and write **T** (true) or **F** (false) next to statements 1-4:

These planes carry passengers and cargo. Their speed is just below the speed of sound (350-750 MPH). Their engine is very powerful and they can travel very quickly with many people and goods.



Boeing 747

### TYPES OF PLANES

760 MPH is the speed of sound. These planes can fly up to five times the speed of sound (760 -3500 MPH). They have a special engine and they are designed with lightweight materials. Do you know why? To have less drag.

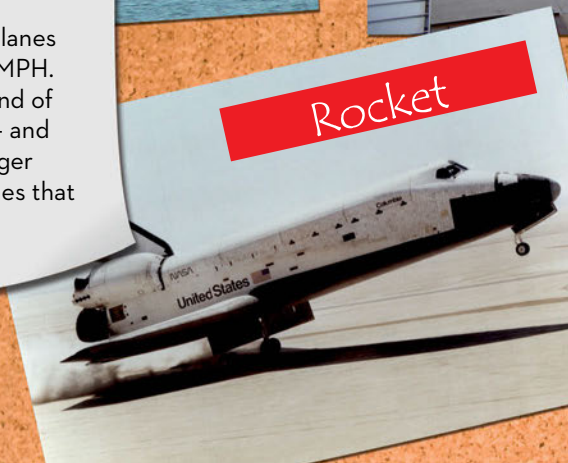


Seaplane



The Concorde

Most of the early planes can fly at 100-350 MPH. Examples of this kind of planes are the two- and four-seater passenger planes and seaplanes that can land on water.



Rocket

Rockets fly at speeds 5 to 10 times the speed of sound (3500 - 7000 MPH) as they orbit. They have a very powerful engine in order to travel at this speed.

1.	The Boeing travels very fast.	T
2.	Rockets fly 4 times the speed of sound.	
3.	The seaplane can land on water.	
4.	The Concorde travels below the speed of sound.	



2. Grammar



A. TALKING ABOUT THE PAST TIME

1. Complete the sentence in the Grammar Box:

**Grammar Box**



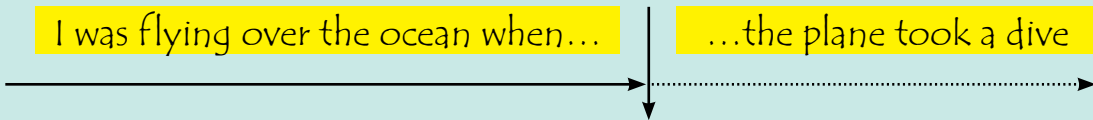
Past Continuous - Past Simple

I **was flying** over the ocean **when** the plane **took** a dive.

**While** I \_\_\_\_\_ my prayers, I \_\_\_\_\_ the captain's calm voice.

I was flying over the ocean when...

...the plane took a dive



2. Now complete the rule with **a** or **b**:

**a.** a past event

**b.** a longer activity that sets the scene in the past

When the **Past Continuous** and the **Past Simple** appear in the same sentence **the Past Continuous describes** \_\_\_\_\_ and **the Simple Past describes** \_\_\_\_\_

B. USING LINKING WORDS

(at) **first, then, after that, when, while, as, later, finally, (at) last**

1. Study the examples in the Grammar Box to see how to use linking words:



**Grammar Box**

Linking words

**As** the Wright brothers were growing up, they were repairing and fixing things.

**First**, they made kites and sold them to classmates.

**Then**, they opened a bicycle shop and repaired bicycles.

**Later**, they used the money for their first flight experiments.

**Finally**, they flew the first plane in 1903.



2. Now, write your own sentences using the linking words that don't appear in the **Grammar Box: after that, when, while, in the end.**

### 3. Practice

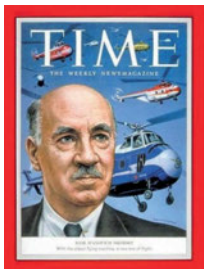
#### A. THE MISSING LUGGAGE



You are waiting for your flight at the airport when you realise that your handbag is missing. Ask a security officer for help. Tell him/her what you and the people around you were doing.



I was... when...



#### B. IGOR SIKORSKY:

The father of the helicopter

Your teacher has asked you to write the biography of another inventor: *Igor Sikorsky*. Here are some notes about him. Read

the notes and write his biography using linking words to join the sentences. Then present it in class.

#### LEARNING STRATEGIES

When I write a biography...

- I decide who I want to write about
- I collect information about him/her
- I organise my information into paragraphs
- I use linking words to connect my sentences
- I check my writing for mistakes (grammar, spelling etc.)



1889	Born in Kiev, Ukraine
	As a schoolboy, he (build) several model aircraft and helicopters
	(study) in Russia and Paris, France
	(build) the world's first multi-engine aircraft
1919	After Russian revolution (emigrate) to USA
	his money (run out), (teach) Russian immigrants mathematics, astronomy and aviation
	(work) as an aircraft designer
1923	(start) his own aeronautical company, the <i>Sikorsky Aero Engineering Corporation</i>
1925-1940	(create) a series of increasingly successful aircraft, including the first helicopter
1972	(die) in USA



You can start and finish like this:



Put his biography in your **portfolio**.

People call **Igor Sikorsky** 'the father of helicopter'. He was born...  
 ...  
 The Sikorsky Aircraft Corporation continues to the present day as one of the world's leading helicopter manufacturers.

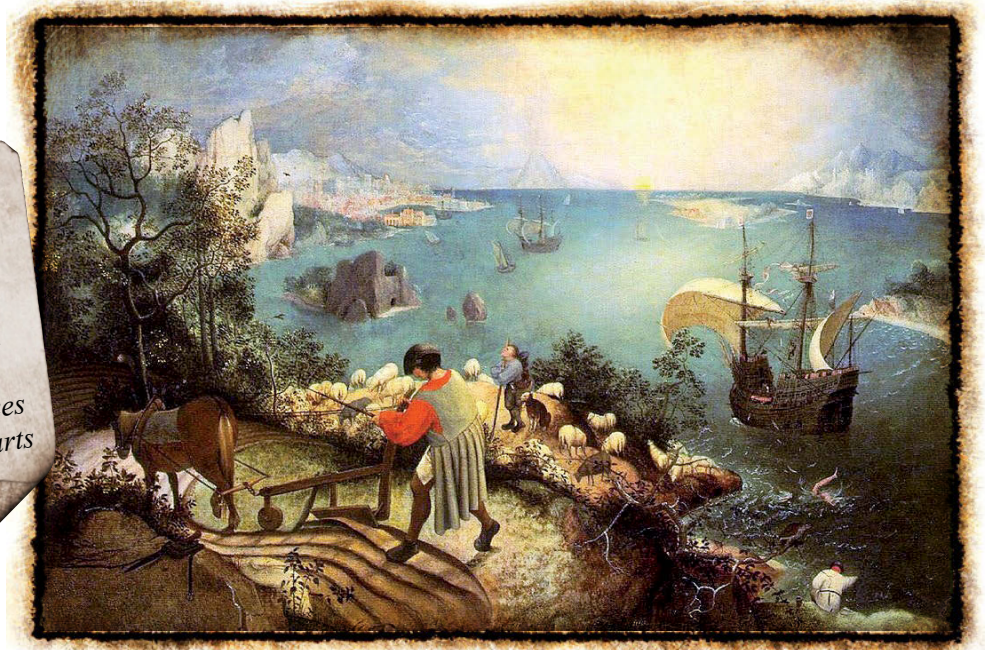
# Lesson 3 The Fall of Icarus

## The Project



**A.** Look at the painting and read the poem below it.  
What do they have in common? Can you spot Icarus in the picture?

**Landscape with the Fall of Icarus**  
Pieter Brueghel –  
Landscape with the Fall of Icarus created in 1558  
*Oil on canvas, Musées Royaux des Beaux-arts de Belgique, Brussels*



### According to Brueghel, when Icarus fell...

It was spring.  
A farmer was working in his field.  
A shepherd was looking after his sheep.  
A fisherman was catching fish near the edge of the sea.  
All were sweating in the sun that melted the wings' wax.  
Off the coast there was a splash quite unnoticed.  
This was Icarus' drowning.



**B.** Draw your own picture or write your own poem about the fall of Icarus. Follow the steps below:

**Include your picture or poem in your portfolio.**



- Try to find as many pictures / texts about the fall of Icarus as you can
- Study them and try to find a way to express your own feelings and ideas
- With your partners in your group, draw your picture or write your poem
- Present it in class

# Check yourself

## A. Let's solve the riddles

1. Where do the pilots fly the plane from? \_\_\_\_\_ cockpit
2. It runs when you have a cold but it's the front part of a plane, too. \_\_\_\_\_
3. Dogs shake it when they are happy but it's also the back part of a plane. \_\_\_\_\_
4. These help birds and planes to lift into the air. \_\_\_\_\_
5. What is the force that pushes the plane downwards? \_\_\_\_\_
6. What is the force that pushes the plane upwards? \_\_\_\_\_

\_\_\_ / 5 points

## B. Complete the text using the verb in parenthesis in the right tense:



### THE MONTGOLFIER BROTHERS

**Joseph (1740-1810) and Jacques Etienne (1745-1799) Montgolfier** were two French brothers who \_\_\_\_\_ (invent) the first successful hot-air balloon. They \_\_\_\_\_ (launch) their first balloon in December, 1782. Almost a year later, the first trip \_\_\_\_\_ (be) possible. Joseph and Jacques Etienne \_\_\_\_\_ (make) a paper balloon, they \_\_\_\_\_ (burn) wet straw and \_\_\_\_\_ (fill) it with hot air. It \_\_\_\_\_ (begin) to rise because hot air is lighter than the rest of the air. The first passengers in a hot-air balloon \_\_\_\_\_ (be) a rooster, a sheep, and a duck, whom the Montgolfier brothers \_\_\_\_\_ (send) up to an altitude of 1,640 ft (500 m) on September 19, 1783. The trip \_\_\_\_\_ (last) for 8 minutes. The animals \_\_\_\_\_ (survive) the landing. King Louis XVI and Queen Marie Antoinette of France \_\_\_\_\_ (watch) this event.

\_\_\_ / 6 points

## C. Join the sentences:

- |   |                                  |
|---|----------------------------------|
| 1. King Minos jailed Daedalus and Icarus        | a. but that didn't help much.    |
| 2. Daedalus thought that the only way to escape | b. into the deep sea.            |
| 3. Daedalus made                                | c. in the labyrinth.             |
| 4. Icarus didn't remember                       | d. but he couldn't find his son. |
| 5. Icarus flew higher and higher until          | e. the wax started to melt.      |
| 6. Icarus moved his arms faster and faster      | f. was to fly out of prison.     |
| 7. Icarus fell down                             | g. two sets of wings.            |
| 8. Daedalus looked hard                         | h. his father's advice.          |

\_\_\_ / 4 points



D. Look at the pictures and write the story using Past Simple and Past Continuous and the linking words as, when, after that, then, while:



Mr Badluck was packing his suitcase to go to the airport when \_\_\_\_\_  
 \_\_\_\_\_ He left in a hurry \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Finally, he changed his ticket for the next flight.

\_\_\_ / 5 points  
**My total score**  
 is \_\_\_ / 20 points

See p. 47 Workbook

**NOW TICK WHAT YOU CAN DO**

**REMEMBER** when you write a biography of a personality:  
 • Collect information about him/her, organize your information into paragraphs and use linking words to connect the sentences.

**I can talk about**

- Events in the past .....
- Types and parts of planes .....
- Flight problems .....

**I can read**

- E-mails and attached files .....

**I can listen to and understand**

- Descriptions and dialogues about flights .....

**I can write**

- A biography and a poem .....
- My feelings about a painting/ a poem .....



# Unit 5 Travelling through time

**You are here to READ**

a questionnaire / a diary / the lyrics of a song / a museum leaflet

**and TALK about**

memories of the past / past habits / photos of the past

**and LISTEN TO**

a song / a museum guide / a recorded message with museum information

**and WRITE**

an informal letter

**and LEARN about**

how to ask for information or directions / how to give information or directions / how to talk about past habits with used to ... / about the public transport system in London



## MEMORIES

What did you use to do when you were 5 years old?

Tick  the correct facts:



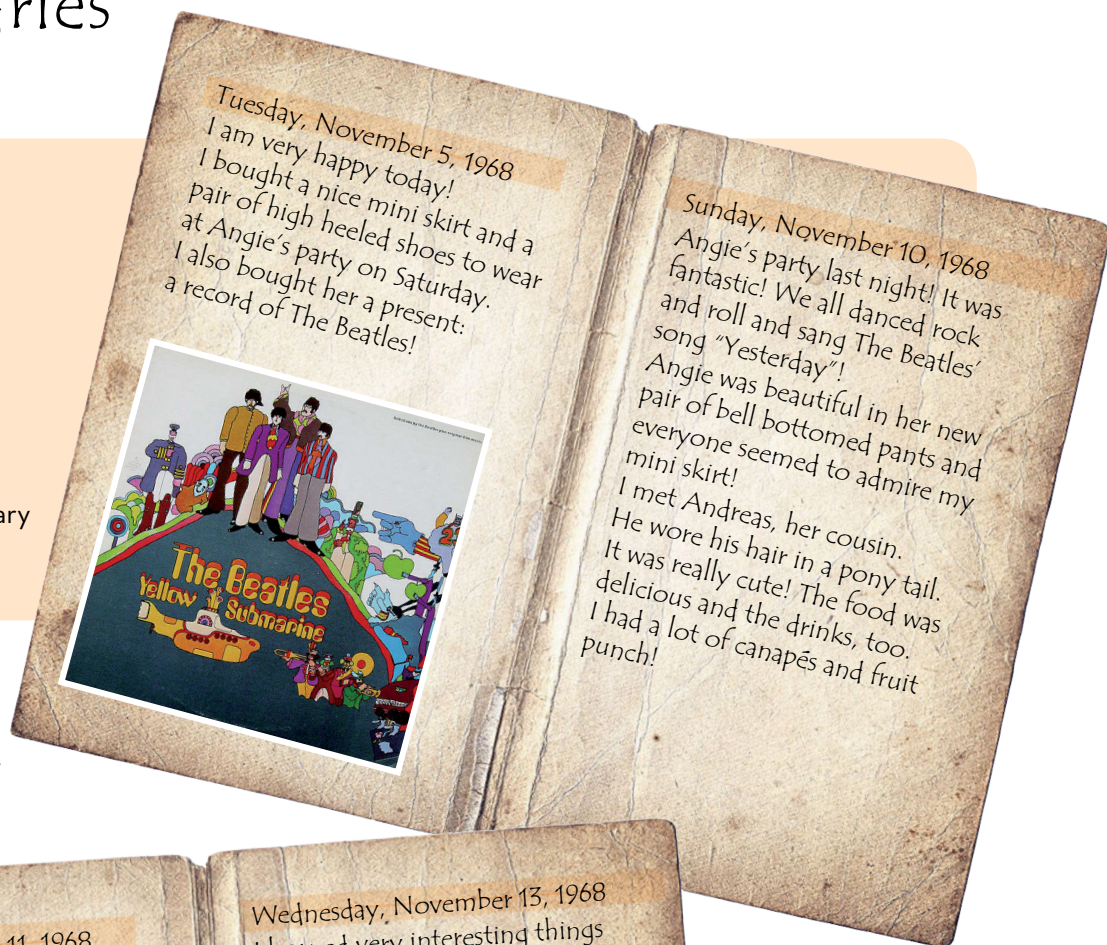
I used to crawl	<input type="checkbox"/>
I used to play with my Lego	<input type="checkbox"/>
I used to be afraid of the dark	<input type="checkbox"/>
I used to believe in Father Christmas	<input type="checkbox"/>
I used to bite my nails	<input type="checkbox"/>
I used to drink a lot of milk	<input type="checkbox"/>

# Lesson 1 Diaries

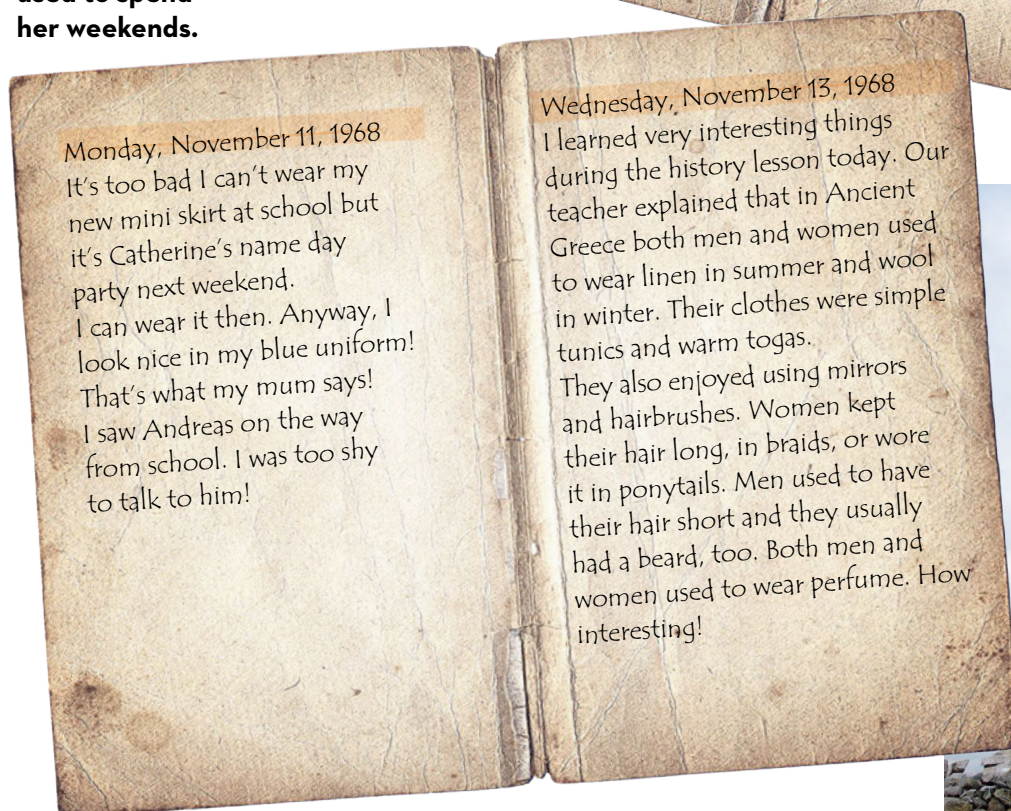
## 1. Reading



**A.** Anastasia's grandmother was a young girl in the 1960's and lived in Crete with her parents. These are a few pages from her diary Anastasia found.



**Read the pages quickly to find out how her grandmother used to spend her weekends.**

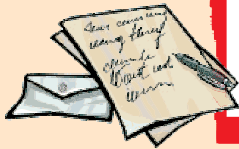


**B. In the 1960's**



Read the diary entries again and complete the following table with the correct information about young people in the 1960's.

They used to...



wear...	eat / drink...	listen to...	dance...

**C. In Ancient Greece**



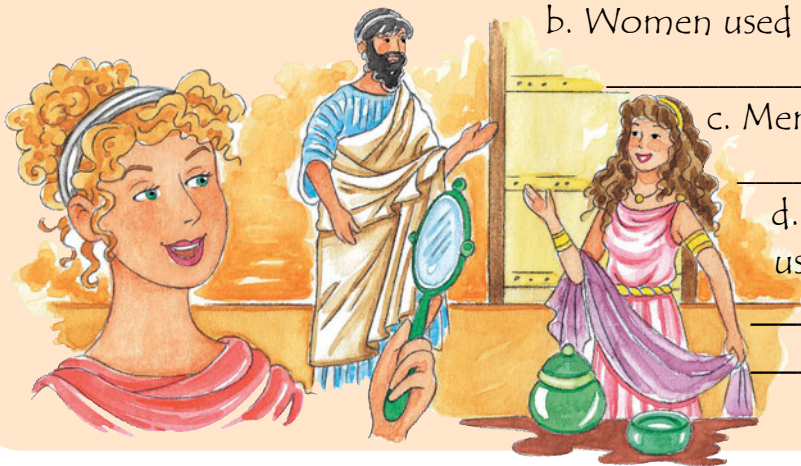
Anastasia's grandmother learned about Ancient Greece at school. Use the information in her diary to complete the phrases below:

In Ancient Greece... a. Men and women's clothes used to be \_\_\_\_\_

b. Women used to have their hair \_\_\_\_\_

c. Men used to have \_\_\_\_\_

d. Both men and women used to \_\_\_\_\_



**D. Anastasia's grandmother used to wear a blue uniform at school.**



Did she like it or not?  
What do you think?  
What is your opinion about pupils wearing uniforms at school?



2. Grammar

A. TALKING ABOUT STATES OR HABITS IN THE PAST

Study these boxes:



Grammar Box 1



	used to + infinitive OR Past Simple	
In Ancient Greece, people	<b>used to</b> wear or <b>wore</b>	linen clothes in summer. <i>(A past state that is not true now)</i>
When I was fifteen I	<b>used to</b> listen to or <b>listened to</b>	rock music. <i>(An old habit that has now stopped)</i>

Grammar Box 2



	BUT	
My cousin Suzan	<b>wore</b>	a linen jacket at the party last night. <i>(Something we did at a specific time in the past)</i>



B. Now fill in the rules with **used to**, **bare infinitive** and **Past Simple**:

We use \_\_\_\_\_ to talk about something that we did or happened at a specific time in the past.

We use \_\_\_\_\_ + \_\_\_\_\_ to talk about past habits or states which are no longer true.

We can replace \_\_\_\_\_ + \_\_\_\_\_ with \_\_\_\_\_ without changing the meaning.



C. Read the examples below and complete the table:

AFFIRMATIVE	NEGATIVE	QUESTION
They used to dance Rock 'n' Roll. <i>(They don't dance it any more)</i>	They didn't use to Rap. <i>(They sang love songs instead)</i>	Did they use to dance Rock 'n' Roll?
_____	_____	_____ drink fruit punch?
_____ parties.	_____ fast food restaurants.	_____
_____ listen to Beatles' songs.	_____	_____

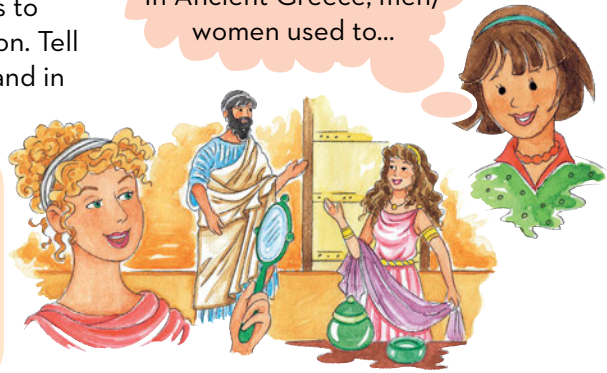
### 3. Practice

#### A. CHECK YOUR MEMORY



Tim, your pen friend from Ireland, wants to know what you learned in your last lesson. Tell him about people's habits in the 1960's and in Ancient Greece:

Young people in the 1960's used to...  
In Ancient Greece, men/women used to...



#### B. WHAT DID YOU USE TO DO WHEN YOU WERE 5?



You want to find out about your partner's present and past life. Ask each other questions and fill in the table (NOW - THEN):

Now	Then
He/She does his/her homework.	He/She used to go to his/her grandparents'.

**Example:**

*What do you usually do at weekends?*

*What did you use to do at weekends when you were 5 years old?*

#### You can ask:

What kind of clothes / wear at parties?

What / do at weekends?

What games / play?

What / do in the evenings?

Which TV programs / watch?

Yesterday all my trouble seemed so far away.  
Now it looks as though they're here to stay.  
Oh, I believe in yesterday.  
Suddenly I'm not half the man I used to be.  
There's a shadow hanging over me.  
Oh, yesterday came suddenly.  
Why she had to go I don't know, she wouldn't say.  
I said something wrong. Now I long for yesterday,  
Yesterday...

#### C. Read the lyrics of The Beatles' song 'Yesterday'.



Is the singer happier today than he was yesterday?



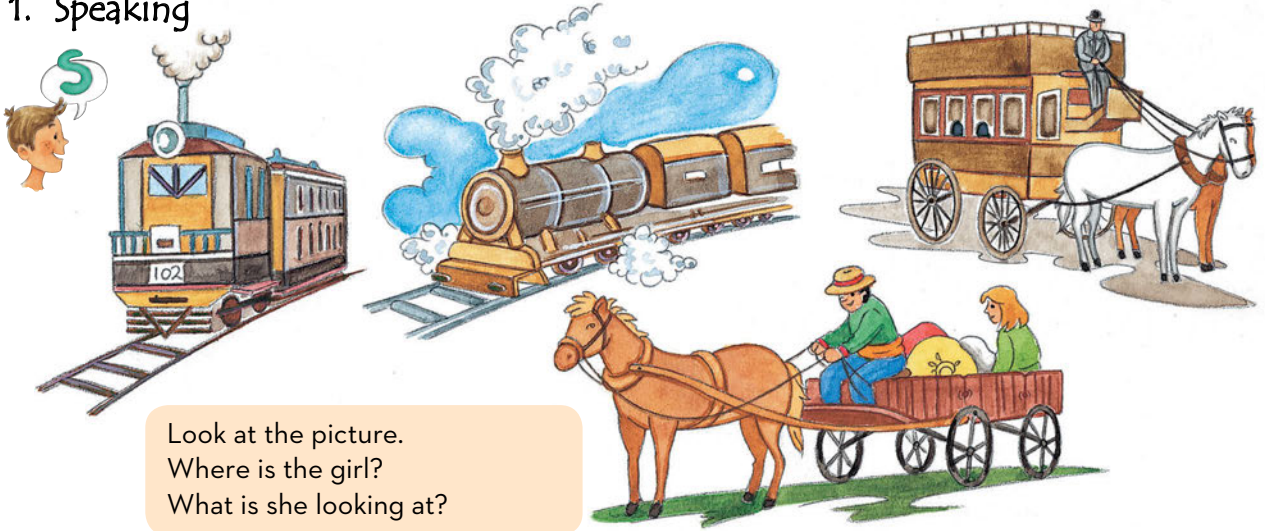
**D.** Find a photo of you at the age of 4 or 5 and bring it in class. Don't worry if you don't have one; draw a picture of you at that age.

Use this photo or drawing and the information in exercise B to write about you at that age. Add more information if you like and put it in your **portfolio**.

**Begin like this:** This is a photo of me when I was... years old. At that age, I used to...

# Lesson 2 Transportation


## 1. Speaking



Look at the picture.  
Where is the girl?  
What is she looking at?



A. Listen to a recorded message, which gives information about the London Transport Museum and complete the table with the information you need to visit the Museum. You will listen to the message twice.

<b>Opening hours</b>	Sat-Thu _____ Fri _____	
<b>Admission</b>	adults: £ _____ students: £ _____ children under 16 (accompanied by adult): _____	
<b>Location</b>	_____	
<b>Nearest Underground Station</b>	Covent Garden	
<b>Phone</b>	(0) 207 37 96 344	
<b>Website</b>	<a href="http://www.ltmuseum.co.uk">www.ltmuseum.co.uk</a>	

B. Anastasia's class is going on a guided tour to the London Transport Museum. Listen to the guide. Are the sentences below TRUE or FALSE?

The guide takes the children to the room with trams.	<b>T</b>
People used to pull the trains in Victorian time.	
Victorian people used to travel by omnibuses.	
Children can drive a double-decker bus.	
Children can play the treasure hunt game.	
The gift shop sells drinks and snacks	



Do you remember how we ask for and give directions? Here are some useful expressions.



## 2. Asking for and giving directions / information

### Everyday expressions

Asking for directions / information	Giving directions / information
<p><i>Excuse me, how can I go/ get to...</i>  <i>Can/could you tell me where... is, please?</i>  <i>Can/Could you show me the way to...?</i>  <i>What time...?</i>  <i>How much..., please?</i></p>	<p>Go up/down... street until you get to...            Go straight...            Walk as far as...            Take the bus/ train to...            Turn right/left...            It's on the corner of...            Take the first/second turning...            It is near/opposite/behind/in front of/between...            You can't miss it!</p>

## 3. Practice



### A. PAIR WORK: VISITING THE MUSEUM

#### Student A

It is Tuesday 9.00 a.m.  
 You are at BOND STREET Underground station in London, and you want to go to the **London Transport Museum**. Phone the Museum and ask them for directions how to get there. Ask information about the times and cost of admission.

#### Student B

You are working at the ticket office in the London Transport Museum.  
 You answer the phone and give all the information and directions Student A is asking for.

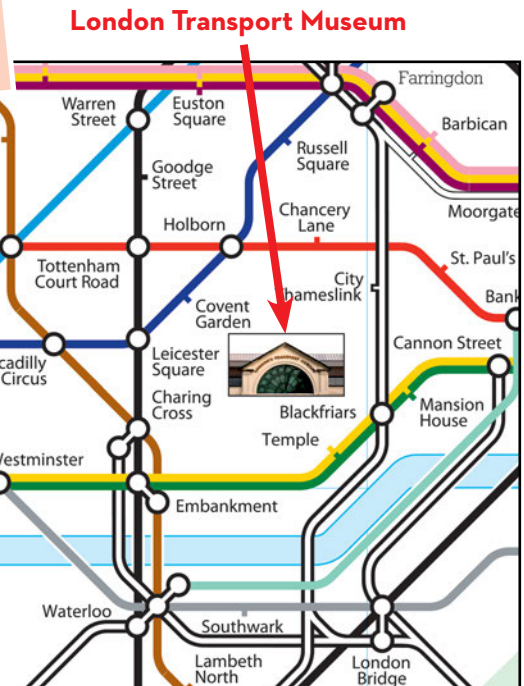
Use the map on the right to give and follow the instructions.



Key to lines						
Bakerloo	Jubilee	Waterloo & City				
Central	Metropolitan	London Overground				
Circle	Northern	DLR				
District	Piccadilly	Tramlink				
Hammersmith & City	Victoria	National Rail				
		Replacement bus services				

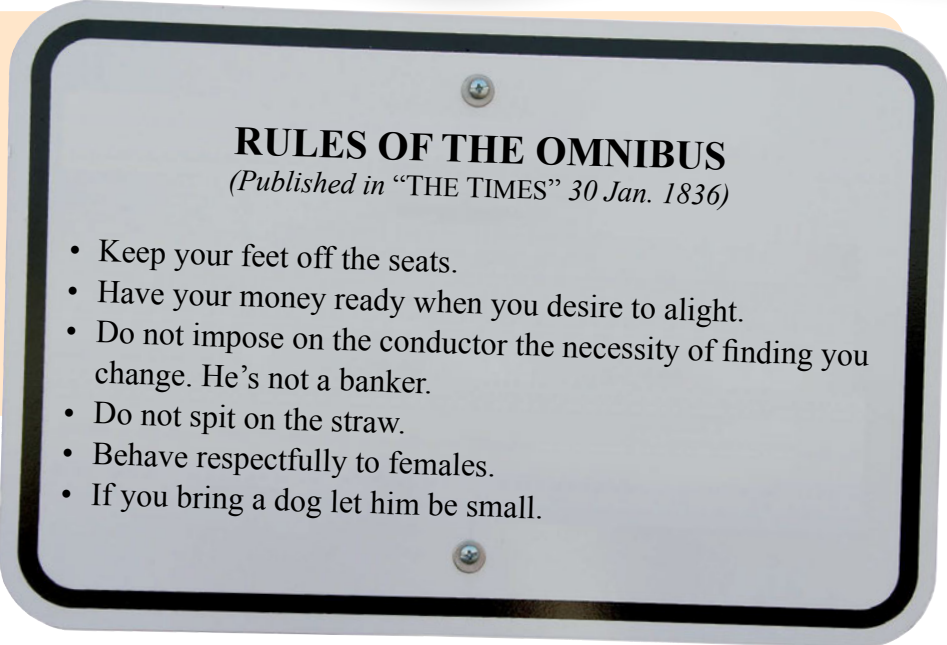
Key to stations and frequencies						
Stations with at least 4 trains per hour from 0930 to 1600, Mondays to Fridays	Leyton	Canonbury	Blackwall	Mitcham	Brockley	Richmond
Stations with fewer than 4 trains per hour from 0930 to 1600, Mondays to Fridays	Chigwell	Hatch End			Tooting	Catford





**B. THE LIST OF RULES**  
Read the List of Rules the students found in the museum. Are they different from today's rules?

Write a list of rules you can find in today's trains or buses. What other rules can you add to this list?



**C. LONDON 'UNDERGROUND' AND ATHENS 'ATTIKO METRO'**  
You are in London with your parents and friends who cannot understand English signs. Match the following rules you found in the London 'tube' with the ones from Athens 'Attiko Metro' to explain their meaning. How are they different?

**No smoking** → Απαγορεύεται το κάπνισμα

**Do not consume food or drink** → Απαγορεύεται η κατανάλωση φαγητού και ποτού στους χώρους του ΜΕΤΡΟ

**Don't lean against the door. It opens automatically.** → Περιμένετε μέχρι ο συρμός να σταματήσει

**Mind the gap** → Προσοχή στο διάκενο

**Keep clear of the doors** → ΕΞΟΔΟΣ

**Wait till the train stops** → Μην στηρίζετε στην πόρτα. Ανοίγει αυτόματα.

**Way out →** → ΜΗΝ ΕΜΠΟΔΙΖΕΤΕ ΤΗΝ ΕΞΟΔΟ

**D. PAIR WORK: OLD MEANS OF TRANSPORT**



Your friend Joe from Britain is visiting you in Greece. He sees the photo below and wants to know where he can find a horse carriage like this. With your partner, give him the information he needs and explain why and where it is still used.

**E. LETTER WRITING**



1. This is part of a letter you received yesterday from your pen friend in Britain. What news does he give you?



**LEARNING STRATEGIES**



**When I write a letter...**

- a. I decide...
  - who I am writing to
  - why I am writing
  - what I am going to write about.
- b. I include...
  - a salutation
  - an opening paragraph
  - the main part of the letter
  - a closing paragraph
- c. I end my letter and sign it.

Dear..., **Your name (salutation)**

I've great news to tell you. Last week my class went to the London Transport Museum to see the trains. You can have a go at operating a tube train on the simulator. It's not real, but you can see what the driver sees when he's driving the train and there are the real levers and buttons. In another part of the museum you can see how the tracks and the signals work. It was really interesting.

The buses and trains they had in the old days were very smart inside. The Victorians had buses pulled by horses but they didn't have real horses in the museum.

The café was nice but the toilets were disgusting, they stank. Yuck! But I still thought it was really fantastic. I really had a great time!

**Ending** Yours, Joe

**Opening paragraph**

**Main part of letter**

**Closing paragraph**

**Writer's signature**



2. The opening and the closing paragraphs of the letter are missing. Choose one from the following table and write it in.

Opening paragraphs	Closing paragraphs	Endings
I hope you are well... Thanks for your letter... It was nice to hear from you...	That's all for now. Take care and write soon. I'm looking forward to hearing from you.	Cheers, Love, Lots of kisses, Yours, Best wishes,



3. Now send a letter to Joe and tell him about a school visit to a museum or place of interest. Tell him about it, what you saw and did there, and if you liked it or not. Follow the layout of the letter in Task 1 and choose phrases from the box above to begin and end your letter. Put it in your **portfolio**.

# Lesson 3 The Museum Leaflet

## The London Transport Museum



A. Look at the front and back page of the London Transport Museum leaflet. What information can you find in it?



Include your leaflet in your **portfolio**.

### Open

Daily 10.00–18.00 (Fri 11.00–18.00).  
Last admission 17.15. Closed 24, 25, 26 December.

### Admission

Admission charged. Concessions for children (5–15), OAPs, students, UB40s, registered disabled. Under 5s free. Special price family ticket and family season. Group and school rates.

### Access

A lift and ramps give access throughout the Museum. Disabled toilets. Baby changing room.

### Transport

Bus to Strand or Aldwych: 1, 4, 6, 9, 11, 13, 15, 23, 26, 68, 76, 77A, 91, 168, 171, 171A, 176, 188, 501, 505, 521.

Tube to Covent Garden, Leicester Square or Holborn.

### Telephone

0171-836 8557 24-hour recorded information  
0171-379 6344 Administration, education service, group bookings, events and activities, research library, corporate hospitality, mail order enquiries.

### Website

[www.ltmuseum.co.uk](http://www.ltmuseum.co.uk)



B. PROJECT: Make your own leaflet about a local museum

- Visit a local museum or find information about it on the internet
- Try to find leaflets, posters, postcards, etc. from other museums
- Find relevant pictures to put on your leaflet or draw your own
- Think of a slogan or a smart phrase to attract people
- Write the text, including all relevant information (opening hours, admission, etc.).

# Check yourself

A. Put the words in the box in the right column:

ponytail  
blue uniform  
hair brush  
bell bottomed pants  
braids  
high-heeled shoes

hairstyle and accessories	clothing and shoes

\_ / 3 points

B. Complete the missing information:

	Sat-Thu: 10 am - 6 pm Fri: 11 am - 6 pm	
	adults: £ 5.00 students: £ 3.50 children under 16 (accompanied by adult): FREE	
	Covent Garden	
Nearest Underground Station	Covent Garden	
	(0) 207 37 96 344	
	<a href="http://www.ltmuseum.co.uk">www.ltmuseum.co.uk</a>	

\_ / 5 points

C. Match the English with the Greek signs:

Do not consume food or drink

Don't lean against the door.  
It opens automatically.

Mind the gap

Wait till the train stops

Way out →

Keep clear of the doors

Keep your feet off the seats

ΜΗΝ ΕΜΠΟΔΙΖΕΤΕ ΤΗΝ ΕΞΟΔΟ

ΕΞΟΔΟΣ

Περιμένετε μέχρι ο συρμός να σταματήσει

ΜΗ ΒΑΖΕΤΕ ΤΑ ΠΟΔΙΑ ΣΑΣ ΣΤΑ ΚΑΘΙΣΜΑΤΑ

Απαγορεύεται η κατανάλωση φαγητού και ποτού στους χώρους του ΜΕΤΡΟ

Μην στηρίζετε στην πόρτα. Ανοίγει αυτόματα.

Προσοχή στο διάκενο

\_ / 3 points

D. Write 3 things Anastasia used to do and 3 things she didn't use to do in the past:



Then



Now

- |                                    |                            |
|------------------------------------|----------------------------|
| 1. Anastasia used to wear glasses. | 4. She didn't use to _____ |
| 2. _____                           | 5. _____                   |
| 3. _____                           | 6. _____                   |

\_ / 5 points

E. Put the following dialogue in the correct order:

- 1. The nearest underground station is *Omonia Square*.
- 2. What time does the film start?
- 3. Excuse me, how can I get to the *Rex Theatre*?
- 4. It starts at eight and it finishes at ten.
- 5. It's seven Euros.
- 6. Take *Panepistimiou Street*, it's on your left hand, next to the *Titania Hotel*.
- 7. Thank you.
- 8. How much is it?



\_ / 4 points  
My total score is \_ / 20 points

See p. 48 Workbook

## NOW TICK WHAT YOU CAN DO

**REMEMBER** when you write a letter, include

- an opening paragraph
- the main part of the letter
- and a closing paragraph

- |  |   |
|--|---|
| <b>I can talk about</b>                                | • My memories and habits of the past..... <input type="checkbox"/>        |
|  | • My visits to museums / places of interest..... <input type="checkbox"/> |
| <b>I can ask for and give information / directions</b> |   |
| <b>I can read</b>                                      | • diaries ..... <input type="checkbox"/>                                  |
|  | • museum leaflets ..... <input type="checkbox"/>                          |
|  | • maps..... <input type="checkbox"/>                                      |
| <b>I can express my feelings about</b>                 |   |
|  | • Things that happened in the past..... <input type="checkbox"/>          |
|  | • Places I have visited ..... <input type="checkbox"/>                    |
| <b>I can write</b>                                     | • A letter to a friend ..... <input type="checkbox"/>                     |
|  | • A description of a place I have visited..... <input type="checkbox"/>   |



# Unit 6 Me, myself and my future job

## We are here to READ

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

## and TALK about

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

## and LISTEN TO

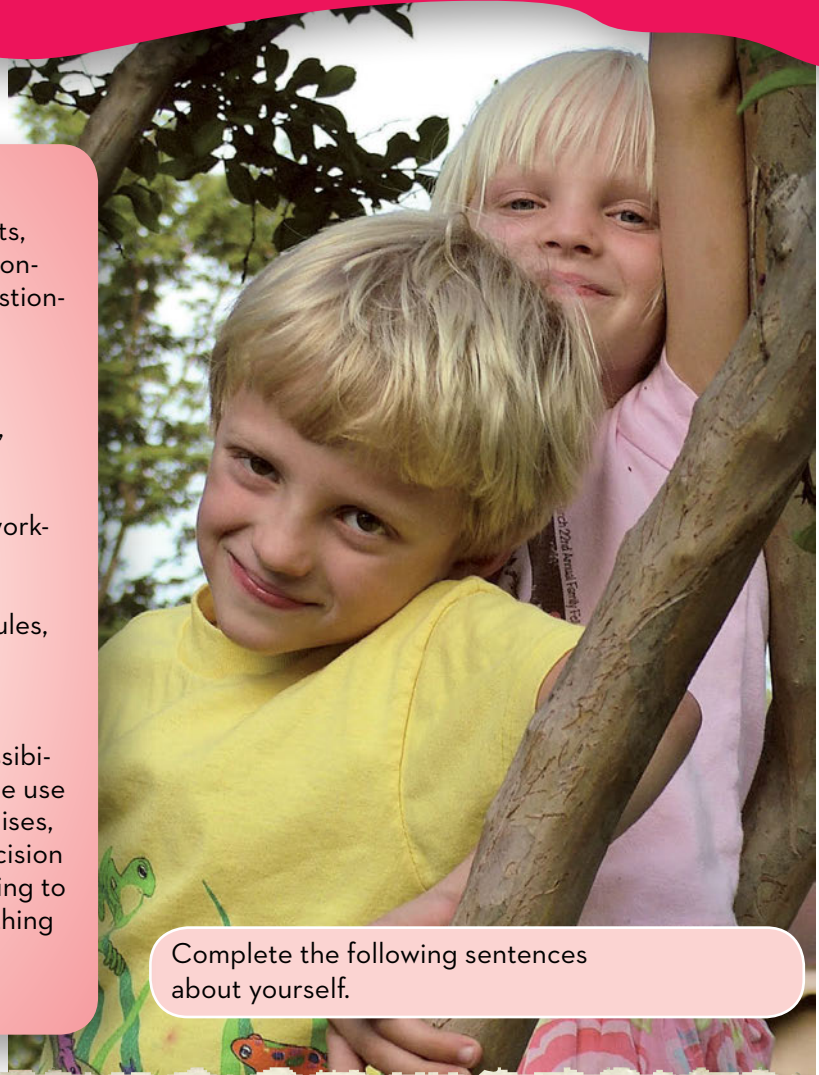
professionals while they are working

## and WRITE

new year resolutions, safety rules, job profiles

## and LEARN about

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



Complete the following sentences about yourself.

1. When I was younger I wanted to be a: \_\_\_\_\_
2. Today, I would like to be: \_\_\_\_\_
3. My favourite subjects at school are:  
Most favourite: \_\_\_\_\_  
Second most favourite: \_\_\_\_\_
4. Two things I like to do in my spare time:  
a. \_\_\_\_\_  
b. \_\_\_\_\_
5. What I can do best is: \_\_\_\_\_
6. My friends think I'm very good at: \_\_\_\_\_
7. My teachers think I'm very good at: \_\_\_\_\_
8. My parents think I'm very good at: \_\_\_\_\_



# Lesson 1 Talking About Jobs and Careers

## 1. Reading



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

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



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

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



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

**It's your choice:** You can find a different version on page 128

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

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### A. Jewellery Designer

I'm a jewellery designer. I take metal and precious stones and create rings, necklaces, earrings and other jewellery. I can use loads of hand tools to make the jewellery. Sometimes, I may use computers and laser to design these delicate pieces.

My work requires attention to detail. It also requires finger and hand dexterity, good hand-eye coordination, patience and concentration. Artistic ability and knowledge about fashion are very important.

### B. Air Traffic Controller

I'm an air traffic controller. My job is to coordinate the movement of aeroplanes, and direct them to keep flying schedules on time. An air traffic controller handles every plane that is taking off or landing.

I usually work forty-hour weeks. I may work night or weekend shifts. It is a very stressful occupation. Speech communication, Mathematics, Science, Foreign Languages, and Electronics are helpful for this career.

### E. Ecologists

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

Working as part of a team and independently are good skills for someone who wants to be an ecologist. Good communication skills are also important. Useful subjects are Biology, Mathematics, and Computer Science.

### C. Home Health Nurses

I'm a home health nurse. I go to patients' homes to care for them. I also instruct family members on how to take care of the patient who may need help for many different reasons. Some may be ill and some may be getting better from an accident. I spend a lot of time travelling to different locations. I may visit many patients in a single day.

My hours may vary depending on the needs of the patients. It is important for nurses to like to help people, to be hard working, responsible, compassionate and cheerful. Classes in first aid, Health Sciences, Home Economics and Nutrition are helpful for this career.



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

### D. Hairdresser

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

**jewellery designer**

**nurse**

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2. Grammar



Look at these examples

Which example(s) show(s) ability? \_\_\_\_\_

Which example(s) show(s) possibility? \_\_\_\_\_

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



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

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

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



**LIFEGUARD WANTED FOR ALIMOS BEACH**

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

For more information contact **Mr Antonakis**, tel. **2109600000**.

a. Complete the rule:

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

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

ability \_\_\_\_\_ possibility \_\_\_\_\_

permission \_\_\_\_\_ advice \_\_\_\_\_

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



### 3. Practice



#### A. ROLE PLAY: FINDING OUT ABOUT THE JOB

##### Pupil A

**You are a candidate for the job.**

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

##### Pupil B

**You are Mr Antonakis.**

Answer the phone and give the candidate the information he/she needs.



#### Act out the telephone dialogue



#### B. PIECES OF ADVICE:

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

*Example:*  
You should use your binoculars all the time.

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

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

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

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

#### D. PAIR-WORK: Looking for a job

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

#### Say which job they could choose and why.

*Example:*  
Student A:  
Alice may become a... because she can...  
What do you think?  
Student B:  
I think that...

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

# Lesson 2 What do they do?

## 1. Listening



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

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



- |   |                          |           |                          |
|---|--------------------------|-----------|--------------------------|
| a. tour guide                           | <input type="checkbox"/> | e. farmer | <input type="checkbox"/> |
| b. car mechanic                         | <input type="checkbox"/> | f. waiter | <input type="checkbox"/> |
| c. teacher                              | <input type="checkbox"/> | g. doctor | <input type="checkbox"/> |
| d. meteorologist/<br>weather forecaster | <input type="checkbox"/> |           |                          |

**LEARNING STRATEGIES**

**a. Before I listen...**  
 I make sure I know what I have to do  
 I look at the pictures and think what I know about them  
 I think of relevant words

**b. While I am listening...**  
 I don't worry if I don't know all the words  
 I try to pick up the key words.



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

1<sup>st</sup> speaker \_\_\_\_\_

2<sup>nd</sup> speaker \_\_\_\_\_

3<sup>rd</sup> speaker \_\_\_\_\_

4<sup>th</sup> speaker \_\_\_\_\_

6<sup>th</sup> speaker \_\_\_\_\_

7<sup>th</sup> speaker \_\_\_\_\_

## 2. Grammar

### A. TALKING ABOUT THE FUTURE

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

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

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



## Grammar Box



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

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

- Will you buy a newspaper for me when you go out?
- I won't tell anyone.
- You can cook very well! You will become a great chef!
- Oh. It's raining! I'll take my umbrella.
- Watch out! You will hurt yourself!
- I'll carry the suitcase for you!

request

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



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

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



**B. BE GOING TO FUTURE**  
Read the example:

Next week  
I'm going to plough  
the field.



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

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

3. Practice

A. THE GOAL

This is a goal, a football goal! There are other "goals", too! "Goals" can be things you want to accomplish.



Decide on the goals you want to accomplish:

1. a goal you are going to reach at school this week \_\_\_\_\_
2. a goal you are going to accomplish at school this year \_\_\_\_\_
3. a goal you are going to reach in ten years' time \_\_\_\_\_



### B. PERSONALITY & CAREER

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

Example:  
Maria will probably become an artist.

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

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

### C. NEW YEAR'S RESOLUTIONS

At the beginning of the year we usually make resolutions to improve our life.

Think of some resolutions that will help you to improve your skills. Include your resolutions in your **portfolio**.



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

### SAFETY RULES

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

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

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

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

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

## The Questionnaire

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



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

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



**Questionnaire**

**Name of person you interviewed:** \_\_\_\_\_

**Their Job Title/ Position:** \_\_\_\_\_

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

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

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

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



Put your project work in your **portfolio**

# Check yourself

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



1. Science was my favorite subject in school. As a(n) \_\_\_\_\_ I'm challenged every day to use my scientific background to make diagnoses and determine treatments for my patients.
2. I've always been fascinated with skyscrapers and how beautiful they can be. Now as a(n) \_\_\_\_\_ I get a chance to actually design and develop building plans.
3. Mathematics was always my favourite subject in school. I'm really happy in my job as a(n) \_\_\_\_\_ because I get to work with numbers all day long. I decide how to share the budget in my company.
4. I always dreamt of opening my own restaurant. Now as a(n) \_\_\_\_\_, I cook and prepare a wide range of foods and create recipes.
5. We help protect the public from fires and other emergencies. The best part about being a(n) \_\_\_\_\_ is that you know you're doing something that really makes a difference. It's hard work and sometimes I finish a shift exhausted.
6. I have always loved animals. Now as a(n) \_\_\_\_\_ I feed, water, and examine pets and other non-farm animals for signs of illness, or injury in laboratories and animal hospitals.

\_\_ / 3 points

## B. Match the predictions:

- |   |                                  |
|---|----------------------------------|
| 1. We bought a new computer.                | a. We will be late for school.   |
| 2. The teacher gave us a new project to do. | b. Our bill will be very high.   |
| 3. My father started a new job.             | c. We will be busy next weekend. |
| 4. The bus drivers are on strike.           | d. We will need some training.   |
| 5. We made a lot of telephone calls.        | e. Profits will increase.        |
| 6. We sold a lot of books last week.        | f. He won't have any free time.  |

\_\_ / 3 points

## C. What can/may/will they do or say?

- a. He feels very tired. He \_\_\_\_\_.
- b. "It is dangerous to wear high heeled shoes in the factory. You \_\_\_\_\_".
- c. "Don't buy this huge Christmas tree, it \_\_\_\_\_".
- d. "Take your umbrella with you, it \_\_\_\_\_".
- e. The door is locked so the thief \_\_\_\_\_.

\_\_ / 5 points

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



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

On Monday he \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

\_ / 5 points

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

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

\_ / 4 points  
**My total score is \_ / 20 points**

See p. 96 Workbook

## NOW TICK WHAT YOU CAN DO

**REMEMBER** when you listen to a dialogue in English:  
 • Don't worry if I don't know all the words and try to pick up useful key words.

**I can read about**

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

**I can write**

- Job profiles \_\_\_\_\_

**I can talk about**

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

**I can make**

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



# 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.

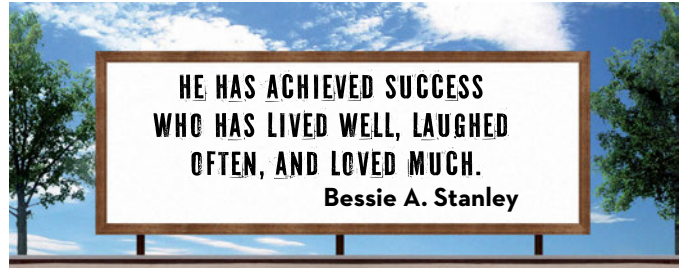


2. Grammar



A. SIMPLE PRESENT PERFECT TENSE

Do you remember?



Grammar Box



POSITIVE	I / you/ we / they	<b>have</b>	<b>watched</b>	a musical on TV.
	He / she	<b>has</b>		
NEGATIVE	I / you/ we / they	<b>haven't</b>	<b>watched</b>	a musical on TV.
	He / she	<b>hasn't</b>		
QUESTION	<b>have</b>	you/ we / they	<b>watched</b>	a musical on TV?
	<b>Has</b>	he / she		



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

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

C. Study these examples:

Present Perfect Simple

Action			Time
Ian Thorpe	<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 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



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 p.140. 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.



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



### B. Listen to the radio programme and circle the correct answer. Remember the LEARNING STRATEGIES in Unit 6, p.66.

- |   |                        |                |
|---|------------------------|----------------|
| 1. Tony has taken part in over 100 professional contests since he was | a. 12                  | b. 14          |
| 2. Tony won the skateboard games in San Francisco in                  | a. June 1999           | b. July 1999   |
| 3. Kostas has made a skewer   | a. 1.51m. high         | b. 1.73m. high |
| 4. Kostas has prepared the kebab                                      | a. with 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:

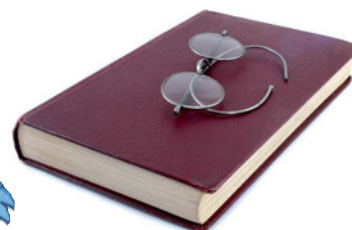
	Tony	Kostas	Warhol
has used 2 tons of meat			
has done difficult and dangerous tricks			
has broken a race record			
has earned a lot of money doing his hobby			
has managed to beat 150 others to be a champion			



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



E. GREEK BOOK OF RECORDS



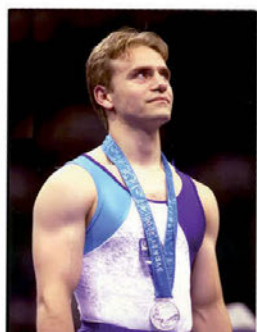
Dimitris Sgouros (**Pianist**)



Eugene Trivizas  
(**Children's bookwriter**)

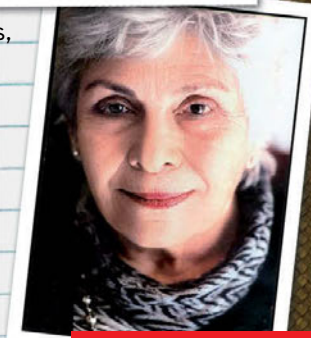


What have other Greeks achieved in recent years? Try to find relevant information (from books, on the Internet, etc.) of other record holders (sportspeople, artists, scientists, authors, poets, etc.).



Dimosthenis Tabakos (**Gymnast**)

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



Kiki Dimoula (**Poet**)



2. Grammar

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



**Grammar Box**



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

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

### 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.139 and use the information.

##### Pupil B

You are the famous Paralympics champion Konstantinos Fykas.

Look at p.141 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: A 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.



Σε μια συγκλονιστική μονομαχία με τον Αυστραλό φίλο του Μπεν Οστιν, ο Κωνσταντίνος Φύκας πάλεψε με πάθος για το χρυσό... αλλά τον πρόδωσε η κόυραση στα τελευταία μέτρα. Μόλις τελείωσε ο αγώνας, ο Κώστας Φύκας άρχισε να ανταποδίδει τους χαιρετισμούς αλλά και την αποθέωση του κόσμου και ουσιαστικά έδωσε ένα σόου μαζί του. «Κολύμπησα γι' αυτόν τον υπέροχο κόσμο, την οικογένειά 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 τα πρώτα λόγια του Κωνσταντίνου Φύκα. «Λίγες είναι οι στιγμές στην καριέρα ενός αθλητή που μπορεί να περάσει καλά και εγώ πέρασα απόψε υπέροχα».

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

# Lesson 3 Going for the Gold

## PROJECT

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.** Set your group record and protect the environment.

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

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

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

- Decide on the record (stand on one leg, walk with books on head, spell long words backwards, etc.)
- Perform it in class
- Take photos if possible
- Write about your record on a poster (number of pupils, time you spent, etc.)
- With the poster, invite other pupils to break their class record
- Put up the poster on the wall for the other pupils to see.

**C. YOUR PERSONAL RECORD**



On a piece of paper, list several of your personal bests and include it in your **portfolio**. Use some of the following ideas and the table below.

(E.g. *I have collected different telecards; I have read a book of... pages; I have done... pushups in a minute; I have eaten... ice creams/ apples in an hour.*)

**A LIST OF MY OWN PERSONAL RECORDS**

NAME: \_\_\_\_\_

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

# Check yourself

## A. Match the words:

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

\_\_ / 5 points

## B. Going away on holidays!

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

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

\_\_ / 4 points

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

**Example:** It's the most dangerous thing \_\_\_\_\_ I've ever heard of \_\_\_\_\_.

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

\_\_ / 3½ points

**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 |

**\_\_ / 2½ points**

**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.

**\_\_ / 5 points**

**My total score is \_\_ / 20 points**

See p. 96 Workbook

**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**

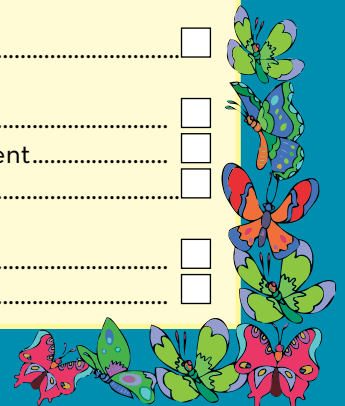
- radio programmes.....

**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 e-mail about a museum of  
musical instruments / a letter to a  
magazine advice page

## and LEARN

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

## MUSICAL INSTRUMENTS



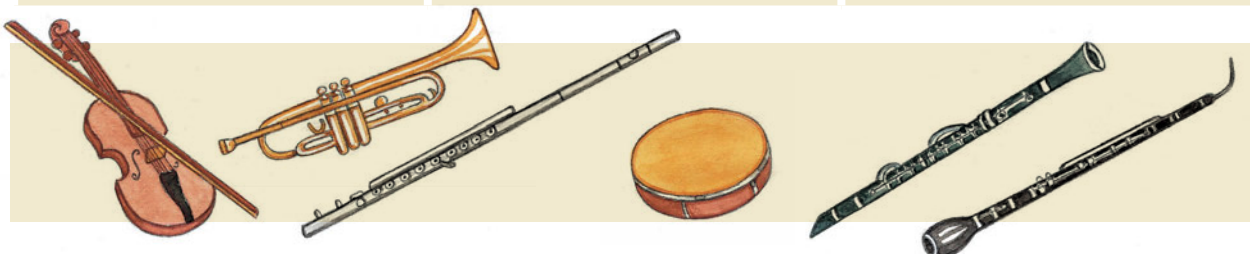
**A.** Listen to the recording and match the  
sounds with the musical instruments:  
flute, tambourine, clarinet, trumpet,  
guitar, oboe, drums, violin.



**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, 512 34 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 | 4. The African Ballet              |
| 2. Little Red Riding Hood            | 5. Greek Dances and How to do them |
| 3. With Strings Inspired             |                                    |

**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 color, 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  
must  
imperative } + bare infinitive

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 me.

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

S 4: If I am happy, my family will be happy, 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**.

**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 come with you telling him/her what you will do if you go there.

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 end of Aiolou 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**

**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?



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

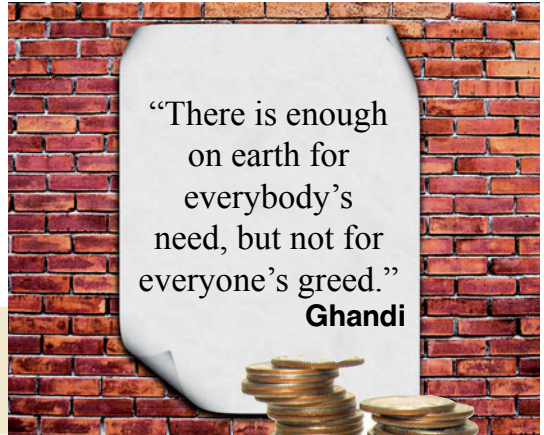
pay the bills

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:

- Where does most of children's spending money come from?
- What other ways do they use to get some more money?
- 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:

- 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)
- Handouts such as presents of money from friends or relatives
- 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
<i>If I got</i> me a wealthy man,	<i>I wouldn't have</i> to work at all.
<i>If I won</i> a lot of money,	<i>I would (I'd) buy</i> a lot of CD's.
<i>If I were</i> you,	<i>I'd spend</i> less money on sweets.



B. Now answer these questions:

Which tense do we use in the IF-clause? \_\_\_\_\_  
 What verb forms do we use in the result clause? \_\_\_\_\_

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

The example sentences show that something is...

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

Which example can express ADVICE? \_\_\_\_\_



D. Complete the rule for TYPE 2 CONDITIONALS:

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

We use type 2 conditionals to talk about something \_\_\_\_\_



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



### 3. Practice



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

"If I were a millionaire,  
I would go to London."

Then the other student has to start by saying:

"If I went to London, I'd..."



### B. GROUP WORK



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

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

### C. CLASS SURVEY

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

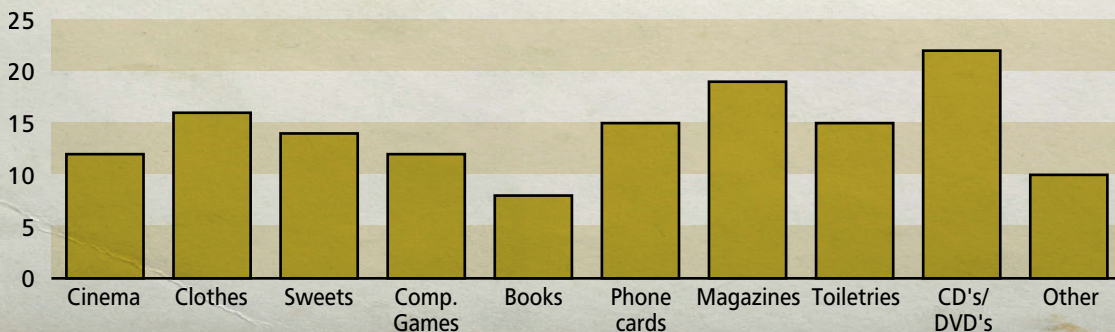
Go round the class and ask the other pupils what they would spend their money on?

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



Include the graph in your **portfolio**.

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



# 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.).

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 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

Follow the layout of a letter of advice:

- > greeting
- > an opening paragraph
- > main part
- > closing paragraph
- > signing off

Remember to give advice using expressions such as:

If I were you, I would...  
 You could...  
 You should... if...  
 Why don't you...

Set phrases for the opening paragraph:

I am writing to give you some advice about...  
 I hope I can help you with your problem...

Set phrases for the closing paragraph:

Well, that's what I believe...  
 I really hope everything goes well.  
 Keep in touch. ...  
 I am looking forward to hearing from you.



Put your letter in your **portfolio**.

# Check yourself

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

\_\_ / 2 points

I have four strings  
Played with a bow.  
Can you guess what I  
am?  
Do you think you  
know?  
\_\_\_\_\_ **A**

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

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

I have a long neck  
You strike my strings  
On my wooden body.  
You guess what I am?  
\_\_\_\_\_ **D**

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

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

\_\_ / 3 points

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

- Don't you think the music event we \_\_\_\_\_ was boring?
- John Lennon \_\_\_\_\_ the lyrics to many of the Beatle's best songs.
- Most musicians \_\_\_\_\_ their instruments up to five hours a day!
- When my brother \_\_\_\_\_ the saxophone I can't sleep
- Our class \_\_\_\_\_ the famous play "A midsummer night dream"
- 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:**

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

\_\_ / 4 points

lend  
owe  
spend  
waste  
wealthy  
allowance  
borrow  
pay back

**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**

See **p. 97** Workbook

**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.....



# Unit 9 Earth Day everyday

## We 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

emails about environmental problems and a poster

## and LEARN ABOUT

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



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

*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.

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



## HOW GREEN ARE YOU?

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

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.

	<b>1.</b> What were Mark and his classmates learning about in school? <b>a.</b> maths <b>b.</b> history <b>c.</b> grammar <b>d.</b> protecting our environment	<b>3.</b> What did Mark's Mom do to help him understand how he could help to save the environment? <b>a.</b> She talked to him. <b>b.</b> She called his grandfather. <b>c.</b> She told him a story about a boy on the beach. <b>d.</b> She took him for a walk.
	<b>2.</b> Why was Mark sad when he went home from school? <b>a.</b> He didn't know how to do long division. <b>b.</b> He didn't think he could help our environment. <b>c.</b> He wanted to go for a walk to the beach. <b>d.</b> He was disappointed with his friends.	<b>4.</b> When the old man saw the boy on the beach <b>a.</b> the boy had already thrown some starfish in the sea. <b>b.</b> the boy was resting. <b>c.</b> the boy had caught some fish. <b>d.</b> 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



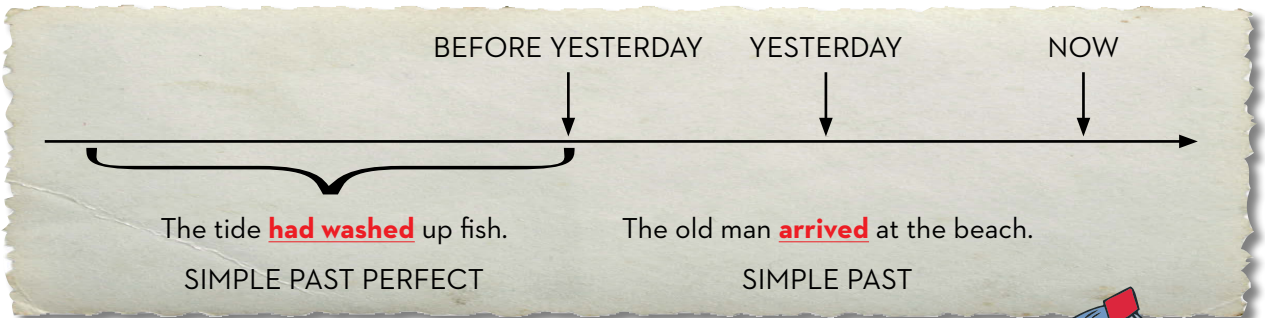
A. Look at these examples

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



Simple past perfect tense

POSITIVE	I / you / we / they	<b>had</b>	<b>arrived</b>	early.
	He / she			
NEGATIVE	I / you / we / they	<b>hadn't</b>	<b>arrived</b>	early.
	He / she			
QUESTION	<b>had</b>	you / we / they	<b>arrived</b>	early?
		he / she		



B. Complete the rule:

We form the **Past Perfect** tense with \_\_\_\_\_ + **past participle**.

When do we use the Past Perfect?

Choose the correct phrase to complete the rule:

- We use the **Past Perfect** tense...
- a. for an action that happened before another one in the past.
  - b. for two actions that happened at the same time.



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

When the old man arrived on the beach \_\_\_\_\_

### 3. Practice

#### A. PAIR WORK



#### Pupil A

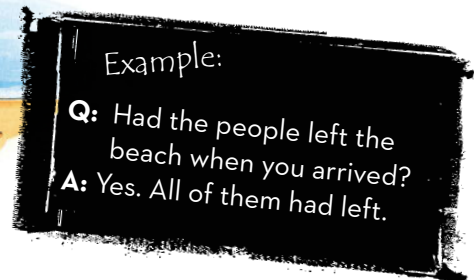
**You are a young reporter working for a local TV channel.** Ask the man, of the story on page 98, 3 questions to find out what had happened before you arrived on the beach.

#### Pupil B


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



#### B. WHAT HAD HAPPENED?



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





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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Put your letter in your **portfolio**.



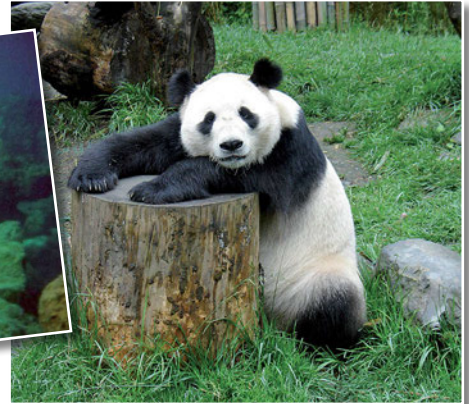
**C.** What can you do if you want to save the planet?  
 A reporter from a TV channel is doing a survey on how to save the planet. He asks you what you can do if you want to save the planet. What is your answer? Think about **endangered animals**, **polluted sea**, **litter**, **plants**, etc.

# Lesson 2 Save the Endangered Species

## 1. Speaking



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



**B.** The 6th Class of 1<sup>st</sup> 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?

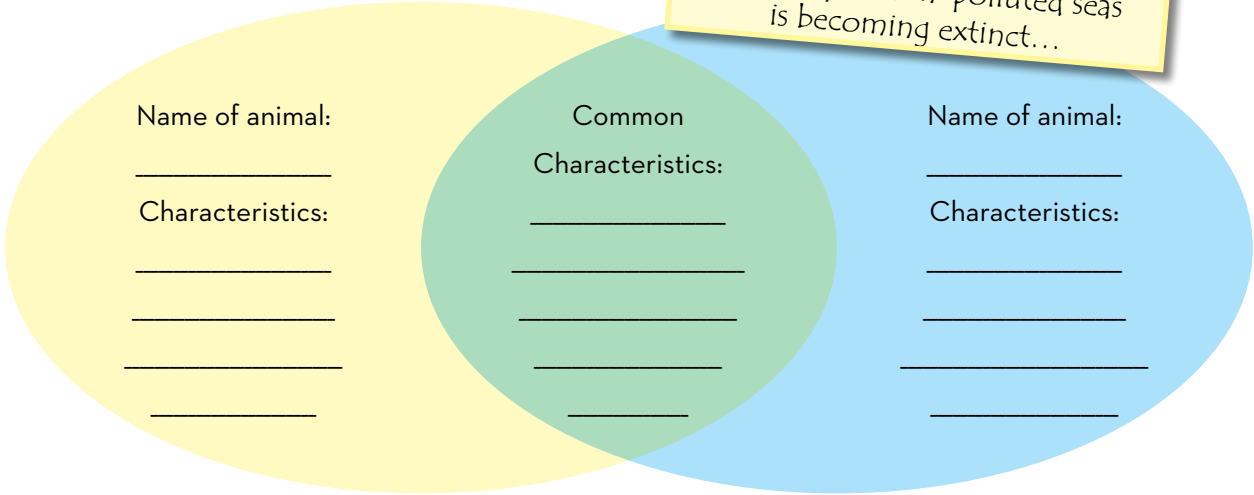
The first animal is a(n) \_\_\_\_\_

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...



**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 <u>going hunting</u>
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
<p><b>Look at p.144.</b> Read the information about the <b>WOLF</b> and answer <b>PUPIL B</b>'s questions. Then ask <b>PUPIL B</b> questions to find out about the <b>BEAR</b>.</p>

Pupil B
<p><b>Look at p.141</b> and ask <b>PUPIL A</b> questions to find out about the <b>WOLF</b>. Then read the information about the <b>BEAR</b> and answer <b>PUPIL A</b>'s questions.</p>



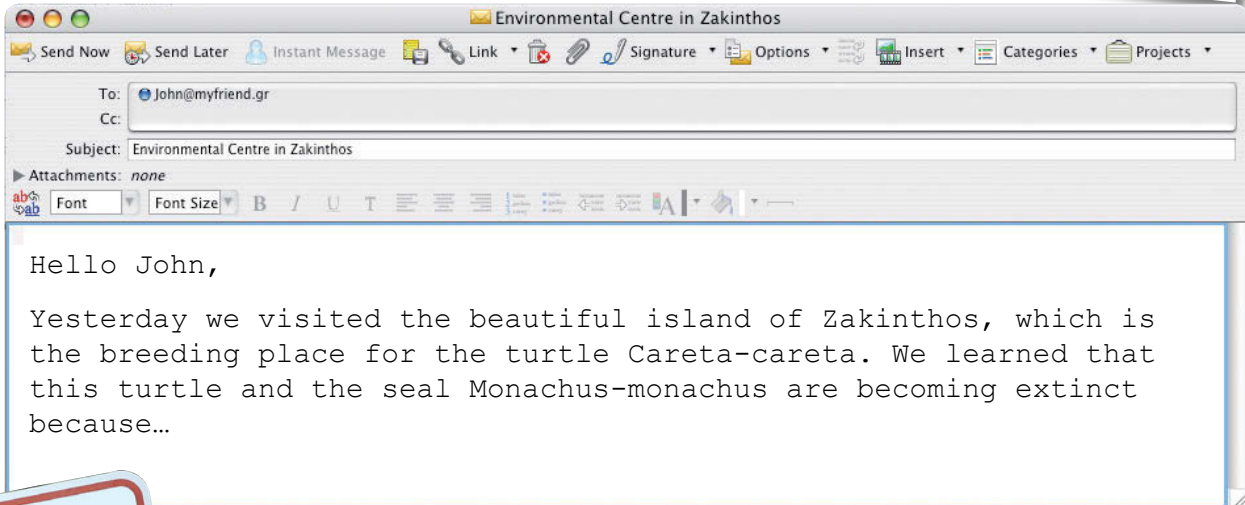
**B.** Your teacher has asked you to find information about another endangered species. Find information about another animal and write a short report explaining why and how it is endangered. Put your report in your **portfolio**.



**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.*):



**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 sensitise the other pupils. Make a poster to put it on a board in your class.

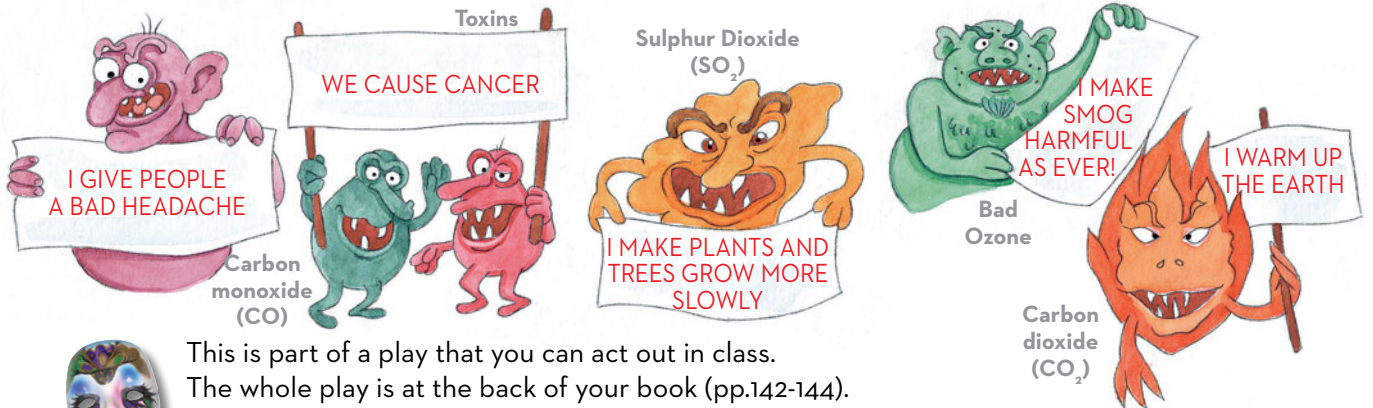
This is an example



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.



This is part of a play that you can act out in class. The whole play is at the back of your book (pp.142-144).

## 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 106 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:

<p><b>A.</b></p> <ol style="list-style-type: none"> <li>1. fishing</li> <li>2. toxic</li> <li>3. sea</li> <li>4. to make</li> <li>5. air</li> <li>6. endangered</li> <li>7. carbon</li> <li>8. Monk</li> <li>9. acid</li> <li>10. natural</li> </ol>	<p><b>B.</b></p> <ol style="list-style-type: none"> <li>a. pollution</li> <li>b. species</li> <li>c. rain</li> <li>d. net</li> <li>e. habitat</li> <li>f. a difference</li> <li>g. seal</li> <li>h. dioxide</li> <li>i. turtle</li> <li>j. waste</li> </ol>
--	---

\_ / 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**

See **p. 97** Workbook

## NOW TICK WHAT YOU CAN DO

**REMEMBER** when you want to learn new words in English:

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

### I can read and understand

- A questionnaire .....
- A story .....
- A play .....

### I can listen to

- A presentation about endangered species in an Environmental Centre .....

### I can talk about

- Pollution, endangered species and protection of the environment .....

### I can write

- An e-mail about environmental problems .....

### I can also

- Create a poster .....
- Describe what happened before another action in the past .....
- Explain why something happens .....
- Express the result of an action or situation .....



# Unit 10 Time for Fun

**We 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 e-mail about a book, a poster, signs and notices, a film review

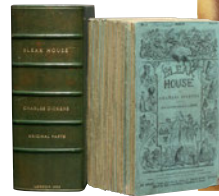
**and LEARN**

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 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. 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**.

- The family of 007's creator is angry about a drawing of James, aged 13.
- The young James Bond looks a little like Sean Connery.
- A picture helped an author write a book about the young James Bond.
- The book didn't sell well in the bookshops.
- Young James's first mission is to help a scientist create a human being.



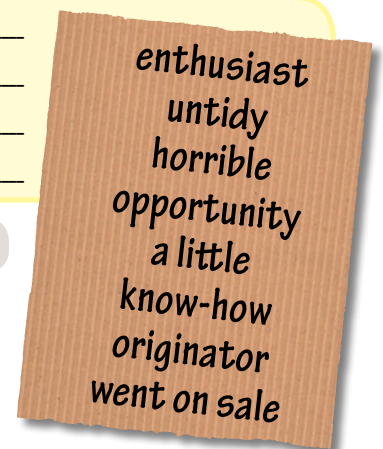
D. Match the words / expressions from the text with their synonyms in the box:

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



E. Now discuss the following:

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



2. Grammar

A. PRESENT SIMPLE IN PASSIVE VOICE

Study these examples from the article



Grammar Box



The young Bond	is	presented	as a tall and scruffy teenager.
The young Bond books	are	written	by Charlie Higson.
	↓ verb 'to be'	↓ past participle of verb	↓ agent



B. Complete RULE 1:

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

CIRCLE Yes OR No

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

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

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

Which word is used to show who writes the books? \_\_\_\_\_



C. Now complete RULE 2:

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



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



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



TICKETS ARE SOLD OUT



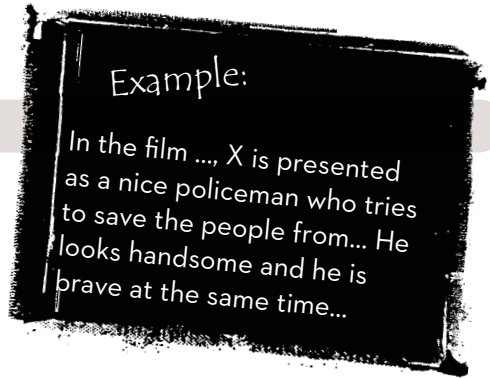
### 3. Practice



#### A. PAIR WORK - Which film to see

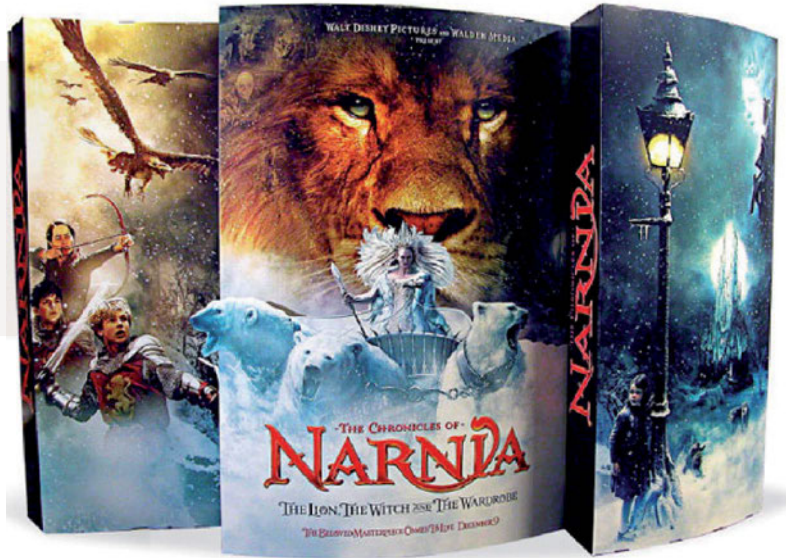
Exchange ideas about a film that you have seen and liked. (You can also use the information in the Resource Appendix, pp.145-146).

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.



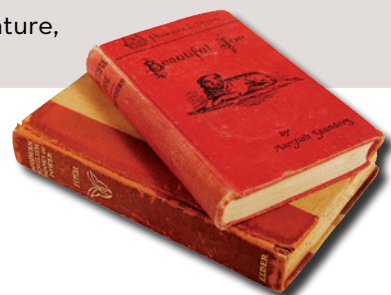
#### B. Choose a film that you know or find information about one that you want to see. You can look at a TV programme, a newspaper etc.

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.



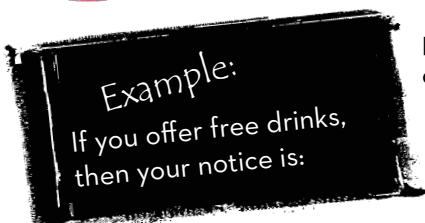
#### C. Before summer holidays you visit your school library and find a book that you would like to read. It may be an adventure, a science fiction, a mystery book etc.

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.



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.



## 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 PEOPLE WHO WATCH THE FILM -(e)d ending
The film is really <b>boring</b> .	Many people are <b>bored</b> .
The film is quite <b>interesting</b> .	Young people are <b>interested</b> in watching it.
The film is very <b>exciting</b> .	The children are all <b>excited</b> to see the end.
The film is <b>moving</b> .	The children are <b>moved</b> by the story.



C. Which of the above expressions or adjectives did you notice in the dialogue on p. 114? 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'd like to see a movie, this Saturday.

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

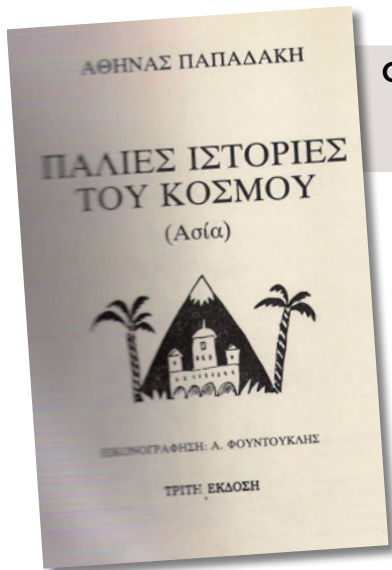
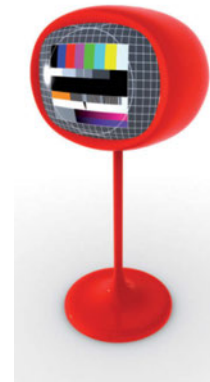
You are with your friends talking about TV.

##### 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.

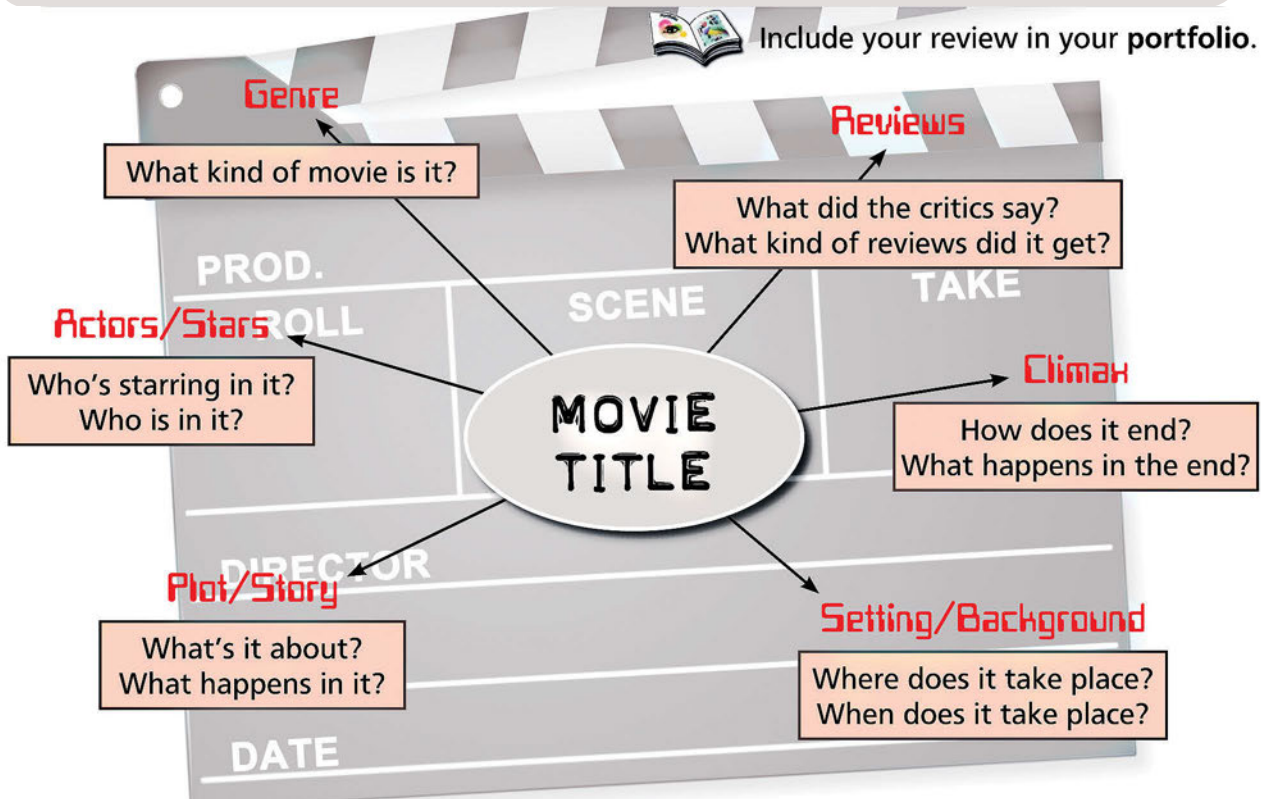


Example:  
It is written by...

# 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.



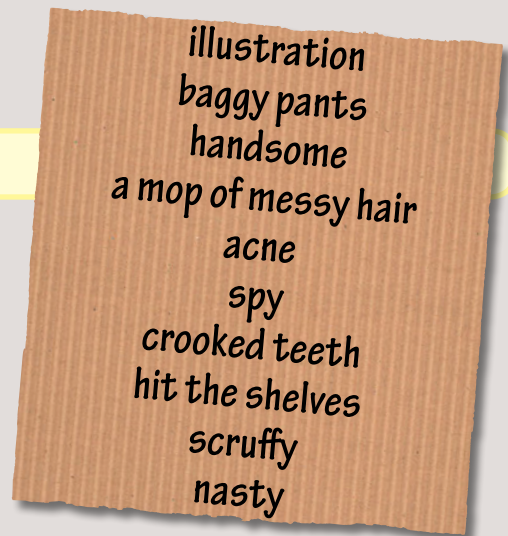
B. You can use this kind of language in your review:

<b>It's a...</b>	e.g. <i>It's a comedy. It's a sci-fi. It's a horror. It's an action movie. It's a romantic comedy.</i>
<b>...is in it. / ...is starring in it.</b>	e.g. <i>Orlando Bloom is in it.</i>
<b>It's set in ... / It takes place in...</b>	e.g. <i>It's set in New York in the 60s. / It takes place on the moon in the future. / It takes place in a prison.</i>
<b>It's about... who...</b>	e.g. <i>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.</i>
<b>In the end, ...</b>	e.g. <i>In the end, the ring is destroyed. / In the end, Harry decides he really loves Sally.</i>
<b>The critics... / It got... reviews.</b>	e.g. <i>The critics panned it. The critics raved about it. It got great reviews. It got poor reviews.</i>

# Check yourself

## A. Put the right words in the following sentences

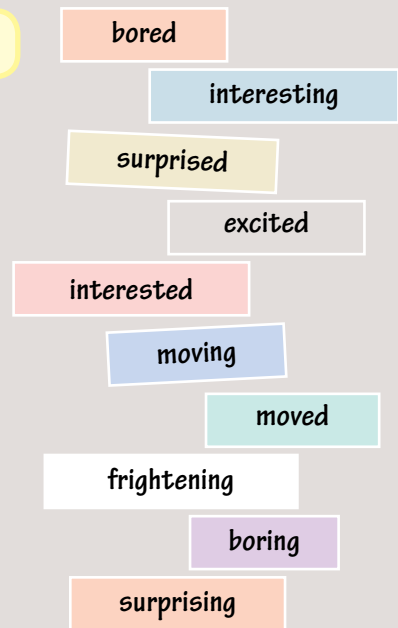
I found two very interesting \_\_\_\_\_ of the heroes of the book. One of the heroes was a super \_\_\_\_\_. He was very \_\_\_\_\_ and he was wearing trendy \_\_\_\_\_. A \_\_\_\_\_ and his glasses made him look very attractive. On the other hand, his enemy looked so \_\_\_\_\_, with \_\_\_\_\_ on his 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

- Are you \_\_\_\_\_ in extreme sports?
- The game was so \_\_\_\_\_ so everybody was cheering all the time.
- The lesson was so \_\_\_\_\_ that I fell asleep
- I saw a horror film and I was \_\_\_\_\_.
- I was really \_\_\_\_\_ when I heard his voice on the phone.
- I have nothing to do. I feel so \_\_\_\_\_!
- The film was \_\_\_\_\_ I kept crying all the time
- What \_\_\_\_\_ news! When are you coming?
- This is a really \_\_\_\_\_ book. I couldn't put it down till the end.
- 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                   | a. a pub                 |
| 2. VISITORS ARE REQUESTED TO KEEP SILENT     | b. a park                |
| 3. CYCLING IS NOT PERMITTED ON THE FOOTPATHS | c. a hotel               |
| 4. YOU ARE NOT ALLOWED TO WRITE IN PENCIL    | d. an examination centre |
| 5. SMOKING IS FORBIDDEN                      | e. a hospital            |
| 6. UNDER 18'S ARE NOT SERVED                 | f. a library             |

\_\_\_ / 3 points

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

- Most songs \_\_\_\_\_ in a studio.
- Some books \_\_\_\_\_ by great artists.
- Supplement DVDs \_\_\_\_\_ on TV.
- The lyrics of Madonna's songs \_\_\_\_\_ by herself.
- Young children \_\_\_\_\_ to watch horrifying films.
- \_\_\_\_\_ tickets \_\_\_\_\_ outside the Concert Hall?
- Some invitations \_\_\_\_\_ to the celebrities to attend the festival.
- The autograph of the writer \_\_\_\_\_ on the cover of the book.

write

illustrate

advertise

sign

sell

not allow

send

record

\_\_\_ / 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?

\_\_\_ / 2 points

My total score is \_\_\_ / 20 points

See p. 97 Workbook

## NOW TICK WHAT YOU CAN DO

**REMEMBER** when you want to get extra practice in English:

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

### 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'.....



# APPENDIX I

## Differentiated instructions

It's your choice!

### UNIT 1 Our multicultural class

#### 1. A Geography project

Your teacher has asked you to work on a project about the following countries of Europe. Look at the two tables below and fill in the missing information:

Country	
Capital	<i>Athens</i>
Location	
Climate	
Landmarks	

Country	
Capital	
Location	
Climate	
Landmarks	<i>The River Dniro, The Carpathians</i>



#### 2. Role play – An interview

(Instead of the information gap activity, page 5)

You are a reporter. You are interviewing a pupil from Poland. What are your questions? Complete the dialogue.

.....?

My name is...

.....?

I come from Warsaw, Poland.

.....?

People work in coal mines in Poland.

.....?

They like music and dancing.

.....?

My parents usually play the violin at the weekend.

**Now act the dialogue out.**



# APPENDIX I - IT'S YOUR CHOICE !

## UNIT 2 Going shopping



### 1. Doctor's advice

The following 3 patients are worried about their diets and are asking for doctor's advice. Below you can see their daily menus and the doctor's advice. Put the names next to the advice. There is an extra piece of advice which fits Niki's menu. Find it and write a suitable menu for her:

PATIENT'S NAME	DOCTOR'S ADVICE
	Change your diet now! Eat fruit and vegetables and less sugar.
	You hardly eat any fruit or meat! You need more. Increase the number of meals.
	You need some dairy products in your diet.
	You eat a lot of sweets but not much fruit. Try to eat some fruit for dessert.

**PETE'S DAILY MENU**  
(student, aged 19)

**Morning**  
2 cups of tea (with sugar)  
4 slices of toast

**Afternoon**  
1 cup of milk (with sugar)

**TERRY'S DAILY MENU**  
(farmer, aged 50)

**Morning**  
1 large cup of white coffee (with some honey)  
2 small slices of toast  
1 large cup of tea (with no sugar)

**SUE'S DAILY MENU**  
(nurse, aged 25)

**Morning**  
1 thin slice of brown bread  
1 glass of apple juice  
1 banana  
½ cup of black coffee  
3 glasses of mineral water

**Evening**  
1 piece of white fish  
some brown rice and potatoes  
1 tomato  
1 small packet of nuts

**NIKI'S DAILY MENU**  
(schoolgirl, aged 13)

Morning

---



---

Afternoon

---



---

Evening

---



---

## Differentiated instructions



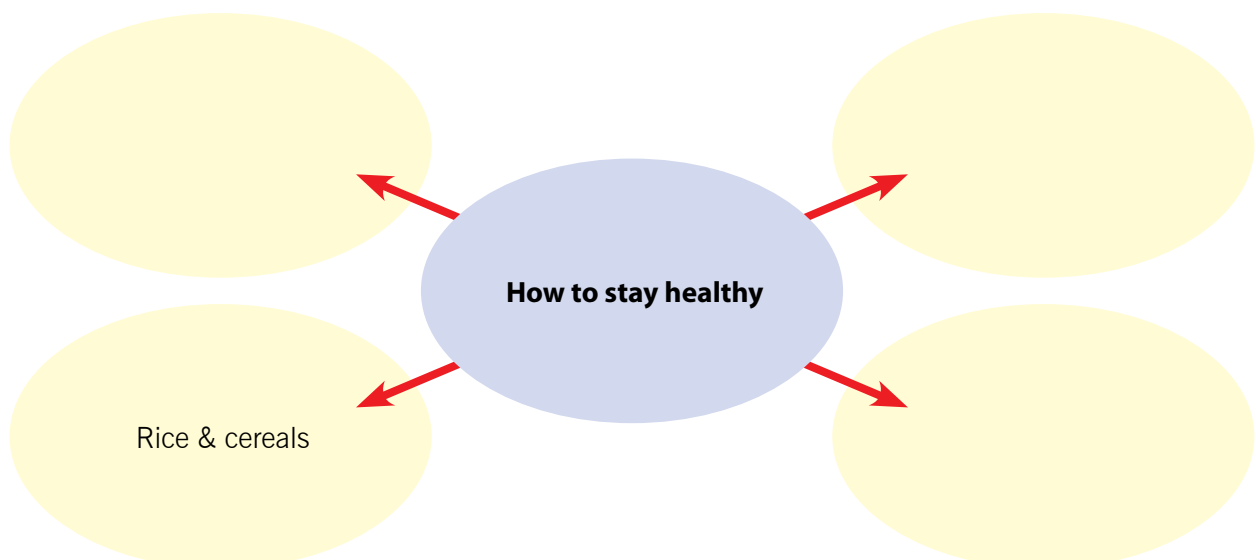
### 2. Dietary habits

Fill in the table below about your dietary habits. Then, in groups, discuss your answers and suggest ways to improve your diets.

FOOD	Every day	...times a week
Green and other vegetables		
Fruit (fresh or fruit-juice)		
Milk and dairy products		
Meat (veal, pork, lamb, etc.)		
Poultry		
Fish (fresh or frozen)		
Bread and pasta (spaghetti, pizza, etc.)		
Dried seeds and fruit		
Soft drinks (still and carbonated)		
...		

### 3. How can you stay healthy?

Study the Mediterranean Diet Pyramid (you can find it on the internet or in your science book) and complete the diagram with your ideas on healthy diet.



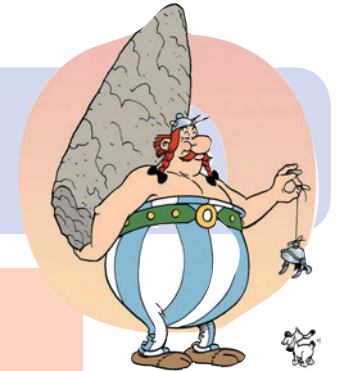
# APPENDIX I - IT'S YOUR CHOICE !

## UNIT 3 Imaginary creatures

### 1. Obelix at the gym

(Instead of the pair work: A Monster's ID, page 29)

Obelix wants to lose weight. He is talking to the receptionist of a gym centre. Look at his ID card, complete the dialogue and act it out.



Receptionist: \_\_\_\_\_ ?  
 Obelix: My name is \_\_\_\_\_  
 Receptionist: \_\_\_\_\_ ?  
 Obelix: I'm \_\_\_\_\_  
 Receptionist: \_\_\_\_\_ ?  
 Obelix: I \_\_\_\_\_  
 Receptionist: \_\_\_\_\_ ?  
 Obelix: \_\_\_\_\_  
 Receptionist: Do you have any \_\_\_\_\_ ?  
 Obelix: \_\_\_\_\_

#### Member's ID

**Name:** Obelix  
**Age:** 25  
**Height:** 6 feet  
**Weight:** 250 pounds  
**Health problems:** none

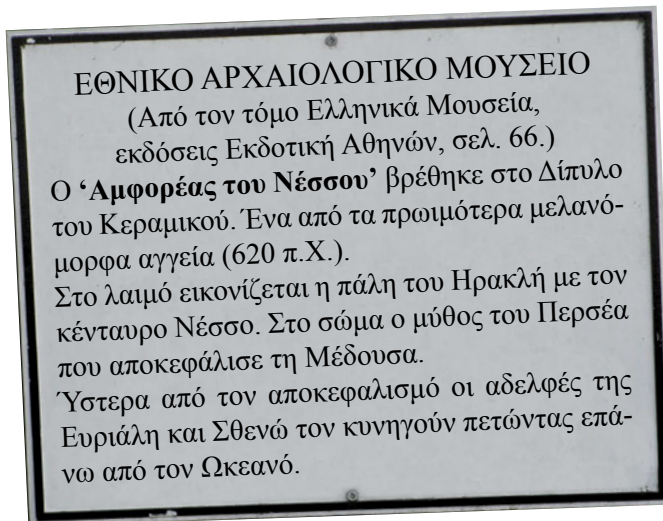


### 2. Ancient Greek pottery

**A.** Look at the Ancient Greek pottery below and describe the monsters on it. Use the Greek text on the left if you need help.



What do you know about the creatures shown? What do they look like? Find more information about them in your workbook (Unit 3 - Exercise 6).



**B.** Search the Internet to find other pottery showing the same or similar creatures. If possible, organize a visit to the local museum and look for similar items.  
**C.** After your research, write your report and present it in class.

## Differentiated instructions



### 3. Class comparisons

Work in pairs. Ask each other about the following and find a classmate who:

runs the **fastest**

sings the **most beautifully**

plays football the **best**

solves a math problem the **most quickly**

NAME

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Example:

**Pupil 1:** Who do you think runs the fastest in class?

**Pupil 2:** I think Tom does.

Find more facts about these people and present your findings in class. Speak about their unusual abilities or skills using comparatives and superlatives.

## UNIT 4 The history of the aeroplane



### 1. Aviation and Space Education Outreach Program\*

Work in pairs to find the right answer to the following 'AVIATION TRIVIA' questions from <http://www.faa.gov/education>.

\*Source: <http://www.faa.gov/education>

1. Which of these is a military aircraft?
  - a. F-17
  - b. A-300
  - c. Boeing 727
2. What does supersonic mean?
  - a. Faster than the speed of sound.
  - b. Really loud.
  - c. Faster than the speed of light.
3. Which one of these aircraft is supersonic?
  - a. Learjet
  - b. Concorde
  - c. Boeing-747
4. Which aircraft is known as "Hercules"?
  - a. C-5
  - b. KC-135
  - c. C-130
5. Which aircraft has a motor but no wings?
  - a. Rocket
  - b. Glider
  - c. Blimp
6. Which aircraft has wings but no motor?
  - a. Helicopter
  - b. Glider
  - c. Blimp
7. In the late 1920's *dirigibles* were known as:
  - a. Flying balloons
  - b. Zeppelin
  - c. Kasseplins
8. Who invented the kite about 2,000 years ago?
  - a. The Chinese
  - b. The Japanese
  - c. The Russians
9. Who invented the rocket?
  - a. The Chinese
  - b. The Japanese
  - c. The Russians

KEY to AVIATION TRIVIA  
1a, 2a, 3b, 4c, 5c, 6b, 7b, 8a, 9a

## APPENDIX I – IT’S YOUR CHOICE !

### 2. A Quiz

Match the columns and make true statements about famous travellers you have read about.

A	B
Marco Polo	managed to travel around the world in 80 days.
Gulliver	flew on a golden-haired ram to Colchis.
Captain Nemo	shipwrecked on the Lilliputian island.
Phrixos and Ellie	crossed the continent of Asia all the way to India.
Phileas Fogg	travelled on a magic carpet.
Marco Polo	captained Nautilus in 20000 leagues under the sea.
Aladdin	<b>started travelling when he was 15.</b>

### 3. The Story Writing Competition

You are taking part in story writing competition. Here is the beginning and the end of the story. Complete it.

The clues will help you.

*bad weather / air pocket / serve passengers / watch video / scared / shout / say prayers / fasten seat belt / ...*

**Beginning:** While my uncle and I were flying to... we had a(n)... experience.

.....

**End:** After a few minutes which seemed like an hour, we were all relieved!!!

## UNIT 5 Travelling through time

### 1. Means of Transport

- a. Your friend Tony from U.S.A. is coming on a tour around Greece. How can he travel while in Greece? How many different types of transport can you think of? Tell him.

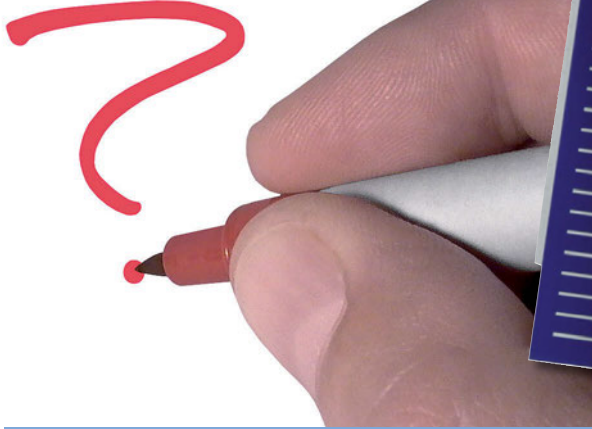


- b. The Public Transport Company is carrying out a survey about people's opinion on safe means of transport. Here is a questionnaire travellers have to answer.



## Differentiated instructions

Answer it yourself.



**QUESTIONNAIRE**  
Tick ✓ or Cross ✗

Travelling by train is more dangerous than cycling. \_\_\_\_\_

Cycling is less dangerous than flying. \_\_\_\_\_

Driving a car is more dangerous than travelling by train. \_\_\_\_\_

Motorcycling is more dangerous than flying. \_\_\_\_\_

Travelling by train is less dangerous than motorcycling. \_\_\_\_\_

Flying is not as dangerous as driving a car. \_\_\_\_\_

Now write your opinion:

\_\_\_\_\_ is the safest way of travelling.



### 2. Personal Qualities

Think about your own personal qualities. Have you changed over the past few years? Write as many sentences as you can to complete the table

I used to be like this:	Now, I'm like this:
I used to get into trouble for being late.	Now, I'm trying to be punctual.
I used to be very noisy in the classroom.	Now, I'm calm and quiet.
I used to ask my mother to help me with my homework.	I can do my homework alone now. I am more independent/ confident.
I used to...	Now, I'm...

# APPENDIX I - IT'S YOUR CHOICE !

## UNIT 6 Me, Myself and my Future Job

### 1. Reading

Lesson 1, Reading (easier version)



#### A. Jewellery Designer

I'm a jewellery designer.

I take metal and expensive stones and make rings, necklaces, earrings and other jewellery. I can use many hand tools to make the jewellery. Sometimes, I may use computers and laser to design these fine pieces. When you work, it is necessary to look at every detail. It is also important to use your hands skilfully, to synchronize your eyes, to be patient and be careful in what you are doing. You must also know everything about art and fashion.



#### C. Home Health Nurses

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

#### B. Air Traffic Controller

I'm an air traffic controller. My job is to direct the movement of aeroplanes, and make sure that they keep flying programmes. An air traffic controller takes care of every plane that is taking off or landing. I usually work forty-hour weeks. I may work night or weekend shifts. It is a very stressful job. Speech communication, Mathematics, Science, Foreign Languages, and Electronics are helpful for this career.



#### D. Hairdresser

I'm a hairdresser. I cut and style hair using different tools such as scissors, razors, rollers, hot brushes and dryers.

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

#### E. Ecologists

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

## Differentiated instructions



- 2. Role play**  
Lesson 1, Practice A  
You read the following information on a poster in your neighbourhood:

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

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



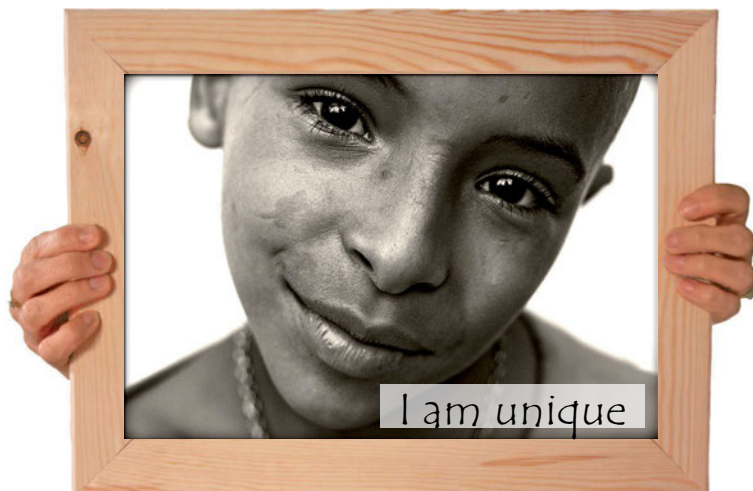
### 3. Maria's Profile

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



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

**Answer:** I think she will choose to be a \_\_\_\_\_

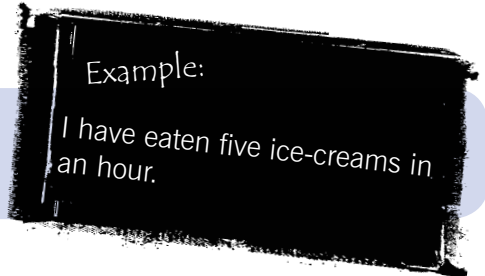


# APPENDIX I - IT'S YOUR CHOICE !

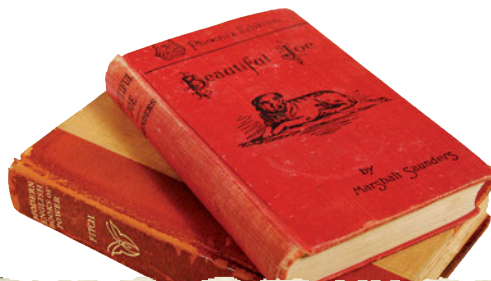
## UNIT 7 Share Your Experiences

### 1. Your personal records

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



- 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 his 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.60-61 in your Workbook.

## Differentiated instructions

### 3. Greek achievements

What have other Greeks achieved in recent years? Here is a report about Pyrrros Dimas.

Fill in the gaps to complete the report and present it to your class.

Use the words:

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



Pyrrros Dimas has been the best Greek ..... of all times. He ..... in Himara, Albania in 1971 and he..... to Greece in 1991. His birthplace created his ..... "The Lion of Himara". He ..... 3 Olympic Gold ..... and 1 bronze. This number of gold medals has given him another nickname "Midas". Dimas ..... his career as a ..... hero. For his successes, the Government of Greece has awarded him the distinction of a .....in the Hellenic Army.

### 4. Beijing 2008 Paralympic Games

You were interested in the 2008 Paralympics in Beijing. Read the following newspaper extract and tell your class about the emblem of the Beijing Paralympics (talk about the figure, the colours etc.).



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

### 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>

# APPENDIX I - IT'S YOUR CHOICE !

## UNIT 8 Blow Your Own Trumpet

### 1. Family Budget

Follow up to Activity C. p.93

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

- |                              |                          |                            |                          |
|------------------------------|--------------------------|----------------------------|--------------------------|
| newspapers / magazines _____ | <input type="checkbox"/> | children's education _____ | <input type="checkbox"/> |
| food _____                   | <input type="checkbox"/> | clothes _____              | <input type="checkbox"/> |
| presents _____               | <input type="checkbox"/> | doctors / medicine _____   | <input type="checkbox"/> |
| sweets _____                 | <input type="checkbox"/> | transportation _____       | <input type="checkbox"/> |
| bills _____                  | <input type="checkbox"/> | books _____                | <input type="checkbox"/> |
| holidays _____               | <input type="checkbox"/> | rent _____                 | <input type="checkbox"/> |
| other _____                  | <input type="checkbox"/> |                            |                          |

**Now compare with your class list on page 93.**

### 2. Golden rules for living



**Do you want to get along well with your family and friends?  
Complete the following Decalogue:**

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 to 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 to her Grandma's house because she was ill.* \_\_\_\_\_

*"Got you at last!" the hunter shouted and he* \_\_\_\_\_

## UNIT 9 Earth Day everyday!

### 1. Lions



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

A lion is a very powerful animal. It is related to the cat family. Most people are afraid of lions because of their big roar and their teeth. Lions can live in cool or warm places. Some lions live in the woods, grassy plains, and places where there is a lot of food. In the ancient times, lions lived in Europe, in the Middle East, India, and much of Africa. Lions are very strong but not very fast animals. Male lions

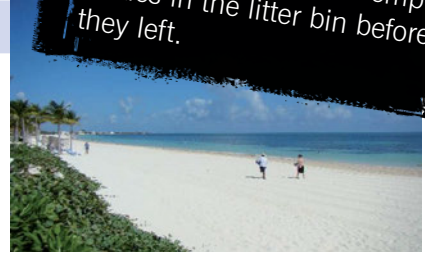
Write about ...

- 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'

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.

# APPENDIX I – IT'S YOUR CHOICE !

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



## 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.

## 3. A Project: Save the environment!

ALTERNATIVE PROJECT ABOUT THE ENVIRONMENT (instead of project on p.106)

**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 p. 146 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

### Resource materials

#### UNIT 1 Our multicultural class

p. 5: Lesson 1 – 3B (Pupil A: QUESTION SHEET)

Look at the table below. Use the prompts to ask **5 questions** then complete the table.

Country	
brother / sister	
people / work	
people / like	
father/ spend free time	
mother/ spend free time	

#### UNIT 3 Imaginary creatures

p. 29: Lesson 1 – 3B

A MONSTER'S ID: Pupil B

##### Monster's ID

Name:  
**Shrek**  
Age:  
**20 years old**  
Height:  
**6.5 feet (1.95 m) tall**  
Weight:  
**300 lbs (145 kg)**  
Eyes:  
**two ugly eyes**



#### UNIT 2 Going shopping

p. 17: Lesson 1 – 3C

(AT THE SCHOOL CANTEEN)

##### SCHOOL CANTEEN MENU

###### SANDWICHES

Tomato, cucumber, lettuce, carrot, onion	€ 0.50
EXTRA Cheese	€ 0.60
Egg	€ 0.80
Ham	€ 1.20

###### PITA ROLLS

Salad (tomato, lettuce, cucumber, carrot, mayo)	€ 1.00
Ham Salad	€ 1.30
Chicken Salad	€ 1.30

###### SALAD PLATES

Plain (lettuce, tomato, cucumber, carrot, apple, onion)	€ 1.50
Ham Salad (as per plain salad plus ham)	€ 1.80
Chicken Salad (as per plain salad plus chicken)	€ 2.00

###### SOMETHING HOT

Meat Pie	€ 1.70
Chicken Pie	€ 1.50
PIZZA - Ham & Pineapple or Supreme	€ 1.80

###### MILK

Chocolate, strawberry, iced-tea	€ 0.40
---------------------------------	--------

###### DRINKS (Please return containers for 5c deposit)

Fresh fruit juice (Orange or Apple)	€ 0.70
100% fruit juice (Orange/ Tropical/ Apple)	€ 0.50
Fruit Box (assorted flavours)	€ 0.30

###### THE LITTLE EXTRAS

Chocolate Cake	€ 0.60
Carrot & Walnut Cake	€ 0.60
Sultana Cake	€ 0.60
Fruits in season	€ 0.50
Popcorn € 0.50	
Chips (plain, light, salt & vinegar, oregano)	€ 0.30

## APPENDIX II – RESOURCE MATERIALS

### UNIT 2 **Going shopping**

p. 19: Lesson 2 – 2C  
(LISTEN, READ AND ANSWER)



It's Father's Day today. Mary gets up early. Her parents are still asleep, so Mary makes a very rich breakfast for them. She puts a little peanut butter in a bowl and mixes it with a little honey? Yum, yum! What does it taste like? It tastes delicious! Then she puts a few biscuits and a few muffins on a plate. She pours a little coffee in the cups but she knows that dad would like a little milk, too. He doesn't like black coffee.

"Wake up both of you! Happy Father's Day!", Mary says.

"Sniff, sniff! Mmm! Coffee? It smells nice!", father says.

### UNIT 2 **Going shopping**

p. 22: Lesson 3 – 1B (INTERNET SITE)

A screenshot of a Microsoft Internet Explorer browser window. The address bar shows the URL: http://www.countdowncreations.com/eduscope30x.htm. The page content includes a product image of a blue microscope, a description: "Whether you're hiking in the woods or exploring your own backyard, Scope It Out helps you discover nature. See what leaves, rocks, and even your skin look like when magnified with computer-designed 30-power optics. It's ergonomically designed, easy to hold and features a powerful built-in light. Includes carrying holster." and an "Availability" note: "Usually ships within one business day." The price is listed as \$10.95. A navigation sidebar on the right lists categories: New Items, Specials, Apparel, Insignias, Memorabilia, Toys &amp; Educational, Media, Specialty, and Replicas. The Windows taskbar at the bottom shows the Start button, several application icons, and the system clock at 6:04 pm.



Planet Quest Game - Microsoft Internet Explorer provided by Hellas On Line

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[Home](#) > [Toys & Educational](#) > [Games](#)



### Planet Quest Game

The first animal in space was a dog. True or False? The sun is a star. True or False? Learning about our solar system is much more than memorizing planets! It's full of fascinating facts. For 2-4 players or teams, this board game includes 132 true/false questions on the nine planets, the Earth's moon, supernovas, asteroids and much more. Earn planet cards for correct answers. Put the planets in the right order, and you win!

**Availability:** Usually ships within one business day.

Home  
Shopping Cart  
New Items  
Specials  
Apparel  
Insignias  
Memorabilia  
Toys & Educational  
Media  
Specialty  
Replicas

Glow In The Dark Space Quest Activity Kit - Microsoft Internet Explorer provided by Hellas On Line

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### Activity Kit

Draw, color, paint and learn, with this really cool Space Quest activity kit!

Kit Contains: Stencils, Markers, Stickers, Paints, Puzzle Templates, Brushes, Poster, And Space Cards to Color.

**Availability:** Usually ships within one business day.


New Items  
Specials  
Apparel  
Insignias  
Memorabilia  
Toys & Educational  
Media

ZoomCam Binoculars & 35mm Telephoto Camera - Microsoft Internet Explorer provided by Hellas On Line

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[Home](#) > [Toys & Educational](#) > [Mission Gear](#)



### ZoomCam Binoculars & 35mm Telephoto Camera

Scout landscapes from afar while snapping photographs to send picture postcards home with our Off The Map ZoomCam by Wild Planet. Combines a pair of binoculars with a 35mm camera to capture long range photos. Pictures develop with cool pathfinder frames. Two button cell batteries and a roll of film are included. Recommended for ages 6 and up

**Availability:** Usually ships within one business day.

Home  
Shopping Cart  
New Items  
Specials  
Apparel  
Insignias  
Memorabilia  
Toys & Educational  
Media  
Specialty  
Replicas

Item TOYSPQUESTKIT Price \$9.95  
Order

[2 items remaining] Opening page http://www

Item GEARZOOMC Price \$19.95  
Order

Internet 6:09 pm

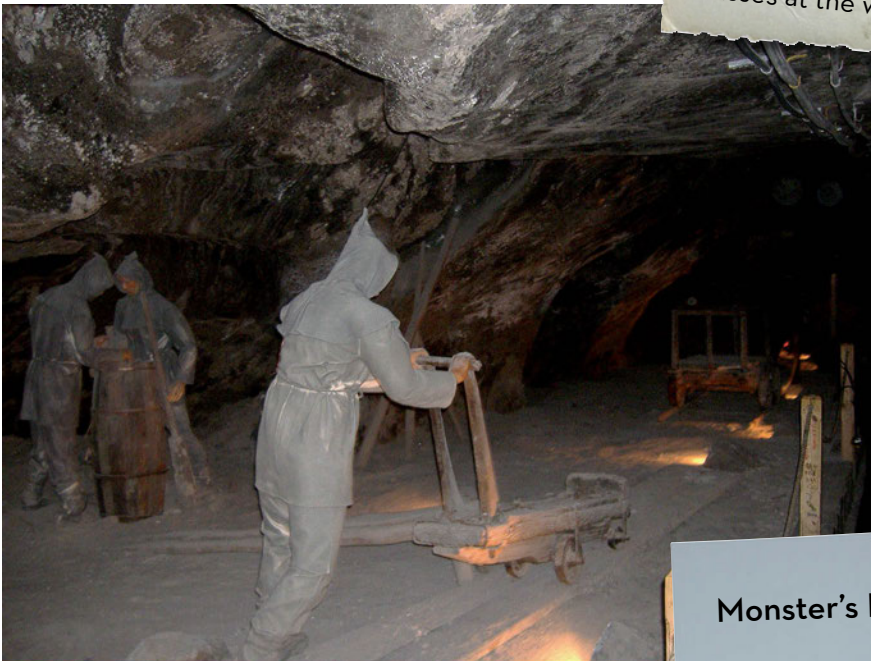
## APPENDIX II – RESOURCE MATERIALS

### UNIT 1 **Our multicultural class**

p. 5: Lesson 1 – 3B  
(Pupil B: INFORMATION)

Read the information below and **answer the reporter's questions:**

My name is Chris / Christina. I come from Warsaw, Poland. I have a brother and a sister. People work hard in coal mines in Poland. They are outgoing people. They enjoy music and dancing. My mother usually plays the violin and my father goes to traditional dancing classes at the weekend.



### UNIT 3 **Imaginary creatures**

p. 29: Lesson 1 – 3B  
A MONSTER'S ID: Pupil A

#### Monster's ID

Name:  
Polyphemus  
Age:  
75 years old  
Height:  
8 feet (2.40 m) tall  
Weight:  
560 lbs (270 kg)  
Eyes:  
one fierce eye



p. 31: Lesson 2 – 1E (Answers to QUIZ)

What do monsters read everyday?	Their <b>horror</b> -scope
What do we call a friendly and handsome monster?	A <b>failure</b>
What do monsters eat for lunch?	Fish and <b>ships</b>
What do we call a famous monster?	A mon- <b>star</b>

## UNIT 6 Me, myself and my future job

p. 65: Lesson 1 – 3D (Looking for a job)

### TEMPORARY PART TIME HOTEL RECEPTIONIST

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

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

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

Live in position

### PRIMARY SCHOOL TEACHER

Our dynamic and well organized school  
is looking for

**a primary school teacher**

for September start.

We are happy to interview not qualified  
teachers and teachers that are more  
experienced as well.

The support at the school is fantastic  
and the facilities are excellent.

If you are interested, please email  
your CV to

[sleth@prot.-teachers.com](mailto:sleth@prot.-teachers.com)

or call **020 8203 0860**.

### PRACTICE NURSE

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

Candidates should have a post graduate  
Diploma and several years experience.

They must show ability to work  
under pressure.

Excellent salary and benefits package.

To find out more please contact Anthony Reilly  
at Medacs International at **02074387200** or  
[Anth.reil@medacs.com](mailto:Anth.reil@medacs.com)

### SWIMMING INSTRUCTORS

Do you love working with people?

Are you a great team player?

Do you have loads of energy and enthusiasm?

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

*Then contact  
Cannons Swimming School  
in Reading*

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

## UNIT 7 Share your experiences

p. 81: 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?

...

## APPENDIX II – RESOURCE MATERIALS

### UNIT 7 Share your experiences

p. 75: 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 in 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>

### UNIT 7 Share your experiences

p. 77: Lesson 1 – Practice C: BINGO

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

## UNIT 7 Share your experiences

p. 81: Lesson 2 – Practice A. PAIR WORK



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

## UNIT 9 Earth Day everyday

p. 105: Lesson 2 – Practice A. PAIR WORK

PUPIL B

QUESTIONS:	<i>Where do wolves live?</i>
	<i>What do they look like?</i>
	<i>Why are they endangered animals?</i>

### 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.

## UNIT 9

### Earth Day everyday

p. 106: 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.

## APPENDIX II – RESOURCE MATERIALS

**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 a "T"!

Audience and other Nitros respond: "T"!

**Nitro 4:** Give me an "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.

## APPENDIX II – RESOURCE MATERIALS

**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. 105: Lesson 2 - Practice A. PAIR WORK

## PUPIL A

QUESTIONS:	<b>Where does the bear live?</b>
	<b>What does it look like?</b>
	<b>Why is it an endangered animal?</b>
<b>INFORMATION about WOLVES:</b>	
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. 113: Lesson 1 – Practice A. PAIR WORK

<b>Title</b>	<b>War of the Worlds (2005)</b>	
<b>Genre</b>	Action /Adventure / Sci-Fi / Thriller	
<b>Director</b>	Steven Spielberg	
<b>Screenplay writers</b>	Josh Friedman, David Koepp	
<b>Actor / Stars</b>	Tom Cruise (Ray Ferrier), Dakota Fanning (Rachel Ferrier), Justin Chatwin (Robbie Ferrier)	
<b>Setting / background</b>	U.S.A., present time	
<b>Play / Story</b>	A contemporary retelling of H. G. Wells's classic: As Earth is invaded by alien tripod fighting machines, one family fights for survival.	
<b>Reviews</b>	A brilliantly executed movie. It is considered one of the finest disaster movies of all time.	

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

## APPENDIX II – RESOURCE MATERIALS

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

<b>Title</b>	<b>The Wild (2006)</b>	
<b>Genre</b>	Animation / Adventure / Comedy / Family / Fantasy	
<b>Director</b>	Steve 'Spaz' Williams	
<b>Screenplay writers</b>	Ed Decter, Mark Gibson(written by)	
<b>Actor / Stars</b>	Voices of: Kiefer Sutherland (Samson), James Belushi (Benny), Eddie Izzard (Nigel), Greg Cipes (Ryan), Janeane Garofalo (Bridget)	
<b>Setting / background</b>	New York, Africa	
<b>Play / Story</b>	A lion, a giraffe, an anaconda, a koala, and a squirrel discover what a jungle the city can be when one of their own is mistakenly shipped to the wild and they embark on a dangerous mission to rescue him.	
<b>Reviews</b>	'The Wild' offers consistent laughs, with fresh characters and writing.	



## APPENDIX III – GRAMMAR FILE

### Wh... questions / How... questions with Simple Present

#### EXAMPLES

What	do you / they	have	for breakfast?
What time		go	to school?
Where		spend	holidays?
When		come home	from school?
Who	does he / she / it	play	tennis with?
How often		meet	friends?

### Present Continuous

#### FORM

+	I am		speaking	to you.
	You are		reading	this.
-	She is	not	staying	in London.
	We are		playing	football.
?	Is he		watching	TV?
	Are they		waiting	for John?

#### SPELLING RULES

We add **-ing** to the main verb: work + ing = working

#### Exceptions

**a.** If the main verb ends in **consonant + stressed vowel + consonant**, we double the last letter: **stop** + p + ing = **stopping** / **cut** + t + ing = **cutting**

**b.** If the main verb ends in **ie**, we change the **ie** to **y**: die = diey + ing = dying

**c.** If the main verb ends in **vowel + consonant + e**, omit the **e**: come + ing = coming

#### USE

**We use the present continuous tense to talk about:**

- a.** an action happening exactly now
- b.** an action happening around now

#### EXAMPLES

Look! The bus *is coming*!  
*Are you learning* French or English?  
 We *are not having* breakfast at the moment.

## UNIT 2

### Countable / Uncountable nouns

#### EXAMPLES

Countable Nouns		Uncountable Nouns	
Singular	Plural	Singular Only	
a banana an apple	some bananas a lot of bananas (a) few bananas	some milk a lot of milk (a) little milk	affirmative
	any bananas many bananas	any milk much milk	question
	not any bananas not many bananas	not any milk not much milk	negative

### Containers / Units of weight

#### EXAMPLES

Containers			Units of weight		
A can / a tin A box A packet A bar A bottle A jar A carton	of	cider strawberries sugar chocolate orange juice jam milk	A kilo A pound	of	meat mince

## UNIT 3

### Comparisons of adjectives and adverbs

#### FORM

	POSITIVE	COMPARATIVE	SUPERLATIVE
SHORT ADJECTIVES	strong big ugly	...er than	the ...-est of/in
		stronger than bigger than uglier than	the strongest of/in the biggest of/in the ugliest of/in
LONG ADJECTIVES	Horrible	more ... than	the most ... of/in
		more horrible than	the most horrible of/in

## APPENDIX III – GRAMMAR FILE

### USE

In the Comparative form we add -er than in short adjectives and more + adjective + than in long adjectives.

In the Superlative form we add the -est in short adjectives and the most + adjective in long adjectives.

### Irregular adjectives

Adjective	Comparative	Superlative
good	better than	the best of/in
bad	worse than	the worst of/in
far	farther/further than	the farthest/furthest of/in
much/many	more than	the most of/in
little	less than	the least of/in

### Comparisons of adjectives with *as...as* and *not so... as*

### EXAMPLES

<i>The night</i>	<i>is</i>	<i>as</i>	<i>dark</i>	<i>as</i>	<i>hell.</i>
noun or pronoun	positive verb	as	adjective	as	noun or pronoun

<i>Our house</i>	<i>is not</i>	<i>as / so</i>	<i>luxurious</i>	<i>as</i>	<i>a hotel.</i>
noun or pronoun	negative	as / so	adjective	as	noun or pronoun

### Comparisons of adverbs

### FORM

To form a regular adverb we add -ly / -ily to an adjective

ADJECTIVE	ADVERB
quiet	quietly
happy	happily
EXCEPTIONS	
fast	fast
hard	hard
good	well

### EXAMPLES

The children are **quiet**. They are playing **quietly**.  
 That is a **happy** boy. He is singing **happily**.  
 That is a **fast** horse. It runs **fast**.  
 This exercise is **hard**. Tom is working **hard** on this exercise.  
 Jim is a **good** football player.  
 He plays football **well**.

### USE

We use adverbs when we want to answer the question **HOW**.

## UNIT 4

### Simple Past

#### FORM

+	I		worked	very hard.	
	You		went	to school.	
-	He / She	<b>did</b>	not	go	with me.
	We			work	yesterday.
?	<b>Did</b>	you		go	to London?
		they		work	at home?

#### USE

We use the simple past tense to talk about an action, a situation or an event, short or long, that

- happened in the past
- is completely finished
- we say (or understand) the time and/or place it happened

#### EXAMPLES

I *lived* in that house when I was younger.  
 He *didn't like* the movie.  
 What *did you eat* for dinner?  
 John *rode* his bike to school on Monday.  
 Mary *did not go* to school yesterday.  
*Did you play* tennis last week?

**PAY ATTENTION  
 TO THE IRREGULAR VERBS  
 (SEE P.159)**

### Past Continuous

#### FORM

+	I / he / she	was	watching	TV.	
	You	were	working	hard.	
-	I / he / she	was	not	helping	Mary.
	We	were		joking.	
?	Was	he / she		studying	Maths?
	Were	you / they		playing	football?

#### USE

The Past Continuous tense expresses an action that happened at a particular moment in the past and it continued for some time.

#### EXAMPLES

I *was doing my homework* at 6.00 in the evening.  
 They *were not playing* football at 9am this morning.  
 What *were you doing* at 10pm last night?  
 Tony went home early because *it was snowing*.

## APPENDIX III – GRAMMAR FILE

### Past Continuous + Simple Past

**USE** We often use the Past Continuous tense with the Simple Past tense. We use the Past Continuous tense to express a **long** action. And we use the Simple Past tense to express a **short** action that happens **in the middle** of the long action. We can join the two ideas with **when** or **while**.

**We use:**

- **when + short action** (Simple Past tense)
- **while + long action** (Past Continuous tense)

### EXAMPLES

	I <b>was watching</b> TV	<b>when</b>	the telephone <b>rang</b> .
<b>When</b>	the telephone <b>rang</b>		I <b>was watching</b> TV.
	The telephone <b>rang</b>	<b>while</b>	I <b>was watching</b> TV.
<b>While</b>	I <b>was watching</b> TV		the telephone <b>rang</b> .

### UNIT 5

#### Used to...

#### FORM

In Ancient Greece, people	<b>used to</b>	<b>wear</b>	linen clothes in summer.
When I was fifteen I		<b>listen to</b>	rock music.

#### USE

We use **used to + infinitive** to talk about a past state that is not true now or about an old habit that has now stopped.

#### REMEMBER

We can use either **used to...** or **Past Simple** to talk about a past state or habit that is no longer true, but we can only use Past Simple to talk about things we did at a specific time in the past.

#### Asking for and giving directions / information

When we ask for directions / information we use the following	When we give directions / information we use the following
Excuse me, how can I go/ get to... Can/could you tell me where... is, please? Can/Could you show me the way to...? What time...? How much..., please?	Go up/down... street until you get to... Go straight... Take the bus/ train to... Turn right/left... It's on the corner of... Take the first/second turning... It is near/opposite/behind/in front of/ between...

## UNIT 6

### Modal verbs: can, may, should

#### FORM

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

#### USE

##### CAN: Possibility / Ability

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

#### EXAMPLES

She **can fly** a plane.  
John **can speak** Spanish.  
I **cannot hear** you. (I can't hear you.)  
**Can** you **hear** me?

##### CAN, MAY: Permission

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

Examples

The use of CAN for permission is informal.

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

##### SHOULD: Advice

We sometimes use should to give advice to someone:

##### Example

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

## APPENDIX III – GRAMMAR FILE

### Simple Future

#### FORM

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

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

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

#### USE

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

#### EXAMPLES

It **will rain** tomorrow. (prediction)  
 I'**ll bring** it right away! (offer)  
 I'**ll fix** your car tomorrow. (promise)  
 If you don't follow my advice, you **won't get** well. (warning)  
**Will** you **bring** a bottle of water? (request)  
 There is no bread left. I'**ll go** and buy some! (decision on the spot)

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

### be going to...

#### USE

We often use be going to...

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

#### EXAMPLES

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

## UNIT 7

### Present Perfect Simple

#### FORM

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

#### USE

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

#### EXAMPLES

I **have seen** ET.  
 He **has lived** in Paris.  
**Have** you **visited** Rome?  
 They **have** never **broken** a world record.

NOTE: If we are interested in **When** an action happened we use Simple Past tense.  
 Example: Ian Thorpe **won** the 400 m freestyle **in 2004 Athens Olympics**.

### Present Perfect Continuous

#### FORM

+	I / You	have		been	waiting	for one hour.
	He / She	has			talking	too much.
-	It	has	not	been	raining.	
	We	have			playing	football.
?	Have	you		been	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)

## APPENDIX III – GRAMMAR FILE

### USE

#### We use the Present Perfect Continuous

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

### EXAMPLES

I **have been reading** for 2 hours. [I am still reading now.]  
 We've **been studying** since 9 o'clock. [We're still studying now.]  
 How long **have** you **been learning** English? [You are still learning now.]  
 We **have** not **been watching** TV. [And we are not watching TV now.]  
 He **has broken** many records **since** he was 14. [He is still breaking records.]

## UNIT 8

### Conditional Sentences

### FORM

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

### USE

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

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

**This kind of sentences often expresses a wish or advice.**

### EXAMPLES

#### Type 1

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

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

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

#### Type 2

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

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

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

## UNIT 9

### Past Perfect

#### FORM

+	I	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.

# APPENDIX III – GRAMMAR FILE

## UNIT 10

### Passive Voice - Simple Present Tense

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

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

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

### EXAMPLES

The young Bond **is presented** as a tall and scruffy teenager.  
The young Bond books **are written by** Charlie Higson.  
Smoking **is forbidden**.  
Tickets **are sold** out.

# APPENDIX IV

## Irregular Verbs

---

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

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

# APPENDIX V

## Vocabulary List

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### UNIT 1 OUR MULTI- CULTURAL CLASS

ancient  
border  
brave  
citrus fruit  
coal mines  
coast  
comprise  
connect  
copper  
copy  
earthquake  
flow  
golden fleece  
instrument  
landmark  
landscape  
mild  
molecule  
mountain  
multicultural  
natural disaster  
nuclear power  
plant  
oil well  
outgoing  
paste  
peninsula  
plain  
print  
race  
river  
search  
split in  
temperature  
underwater  
water supplies

### UNIT 2 GOING SHOPPING

baggy  
bakery  
beef  
budget  
catwalk  
cotton  
cute  
dairy  
delicious  
denim  
department store  
dessert  
elegant  
fashion model

flavour  
flyer  
fruit flans  
item  
lamb ribs  
leather  
loose  
match  
menu  
mince  
muffins  
organic products  
pair of snickers  
pastry  
pork chops  
poultry  
quantity  
receipt  
selection  
silk  
skirt  
smart  
space shuttle  
subtotal  
suit  
sweater  
tempting  
tight  
total  
track suit  
treat  
turkey  
unit pice  
woolen

### UNIT 3 IMAGINARY CREATURES

active  
anxious  
argue  
attractive  
cave  
coin  
cosy  
cunning  
delicate  
delightful  
disgusting  
dive  
dragon  
fairy  
fall in love  
fierce  
flames  
flee

frightening  
goat  
handsome  
hideous  
huge  
humans  
keep vigil  
knight  
loyal  
luxurious  
monster  
moody  
nasty  
naughty  
orge  
oversized  
play tricks  
playful  
princess  
ruins  
savage  
shipwrecked  
spit  
sprite  
storm  
supernatural  
power  
talkative  
tiny  
ugly  
unpredictable  
vicious  
wicked  
wild  
winged  
witch

### UNIT 4 THE HISTORY OF THE AEROPLANE

accident  
admire  
airhostess  
attached files  
captain  
cargo  
cockpit  
design  
drag  
drown  
edge  
engine  
experiment  
field  
fix  
flight

fly  
gravity  
grow up  
invent  
kites  
land  
landscape  
lift  
melt  
nose  
passenger  
poem  
repair  
shepherd  
simulator  
sound  
speed  
splash  
sweat  
tail  
thrust  
unnoticed  
wax  
wing  
worksheet

### UNIT 5 TRAVELLING THROUGH TIME

accompany  
admission  
adult  
alight  
banker  
beard  
behind  
bell bottomed  
pants  
bite one's nails  
braids  
buttons  
canapes  
change  
conductor  
consume  
crawl  
diary  
direction  
double-decker bus  
female  
fruit punch  
gap  
gift shop  
guide  
high heeled shoes  
hunt game

impose  
instruction  
keep clear  
lean against  
levers  
linen  
mind  
omnibus  
opposite  
parcel  
perfume  
pony tail  
pull  
respectfully  
shy  
signal  
skirt  
stank  
straw  
togas  
tracks  
transportation  
treasure  
tube train  
tunics  
turning  
underground  
uniform  
van  
wear

### UNIT 6 ME MYSELF AND MY FUTURE JOB

ability  
air traffic controller  
aisles  
area  
artistic  
attention  
biology  
brave  
candidate  
car mechanic  
care for  
career  
cheerfulhome  
economics  
chemistry  
communication  
compassionate  
construct  
co-ordination  
create  
creative  
dexterity

## APPENDIX V – VOCABULARY LIST

dryer  
 earrings  
 ecologist  
 equipment  
 facilities  
 foreign languages  
 goggles  
 hair dresser  
 handle  
 independently  
 jewellery designer  
 knowledge  
 lab  
 lifeguard  
 loads  
 location  
 machinery  
 necklace  
 nurse  
 nutrition  
 occupation  
 patient  
 perm  
 precious stones  
 prevent  
 profession  
 razors  
 require  
 responsible  
 ring  
 safety rules  
 schedule  
 scissors  
 self-assessment  
 self-confident  
 shift  
 skill  
 speech  
 straighten  
 stressful  
 tamper  
 team  
 tool  
 variety  
 volunteer  
 weather forecaste  
 well trained

**UNIT 7  
 SHARE YOUR  
 EXPERIENCES**  
 accomplishment  
 achievement  
 among  
 antiquity  
 backstroke

beat  
 billion  
 board  
 breaststroke  
 butterfly  
 captivate  
 champion  
 comedy  
 compare  
 compete  
 competition  
 composer  
 contest  
 destination  
 dominate  
 drama  
 earn  
 entertainment  
 event  
 exceptional  
 feestyle  
 ferret  
 figure  
 gold medal  
 habit  
 holder  
 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  
 instumental  
 intelligent  
 length  
 look forward to  
 lyrics  
 melody  
 millionaire  
 oboe  
 originate  
 owe  
 passionate  
 percussion  
 performace  
 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

**UNIT 9  
 EARTH DAY  
 EVERYDAY**  
 acid rain  
 become extinct  
 bend  
 breath  
 cancer  
 carbon monoxide  
 celebrate  
 chemical plant  
 chimney  
 coal  
 cover  
 destroy  
 disappear  
 disease  
 disturb  
 dry cleanercause  
 dump  
 endangered species  
 environment  
 environmental  
 fuel  
 get rid of  
 habitat  
 head for  
 industrial  
 lay eggs  
 nod  
 ocean  
 poison  
 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

# APPENDIX VI - MAP

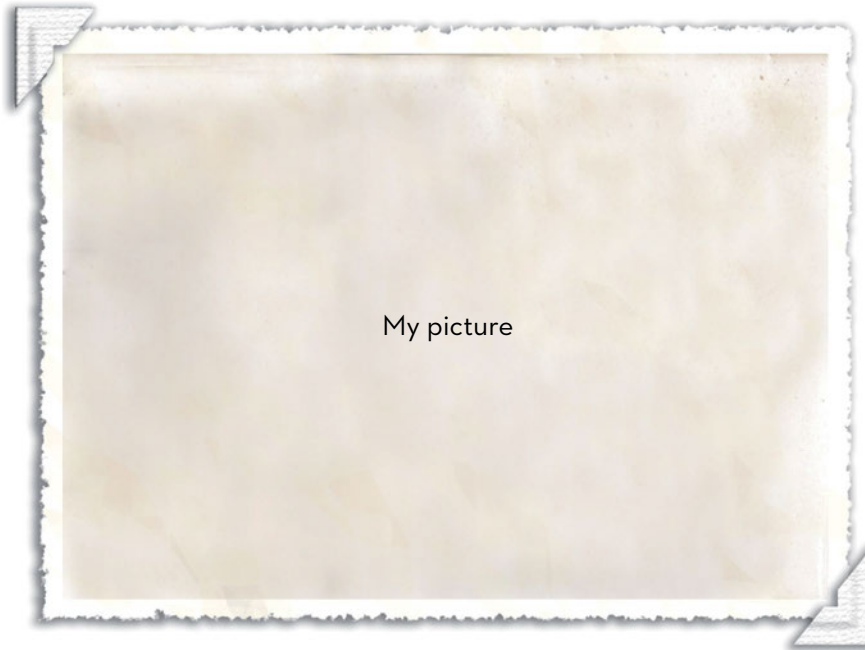


# My portfolio by



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My picture

# All about me

MY NAME: \_\_\_\_\_

My nickname: \_\_\_\_\_

MY BIRTHDAY: \_\_\_\_\_

MY ADDRESS: \_\_\_\_\_  
\_\_\_\_\_

MY SCHOOL: \_\_\_\_\_

MY CLASS: \_\_\_\_\_

MY PHONE NUMBER: \_\_\_\_\_

MY ENGLISH TEACHER:

Mr/Ms \_\_\_\_\_

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

### ***I learn new words better when I...***

translate them in Greek \_\_\_\_\_

see or draw pictures of them \_\_\_\_\_

write sentences with them \_\_\_\_\_

play games with them \_\_\_\_\_

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

on my own \_\_\_\_\_

with another pupil \_\_\_\_\_

in a group \_\_\_\_\_

### ***I enjoy my English lesson more when I...***

do listening activities \_\_\_\_\_

read English texts \_\_\_\_\_

\_\_\_\_\_   
speak English with my classmates \_\_\_\_\_

write things in English \_\_\_\_\_

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

ask my teacher \_\_\_\_\_

ask a friend in class \_\_\_\_\_

look it up and find out myself \_\_\_\_\_

### ***When I make mistakes I...***

want my teacher to correct them \_\_\_\_\_

don't want my teacher to correct all the  
mistakes \_\_\_\_\_

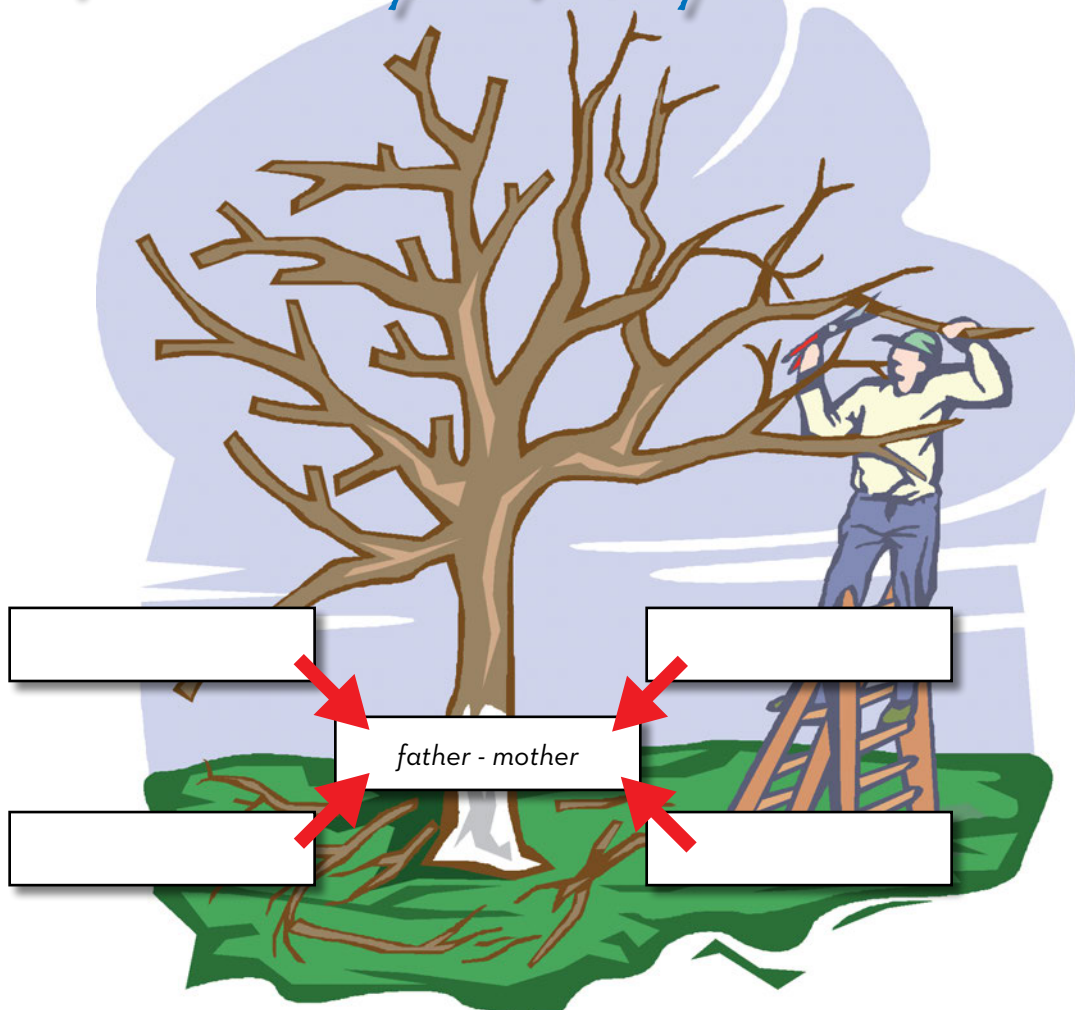
want my classmates to check my work \_\_\_\_\_





A photo of my family

# All about my Family

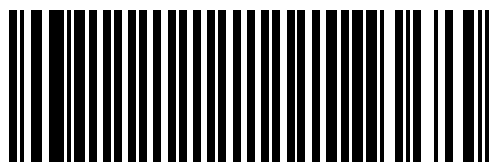


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