

Think

Teen!

**2nd Grade of Junior
High School**

STUDENT'S BOOK

Τόμος 3ος

ΣΤΟΙΧΕΙΑ ΑΡΧΙΚΗΣ ΕΚΔΟΣΗΣ

ΣΥΓΓΡΑΦΕΙΣ

Patrick Mc Gavigan

ΚΡΙΤΕΣ-ΑΞΙΟΛΟΓΗΤΕΣ

Θεόδωρος Σκενδέρης, Σχολικός Σύμβουλος

Χαριτίνη Καρλιαύτη, Εκπαιδευτικός

Βασίλειος Τσελεμπάνης, Εκπαιδευτικός

ΕΙΚΟΝΟΓΡΑΦΗΣΗ

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Ιωσήφ Ε. Χρυσόχοος, Πάρεδρος ε.θ. του

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Αφοί Ν. Παππά & Σία Α.Ε.Β.Ε.

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

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Πράξη με τίτλο:

«Συγγραφή νέων βιβλίων και παραγωγή υποστηρικτικού εκπαιδευτικού υλικού με βάση το ΔΕΠΠΣ και τα ΑΠΣ για το Γυμνάσιο»

Επιστημονικοί Υπεύθυνοι Έργου

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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
επένδυση στην κοινωνία της γνώσης
ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ & ΘΡΗΣΚΕΥΜΑΤΩΝ, ΠΟΛΙΤΙΣΜΟΥ & ΑΘΛΗΤΙΣΜΟΥ
ΕΙΔΙΚΗ ΥΠΗΡΕΣΙΑ ΔΙΑΧΕΙΡΙΣΗΣ
Με τη συγχρηματοδότηση της Ελλάδας και της Ευρωπαϊκής Ένωσης



ΕΣΠΑ
2007-2013
ΕΥΡΩΠΑΪΚΟ ΚΟΙΝΩΝΙΚΟ ΤΑΜΕΙΟ

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

Η αξιολόγηση, η κρίση των προσαρμογών και η επιστημονική επιμέλεια του προσαρμοσμένου βιβλίου πραγματοποιείται από τη Μονάδα Ειδικής Αγωγής του Ινστιτούτου Εκπαιδευτικής Πολιτικής.

Η προσαρμογή του βιβλίου για μαθητές με μειωμένη όραση από το ΙΤΥΕ – ΔΙΟΦΑΝΤΟΣ πραγματοποιείται με βάση τις προδιαγραφές που έχουν αναπτυχθεί από ειδικούς εμπειρογνώμονες για το ΙΕΠ.

**ΠΡΟΣΑΡΜΟΓΗ ΤΟΥ ΒΙΒΛΙΟΥ
ΓΙΑ ΜΑΘΗΤΕΣ ΜΕ ΜΕΙΩΜΕΝΗ ΟΡΑΣΗ**

ΙΤΥΕ - ΔΙΟΦΑΝΤΟΣ

ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ, ΕΡΕΥΝΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ
ΙΝΣΤΙΤΟΥΤΟ ΕΚΠΑΙΔΕΥΤΙΚΗΣ ΠΟΛΙΤΙΚΗΣ

Patrick Mc Gavigan

ΑΝΑΔΟΧΟΣ ΣΥΓΓΡΑΦΗΣ

Μιχαήλ Λέβης Α.Ε.  **Linguaphone**

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

2nd Grade of Junior High School

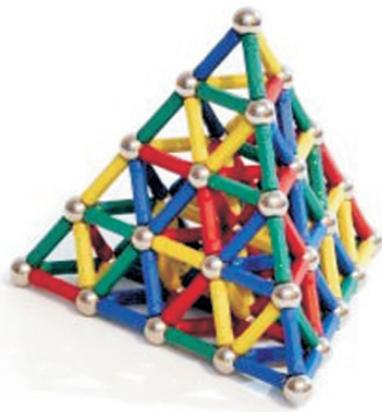
STUDENT'S BOOK

ΙΝΣΤΙΤΟΥΤΟ ΤΕΧΝΟΛΟΓΙΑΣ ΥΠΟΛΟΓΙΣΤΩΝ
ΚΑΙ ΕΚΔΟΣΕΩΝ «ΔΙΟΦΑΝΤΟΣ»

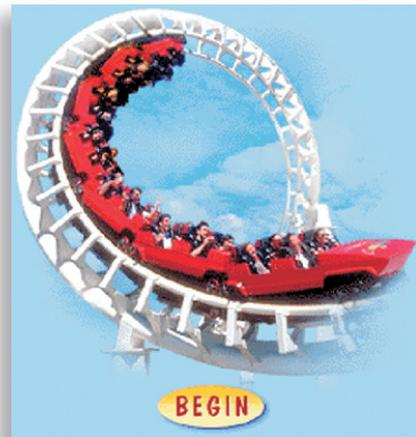
UNIT 7

Magnetism and the world we live in

- A. What do the pictures a, b and c have in common?**
- i) they are all made of plastic
 - ii) they involve magnetism
 - iii) they are about enjoyment.



a.



b.

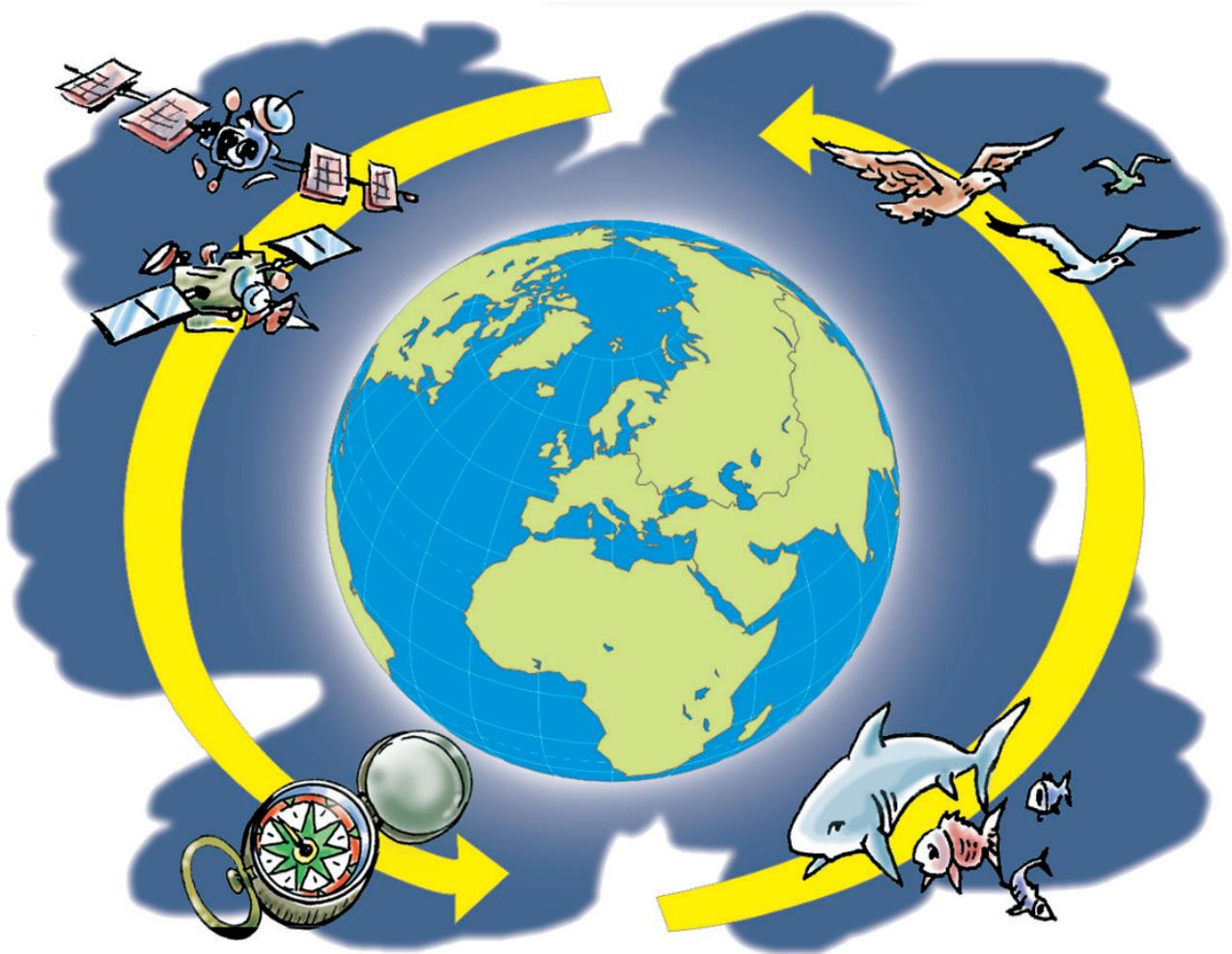


c.

B. Discuss the following questions:

- i) Why don't the pieces of the pyramid fall?
- ii) How do the roller coaster cars stay on the track?
- iii) How does the item in picture 'c' work?

C. Look at the sketch of the world and say how magnetic fields influence our world. Make a list and compare it with your class.



Grammar:

Past Continuous

Used to

Past Continuous vs. Past Simple

Functions:

Narrating an event from the past

Vocabulary:

Science and explanations

Learning strategies:

When I want to remember new words I...

- **associate new words with similar words in Greek**
- **imagine the words in a context**
- **put the word in a phrase or sentence**
- **repeat the word to myself in my room**

Lesson 1

Magnetism and nature

AIMS

- To listen for implied information
- To guess the main story from headlines

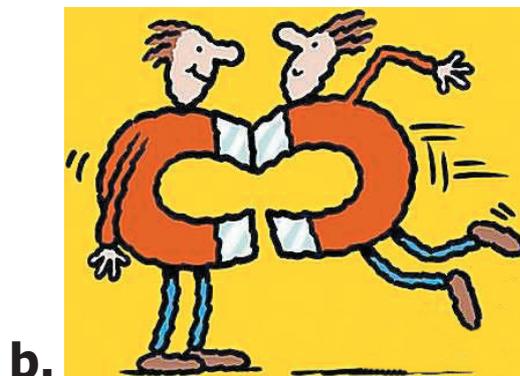
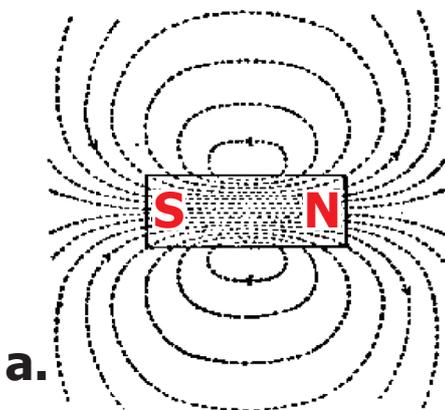
Lead-in

A. Match the pictures with the words in the box.

migrating animals

magnetic field

magnetism



B. Look at the picture below. What do you think the people are doing? Why?



Listening

A. Listen to the conversations between some teenagers and find out what the mystery in the picture is. You can find the answer written backwards below.





remmus hcae htron dna retniw hcae htuos ylf dna
etargim yeht nehwsitengam esu sdrib

B. Listen to the children's conversation again and answer the following questions.

You can also read the cartoon script in the Resource Material on pages 204 / 158.

- 1. Which of the boys probably lived in another country when he was small? What does he say that tells you the answer?**

2. What did the old men in the village use to tell the boys about the birds?
3. Where were the birds going for the winter?

C. Think of some examples of people leaving where they live or moving around the world. For example, Africans taken to America for slavery; the Kurds in Iraq; moving to another city because of a job transfer; having to move because of a natural disaster.

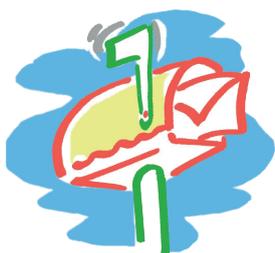
Who?

When?

Where?

Why?

Use the words in the box to ask and answer questions about the migration of people. Bring a photo to the class of a member of your family who has emigrated to another country. Tell his/her story to the class. Use the questions in the box to tell your story.



Grammar

Past Continuous

In pairs, find an example of something that was happening in the past in the cartoon script in the Resource Material on pages 204 / 158 in the Appendix.

Then use the dialogue examples to help you complete the rules below with the missing words and circle the correct word in italics.

Rule 1: We use *was/were* + verb + _____ when we talk about a continuous action in the past.

Rule 2: We use the time word _____ when we want to talk about an action that was happening at the same time as another action in the past.

Usage rules:

In pairs, circle the correct word in the following rules.

When is used to say that something never/always happens or happened in particular circumstances.

While is used to combine/ separate a continuous action in the past with a specific action.

Used to

In pairs, circle the verb *used to* in the cartoon script on p. 204 / 158. Then complete the rules about when we use *used to*.

Rule 1: *Used to* is used to say that something happened regularly /rarely in the past but _____ happen now.

Rule 2: Used to describes past / present situations.

Game: Fact or Myth?

Task 1

In pairs, decide which of the following statements is a fact or a myth. Ask your physics teacher or do a web-search on the internet to check your answers. You can also look up the names at <http://www.wikipedia.org/>.

- i) Einstein invented the fridge but the gas leaked.**
- ii) Planck discovered electricity.**
- iii) Newton invented the television.**
- iv) Maxwell discovered magnetism.**
- v) Galileo invented the thermometer.**

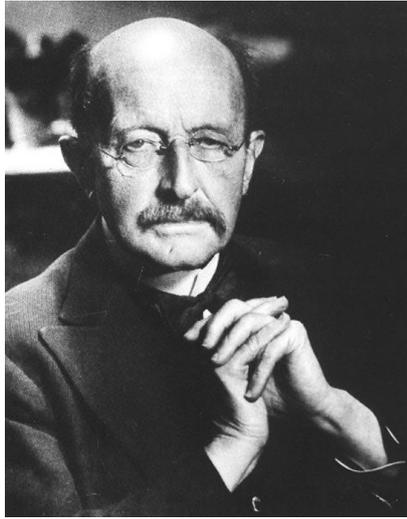




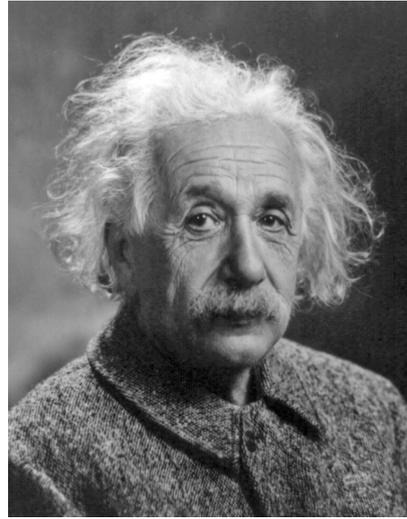
Task 2

A. Match the names of the scientists in the box with the pictures below. Use the dates to help you. Then match the scientists with the statements 1 - 5 below.

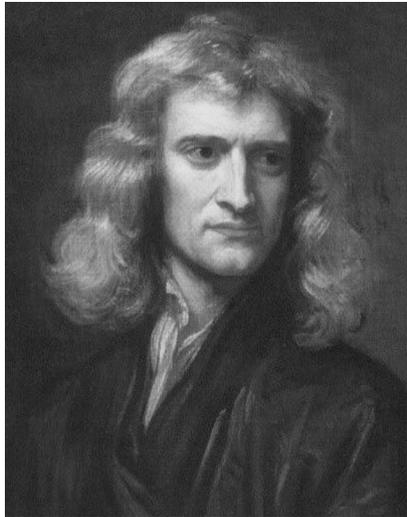
**Galileo
Newton
Planck
Maxwell
Einstein**



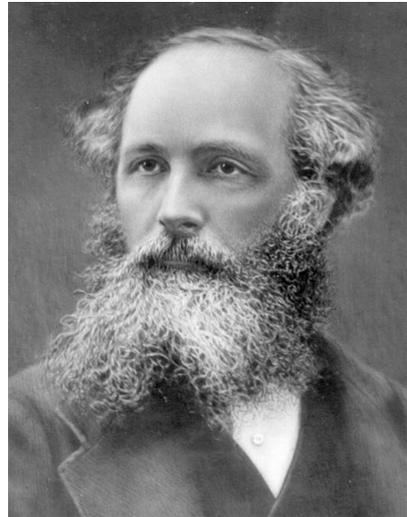
a 1858 - 1947



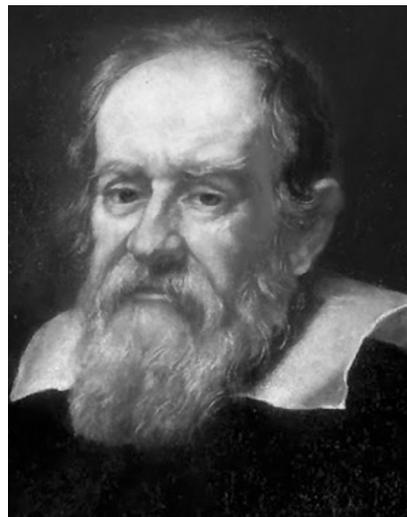
b 1879 - 1955



c 1642 - 1727



d 1831 - 1879



e 1564 - 1642

- 1) He used to work in the Patent Office in Zurich before he developed $E=Mc^2$. He did not agree with using the atomic bomb.
- 2) An Italian scientist who used to sing songs to measure short intervals of time. He proved that the earth revolves around the sun.
- 3) He used to have the nickname 'Dafty' Max when he was at school in Edinburgh. He described the laws of electricity and magnetism.
- 4) He used to teach in Cambridge before he moved to London in 1696. He invented the reflecting telescope in 1668.
- 5) He discovered that energy of electromagnetic waves consists of small packets. He used to wear his glasses in bed.



B. Listen to the guide in the Planetarium describing the life and work of the scientists and check your answers.

Why were these scientists important in world development? Find out how their work changed the world. Use the words in the word bank to help you.

WORD BANK
atomic power
improved telescope
laws of motion
light-bulbs
electric fields
magnetic fields

Task 3

Use photos of the scientist you admire most and present them in class. Tell the class where he used to work, where he spent his life, why he became famous.



Reading: Facts or Myths?

Lead-in

A. Look at the pictures below. What do you think they have to do with magnetism?

Clues:

What did sailors use in the past to find out which direction they were travelling in?

a) the sun b) the wind c) compass



B. What do you think the story for the following headlines is? Discuss your answers.

The Philadelphia Experiment

Turtles coming home

Plane disappears near Bermuda

C. Now read the short text below to check your answer for the ship.

The Philadelphia Experiment was a secret magnetic experiment by the American Navy on October 28th, 1943. Scientists used magnetic fields to make a ship called The Eldridge disappear. The American government said that the experiment did not happen but sailors on the ship said it did.

http://www.world-mysteries.com/philadelphia_e.htm

D. In small groups discuss if you think this story is real or if it is just a myth.

Task 1

Read the two texts below quickly and decide which of them is about:

i) magnetism ii) migration

Text A

Almost everyone who has used a compass knows that our planet has a magnetic field. On the earth's surface, it is weaker than the typical magnet you find on your fridge door. But even today, most people regard magnetism as a mystery which we know very little about. We see the affect of magnets in our everyday lives. It is common to see a television or computer screen shaking when a mobile phone rings next to it.

Text B

Scientists used to believe that animals used their instinct to migrate but now they know that they also use magnetic fields. Although it is a mystery, many scientists now believe that animals like turtles or the simple pigeon have a magnetic sense which they use for navigation to find their way. Cells in an animal's brain contain magnetite, an iron oxide crystal that aligns with magnetic north similar to a compass needle. This guides them when they migrate.

Task 2

A. Tell your partner if you think magnetism played a role in each of these stories. Why?

B. Read the two texts again carefully and discuss with your partner which text mentions: a) the negative effects of magnetic fields, b) the positive uses of magnetic fields, c) an electrical appliance in our kitchens.

C. In pairs, decide which of the texts mentions mysterious behaviour.

In Appendix I (IT'S YOUR CHOICE) you can find another article about a sea mystery to do with magnetism.

Task 3

Magnetic tapes (such as the VHS tape or a music cassette) use magnetism to record sound or pictures. Look around your house and make a list of all the items that operate because of magnetism. Ask your Physics teacher for information about the magnetic materials used in different household items.

Lesson 2

Magnetic Fields

AIMS

- To raise awareness of word origins
- To listen and label a diagram

Task 1



Vocabulary

A. Use your dictionary to make a word tree for each of the words: monotony, aeroplane, microscope. In pairs, complete the table:

-graph	(write)	Photograph
bi-	(two)	Bicycle
		Monotony
		Aeroplane
		Microscope

Can you guess what scientific words come from Magnesia and Magnes?

B. Match the words in the box to the origins.

physics	irgat	aerobic
Spartan	kasap	mystery
pullover	araba	hooligan
house	kutu	sandwich

Greek	Turkish	English

C. Read the text by Xenophon Zolotas (26/9/1957) in Appendix II (p. 206 / 158) and circle all the Greek words in the text. Then, in pairs, write a sentence in English with 10 of these words. Compare your answers with the rest of the class.

Task 2 - Useful Words

A. Use your dictionary to help you complete the definition of the words in bold with words from the box.

attract	force
away	iron
closer	needle
compass	poles
flow	repel

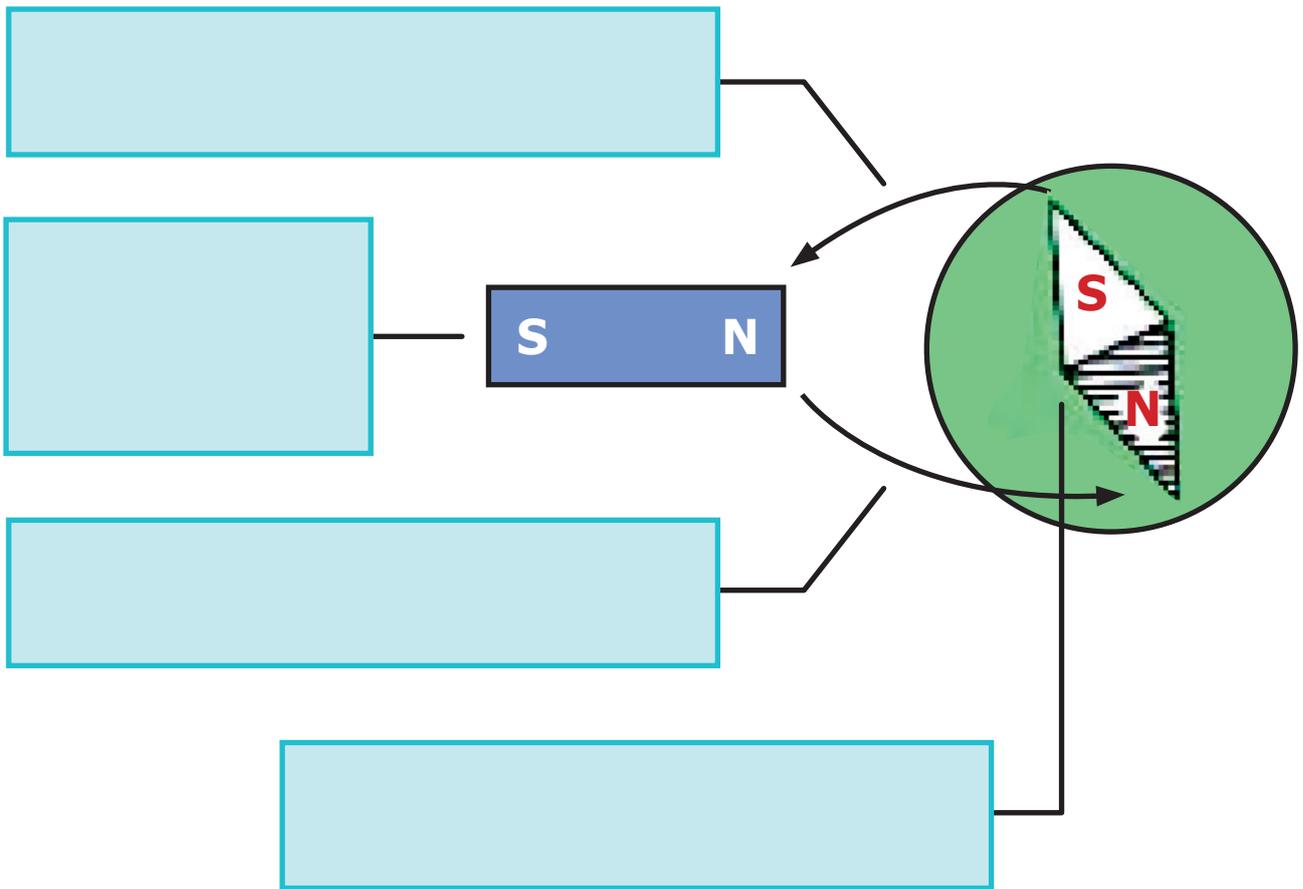
magnetism: the (i)..... of substances like (ii)..... or some other metals to (iii)..... or (iv)..... each other because of electric charges.

compass needle: a (v)..... which moves according to the (vi)..... of the magnet field. The (vii)..... needle tells us where north and south (viii)..... are.

attract: to make something come (ix)

repel: to push something (x).....

B. In pairs, label the diagram with the words: magnet, attract, repel, compass needle.



C. In pairs, look at the items on the right. Discuss how you can use these items to make a compass. Use your compass to find north. In which direction is your house from your classroom?



Listening &



Speaking

Listening 1 - Magnetic Fields

Task 1

A. Match the list of natural phenomena a-e in the box to the pictures 1-5 below.

- a) magnetic fields in mobile phones
- b) the Aurora Borealis
- c) magnetic balloons
- d) migrating turtles
- e) electricity in hair

1.



2.



3.





4.



5.

B. In small groups discuss what causes hair to stand up in the morning when people get out of bed. Think of ways to control this static electricity in people's hair.

Task 2 - Static Electricity

Listen to the lecture on static electricity and tick the statements as TRUE or FALSE. Use the information in the table to give advice to your partner about static electricity.

	TRUE	FALSE
1. Because similar charges repel, every hair wants to leave your head.		
2. The northern lights are the result of two magnetic fields.		
3. When you separate newly washed clothes that are stuck, they make a popping sound.		

	TRUE	FALSE
4. The air rubbed around a balloon feels strange.		
5. You can sometimes make a spark when you touch a doorknob.		

Task 3 - A song

Listen to a song and, with your partner, decide what the song is about. Is the topic of the song a myth or a fact? How do you know?

What does she imply by some of the lyrics in the song?

Listening &



Speaking

Sherlock Holmes and Dr. Watson are having a holiday in Cephalonia. They heard about the mystery of the missing turtle eggs on a beach nearby and decided to help the locals.



Task 1

A. Listen to the story and make notes about what each person was doing that day and try to find out who stole the eggs.

B. Role Play

The Missing Eggs

In groups of four take roles for
i) Sherlock Holmes, ii) the Spanish tourist,
iii) the stranger, and iv) Freddie.

You can use the sketches for ideas.



Sherlock asks questions like: What were YOU doing when...?

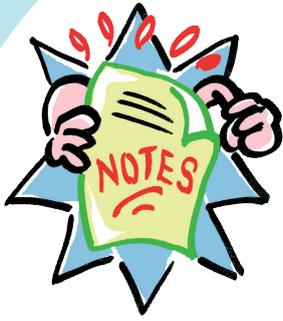


Speaking - Retelling a story

Look at the photographs below. In pairs, discuss what you can tell from each photograph about the people, the clothes, the items, the period in history. In pairs, create a short story using the four pictures. Share your story with the class.



Tip: Think of when, where, what, who, why, how.



Writing

Task 1

Discuss in pairs how you think myths begin. For example: was the story of Heracles a myth or a fact or part myth part fact?

Task 2

In pairs, look at the speech bubbles from the sailors of a ship that found the Marie Celeste and find the differences between what the sailors said and the newspaper. Then compare your answers and report to the class.

a

When I entered the captain's cabin, I saw two cups of coffee sitting on his desk

b

While I was looking in the hold, I saw that the cargo was oranges and fruit

c

The crew's boots and jackets were lying on the deck but everything else was in perfect condition

d

The stove was still warm and so I think the cook was preparing lunch when they disappeared

e

The compass needle was working perfectly crazy and pointed North

f

Some ropes were hanging over the side of the ship. I counted them twice to double check

g

The ship's log said that the ship was heading for Italy



**New York Herald
Feb 26th, 1873**

The Ghost Ship: the Mystery of the Mary Celeste

According to the captain's log, the ship was heading for Spain when the mystery occurred. It was carrying a cargo of alcohol. The captain liked to drink whiskey and this was probably the cause of the mystery. Reports from the first sailors on board said that there was no food on the ship and that everything was a mess. They said that clothes and books were lying on the deck. Many ropes were hanging over the side of the ship. Another sailor reported that the compass was working properly.

Task 3 - Story writing competition

In groups of three, find an unusual story that is reported in the news. Find two newspapers which report the same story. Each member of the group reads a different newspaper. Compare the stories in the newspapers to find the differences and similarities and then combine the facts from them to write your own account of the story for the school newspaper. Present it as a group to the rest of the class.

Lesson 3

Save the turtle

Task 1

Look at the map below. In which part of Greece is this place?

In groups of three, decide why the following are a problem for migrating turtles laying eggs.

beach parties
sun beds
seabirds
tourists
fishermen



1 AMPELOKIPI

6 ARGASI

2 MOUZAKI

7 KALAMAKI

3 PANTOKRATOR

8 XIROKASTELO

4 LAGANAS

9 ANO VASILIKOS

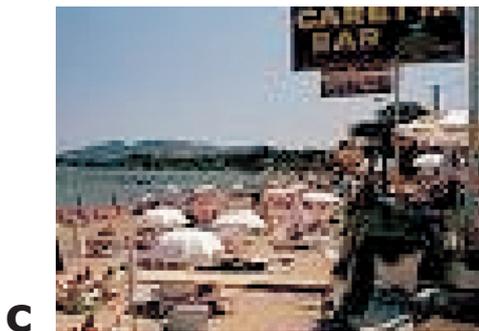
5 LITHAKIA

10 KERI

Source: <http://www.archelon.gr/index.htm>

Task 2

Look at the photographs and decide which pictures show problems and which ones show things that people can do to help the turtles. Add any other ideas you have to help the turtles.



Task 3

In your group, decide if the pictures are good for a poster to help save the turtles. Why? Why not?



What photographs might be better for this project? Decide with your group and find photographs to make people more aware of the problems turtles face.

In what ways could we help the turtles? Make a list of your ideas to help save the turtles then read the ideas below to compare your answers.

Task 4

In your group read the information in the leaflet on 'How you can help'. Decide as a group how you can make a visual to add to a poster for each point in the box to attract people to help the turtles.

- **Adopt a sea turtle**
- **Buy turtle products**
- **Make a donation of €5 each year**
- **Become a volunteer to write articles**
- **Get friends to sponsor a turtle**
- **Tell friends about the problem**

Task 5

Make copies of the sponsor form in Appendix, p. 208 / 159 and go round your friends and family and ask them to sponsor a turtle. Use your poster to explain to your friends and family the problems turtles face and the solutions.

Each group then reports back to class how much money they have raised from sponsors.

Self-evaluation

Activity A

Put the verbs in parentheses into the past simple or past continuous.

While we (have)..... a physics lesson yesterday, the teacher (tell)..... us that it was Einstein who (invent)..... the fridge. We (think)..... he (joke)..... and that this was a myth. But then he (show)..... us a page from a web site which (prove)..... that this was not a myth but a fact. The site said that Einstein invented the fridge as he (try)..... to help his student Leo Szilard to make some money. When they (try)..... the fridge, there were problems because the gas (leak)..... .

____/5 points

Activity B

Complete the following sentences with 'invent' or 'discover'.

- a) Newton the telescope.
- b) No one has if the Philadelphia Experiment was fact or myth.
- c) Alfred Nobel dynamite in 1866.
- d) Max Planck the quantum nature of energy in 1899.
- e) Marconi how to use electromagnetic waves to send radio signals.

____/5 points

Activity C

Match the following halves of the dialogues.

- | | |
|--|------------------------------------|
| i) George used to like History. | a) They do now, though. |
| ii) Is it true that Newton used to play the violin? | b) No, we know they use magnetism. |
| iii) Did you use to live in Berlin? | c) No, Munich, actually. |
| iv) People didn't use to know much about magnetism. | d) But now he prefers physics. |
| v) People used to think animals used the stars to migrate. | e) Yes, and the piano too. |

Activity D

Complete the following sentences with words from the box.

migrate	emigrate	emigrants
immigrate	immigrants	

- a) Thousands of Greeks went to live in America in the 1960s.
- b) There are many who have come to live in Greece.
- c) Many animals and birds each year in search of food or to lay their eggs.
- d) There are different reasons why people from their country.
- e) Some people from other countries have decided to into Greece in search of work.

____/5 points

Activity E

Match the pairs of words in the two lists:

i. compass

ii. iron

iii. radio

iv. magnetic

v. turtle

a) eggs

b) field

c) needle

d) message

e) ore



___/2.5 points

Now tick how well you can do the following:

	With difficulty	Quite well	Easily
✓ I can read and understand texts related to magnetism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
or two versions of the same incident and find differences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ I can listen to and understand scientific talks and stories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ I can talk about past situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ I can write a report of an incident using facts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

UNIT 8

Getting around

In which part of the world do you think the people in photograph A live? What can you say about photograph B?

A.



B.



Choose a caption to match the newspaper photograph A and give the reasons for your choice.

Can we give you a lift?

Room for one more...

Standing room only!

Grammar:

Question tags

isn't it / is he/ she? don't you? does he? doesn't he?

Revision of Relative pronouns:

who, which, whose, where, when

Functions:

Adding extra information using relatives

Vocabulary:

Transportation and ways of travelling worldwide

Learning strategies:

When I read a text I...

- try to imagine I am talking to the writer
- imagine that I ask the writer questions

- read the text carefully to check for answers to the questions
- try to summarize what I read by thinking of headings for each paragraph.

Lesson 1

Getting around

AIMS

- To read and identify topic vocabulary
- To read for detailed understanding and main ideas
- To raise awareness of idiomatic expressions about 'travel'

Lead-in

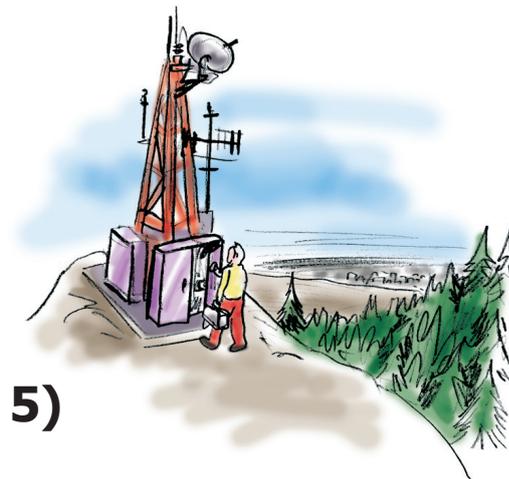
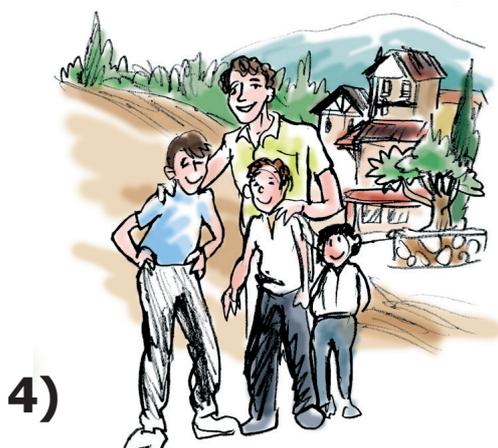
Imagine you are preparing a speech about people's use of different means of transport in your area. Make a list of four ways people get around in your town or city and write down the main reason why they use this form of transportation.

Transportation	Reason
1.	
2.	
3.	
4.	

Task 1

Look at the situations 1-6 below and decide what the best means of transport for each person would be. Match the sketches to the descriptions below.





- a) a young girl who lives in the centre of a big city
- b) a father of three children who lives in a village in Macedonia
- c) a young working mother who lives in a place where there are no buses
- d) a young man who doesn't know when he will get a car
- e) a 13 year old boy whose school is in a village which is 2 kilometres away
- f) a man whose job takes him into the mountains a lot

Task 2

A. Look at the photographs A-F below and decide what they have in common.

Complete the table on the right with examples of means of transport for each category.

most exciting	most unusual	most useful

Would you like to try any of these means of transport? Why? Why not?





C



D



E



F

B. Look at the word 'transport'. In pairs, decide what the two parts of the word are. In pairs, make a list of other words with 'port' in them and with the class. What do you think 'passport' first meant?



Speaking

Task 3

In which countries do people use the means A-F in Task 2 to travel?

Tell the class why these means of transport are best suited for each of the countries.

Can you find these countries on the map in Appendix VI on p. 238 / 186 - 187?

Example: The camel is best suited for the desert because it can travel long distances without water.

Task 4 - The 'principle'

A. In pairs, read the following statement and decide what the 'principle' is.

Nearly every machine built in the last 250 years involves a single, basic principle.

B. Which picture from A-F in Task 2 uses this principle?

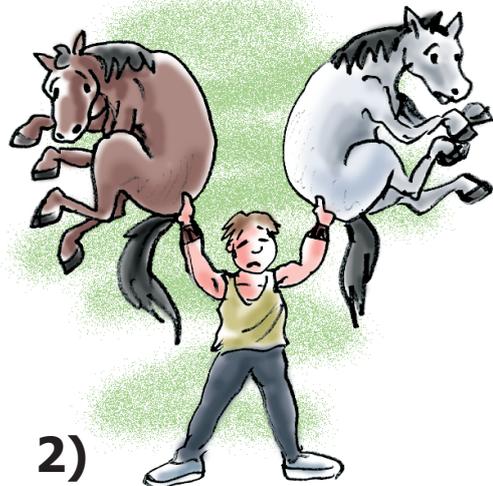
Task 5 - Mini-project

Make your own poster: Changes in means of transport through time

In pairs, make a list of other means of transport that you can think of. Find photos about different means of transport and make a poster to use to talk about transportation.

Task 6 - Idioms

Look at the sketches 1-3 and match each one to an idiom about horses. Then match them to the explanation a-c.



- 1) Don't look a gift horse in the mouth!
 - 2) Hold your horses!
 - 3) Don't put the cart before the horse.
-
- a) Don't rush.
 - b) Do things in the right sequence
 - c) Don't waste an opportunity.
-

Task 7

Write a sentence to use each of the idioms and compare your answer with your class.

Example: The team management put the cart before the horse when they let Ronaldo go before finding a replacement first.

Pre-reading: Getting around

1. **Complete the chart with three things that you think have been the most important mechanical inventions in the history of mankind (e.g. the wheel). Compare your answers with the most important. Discuss your answers as a class.**

FIRST	
SECOND	
THIRD	

2. Answer the following questions:

- a) What simple object exists in almost all mechanical devices?**
- b) How would our lives be different without the invention of the wheel?**
- c) In pairs, make a statement about the importance of the wheel to our lives.**

3. a) Look at the pictures 1-5. Put the wheels into a time sequence. Compare your answers with your partner.



4



5



b) Choose a title for the group of pictures:

- i) The World Around us.
- ii) The History of Man.
- iii) The History of the Wheel.

c) One of the bicycles is called a Penny-farthing in the UK. Which one and why? Check your answers on the web at: www.britannica.com.

d) In pairs, complete the time chart using the areas in the box on the right.

England
USA
Germany
Mesopotamia
Rome

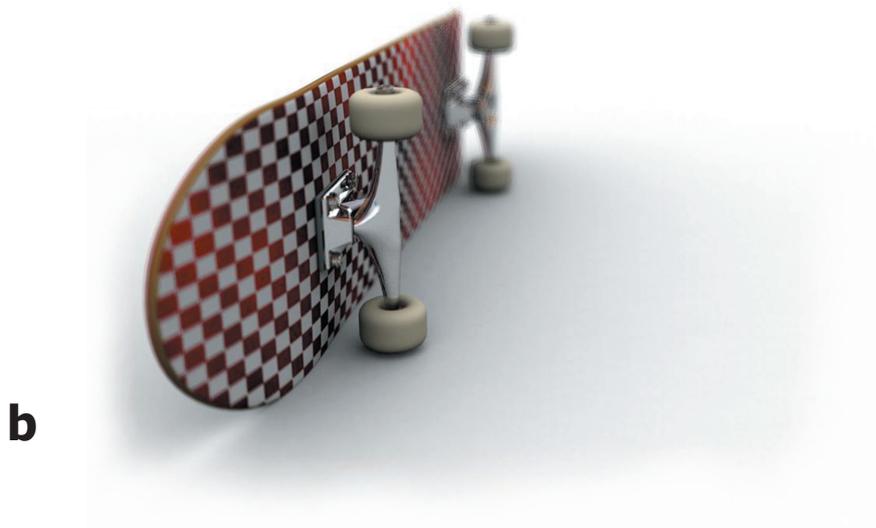
Mesopotamia invention of the wheel				
3,500 BC	290 BC	1818	1885	1975

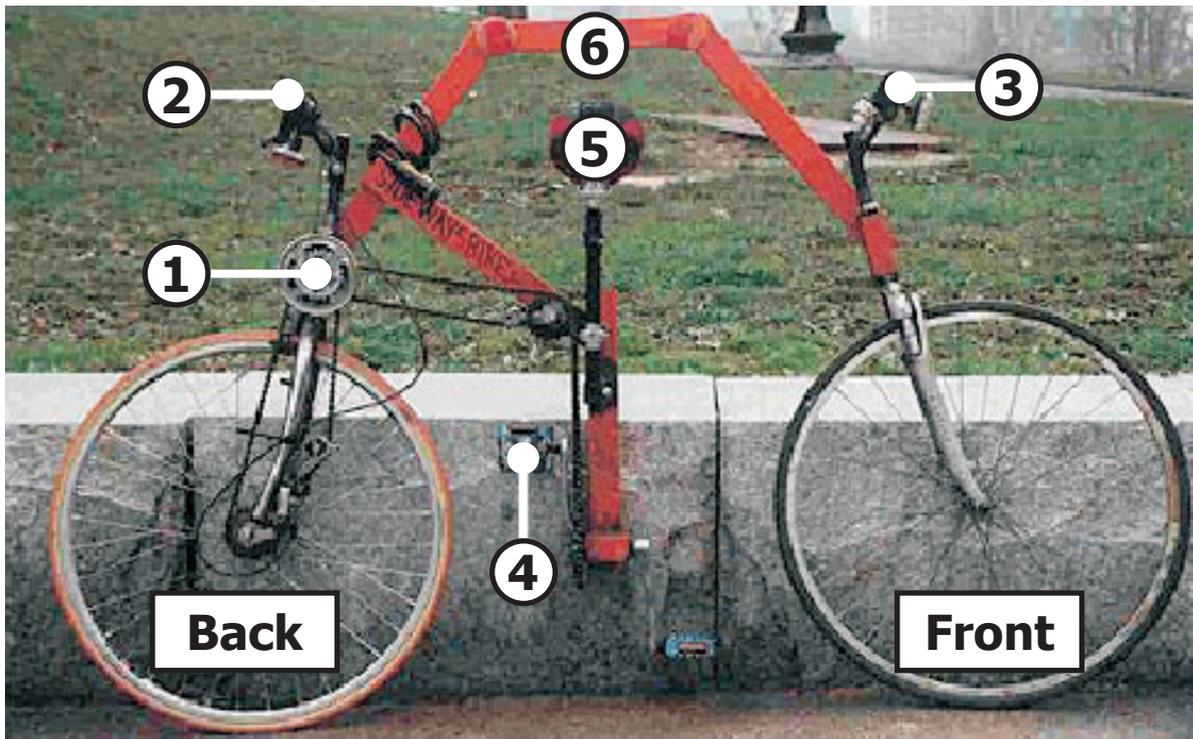


Reading

Task 1

Look at pictures a-c. What does each vehicle have in common? Would you like to try any of these means of transportation? Why? Why not?





How is the bike in picture c different from an ordinary bike? In pairs, write down the differences and then read text A below quickly to check your answers.

A The Sideways Bike

An inventor has made a bike that travels sideways. It might drive some people crazy when they try to ride it, but they soon get used to it. The cyclist sits sideways and operates a wheel with each hand, and pedalling makes the whole bike travel sideways. But, hold your horses! It's very like snowboarding or sailing, isn't it? "Yes", says the inventor, Michael Killian who is an engineer from Dublin. "And it's not a normal bike, is it?" "No", he replies. Is this the end of the road for the ordinary

bike? Perhaps not! It's just that this way of travelling by bike is much more fun. So, don't miss the boat, go and get one now!

http://news.bbc.co.uk/2/hi/uk_news/magazine/6375259.stm

Task 2

Read two more articles about transport and find out which of the three sounds the most exciting. Why?

Innovative means of transport

B Skateboarding

The good weather's here and you just want to get the skateboard out and hit the road, don't you? Well, go on! With your skateboard you're free to go wherever you want. You don't have any backseat driver telling you where to go. Another advantage is that you don't need to use public transport and it's good fun and keeps you fit, too. But you don't want to get hurt when you do those flips, do you? So, be careful and not take any risks doing complicated flips and turns at top speeds.

Adapted from: <http://en.wikipedia.org/wiki/Skateboarding>

C Biking on water

A new water bike which will not rock the boat in the shipping world, but will be a great form of enjoyment to many people, was tested in Portsmouth last week. No, I am not taking you for a ride. It sounds strange, doesn't it, but, a new invention means cyclists do not have to pedal for miles along a river bank looking for a bridge. Italian designers have created a plastic kit which, when attached to any bike, enables it to float and ride. It is not cheap but the invention gives a whole new meaning to treading water. Getting the bike ready for the water is plain sailing. So, next time you go on holiday, ask your travel agent for a beach resort with water bikes.

Adapted from: <http://news.bbc.co.uk/2/hi/science/nature/93655.stm>

Task 3 - Comprehension

Circle the answer for each statement. Right (A), Wrong (B), or Doesn't say (C).

1) The sideways bike is not a normal bike.

A

B

C

2) Riding a sideways bike is like riding a horse.

A

B

C

3) With the skateboard you go uphill easily.

A

B

C

4) You can take your skateboard on the bus.

A

B

C

5) A skateboarder uses the laws of physics to jump.

A

B

C

6) With the water bike, an ordinary bike sits on top of a sailing kit.

A

B

C

Compare your answers with your partner.

Task 4

Read texts A, B and C again and complete the table below with the advantages and disadvantages of these innovative means of transport.

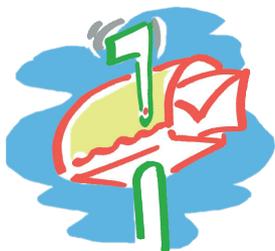
	Advantages	Disadvantages
A		
B		
C		

Lesson 2

Signs and travel

AIMS

- To raise awareness of sounds and their effect
- To provide a context for writing a report
- To introduce and teach idioms about travel and means of transport



Grammar

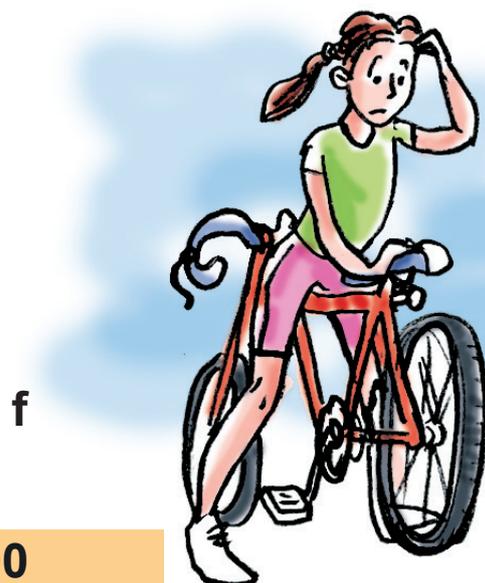
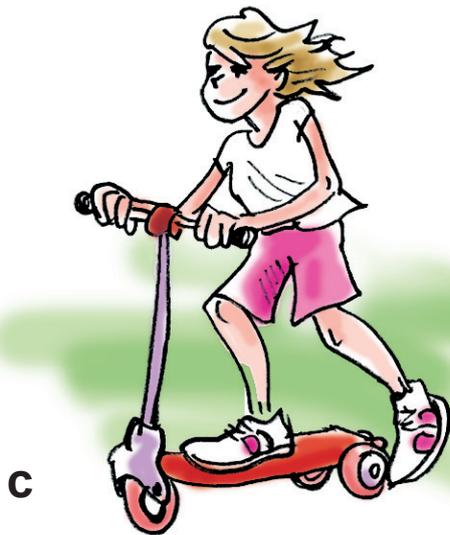
Relative Pronouns: who, which, where, when, how

Task 1

Complete the following sentences with a suitable word: when, where, how, which, who, whose. Then, match the sentences to one of the sketches a-f.

1. Mary, _____ sister is a pilot, lives in Crete, doesn't she?
2. Joe, _____ likes sailing, has got a boat, hasn't he?
3. You'll get the scooter _____ is smaller, won't you?
4. You know _____ Marcus keeps his car, don't you?

5. He didn't say _____ he learned how to roller-skate, did he?
6. Irene doesn't know _____ to ride a bike, does she?



Grammar rule

In pairs, complete the rule for the use of relative pronouns in the sentences for each of the sketches above.

Rule:

We use relative pronouns when we want to add extra information about the _____ or the _____ of the sentence.

Task 2

In pairs, complete the mini-dialogues 1-6 by writing the questions (A) for each of the responses (B).

A

E.g. Where does Marcus park his car?

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

B

I don't know where he parks his car.

I don't know when the bus leaves.

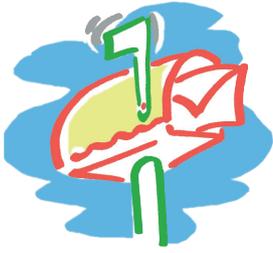
I don't know how to fix a puncture on a bike.

I don't know whose car crashed into the wall.

A bike or a skateboard? I don't know which is faster.

I don't know where Anna goes on holiday.

I don't know who owns the skateboard.



Grammar - Tag questions

Task 1

In pairs, look at the sentences i and ii below from the **READING** texts and use them to complete the rules for the use of **TAG QUESTIONS** in the box. Circle the correct option in italics for each rule.

- i. And it's not a normal bike, is it?
- ii. It sounds strange, doesn't it?

Rule:

- a) When the first part of the sentence is positive / negative, the second part is negative /positive.
- b) We use a tag question when we expect / don't expect the person we are talking to agree / disagree with what we are saying.

Intonation Rules

- a) We use **falling intonation** in question tags when we know / don't know the answer to the question.
- b) We use **rising intonation** when we are / aren't sure of the answer.

Task 2

In pairs, use the tags in the box to complete the following sentences.

does he?
isn't it?
doesn't he?
is she?

- a) This is your bus, _____
b) Your uncle drives a red car, _____
c) Your sister isn't a pilot, _____
d) Your dad doesn't have a Ferrari, _____



Vocabulary

Task 3 - Idioms of travel

Look at the cartoons and match an idiom to each one. Match each idiom to its greek equivalent.

- ___ to take someone for a ride
___ drive someone crazy
___ hit the road
___ rock the boat
___ hold your horses
___ miss the boat

- i) εκνευρίζω κάποιον _____
ii) χάνω την ευκαιρία _____
iii) ξεγελώ κάποιον _____
iv) συγκρατήσου _____
v) δημιουργώ αναταραχή _____
vi) ας ξεκινήσουμε _____



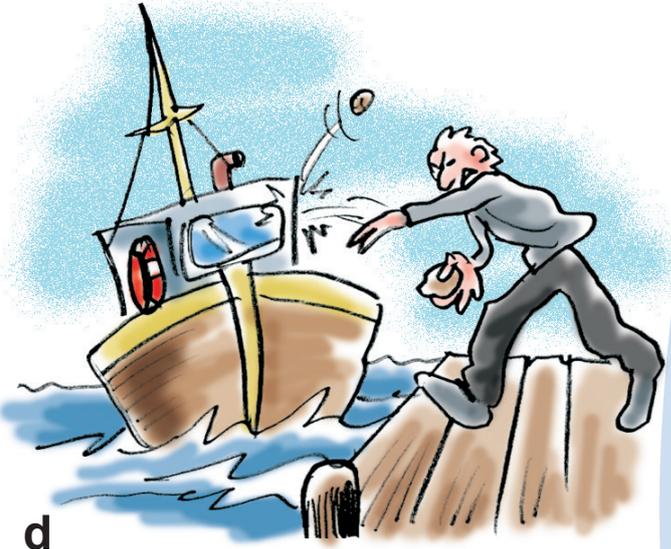
a



b



c



d



e



f

Task 4 - Pre-listening

Look at the picture. What can you see in it? Is it like any means of transport that you have ever seen?



Fast Means of Transport

This is The Maglev train.

What word does 'Mag' in Maglev come from?

'Lev' comes from the word levitation which means to raise something from the ground.



Listening 1

Listen to the dialogue between the man and the woman describing the world's fastest train and complete the chart with the missing information.

Top speed :	
Year :	
Airport :	
City :	
Countries :	
Distance :	



Listening 2

A. Listen to the noises from a busy street in a big city. What sounds can you hear?

Tick the appropriate box for the sounds that you hear.

a) car horns	<input type="checkbox"/>	110 dB
b) train horns	<input type="checkbox"/>	140 dB
c) helicopter	<input type="checkbox"/>	75 dB
d) motor scooter	<input type="checkbox"/>	115 dB
e) skateboard	<input type="checkbox"/>	70 dB
f) bike bell	<input type="checkbox"/>	78 dB
g) train engine	<input type="checkbox"/>	125 dB
h) car engine	<input type="checkbox"/>	45 dB
i) tram	<input type="checkbox"/>	75 dB

Search your Physics book or ask your Science teacher to find out what the decibel level is where we start to feel pain.

B. Listen as a class for the different sounds you hear around you and write them down in your notebook. Rank the sounds in order of loudness. Which of these sounds are dangerous? What can you do about them?



Speaking

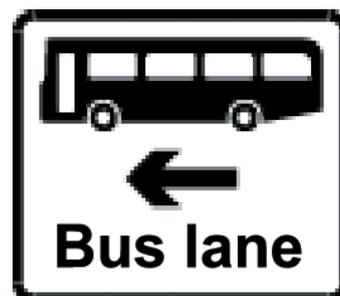
A. Look at the signs on the right. Do you know what they mean? You can ask your parents or friends to help you.



No vehicles



Only



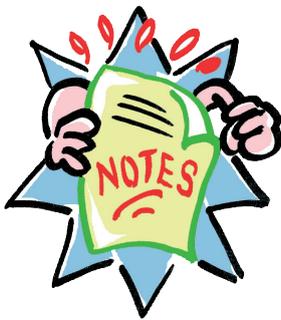
B. Complete the description of the signs with words from the box.

circular	blue
red	triangular
warning	rectangular

- Signs giving orders are mostly
- Signs with circles usually tell you what you must do.
- Signs with circles usually tell you not to do something.
- signs are usually triangular.
- signs usually warn of potential dangers ahead.
- signs usually contain information.

C. Mini Project

How many other road signs can you think of? In small groups, share your ideas and then make a poster with signs and their meaning and put it up on the school walls for the other students to see.



Writing - Find the way

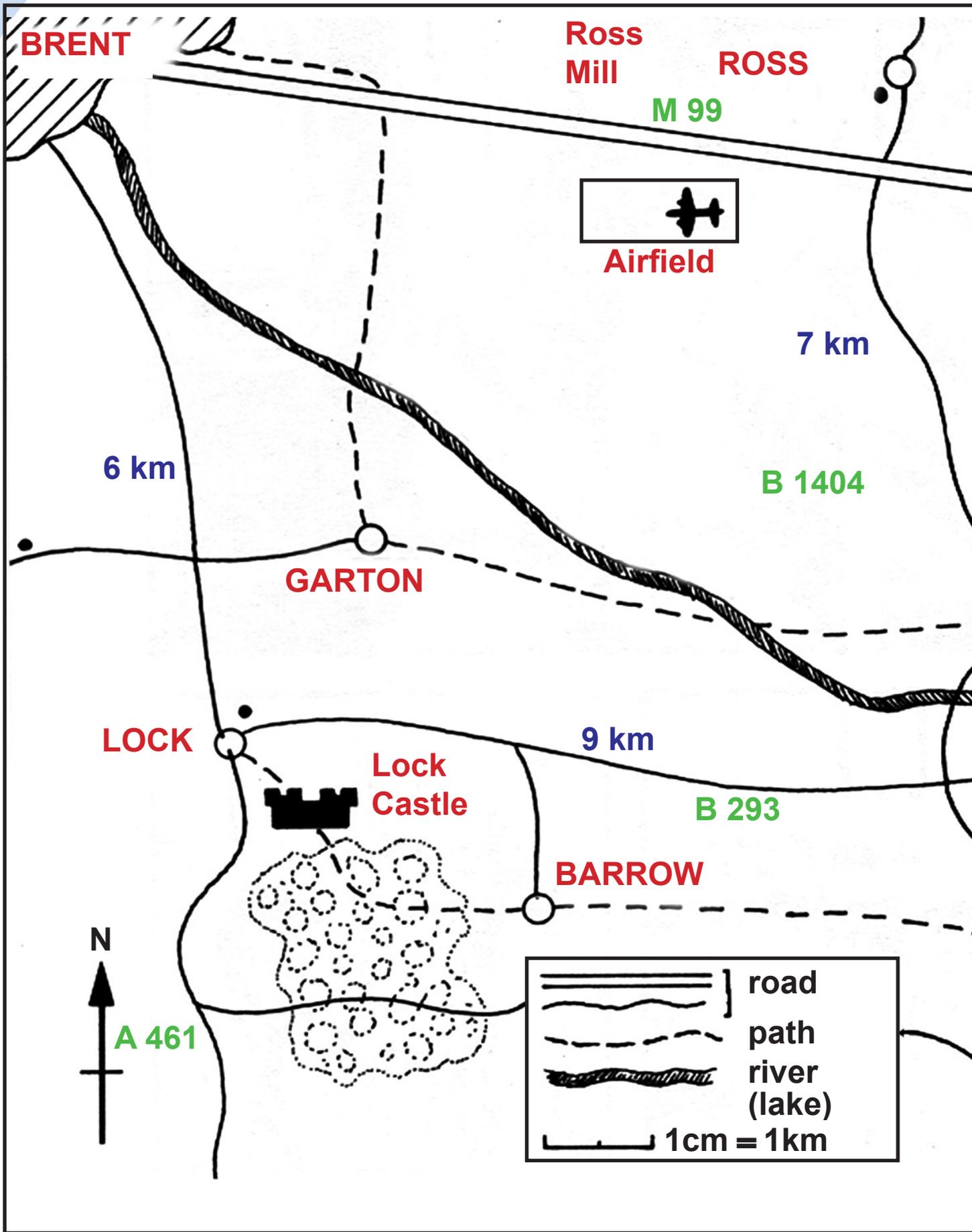
Task 1

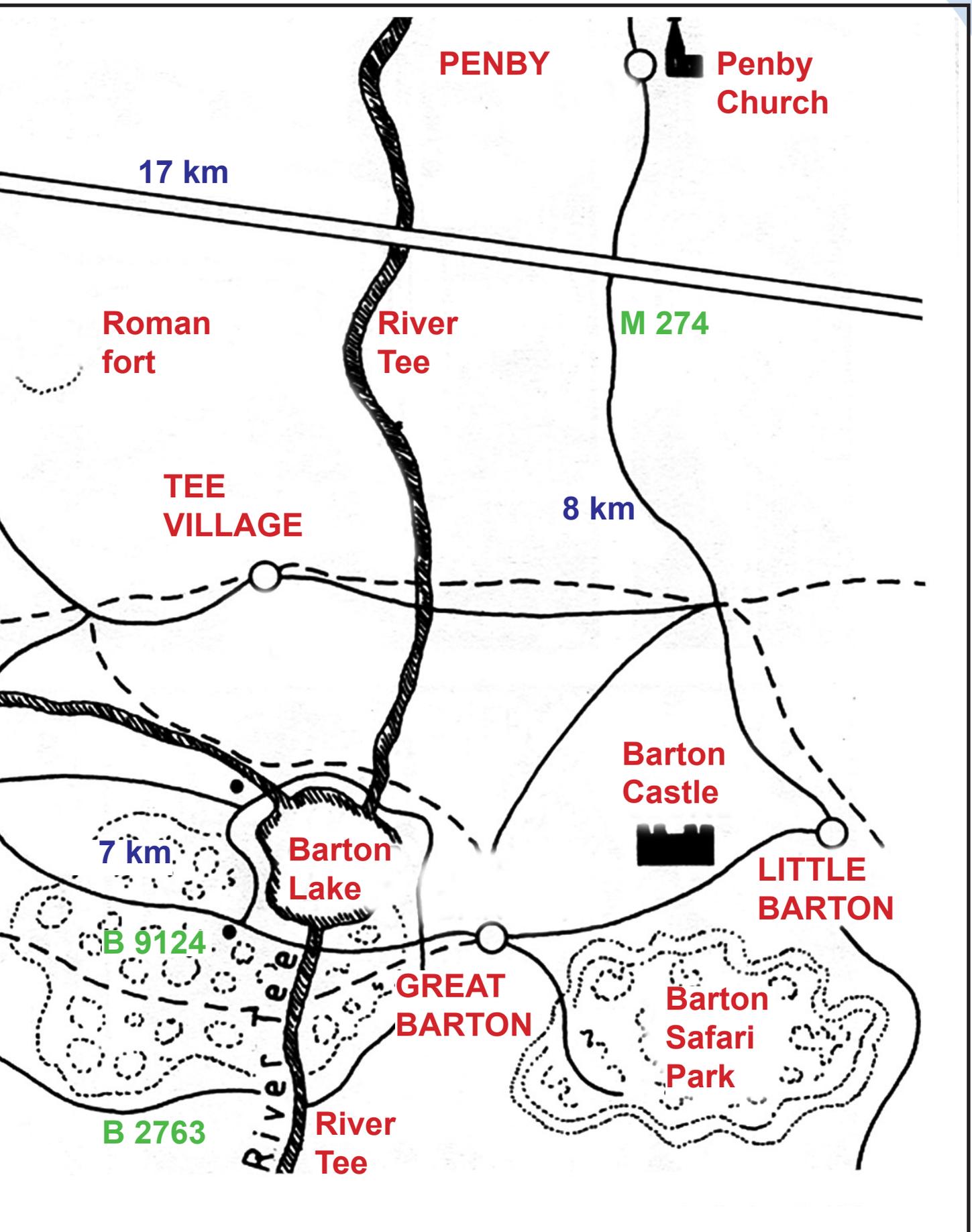
Look at the map below and list the kind of information we can get about this place.

Task 2

You are a tourist in Britain and you want to visit some places on the map. Mark the routes below:

- How do you get from the airfield to Lock Castle?
- What's the quickest way to go from Brent to Penby Church?
- What's the most interesting route from Brent to Great Barton?





Task 3

You have recently received a letter from an English teacher who wants help to arrange a day trip for her class. Read the advertisement for a day out, on which you have made some notes.

Then using your notes, write a semi-formal letter to her to say why you think this would be a good idea.



Good time; fewer people

Learn about local history

Take sandwiches

Suitable clothes

Minimum 10 students

Departs 9 am - daily

Visit: **Barton Castle**
guided tour

Lunch - not included
in the price

Weather - changeable

Prices - discount for
groups

Lesson 3

Bikes for the world



Bikes for the World

Bikes for the World is a simple project that rescues unwanted bicycles and sends them to other countries.

Task 1

Work in groups and decide how Bikes for the World could help the people in Namibia. Make a list of your ideas (a relevant internet site can be found on page 242 / 190).

Task 2

Look at the World map in the Appendix and see where Namibia is. Find out as much as you can about Namibia (e.g. language, natural features, currency). People in Namibia face problems similar to those that people face in other countries. What kind of problems does Namibia have? How can a bike help to solve them? For more information and ideas check page 210 / 160.

Namibia has a population of 2 million people who live all over a very big country.

Project - How can we help people in Namibia to get more bikes?

In groups of three, think of the different steps you need to make a plan to get bikes for the people in Namibia. Compare your ideas with the steps below. Do you agree or disagree? Why?

Step 1: Create a questionnaire like the example below to ask your friends and neighbours about unused bikes in your area and then write a short report:

Name:

Circle the answer which best suits you.

- **Do you have a bike?** **Yes / No**
- **How often do you use your bike?** **Everyday /
Once a week /
Very rarely /
Never /**
- **Would you be willing to
give it away for a good cause?** **Yes / No**
- **How much money can you give
to this organisation?** **€0 / €1 /
€2 / _____**

Step 2: Complete the chart:

- people have bikes
- people use their bikes
- people would / wouldn't give their bikes away
- people can give Euros to help.

Step 3: In your group, write your ideas and present them to the class. Include drawings, posters and photographs to support your project.

Self-evaluation

Activity A

Complete the sentences a-e with a suitable relative pronoun.

- a) That's the girl won the skating championship.
- b) Is that the boy father drives a tram?
- c) Do you know the next train leaves for Drama?
- d) The place, my dad parks his car, is next to the station.
- e) Thanassis lives in a village is miles from anywhere.

___/5 points



Activity B

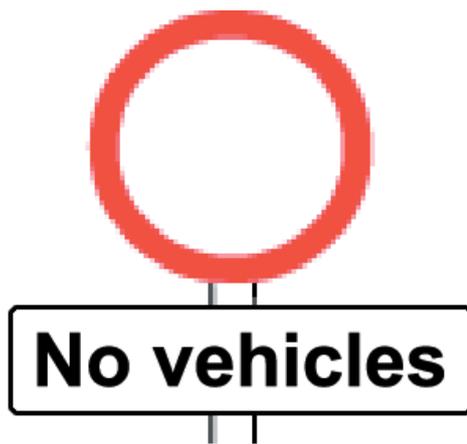
Match a suitable question tag to the statements.

- | | |
|---|----------------|
| 1. You know where she lives, | a) do you? |
| 2. Marina was here yesterday, | b) isn't it? |
| 3. Bill got lost in the metro, | c) don't you? |
| 4. The Maglev is the world's fastest train, | d) wasn't she? |
| 5. You don't know the way, | e) didn't he? |

___/2.5 points

Activity C

Write what each sign means.



1.



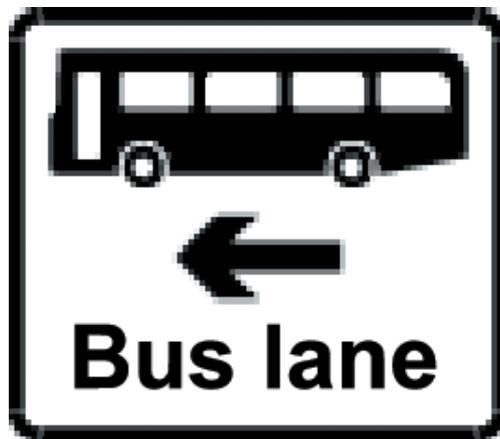
2.



3.



4.



5.

___/5 points

Activity D

Match the compound nouns.

- | | |
|--------------|-------------|
| i) picnic | a) church |
| ii) historic | b) park |
| iii) Gothic | c) lake |
| iv) scenic | d) building |
| v) safari | e) area |

____/2.5 points

Activity E

Complete the idioms.

- Goodness, we're late!. Let's the road!
- Hey wait! Hold your
- The noise from the trafficdad crazy.
- Do it now or you'll miss the
- Can you give me ato school, dad?

SCHOOL
BUS →



____/2.5 points

Activity F

You would like to go to the following places. How would you travel?



- a) school _____
- b) a Greek island _____
- c) the local airport _____
- d) the mountains _____
- e) a foreign country _____

by boat
by plane
by car
by train
by taxi
on foot

____/2.5 points

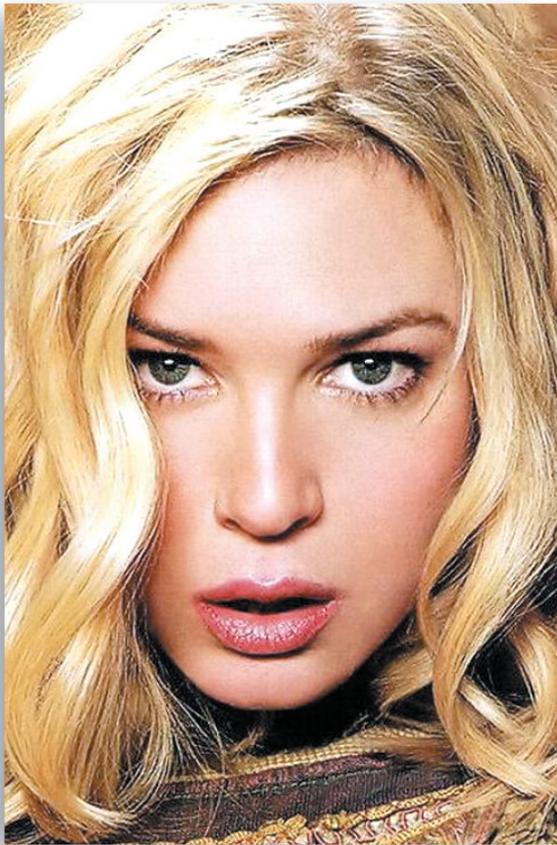
Now tick how well you can do the following:

	With difficulty	Quite well	Easily
✓ I can read texts related to travel and understand travel idioms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ I can listen to descriptions of public means of transport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ I can talk about travel experiences and use tag questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ I can write a letter to express my opinion on places to see	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

UNIT 9

'Keeping up appearances'

A. What do the photographs tell you about appearances?



a



b



c



d

B. What do you think each of the following sayings means?

1. Money talks!

2. Beauty lies in the eyes of the beholder

3. Plain Jane

4. A face only a mother could love

C. Choose a title for the article which goes with the 4 photos.

D. Read the following text and decide if the advice it gives says:

a) don't let friends upset you

b) don't let fashion models influence you

The Unreal Image

Do you care about what clothes you wear? Do you try to look good to please people? If your answer is Yes to any of these questions, read on.

Body image is a dangerous trap for teenagers. Young people are the victims of TV and advertisements and try to copy models and stars. But it is not necessary to wear fancy clothes for people to like you. If your friends are genuine, they won't care what you wear. And remember, what you see in the models is not real. It is all fantasy. If you saw the models before the make-up, you would think twice. Most photographs are the result of photo touch-up, wigs and expensive clothes.

Grammar:

2nd Conditional for imaginary situations

Wish + past simple for present desires

Functions:

Making hypotheses (unreal present situations) and expressing desires

Vocabulary:

Describing personality and appearance

Learning strategies:

When I speak to other people in English I ...

- **listen carefully to key words in their speech**
- **look at their faces to try to understand how they feel**
- **use question words to ask for clarification**
- **use words in the speaker's questions to help me answer.**

Lesson 1

“I wish I were...”

Lead-in

Task 1

A. Look at the pictures of the girl. Which of the two pictures do you think is more attractive? Why? Use the adjectives to describe how the girl feels in each of the pictures.

- i) _____
- ii) _____
- iii) _____



**anxious
confident
cool
disappointed
excited
fashionable
old fashioned
relaxed
shy
stuffy
thrilled
trendy
unhappy**

B. Look at Ann-Li's dream.

Ann-Li's dream

If I were tall, I could wear shorter skirts.

I wish I didn't have ringlets in my hair.

I wish I were tall.



http://www.supersentai.com/database/2003_abaranger/allies.html

Have YOU ever felt like Ann-Li? What did you do about it?

C. Find out how many people in your class judge people by their appearance. Have they ever found that they were wrong?

Make a histogram of the results and discuss the findings in class.

D. Class Debate

Do you think it is right or wrong for us to stereotype people? Why?



Task 2

Does the way you dress show people how you feel about yourself? Use the adjectives below to talk about yourself and your self image.

Task 3

How do you think clothes make someone look to others? Tick the boxes:

- | | | |
|------------------------------------|-------------------------------------|--------------------------------------|
| <input type="checkbox"/> confident | <input type="checkbox"/> aggressive | <input type="checkbox"/> serious |
| <input type="checkbox"/> shy | <input type="checkbox"/> nervous | <input type="checkbox"/> mature |
| <input type="checkbox"/> cool | <input type="checkbox"/> arrogant | <input type="checkbox"/> immature |
| <input type="checkbox"/> friendly | <input type="checkbox"/> angry | <input type="checkbox"/> responsible |

Show your answers to your partner and ask him or her if s/he agrees with you.

Task 4

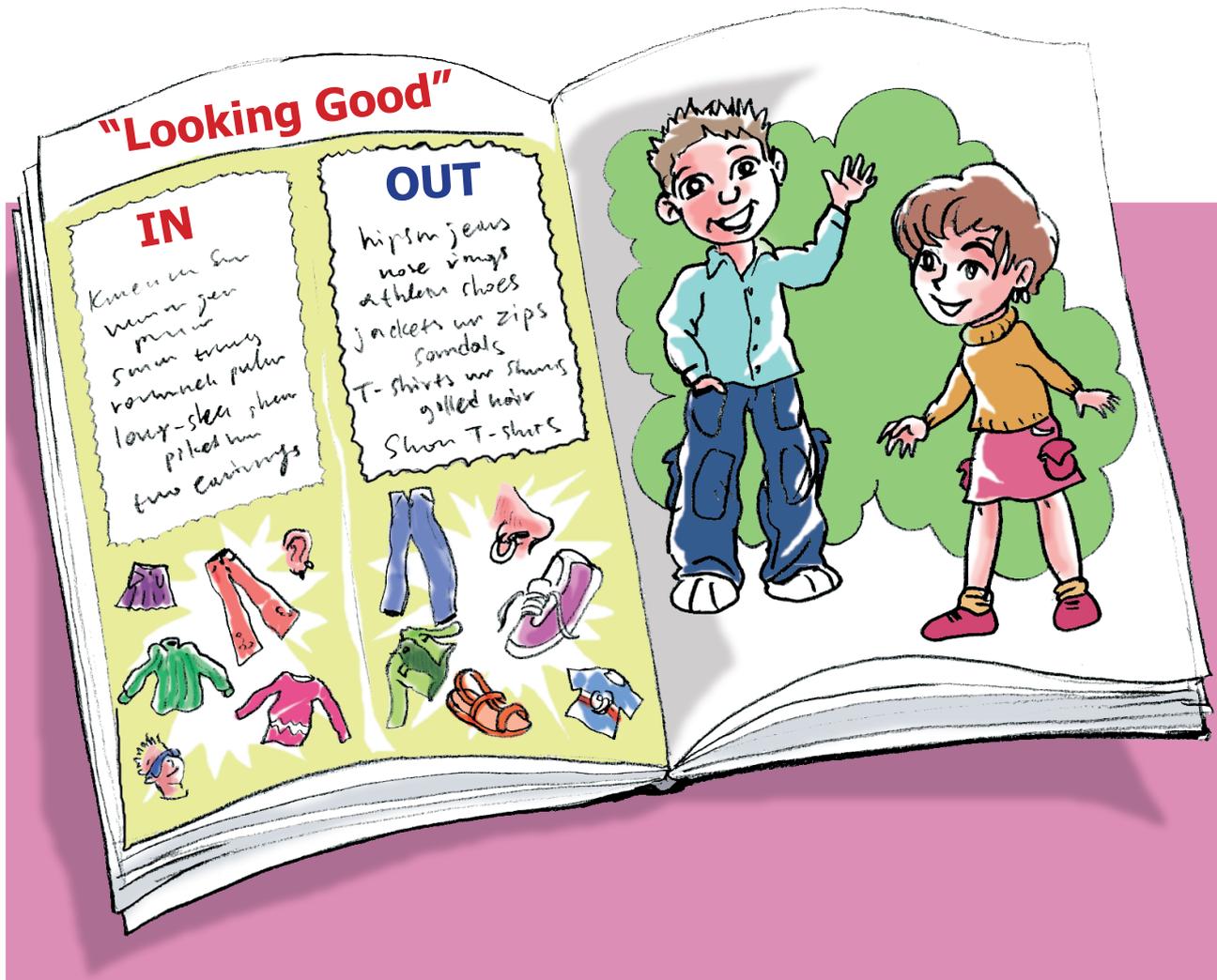
A. Look at the list of features from a magazine article called 'Looking Good'. Do you agree with this list of items which are 'in' and those which are 'out'? Why? Why not?

IN

knee length skirts
waist high jeans
plain tie
smart trousers
round-neck pullovers
long-sleeved shirts
spiked hair
two earrings

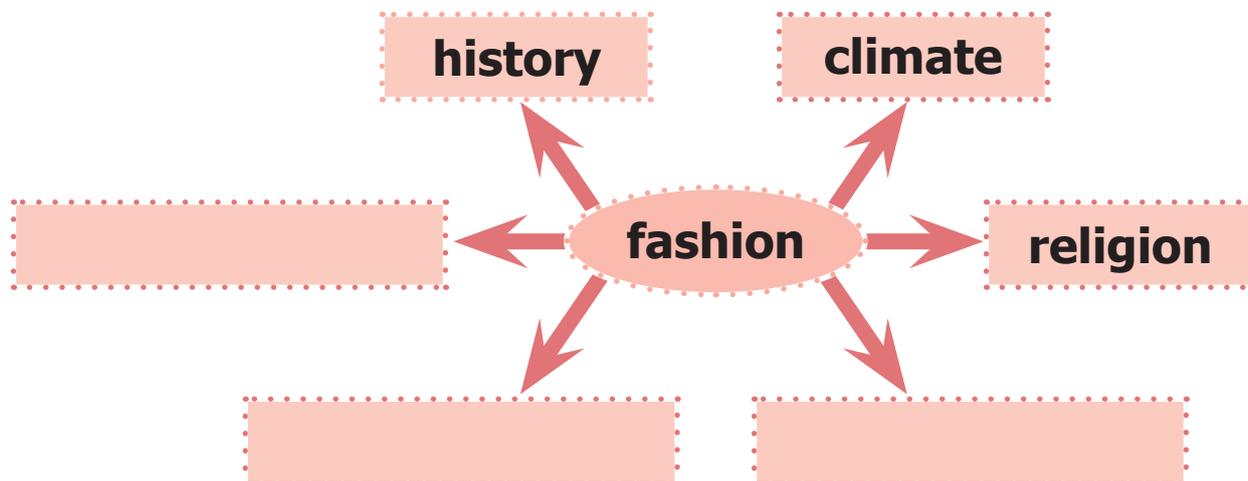
OUT

hipster jeans
nose rings
athletic shoes
jackets with zips
sandals
T-shirts with slogans
gelled hair
short T-shirts



B. Make a list of items that are the latest fashion for young people today. Compare your list with the 'IN' list in task 4A.

- C. Complete the spidergram to show the things that influence fashion and what people wear. Use what you know to find examples. Are your examples stereotypes?**



- D. Tell your partner how your dad, your teacher, your grandmother, would react if you wore items from the 'IN' column above?**

For example:

If I wore ..., my ...

would be angry / happy / surprised / pleased / okay

would scream at me / hit the roof / be mad / not mind at all.

- E. You have to go to your cousin's wedding. Look at the Resource Material (page 211 / 161) and choose the appropriate pieces of clothing.**

Task 5 - Game

Work in groups.

- a) Ask your partner what he/she would like to change about his/her appearance.**
- b) What items of clothing do you wish you could wear? Why?**

Put all your answers for a) in one basket, and all b) answers in another basket. Try to combine a) and b) sentences to work out the cause and a solution for each.

For example:

I wish I wasn't so thin.

I wish I could wear short skirts.

Mini project

Look at the factors that influence fashion and what people wear in the spidergram in Task 4C.

Work in groups of four. Choose one factor and find as much information about it as you can. Present your findings to the class. Make a poster about trends in fashion.

Pre-reading

Task 1 - Look! Awful me!

A. Listen to the piece of a song and guess what the song is about. In pairs, make a list of the feature that people are "vain" about. Compare your list with your class.

B. Match these problems to the sketches 1-3.

- a) My ears stick out
- b) I have greasy hair
- c) I have a spot on my nose



Task 2

With your partner look at the photographs **a**, **b**, **c**, **d** and **e** and tell him/her why you would or wouldn't dress like the people in the photographs.

a.



b.



c.



d.

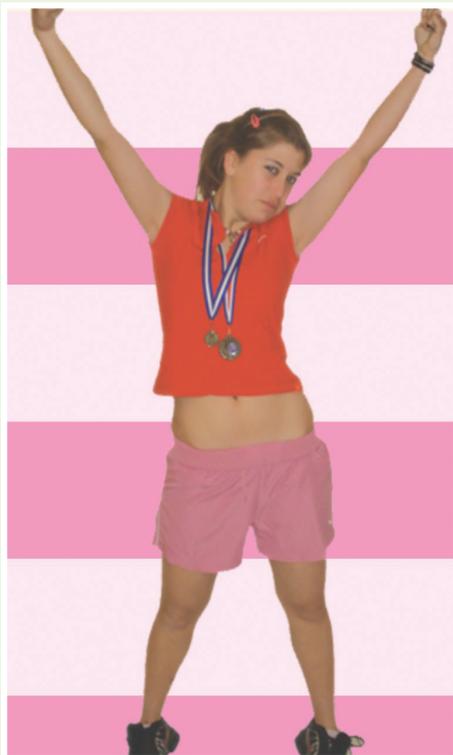


e.

Task 3

Listen to bits of songs and try to match the music to one of the styles in the pictures. Read the text on music types to check your ideas.

Fantasy Role



RAP

You just love yourself and are so trendy. No anorak and sweat-shirt for you! Everywhere you go, you are dressed to kill in the latest fashion. If you could, you would spend hours in front of a mirror. You could become a great player if you spent more time practising each day, but you are a bit lazy. You sometimes wish you had stronger fingers.

You believe that if your fingers were stronger, you could play rap music on your keyboard. To become a success, you need to pull up your socks and get practising more.



POP

You're a sporty person who likes a challenge. You like to wear tracksuits and trainers, although you are not the sunglasses type. If you were an actor or actress, you would be the Tom Cruise or Lara Croft-type who always loves adventure. You would be the one who goes in search of the Holy Grail which the Crusaders took from Constantinople in 1095. You

say that if you become super-rich, you wouldn't change very much about your life as you would miss your friends and family. Your friends think you are talking through your hat and that you would change. It's in your character, they say.



FOLK

The main characteristic about you is that you wear your heart on your sleeve and everyone knows what you are feeling. You prefer to be in the background. If you were a fantasy character, you'd be the one at the back of the group where the cameras couldn't see you. If you could, you would prefer to just make music in a studio and not perform in front of

an audience. If the group was very successful, you would buy yourself a house in the countryside to get away from the cameras. As for your appearance, no jeans for you; always a pair of cotton or woolen trousers.



ROCK

You're a rocking rebel! If you were in a rock group like the Rolling Stones, you would sound brilliant and drive everyone wild, although I wouldn't like to be in your shoes when stardom comes! It's not as easy as it looks. You love to be different and if you had a wish, you would wear bright colourful clothes and a long scarf around your neck. You like to stand

out. If you played in a band, all the fans would be able to see you easily and you would become more famous. If you become famous, you would move to Hollywood and live in Beverly Hills.



Reading: Psychology in our lives

Do the quiz with your partner to find out how accurate or unrealistic magazine quizzes are about character and personality.

Fantasy special

Do our quiz and see what your character is!

1. If I was overweight, I ...
 - a) would learn a new sport
 - b) would go on a diet
 - c) would eat more
 - d) would start crying

2. If I had a fat turned up nose, I would think,
 - a) I wish people weren't so silly
 - b) I wish I could change my nose
 - c) I wish I didn't have to meet people
 - d) I wish I were invisible

- 3. If someone told me I wasn't attractive, I ...**
- a) would ignore them**
 - b) would look in the mirror when I got home**
 - c) would become red**
 - d) would start to cry**

- 4. If I forgot to brush my hair in the morning. I would ...**
- a) ask my schoolmates if they liked my new hairstyle**
 - b) ask my friend for her brush**
 - c) feel embarrassed and say nothing**
 - d) worry about how I looked all day**

- 5. If I had spots on my face, I would think ...**
- a) I wish my skin was clear**
 - b) I wish I could wear makeup**
 - c) I wish I was older**
 - d) I wish I didn't have to go to school**

- 6. If you could have a super-power, what would it be?**
- a) to be able to fly**
 - b) to always look perfect**
 - c) to have perfect rhythm**
 - d) to be invisible**

Scores:

Mostly A's: POP

Mostly B's: RAP

Mostly C's: ROCK

Mostly D's: FOLK

Task 1

Read the 4 texts to find if these statements are true or false.

	TRUE	FALSE
1. Pop fans like challenges and they are close to their family and friends.		
2. Rock fans prefer the casual look and shy away from the centre of attention.		
3. Folk fans love the spotlight and wearing the latest gear.		
4. The Hip-Hop fan is a little narcissistic and also lazy.		

Task 2

In pairs find which text mentions a music type who is:

- a) a sensitive and shy person
 - b) a dynamic person
 - c) a person who likes change
 - d) a person who likes attention
-

Task 3

According to the text, which type a-d do you think you really belong to?

Do you agree or disagree with the descriptions of the four types of music fans? Why? Why not?

Choose one of the phrases from the box which shows your opinion.

I totally agree.
That's me, for sure.
That's a load of rubbish!
I don't agree at all with that.
There is some truth in that.
Perhaps I am a bit like that.

Task 4

What kind of music do you like? Do you dress according to the music idols you like? Do a survey of class members' preferences to see i) which music is the most popular; ii) how many students dress to suit their music.

Class discussion: Are there any problems among students because of appearances like Emo or Trendy? Why? How can you solve these problems?

Lesson 2

History of fashion

AIMS

- To teach idioms about clothing
- To raise awareness of the meaning, use and symbolism of clothes in the past and today

Culture Corner

A. Look at the three pictures and write a sentence to describe each picture. Which picture shows a British student? How do you know? Tell your partner.



a)



b)



c)

B. What do you think about school uniforms? Is it a good or bad idea?

Apart from school, in what other situations is it necessary to wear a uniform? What are the advantages and disadvantages in each situation?

Advantages	Disadvantages



Vocabulary

A. The idioms below were in the reading texts. In pairs, look at the sketches and the idioms in B 1-5 and find a suitable match.





B. In pairs, match each idiom (1-5) with a meaning (a-e):

- 1. to talk through your hat
- 2. to be dressed to kill
- 3. to pull up your socks
- 4. to wear your heart on your sleeve
- 5. to be in someone else's shoes

- a) try harder
- b) show feelings openly
- c) say something without knowing the facts
- d) in another's place or position
- e) wear stylish and attractive clothes

C. Do you know any idioms in Greek about clothes? Make a list and compare your answers with your class.

Example: «Φύλαγε τα ρούχα σου νάχεις τα μισά.»



Grammar

A. Use the examples below in the boxes to help you complete the rules by circling the correct words in italics and filling in the gap with a correct word.

Second Conditional:

Examples:

If I had spots on my face, I would think I was ugly.

If I were tall, I would feel more confident.

- 1. We use the *second conditional* to talk about real /imaginary or unlikely/possible events.**
- 2. We use 'would' + to describe the result.**

Wishes:

Examples:

I wish I had blonde hair. I wish my parents weren't so strict with me.

I wish my dad would let me have a nose ring.

We use wish + to describe a desire for something we want in the past / now.

We use wish + + infinitive when we would like someone else to behave in a different way.

B. Match the two sets of comments:

1. I wish I had long hair. _____
2. I wish I had clear skin. _____
3. I wish my nose wasn't fat. _____
4. I wish my parents weren't strict. _____
5. I wish I didn't have glasses. _____
6. I wish I could cut my hair short. _____
7. I wish I didn't have curly hair. _____

- A. If I hadn't, I could plait it.
- B. If I didn't, people wouldn't call me four eyes.
- C. If I could, I would spike it.
- D. If I had, I could make a pony tail.
- E. If I had, I wouldn't need face cream.
- F. If it wasn't, I would have a sweeter face
- G. If they weren't, I could wear knee-length jeans.

C. What advice would you give to people with these problems?

Choose from the advice below:

- a) if I were you, I would use Clearasil to get rid of it.
- b) if I were you, I would grow my hair long to cover them.
- c) if I were you, I would change my shampoo.



Listening

Pre-listening - A project: History of Fashion

How much do you know about fashion? Tick ✓ the correct statements and then add up your scores to see who knows the most in your class. Two marks for each correct answer.

1. In the time of Robin Hood, men wore a shoulder cape.
2. Women started wearing tights in the 1980's.
3. In the early 60's, Mary Quant created the mini-skirt.
4. It is not unusual to see women wearing leggings today.
5. Today, it is normal to see a man wearing a headscarf in church.
6. A chlamys is a dress that people wore last century.

7. In the Middle Ages, soldiers wore tunics as part of their uniform.
8. Ladies in the 1300's wore floor-length dresses.

leggings	shoes
shoulder cape	floor-length dress
head-scarf	dress
cloak	knee-length tunic
boots	tunic
sandals	baldric
tights	chlamys

Task 1

Write the Greek equivalent for each of the items of clothing in the box above and check your answer with your partner.

Example: boots = μπότες

Task 2

A. In pairs, look at the drawings on the right and compete with your partner to see who can find and circle the items of clothing in the box above first.



Compare your answers with your partner to see who has found the most.

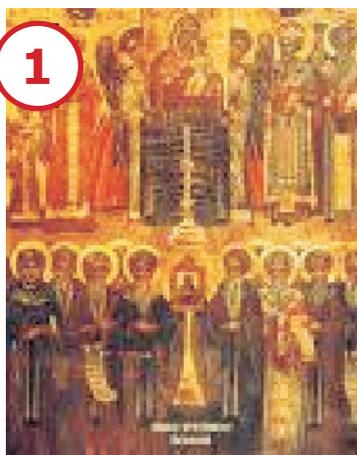
B. Which clothes would best suit the following people in the Middle Ages? Tell the class which you chose and why.

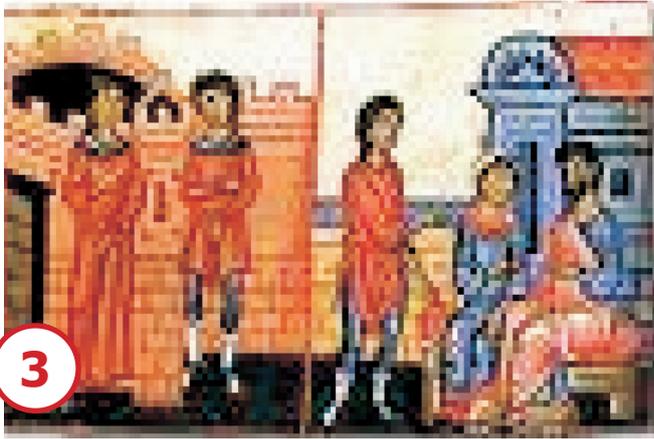
- a) a teacher
- b) a school girl
- c) a farmer
- d) a rich lady



Task 3 - In the museum

A. Listen to the guide of the Byzantine Museum talking about the clothes that the people in the Byzantine period wore. Which icon 1, 2, 3, 4 or 5 is he referring to?





B. Listen to the recording again and write the number beside each person in the order you hear.

a. civil servant

b. low ranking soldier

c. citizens

d. high ranking soldier

e. governor



Speaking

Task 1

In pairs, discuss the following questions:

- a) If you wore a chlamys today, would you look strange if you went on a bus?
 - b) Are there any accessories or clothes that people wear today that are similar to those people wore in the Middle Ages?
-

Task 2 - Role play: Buying clothes

Divide into two groups. Group A play the role of the shop assistant and group B are the shoppers. Group A try to persuade group B to buy a certain item of clothing from those in the sketch in Appendix on p. 118 / 103 - 104. Use the model dialogue:

Customer:	These look nice.
Assistant:	Yes, but, if I were you, I'd buy those. They are nicer.
Customer:	Those are too expensive for me!
Assistant:	You're right. But their quality is the best!

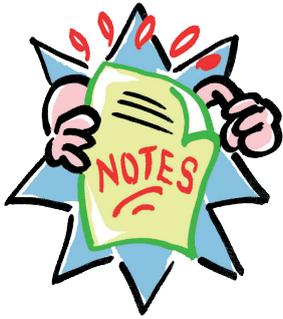
Task 3 - A guessing game

In pairs, decide where the girl would be going, if she wore the clothes a-g. Use the example for the question and answer:

A: If you saw a girl in ..., where would you think she would be going?

B: I would think she would be going to ...

- a) a suit with a shirt and tie**
- b) a tracksuit and athletic shoes**
- c) a long dress with high heel shoes**
- d) a T-shirt, clean jeans and trainers**
- e) a short skirt, a blouse and nice shoes**
- f) fancy clothes with lots of make-up**
- g) a uniform**



Writing - 'Teen worries'

Task 1

In pairs, look at the cartoons and write down things that teenagers worry about concerning their appearance.



Task 2

A. Read the short texts i-iv from a teen magazine where young people write about their worries and then read the advice from the magazine columnist. In pairs, rate these worries according to how important you think they are.

- | | |
|--------------------------|-------|
| 1. very serious: | _____ |
| 2. quite serious: | _____ |
| 3. not very serious: | _____ |
| 4. a little bit serious: | _____ |
| 5. not serious at all: | _____ |

i) Dear Liza,

There's a girl at my school who always copies what I wear. I don't know what to do. I am afraid that if I told her that I didn't like it, she would be upset. Help!

Ashley

ii) Dear Liza,

I wish I knew how to match my clothes. I can never get it right with the clothes to wear at parties. I need some help. Thanks!

Hannah

iii) Dear Liza,

My mum makes me feel awful about my hipster jeans and short T-shirt. I wish she didn't go on at me all the time. The thing is I agree with her but all the other kids in my class are wearing their clothes like this.
Suzanna

iv) Dear Liza,

I wish I looked different. I am thinking of getting four rings in my ears to look different from the rest of the kids but I am a bit scared. What do I do?
Gus.

B. Work in groups. Choose a problem from i-iv above, and write some advice for the problem. Use the example below to help you. Discuss your ideas with your group.

Dear ...,

If I were you I would think twice about changing the way you look. If you did something unusual, you would not be able to fix it later, so be careful.
Hope that helps. Liza.

Lesson 3

Byzantine and the Present

Task 1

Nobles

Goth Warrior



**Woman from
aegean islands**

From your history lesson, what can you tell about the people on the map? What kind of work did they do? How rich were they? Discuss your ideas in small groups and then look at your history books on Byzantine history to compare your answers.

As a group, find out as much information as you can for these people in the Middle Ages.

(you can also search online at a relevant site given on page 242 / 190).

Task 2 - Mediation

An Australian friend of yours, who wants to visit Athens, is interested in the Middle Ages and the Byzantine period. S/he wants to know what s/he can see at the Benaki Museum in Athens. Look at the museum leaflet and write a short note to tell your friend where the museum is and what kinds of things s/he can see there.

Μουσείο Μπενάκη

Βασ. Σοφίας & Κουμπάρη 1
Μετρό: Σταθμός Σύνταγμα



Εργαστήριο Υφάσματος

Στο εργαστήριο συντηρούνται υφάσματα της Κοπτικής, της Ισλαμικής, της Βυζαντινής και της Λαογραφικής συλλογής του Μουσείου.

Project

Modern fashion designers use motives from previous historical periods. The Benaki museum has invited young people to design their own outfits based on motives from previous periods of history and to send them to the museum. The three best outfits will be displayed for a year.

You have decided to send your own designs as a class to the Benaki Museum.

- 1. In groups of four, decide on the period of history on which you will base your designs.**
- 2. Research the period and find as much information as you can about the outfits worn in those days. Find pictures and sketches and cut out the relevant motives.**
- 3. Design your clothes using the cut-out motives. Present your designs to the class.**

As a class, choose the best outfit to send in for the competition.

Self-evaluation

Activity A

Match the two halves of each statement.

- | | |
|-----------------------------|-------------------------------|
| 1. I wish | a) was taller. |
| 2. I would never | b) I would get a new outfit. |
| 3. If I had enough money | c) have a nose ring. |
| 4. I could buy a new outfit | d) I didn't have curly hair. |
| 5. James wishes he | e) if Dad gave me some money. |

____/5 points

Activity B

Complete the following dialogues with responses from those in the box.

- What size are you?
- Does black suit you?
- What size shoes do you wear?
- Would you like to try on my jacket?
- This pullover doesn't fit me.

- i) I think it's too small.
- ii) Yes, it looks lovely.
- iii) Medium.
- iv) 38.
- v) Yes, and so does navy blue.

____/5 points

Activity C

Choose the word which best completes each sentence.

1. Angela wore the most T-shirt to the party.
 - a) trendy
 - b) handsome
 - c) arrogant
 - d) good-looking
2. Dimitris is a very student and his parents trust his decisions.
 - a) pretty
 - b) lovely
 - c) mature
 - d) attractive
3. If Daniel was more, he would feel really confident.
 - a) lovely
 - b) pretty
 - c) cuter
 - d) attractive

4. Celia is extremely and would never sing in front of the class

- a) shy
- b) good-looking
- c) confident
- d) excited

5. Do you agree with the saying that beauty is only skin?

- a) position
- b) deep
- c) level
- d) thick



Activity D

Match the two columns A and B.

A

- a) spiked
- b) nose
- c) smart
- d) designer
- e) athletic

B

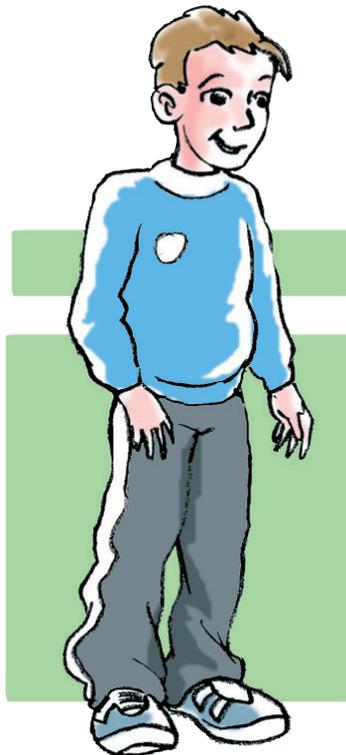
- i) trousers
- ii) hair
- iii) labels
- iv) shoes
- v) ring

____/2.5 points

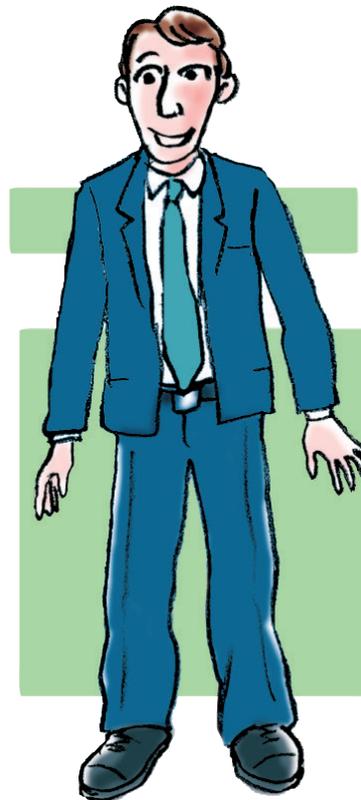
Activity E

Match the situations a-e to the person 1-5 being described.

- a) He likes wearing a shirt and tie with a dark blue suit.
- b) He has three rings in his ears and one in his nose.
- c) With the period costume and wig, you wouldn't recognise her.
- d) He's always in his tracksuit and athletic shoes.
- e) She wears denim jeans and a shirt under her work uniform.



1. sportsman



2. bank employee



3. shop assistant 4. school student



5. actress

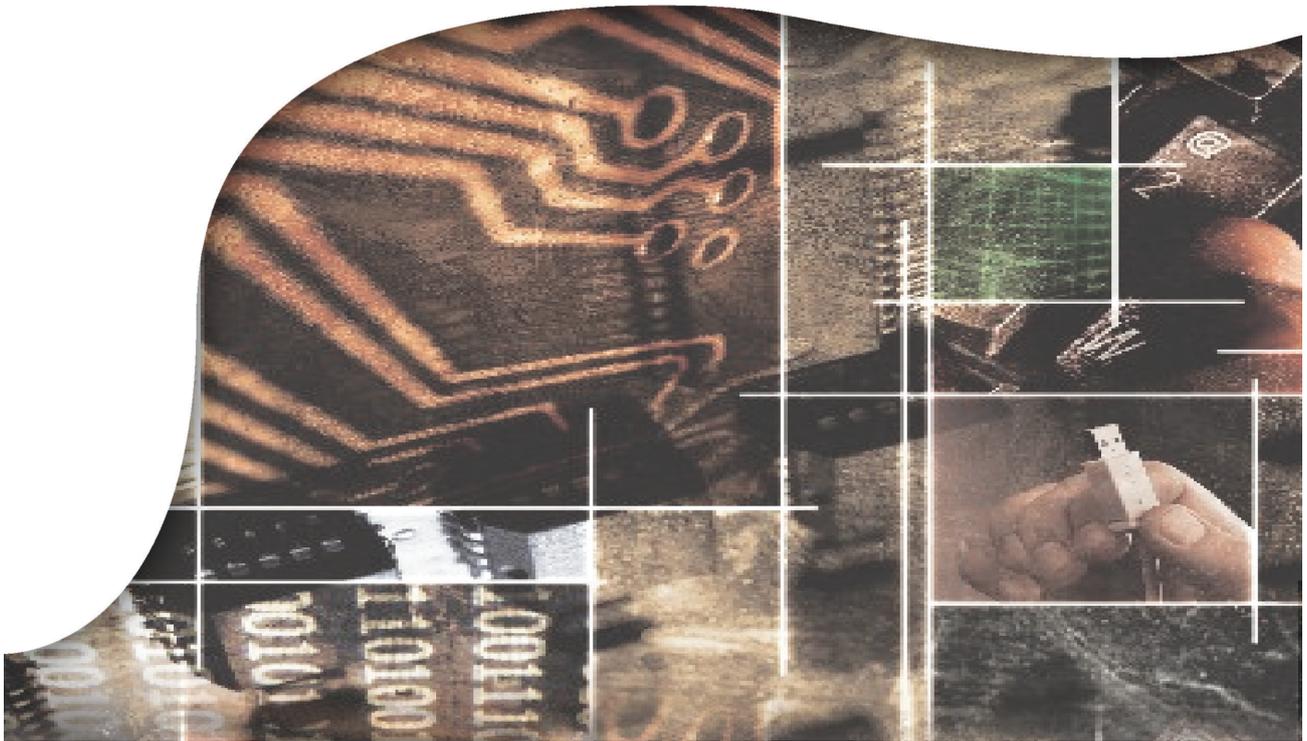
___/2.5 points

Now tick how well you can do the following:

	With difficulty	Quite well	Easily
✓ I can read a text in Greek and explain it in English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ I can listen to a talk and select which items the speaker mentions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ I can use English to persuade someone to buy something	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ I can write a note to give advice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

UNIT 10

A Material World



Grammar:

Present Passive/ Past Passive (Affirmative, Negative, Interrogative)

Functions:

Focusing on the action rather than the person who did the action when using the Passive

Vocabulary:

materials and objects related to development and technology

Learning strategies:

In order to:

- **be able to take part in a conversation with confidence I:**
- **listen carefully to key words in their speech**
- **look at their faces and try to understand how they feel**
- **use question words (How, Where, When, Why) to ask for clarification**
- **use words in the speaker's questions to help me answer**

Lesson 1

A Plastic world

AIMS

- To introduce the concept of focusing on what happens to something
- To relate materials people used in the past with how the same materials are used today

Lead-in

1. In pairs, look at the photo below. Which historical period is it from?



- 2. Look at the soldier's weapons and uniform. What are they made of? Choose among the materials in the box below.**

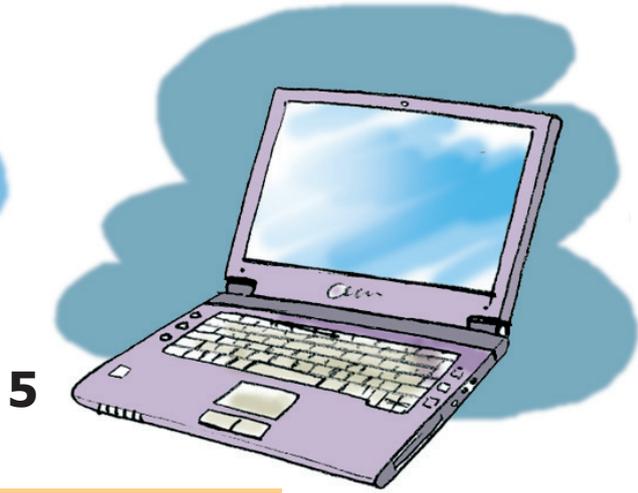
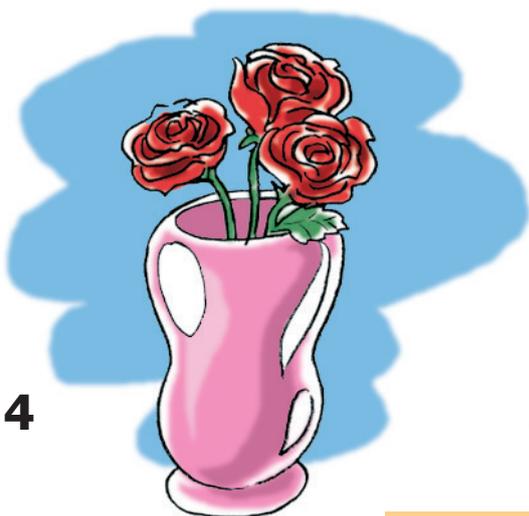
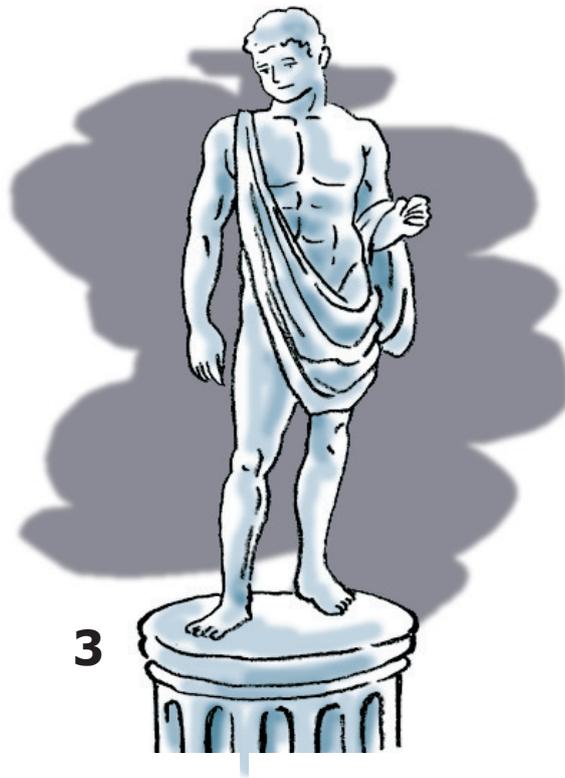
Why did people use these materials? What was their function? Discuss it as a class.

**wool
plastic
cotton
wood
aluminium
rubber
metal
glass
stone
leather**



- 3. Which materials from the box did not exist in those times? Why not?**
- 4. Where do you think these materials came from? What do people use these materials for today? Make a list with your partner.**

5. Look at the items below. What materials do we use to make these items?



Pre-reading



- 1. Think about your home. What material is used for most things? Tell the class.**
- 2. Discuss the following question with your partner. Is plastic a natural material that we can find growing on trees or is it a material that is made from some scientific process?**
- 3. Write the answer to the following question: What is plastic made from? Choose from: vegetables, oil, sand.
It is**

You can check your answer by reading the text below.

Task 1

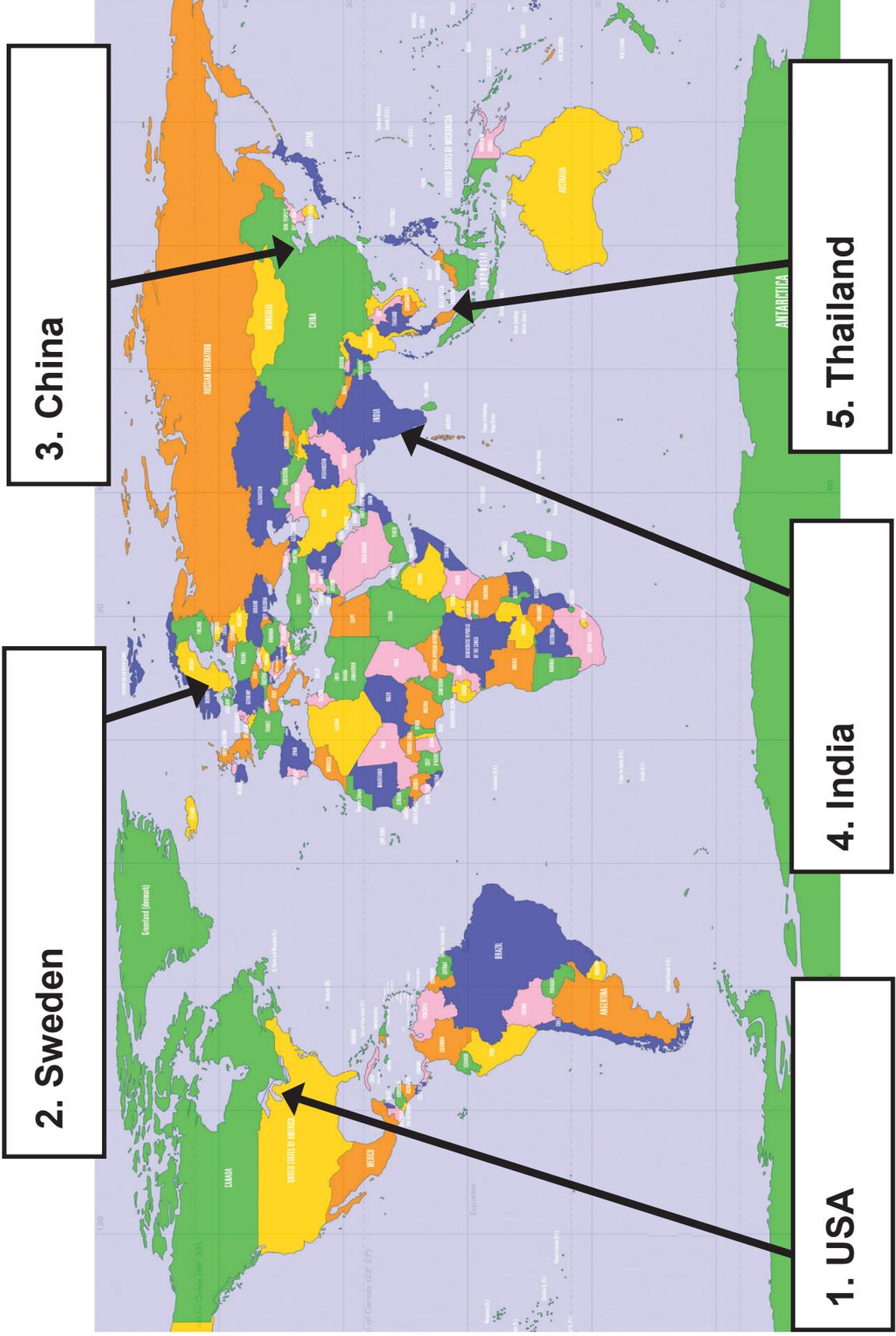
Read the text on plastic and match the objects to a country on the World map. Write the name of the object in the space for each of the six countries.

A Plastic World

Oil was first discovered in Pennsylvania in 1839. Many of the inventions we have today could not work if we did not have oil. It is used to drive many kinds of transport like cars, buses, planes, and ships which are built in the USA. Oil is also used to heat our houses. Plastic is used in Indonesia to make everything from supermarket bags to computers and mobile phones. In fact, most of the things we use in our lives are made of plastic.

Plastic is used because it is cheap and tough, and can last a long time. New products are invented almost every day. Most toys and games today are produced in China and then they are sent to different parts of the world. Many other more expensive items like mobile telephones are made by big companies in Finland. Look around your house. How many electrical items are made in Japan? Look at your athletic shoes. Maybe they were made in India or Korea. But where does plastic come from? The answer is that plastic is produced from oil.

In pairs, use the information in the text to write statements about each of the products below:



Mobile phones
Plastic bags
Toys and games
Ships and planes
Athletics shoes

Task 2

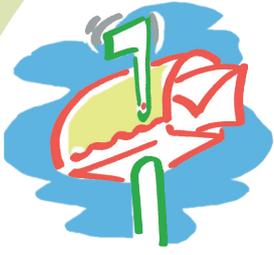
Plastic is made from oil. When we have run out of oil, what will be used in the future to make different products? In pairs, write a list of raw materials we can use to replace plastic in everyday objects. Then, compare your ideas as a class.

Task 3

Look at your Geography book to find what raw materials are produced in different countries. What products could be made from them?

E.g. China produces clay, which is used to make porcelain.

COUNTRY	MATERIAL	PRODUCT



Grammar

1. In pairs, look at the objects and complete the following statements using the words in the box. Ask your teacher to tell you if you were right.

hemp

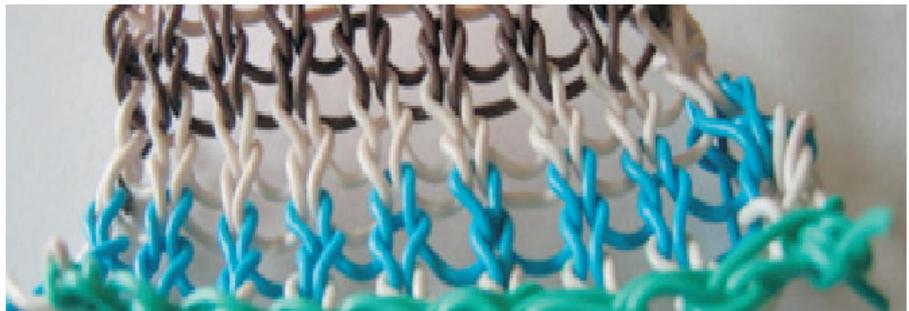
pine

nettles

bamboo

soybeans

corn



- a) Parts of mobile phones are made of
-
- b) Parts of cars are made of
- c) Designer clothes can be made of
- d) Handbags are made of or

2. Look at the sentences above and complete Rule 1 in the box below. Then, circle the right option in italics in Rule 2.

Rule 1: We use the verb _____ (in the right tense) + **past participle** to form passive sentences.

Rule 2: We use a passive sentence when we are interested in the result of the action / who is responsible for it.

3. Look at the sketches 1-5 below. Which of the objects were introduced during the Byzantine period?

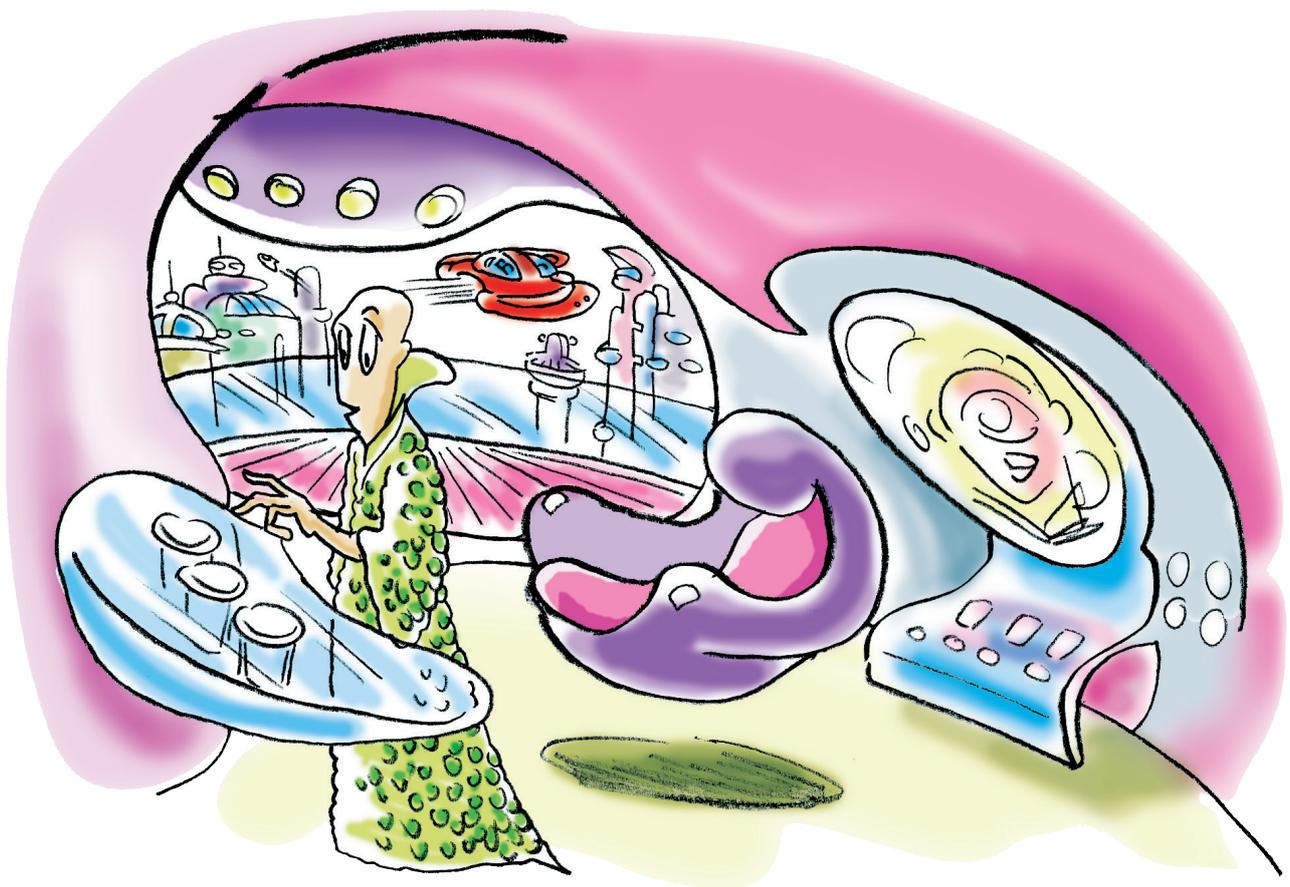


- 4. In pairs, take turns and think of 5 objects each. Your partner must guess the object. Use the expressions in the box.**

**It's made of...
It's used to/for...**

- 5. What materials will be used in future?**

Look at the drawing and discuss your ideas with your partner.



Lesson 2

Silk

AIMS

- To listen in order to follow the sequence of events
- To listen for dates

Listening &



Speaking

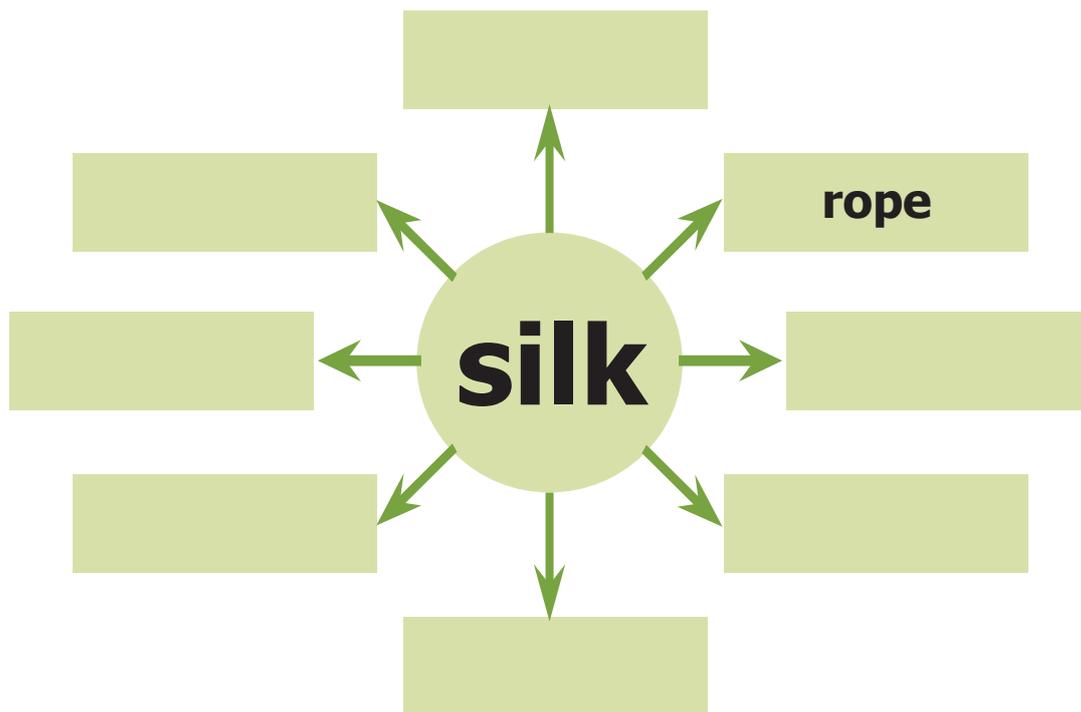
Pre-task

1. Look at the pictures below. What do you see?





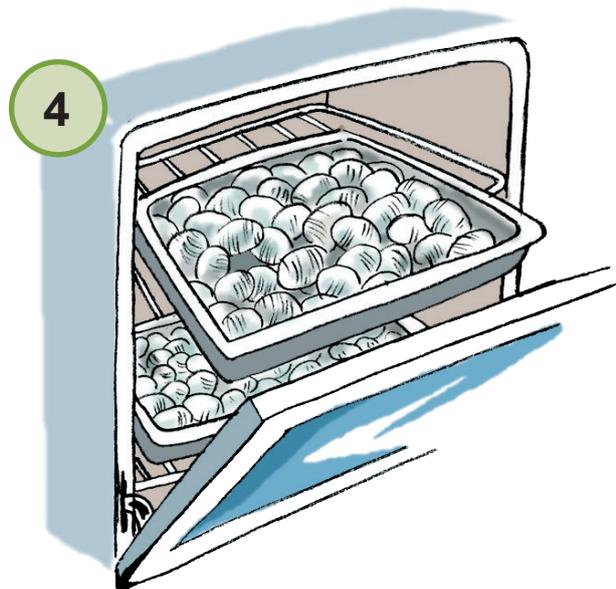
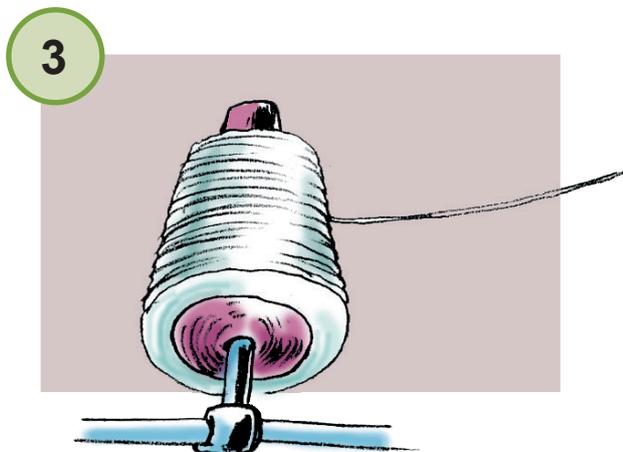
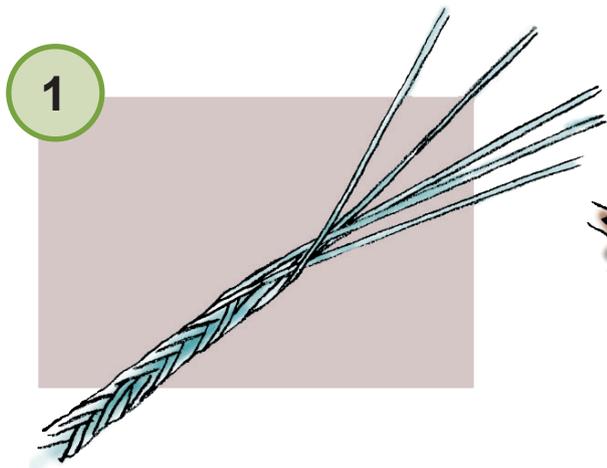
2. In pairs, complete the spidergram below with objects made of silk.

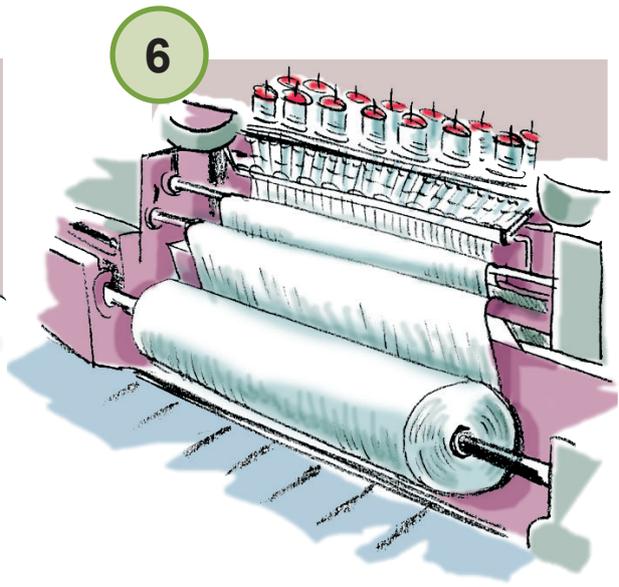
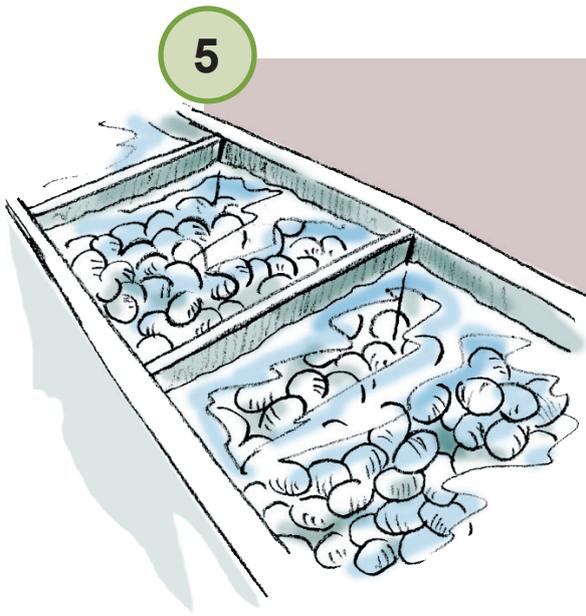


- 3. What do you know about silk? In pairs, write down your answers to the following:**
- a) Where does silk come from?
 - b) How is it made?
-

Task 1

You are going to hear a school lesson on the History of Silk. Listen to the recording and write the order in which you hear the following stages in producing silk.





Mediterranean sea



Mini project

The picture above shows the Silk Route across the centuries. In groups of three, use your Geography book and the Internet to find the Route taken for other products, e.g. **spices, potatoes, cotton, tea, coffee**. Draw your own map and a timeline and present it in class.

Task 3

1. Look at the following uses of silk. In pairs, tick ✓ the possible uses.

USES OF SILK	
fishing lines	
shoes	
clothes	
musical instruments	
roads	
string	
money	
paintings	
gifts	

2. Look on the Internet to check your answers. Are there any **AMAZING FACTS** about the use of silk? Report to the class.

Task 4

How was silk connected with social status in the past? Look at your History book and write statements about the use of silk to show social ranking.

E.g. In ancient China, silk was only used by the Emperor and his family.

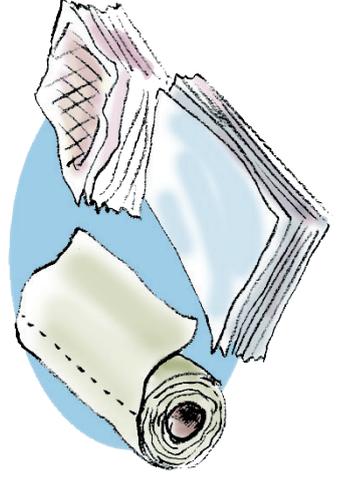
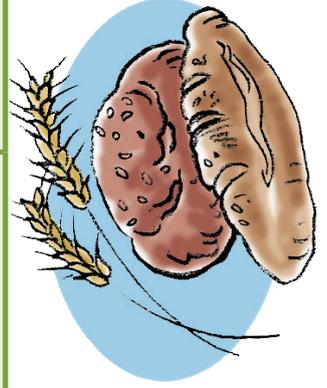


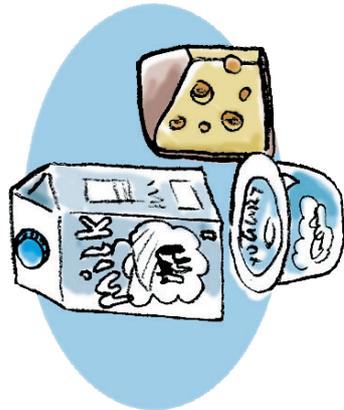
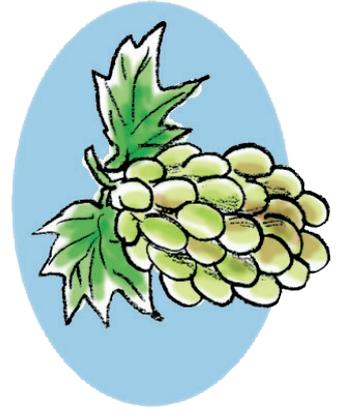
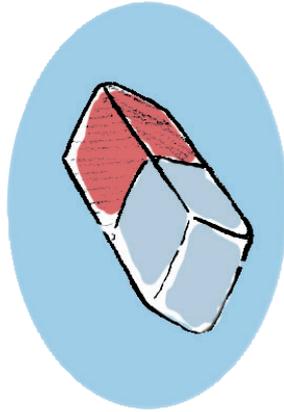


Speaking

1. Look at the table below. Match the products in the visuals to the correct verb in each column.

Invented	Discovered	Produced	Made	Grown





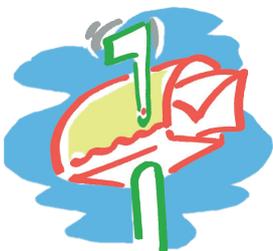
2. In small groups, ask and answer questions about the products in the table. What else do you know about them? Use the language forms in the box to help you find the information you need.

Asking questions:

When was ... discovered/invented? Where is it produced/made/grown?

Answering questions:

Gold was discovered in California over 100 years ago. Jewellery is made of gold. Milk is produced in Thessaly. The steam engine was invented by James Watt in 1769.



Grammar

1. In pairs, look at the sentences below. The words in bold say WHO the "doer" of the action (the agent) is. Use the agent to form ACTIVE sentences meaning the same.

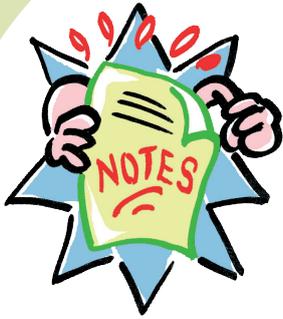
- a) The first walkie-talkie was developed by **Motorola** for military purposes in 1940.
- b) In China, silk was used only **by the emperor and his family**.
- c) Silk is produced **by silkworms**.

Motorola _____

2. Look at the sentences above and complete **Rule 1** in the box below. Then circle the right option in italics in **Rule 2**.

Rule 1: In a passive sentence, when we want to mention WHO did the action we use the preposition _____ before the agent.

Rule 2: We mention the agent only if it is / is not important.



Writing

1. Read the information in the letter below and in the **Product Order Form** about an order sent to **Amazon** internet service. A school boy ordered CDs but he hasn't received them yet.

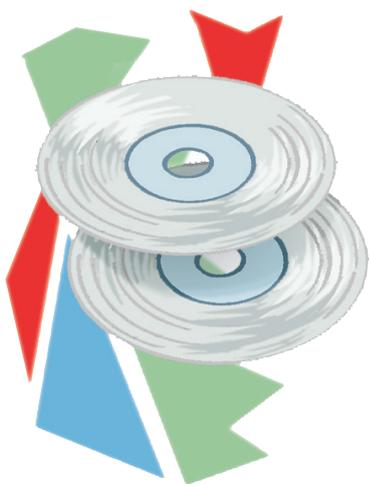
Dear Sir or Madam,

Three weeks ago, on the 18th of March, I ordered a new CD album from your company but it still hasn't arrived.

Could you please check when it was sent?

Yours thankfully,

Christos Papparisteidis



Product Order Form

Product: Music Vibes CD
Album #5

Ordered: 18th Mar

Sent: 29th Mar /
Express

Paid: 20 Euros /
credit card

Out of stock.
Arrived on 28th Mar.

Courier services on
strike for 5 days.

Package sent to
wrong address.

Resent on 10th Apr.
Discount 20%.

2. Now look at the notes made by the Amazon staff on the Product Order Form and write an email from the company manager to explain what has happened. Begin your email like this:

Dear Christos,

We are sorry about the delay in sending the CD's ordered.

Unfortunately,

.....

.....

.....

.....

.....

Lesson 3

Ancient constructions

Project - Ancient Constructions & Mysteries

1. It is a mystery how certain ancient constructions were built or what their purpose was. No one can imagine the technology people used in those days to build the **Pyramids**, **Stonehenge**, the **Moai** on **Easter Island**, or even the **Lighthouse of Alexandria**.



What do YOU know about these constructions? Who were they made by? What were they used for? In groups of four, try to find relevant information and present it in class.



2. **What other impressive constructions, discoveries or inventions from around the world do you know of? Draw a relevant **timeline** with the place they were found.**
3. **Read the text on the right about the invention of the first computer. Was the computer really invented by **Charles Babbage**? What do you know about the **Antikythera Mechanism**? (You can find more information from a relevant internet site given on page 242 / 190).**

Computers are sold all over the world today and we cannot live without them. Many people believe that the computer was invented by a man called **Charles Babbage**. His first computer was made of wheels and lots of mechanical parts. It was driven by petrol because there was no electricity at the time.

Task

When the **Antikythera Mechanism** was discovered in 1901, it was at least 2,000 years old. The **Mediterranean Youth Forum** is organising a lecture on this early type of computer and has invited teenagers from the Mediterranean countries to prepare a lecture for their next meeting.

- a. In groups of four, collect as much information as you can about the **Antikythera Mechanism**. You can search online or visit the **National Archaeological Museum**; you can also visit the **National Technical University** and interview a specialist about the mechanism.
- b. Then prepare your lecture and present it in class. The best lecture will be sent to the **Mediterranean Youth Forum**.



Self-evaluation

Activity A

Complete the following sentences by choosing an appropriate word from each pair in the box. The pairs of words are not in the same order as the sentences.

leather / plastic
stone / wood
silk / clay
porcelain / pine
bamboo / corn

1. furniture is imported into Greece from Indonesia.
2. Tea sets and other Chinese are considered to be of high quality.
3. Greece is famous for many goods, such as belts and shoes.
4. In many villages in the Greek mountains, traditional houses are built of
5. The Emperors of Byzantium all wore purple

___/4 points

Activity B - Collocations

Match a noun from the list on the right with an adjective on the left.

- | | |
|---------------|---------------|
| a) fishing | i) status |
| b) mechanical | ii) process |
| c) social | iii) parts |
| d) natural | iv) engine |
| e) scientific | v) lines |
| f) athletic | vi) material |
| g) everyday | vii) shoes |
| h) steam | viii) threads |
| i) silk | ix) objects |

____/4.5 points

Activity C

Answer the questions using information from the **STUDENT'S BOOK**.

1. What is silk used for today?

2. What can be made from oil?

3. What is produced from clay?

4. What material is most garden furniture made of?

5. What material is made from bauxite?

6. What crop can be used to make petrol?

7. What is a soldier's belt made of?

8. What were Byzantine weapons made of?

9. What are porcelain cups and plates made from?

____/4.5 points

Activity D

Tick the things which you think are produced in each country.

	China	Greece	Italy
Toys			
Cars			
Thread			
Ships			
Weapons			
Clothes			
Porcelain			
Parachutes			

___/4 points

Activity E

Complete the following sentences by choosing the correct form of the verb in brackets.

1. It (believe) _____ that silk was first imported into Europe by the Emperor Justin.
2. The pyramids (build) _____ by the ancient Egyptians.
3. In Brazil, sugar cane (use) _____ to produce petrol for cars.
4. A great many plastic products (import) _____ from China nowadays .
5. The steam engine (invent) _____ by James Watt in 1769.
6. Olives (grow) _____ in many parts of Greece.

____/3 points

Now tick how well you can do the following:

	With difficulty	Quite well	Easily
✓ I can read a text and find specific details about places around the world	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ I can listen to a report and follow the sequence of events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ I can talk about products and how things are made	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ I can write a letter asking for action to be taken	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix I

It's your choice!

Unit 7

Magnetism and the world we live in



Reading

- A. Read the three texts below and find an example in each of the effects of magnetism. Compare your answer with your partner.**

Text A

Our planet has a magnetic field. On the earth's surface, it is weaker than the typical magnet you find on your fridge door. We see the affect of magnets in our everyday lives. It is common to see a television or computer screen shaking when a mobile phone rings next to it.

Text B

Scientists used to believe that animals used their instinct to migrate but now they know that they also use magnetic fields. Scientists believe that animals like turtles or birds have a magnetic sense. Cells in an animal's brain contain magnetite that acts like a compass needle. This helps birds to find their way when they fly north or south.

Text C

In December 1947 five military planes took off from Ft Lauderdale, Florida at just after 2 pm. An hour later the pilot sent a radio message. He said that the compasses were broken and they didn't know where they were. The mystery is why ships and planes disappear in the area of the Atlantic Ocean near Bermuda. Scientists believe that iron ore under the surface of the earth can cause a false compass reading.

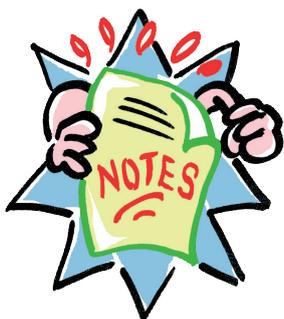
- B. Read the 3 texts again carefully and discuss with your partner which text mentions: a) the negative effects of magnetic fields, b) something electrical in a kitchen c) animals and magnetism.**
- C. In pairs, decide which of the texts mentions something mysterious.**

Task 1

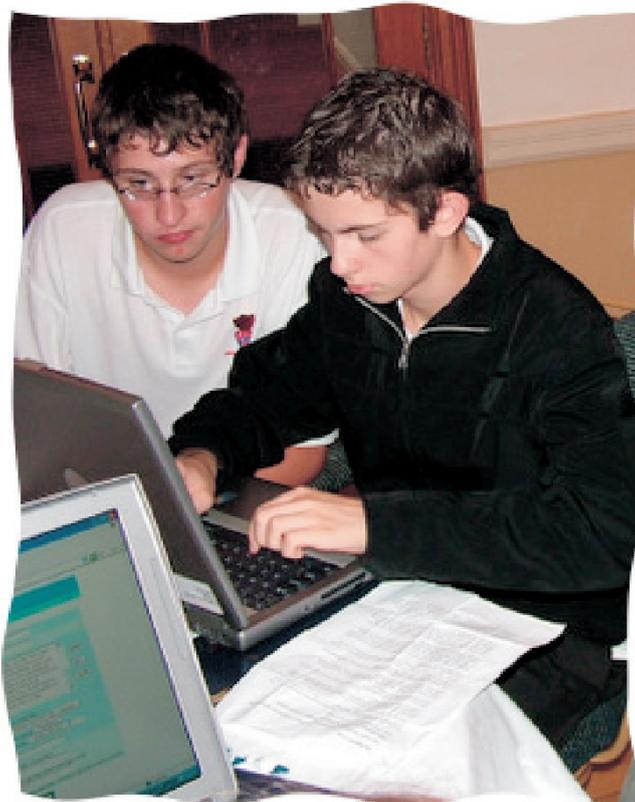
In pairs, discuss if you think there are magnets in:

- a mobile phone
- a car door
- a fridge door
- a music cassette
- a printer
- a speaker

Check your answers by looking on the internet (you can find more information from a relevant internet site given on p. 242 / 190).



Writing - Class Newspaper



A. Look at the titles of the Greek and English newspapers. What problem does each one refer to?

Τουρίστες καταστρέφουν την παραλία

Χελώνες νεκρές στα δίχτυα των ψαράδων

Cafeterias open on beach

Plastic bags harm turtles

B. As a group, write a newspaper article on how we can help the turtles survive.

You can help protect sea turtles by telling people not to drive cars or motorbikes on the beach. Tell people to be careful where they walk during the nesting seasons! You can also help by picking up rubbish along the beach. Do not throw junk on the beach and always put your litter in trash cans.

C. Create a class newspaper with different themes.

As a class you are going to prepare a class newspaper.

Decide who will be responsible for the different parts of preparing the newspaper.



- **Choose an editorial team of three. The editorial team is responsible for deciding what stories will be in the paper; where each story goes in the paper; what the headlines for each story will be.**
- **Choose an artwork team. The artwork team will be responsible for finding the photographs and the pictures for each story.**
- **Choose 2 sportswriters.**
- **Choose students to find out about fashion likes and dislikes.**
- **Choose students to find out about environmental issues.**
- **Choose students to write about some major events in the local area or city.**
- **Choose students to create and write advertisements.**

Appendix I

It's your choice!

Unit 8

Getting around

Public Transport in Athens

An English speaking friend is going to spend a few days in Athens. Look at the different ways of getting around and write a short note to tell him/her how to use each means of transport.

Choose a means of transport you think is friendly for people to use in a city and present it to the class. Give your reasons.





Lesson 2



Listening

Pre-listening

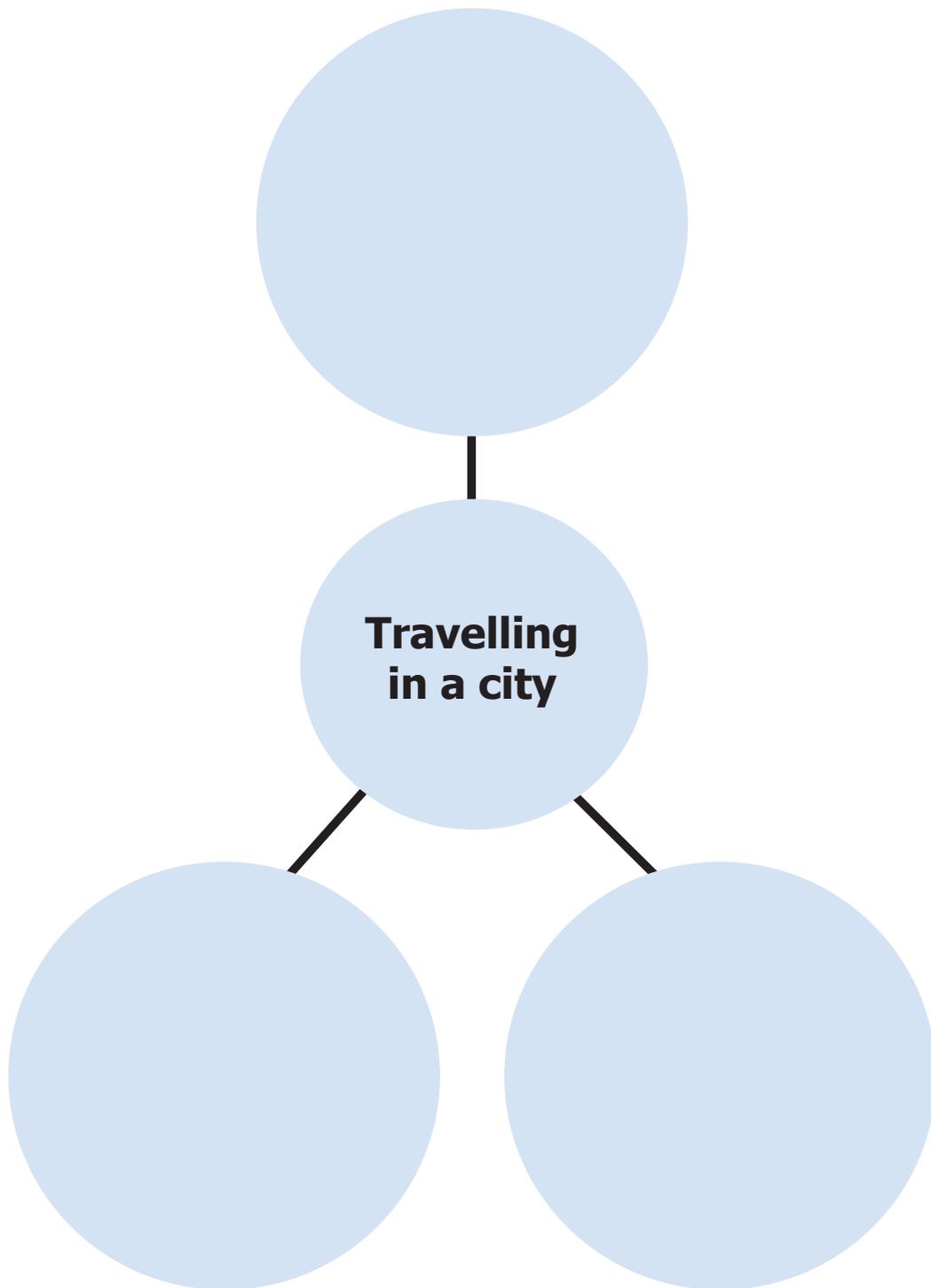
In pairs, complete the table with the name of a fast train in each country.



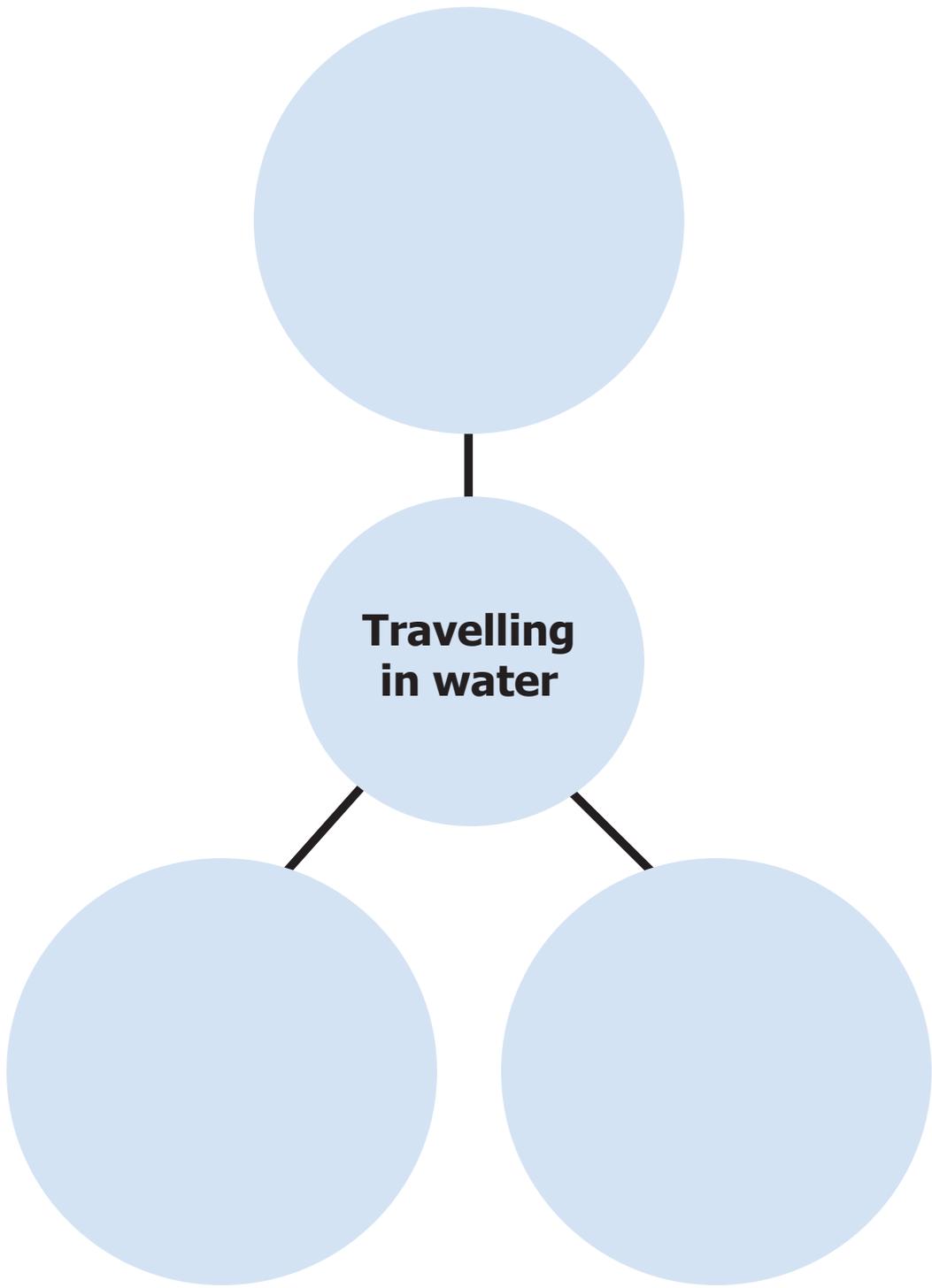
COUNTRY	NAME	SPEED
Greece		
India		
France		
England		
Japan		

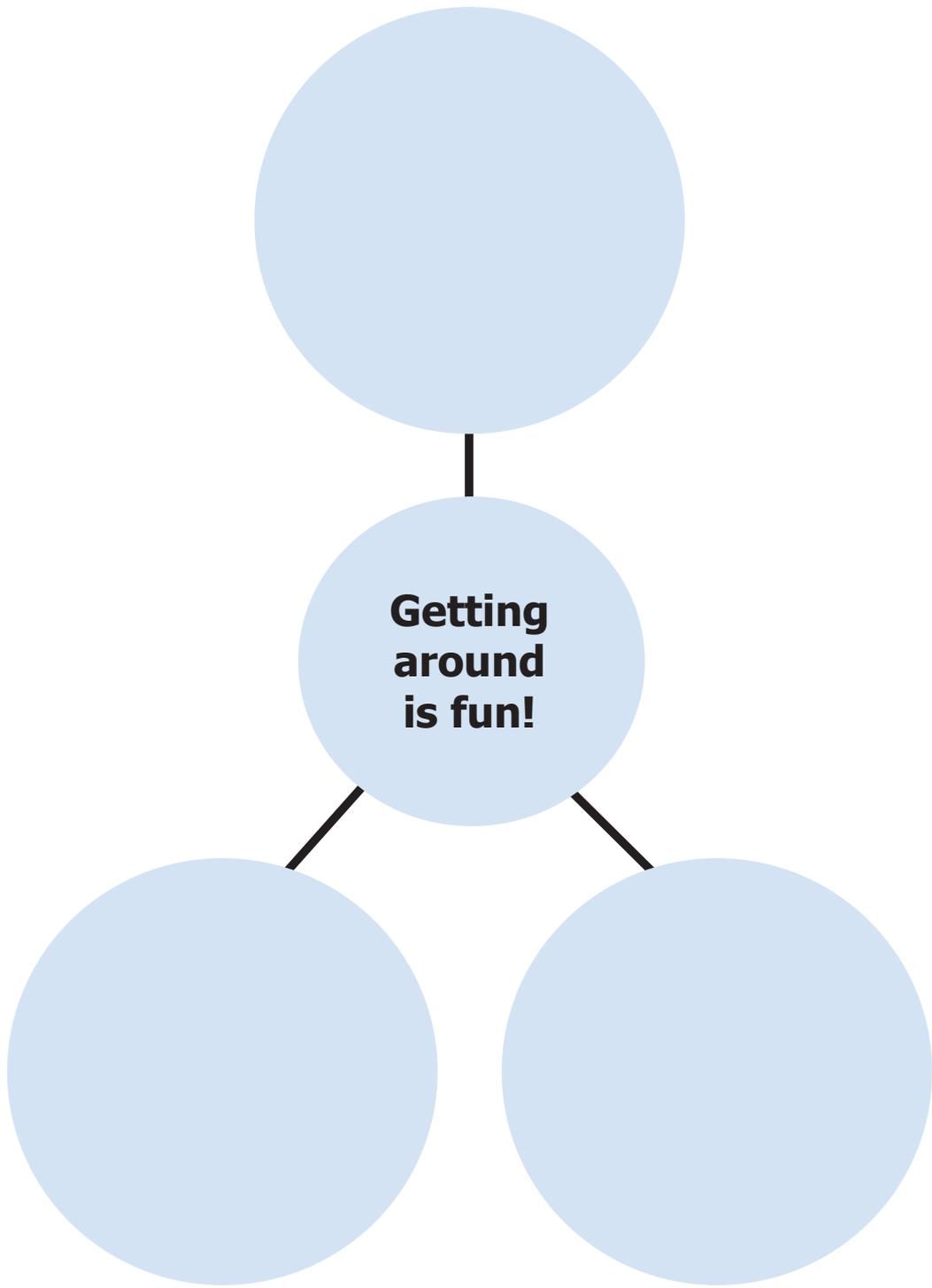
Task 1

In pairs, look through Unit 8 to find different forms of transport and fill in the spidergram.



Now do the same with the following spidergrams.





Task 2

Look at the question tags and the idioms of travel on page 68 / 91 and complete the dialogue with the correct word.



Paul: Hi, George! How are you?

George: Hi Paul! Don't ask! My neighbour's really
1)..... me crazy.

Paul: Why? What's the matter? You usually get on
well together, 2)..... you?

George: Not any more. I lent him some money and he
won't pay me back. I think he's taking me for
a 3)..... It isn't fair, 4)..... it?
I think I'll go round to his house and tell him
what I think.

Paul: Hold your 5) for a minute, George. You don't want to 6)..... the boat, do you? I mean, he's your friend. Wait and see. He promised to give you the money, 7)..... he?

George: Yes, he did but I gave him the money ages ago. I can't risk losing it, 8) I?

Paul: No, of course not. Well I hope you find a solution.

George: So do I!

Now act out the dialogue with a partner.

Task 3

Read the two texts about two teenagers who live in different areas. Circle all the words which refer to transport.

Text 1

My name's Michelle and I've lived in a big city all my life. Getting around is very easy because the public transport is good, so I don't have to get lifts in my parents' car. We live near the local underground train station so you can travel into the city centre quickly and easily. There are also high speed trains which go all over the country. My favourite transport in the city is the tram which takes you around the centre. That's how I travel when I go shopping.

Text 2

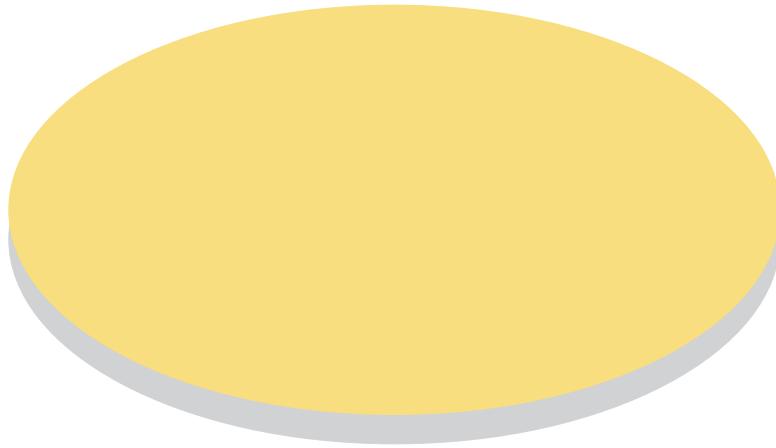
I'm Robin and I live in a small village in the heart of the countryside. The public transport is so bad that most people go everywhere by car and my mum has to give me a lift if I want to go outside the village. There's a local bus service but the bus only passes once a day so it's useless. I have to walk to school and when I visit my friends or go shopping in the village I have to cycle.

Task 4

Complete the table with the words you circled in Task 3. Ask your classmates which means of transport they use and tick the boxes.

Transport	Number of students
Underground train	

Optional: Now make a pie chart showing the information in **Task 4**.



Appendix I

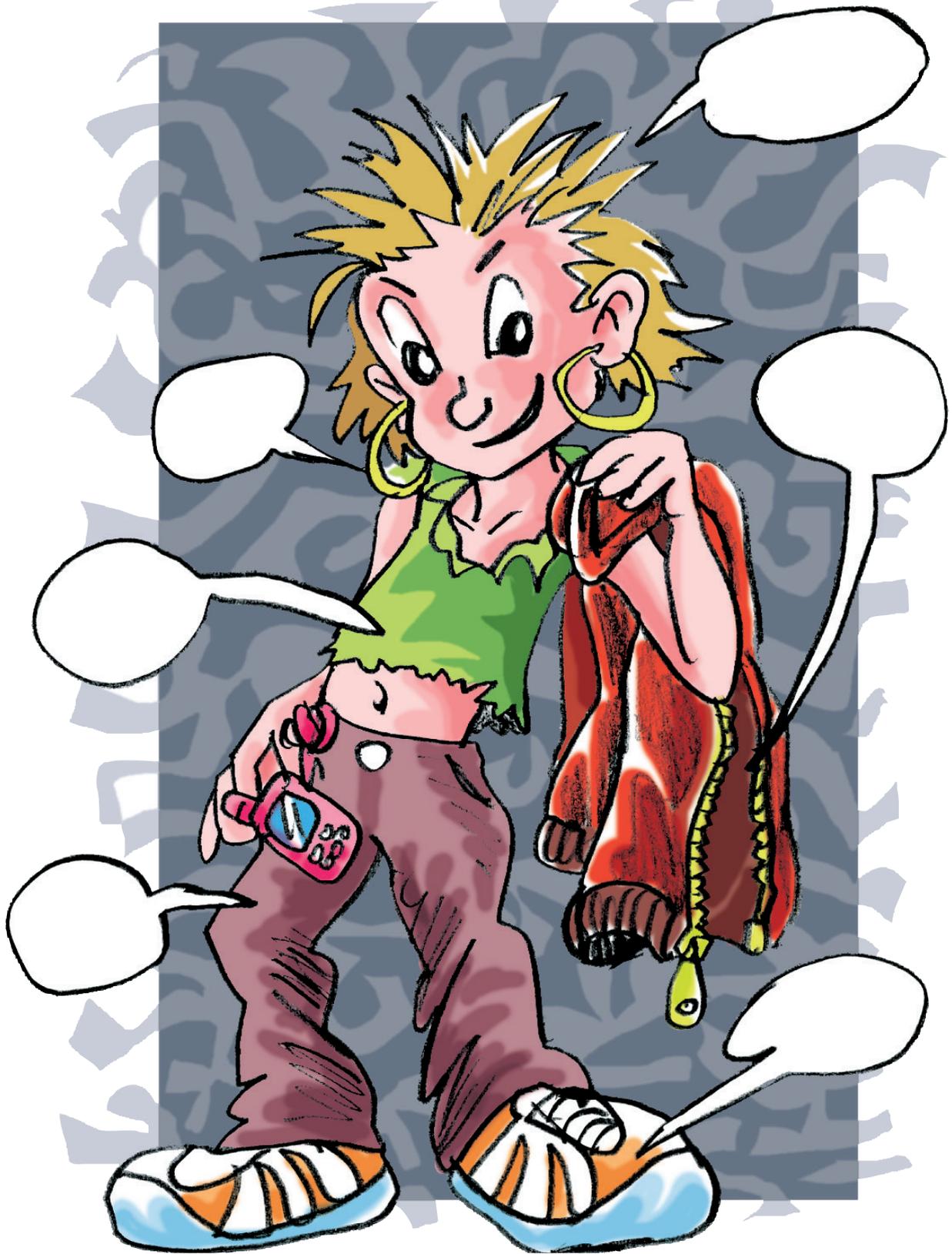
It's your choice!

Unit 9

Keeping up appearances

Task 1

Look at p. 96 / 99 and find the words to label the photograph.



Task 2

Complete the following with the correct idiom from p. 114 / 102.

1) My mum isn't happy with my marks at school. She says I'll have to

.....

2) My friend is very sensitive and she always shows her feelings. She

.....

3) "I'm having a History test tomorrow and I haven't studied anything" "I wouldn't like to

.....

4) One of the things I like most about Madonna is that she always looks great.
She's always

.....

5) My friend told me that Kylie Minogue is going to give a concert in Athens but she isn't.
My friend's

.....

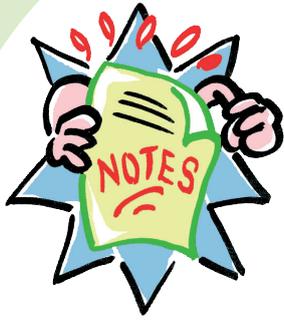
Task 3

Go around the class to find out what your classmates are wearing. Tick the boxes to complete the table. You can add some other clothes to the list in the table.

Clothes	Number of students
Jeans	
T-shirt	
Skirt	
Athletic shoes	
Sweatshirt	

Task 4

Make a pie chart to show how many students are wearing each item of clothing.



Writing - 'Teen worries'

Task 1

In pairs, look at the cartoon and write down three things that the teenagers worry about concerning their appearance.



Picture 1:

A: I am much too fat.

B: I think you look fine.



Picture 2:

A: I need to get some new trainers.

B: Why? What's wrong with the ones you've got?



Picture 3:

A: I don't like boys with nose rings.

B: But they look so cute.



Picture 4:

A: Mary feels shy because of her metal braces.

B: She's silly. They'll straighten her teeth.

Task 2

A. Read the short texts i-iv from a teen magazine where young people write about their worries and then read the advice from the magazine columnist. In pairs, rate these worries according to how important you think they are.

i) Dear Liza,
There's a girl at my school who always copies what I wear. I don't know what to do. I am afraid that if I told her that I didn't like it, she would be upset. Help!
Ashley

**ii) Dear Liza,
I wish I knew how to match my clothes. I can never get it right with the clothes to wear at parties. I need some help. Thanks!
Hannah**

**iii) Dear Liza,
My mum makes me feel awful about my jeans and short T-shirt. I wish she didn't complain all the time. All the other kids in my class are wearing their clothes like this.
Suzanna**

**iv) Dear Liza,
I wish I looked different. I want to get four rings in my ears but I am a bit scared. What do I do?
Gus.**

- 1. very serious:** _____
- 2. quite serious:** _____
- 3. not very serious:** _____
- 4. a little bit serious:** _____
- 5. not serious at all:** _____

B. Work in pairs or small groups. Look at the example answer from the magazine and discuss if you agree or disagree with the advice.

Dear ...,

If I were you I would choose my clothes according to the weather. It doesn't matter if things match. The fashion now is to wear what is comfortable so don't worry!

Hope that helps.

Liza.

Then, chose one of the problems and think of ideas to help the writer. For example, if someone doesn't know how to match clothes, you might say:

- **If I were you, I would choose clothes that have the same colours**
- **Think about the reason you need to go somewhere**

Alternative Project

So you think you can write songs?

COMPETITION

The National Radio Station has organised a competition which invites young people to write a song to see if they have the talent to be good songwriters.



The National Radio Station has organised a competition which invites young people to write a song to see if they have the talent to be good songwriters.

Task 1

Look at the poster. What is it advertising? How important are each of the following for writing a song?

- knowledge of music
- a musical ear
- finding a rhythm
- finding rhyming words
- a strong subject.

Discuss your ideas as a group.

Mini-Quiz

- Byzantine notes were: ni, pa, vu, ga, di, ke, zo. What is the music scale in the Western world?
 - What was most unusual about the composer Beethoven?
-

Task 2

In groups of three, decide on a topic area and make four short simple statements about the topic. Then, decide on a rhythm or use the rhythm of any song you know. Sing your song.

Appendix I

It's your choice!

Unit 10

A material world

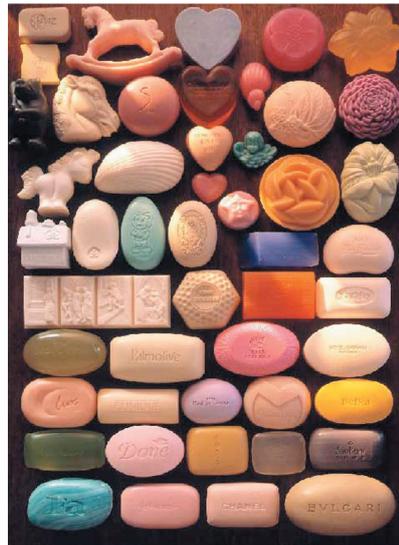
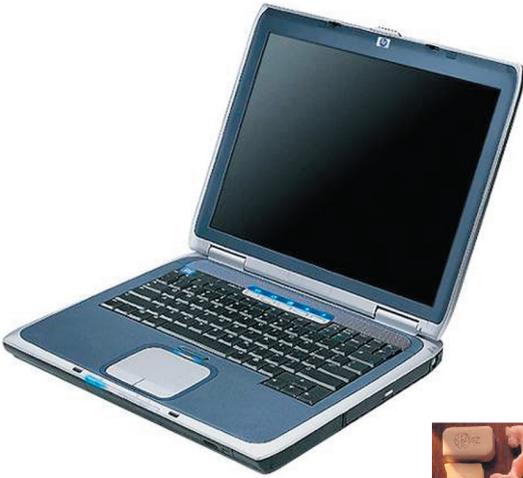


Reading

Lead-in

In pairs, look at the items in the pictures. Say what each item in the pictures is and then tick the items that are made from oil. Check your answers with your teacher.





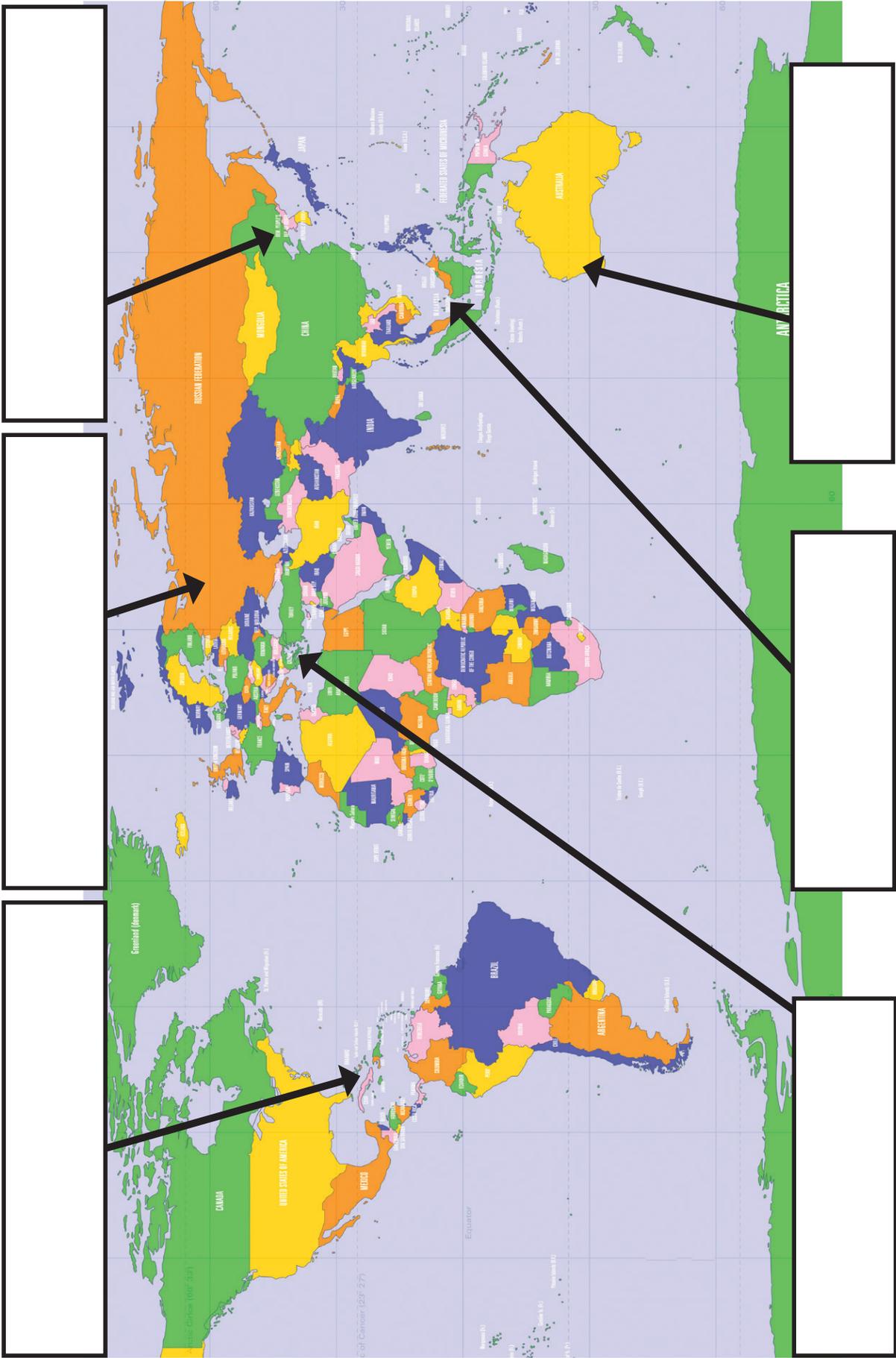
Task 1

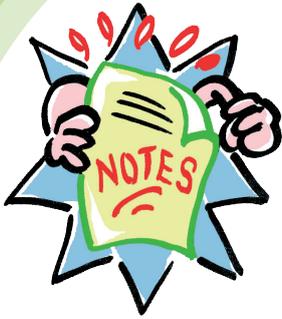
Read the text on plastic and match the objects to a country on the world map. Write the name of the object in the space for each of the six countries.

A Plastic World

Oil was first discovered in Pennsylvania in 1839. It is used to drive many kinds of machines like cars, buses, planes, and ships which are built in the USA. Oil is also used to heat our houses. Plastic is used in Indonesia to make things like supermarket bags, computers and mobile phones.

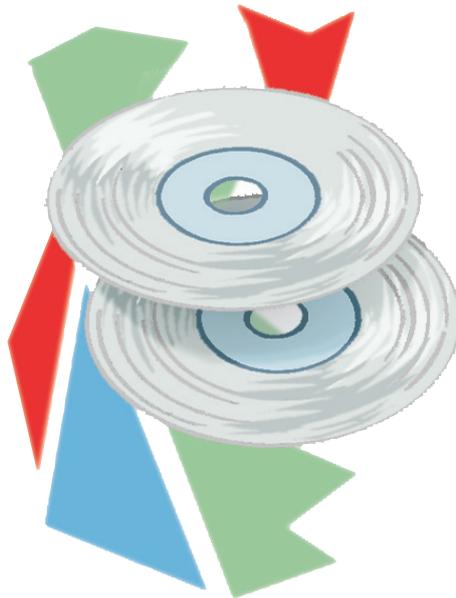
Plastic is used because it is cheap and can last a long time. Today, many toys and games are produced in China and then they are sent to different parts of the world. Expensive items like mobile telephones are made by big companies in Finland. Look around your house. How many electrical items are made in Japan? Look at your athletic shoes. Maybe they were made in India or Korea. But where does plastic come from? The answer is that plastic comes from oil.





Writing

Read the information in the letter below and in the Product Order Form about an order sent to Amazon internet service. A school boy ordered CDs but he hasn't received them yet.



Product Order Form

Product: Music Vibes CD
Album #5

Ordered: 18th Mar

Sent: 29th Mar /
Express

Paid: 20 Euros /
credit card

Didn't have any!

Holidays for 5 days.

CD's sent to wrong
address.

Re-sent on 10th Apr.

Because of problems we give a discount of 20% less on the price.

Now look at the notes made by the Amazon staff on the Product Order Form and write an email from the company manager to explain what has happened. Begin your email like this:

Dear Christos,

We are sorry about the delay in sending the CD's ordered. Unfortunately,

.....

.....

.....

Appendix II

Resources

p. 10 / 74: UNIT 7, LESSON 1: Listening

Cartoon 1

A: Ah! Look at those birds...

B: Yea! They are migrating. As it is summer, they are flying south for the winter.

Cartoon 2

C: How do you know?

B: When I lived in Africa, we used to see the birds flying over our village at this time of year. They were flying south for the summer.

A: Yea. They were going south for the winter.

Cartoon 3

C: How do they know it's north?

B: It's their instinct.

A: No, it's not only that, it's also because of magnetism.

B/C: What? [surprised tone]. Magnetism? How do you know?

Cartoon 4

A: I was watching a documentary about migration of birds last week and it said it there.

B: But the old men in our village used to tell me it was their instinct.

A: No, it's not only that. Sure, it's a mystery why, but the birds follow some kind of magnetic field to migrate when they fly south each winter.

Cartoon 5

C: And what about other animals like turtles and whales and deer?

A: Apparently, it's the same for most animals.

B: I used to think they were just following the leader bird.

A: Yes, people **didn't use to** know about magnetic fields but now scientists tell us that the fields help the animals find their way when they migrate.

B: Wow! I didn't know that! So they know which way is north and south because of magnetism?

A: Yes, exactly. They know where to migrate because they can feel magnetic forces.

C: Amazing!

A: Not really! Just physics!



Ο λόγος εκφωνήθηκε στο κλείσιμο της 12ης ετήσιας συνεδρίασης της Παγκόσμιας Τράπεζας, τον Οκτώβριο του 1957 στη Νέα Υόρκη, όπου ο Ξενοφών Ζολώτας παραβρέθηκε ως Διοικητής της Τράπεζας της Ελλάδος. Ο Ξ. Ζολώτας ξεκίνησε την ομιλία του στα Αγγλικά, και τη συνέχισε επίσης στα «Αγγλικά» αλλά με αποκλειστικά ελληνογενείς λέξεις, αν εξαιρέσουμε κάποιες λίγες αναπόφευκτες αγγλικές, δηλαδή άρθρα, προθέσεις, συνδέσμους και βοηθητικά ρήματα.

I always wished to address this Assembly in Greek, but realized that it would have been indeed “Greek” to all present in this room. I found out, however, that I could make my address in Greek which would still be English to everybody. With your permission, Mr. Chairman, I

shall do it now, using with the exception of articles and prepositions, only Greek words.

“Kyrie, I eulogize the archons of the Panethnic Numismatic Thesaurus and the Ecumenical Trapeza for the orthodoxy of their axioms, methods and policies, although there is an episode of cacophony of the Trapeza with Hellas. With enthusiasm we dialogue and synagonize at the synods of our didymous organizations in which polymorphous economic ideas and dogmas are analyzed and synthesized. Our critical problems such as the numismatic plethora generate some agony and melancholy. This phenomenon is characteristic of our epoch. But, to my thesis, we have the dynamism to program therapeutic practices as a prophylaxis from chaos and catastrophe. In parallel, a Panethnic unhypocritical economic synergy and harmonization in a democratic climate is basic. I apologize for my eccentric monologue. I emphasize my eucharistia to you, Kyrie to the eugenic and generous American Ethnos and to the organizers and protagonists of his Amphictyony and the gastronomic symposia”.

DONATION FORM

I want to support the work of ARCHELON and wish to sponsor:

Name:

.....

- | | | |
|--------------------------|---|----------------|
| <input type="checkbox"/> | A hatchling | (€ .00) |
| <input type="checkbox"/> | A mother turtle | (€ .00) |
| <input type="checkbox"/> | An injured turtle | (€ .00) |
| <input type="checkbox"/> | A nest | (€ .00) |
| <input type="checkbox"/> | I want to become a supporter
and receive the Turtle Tracks | (€ .00) |

TOTAL DONATION:

0

**p. 79 / 94: UNIT 8, LESSON 3:
Ideas to help people in Namibia**

Read through the following ideas to help the poor people in Namibia. Tick the ways you think you can help and discuss your ideas in a small group:

- a) send my own bike to Namibia's poor people
- b) use all my pocket money and send it to Namibia
- c) ask my uncle for money to buy a bike for Namibia
- d) ask the local police to give me bikes that they have found
- e) put an advertisement in the newspaper for unwanted bikes
- f) sell my old clothes to raise money
- g) send e-mails to my friends to ask them for their old books
- h) sell my bike and send the money to Africa

Mark Stephen discovers the importance of the bicycle as a global barometer of social, economic and environmental change.

Namibia's scattered population faces a huge struggle against poverty and AIDS. A bicycle can provide great freedom - access to healthcare,

education and work - that sheer distance often renders impossible. Taking a trip across this vast country, Mark sees for himself the impact that owning a bicycle can have on the lives of Africa's rural poor.

p. 80 / 94: UNIT 8, LESSON 2: Pre-listening, Task 4

Read the short text below about the Maglev train to find out how it is different from the trains in Greece. Check your answer about the meaning of 'Mag'.

Is it a Bird? Is it a plane?

Nope, only Shanghai's flashy new Maglev, the world's fastest train. Way ahead of its time years ago, the still-futuristic magnetic levitation system may soon be the way to travel everywhere.





Appendix III

SELF-EVALUATION

UNIT 7

ACTIVITY A

were having
told
invented
thought
was joking
showed
proved
was trying
tried
leaked

ACTIVITY B

- a) invented
- b) discovered
- c) invented
- d) discovered
- e) invented

ACTIVITY C

- i) d**
- ii) e**
- iii) c**
- iv) a**
- v) b**

ACTIVITY D

- a) emigrants**
- b) immigrants**
- c) migrate**
- d) emigrate**
- e) immigrate**

ACTIVITY E

- i) c**
- ii) e**
- iii) d**
- iv) b**
- v) a**

UNIT 8

ACTIVITY A

- a) who
- b) whose
- c) when
- d) where
- e) which

ACTIVITY B

- 1. c
- 2. d
- 3. e
- 4. b
- 5. a

ACTIVITY C

- 1. No entry
- 2. Dead end
- 3. Men at work/ Road works
- 4. Turn left
- 5. Buses only

ACTIVITY D

- i) e
- ii) a
- iii) d
- iv) c
- v) b

ACTIVITY E

- i) hit**
- ii) horses**
- iii) drives**
- iv) boat**
- v) lift**

ACTIVITY F

- a) on foot**
- b) by boat / by plane**
- c) by taxi / by car**
- d) by car**
- e) by plane**

UNIT 9

ACTIVITY A

- 1. d**
- 2. c**
- 3. b**
- 4. e**
- 5. a**

ACTIVITY B

- a) iii
- b) v
- c) iv
- d) ii
- e) i

ACTIVITY C

- 1. a
- 2. c
- 3. d
- 4. a
- 5. b

ACTIVITY D

- a) ii
- b) v
- c) i
- d) iii
- e) iv

ACTIVITY E

sportsman: d
bank employee: a
shop assistant: e
school student: b
actress: c

UNIT 10

ACTIVITY A

1. bamboo
2. porcelain
3. leather
4. stone
5. silk

ACTIVITY B

Suggested answers

- a) v
- b) iii
- c) i
- d) vi
- e) ii
- f) vii
- g) ix
- h) iv
- i) viii

ACTIVITY C

1. To make bed sheets/ ties/ blouses.
2. make-up, candles, margarine, plastic
3. porcelain cups, saucers and plates
4. bamboo
5. aluminium
6. sugar cane

7. leather
8. copper or iron
9. clay

ACTIVITY D

Suggested answers

Toys: China, Greece, Italy

Cars: China, Italy

Thread: China, Greece, Italy

Ships: China, Greece

Weapons: China, Italy

Clothes: China, Greece, Italy

Porcelain: China, Greece, Italy

Parachutes: China, Italy

ACTIVITY E

1. is believed
2. were built
3. is used
4. are imported
5. was invented
6. are grown

Appendix IV

GRAMMAR

UNIT 7

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.

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 was watching TV	when	the telephone rang.
When	the telephone rang		I was watching TV.
	The telephone rang	while	I was watching TV.
While	I was watching TV		the telephone rang.

Used to...

FORM

In Ancient Greece, people	used to	wear	linen clothes in summer.
When I was fifteen I		listen to	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

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?

When we give directions / information we use the following

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 8

Tag Questions; Relative Pronouns

FORM

+ Positive statement,	- negative tag?
Snow is white,	isn't it?
- Negative statement,	+ positive tag?
You don't like me,	do you?

Some special cases:

I am right, aren't I?	aren't I (not amn't I)
You have to go, don't you?	you (do) have to go...

USE

A **tag question** is a statement followed by a mini-question. The whole sentence is a “tag question”, and the mini-question at the end is called a “question tag”.

We use **tag questions** at the end of statements to ask for confirmation. They mean something like: “Am I right?” or “Do you agree?” They are very common in English.

EXAMPLES

You have a sister, don't you?

You don't know the answer, do you?

He went to India last year, didn't he?

You can play tennis, can't you?

Relative Pronouns

FORM

relative pronoun	use	example
who	subject or object pronoun for people	I told you about the girl who lives next door.
which	subject or object pronoun for animals and things	Do you see the dog which is lying and things in the garden?
which	referring to a whole sentence	He couldn't swim which surprised me.
whose	possession for people animals and things	Do you know the boy whose mother and things is a teacher?

relative pronoun	use	example
that	subject or object pronoun for people, animals and things in defining relative clauses (who or which are also possible)	I like the dress that Anna is wearing.

relative adverb	meaning	use	example
when	in/on which	refers to a time expression	the day when we met him
where	in/at which	refers to a place	the place where we met him
why	for which	refers to a reason	the reason why we met him

USE

We use relative clauses to give additional information about something without starting another sentence.

EXAMPLES

The boys lived in a house which was next to the sea.

I don't care where she lives.

The thing that annoys her is his laziness.

UNIT 9

Wish + Past

FORM

When we want to express a desire for something to happen or to exist, we use the verb wish + a past simple form of a verb.

USE

We use wish + **past simple** to express that we want a situation in the present (or future) to be different.

EXAMPLES

I wish I spoke Italian. (I don't speak Italian)

Wish + Would

We use wish + sb or sth + would + bare infinitive to express impatience, annoyance or dissatisfaction with a present action or situation.

EXAMPLES

I wish it would stop raining

I wish the children would stop making so much noise

UNIT 10

Passive Voice - Simple Present Tense

FORM

We form the **Simple Present Passive** with 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**.

Vocabulary

unit seven

according to
brain
cargo
combine
compass
discover
donation
doorknob
emigrants
experiment
fridge
immigrants
instinct
intervals
invent
item
magnet
magnetic fields

magnetism
migrate
natural disaster
needle
nickname
north
pieces
products
roller coaster
ropes
sailors
separate
surface
transfer
volunteer
waves
wind

unit eight

a lift
ahead
backseat driver
best suited

don't look a gift
horse in the
mouth
drive someone

**crazy
engineer
hit the road
hold your horses
inventor
levitation
miss the boat
plain sailing
plastic kit
population
potential
public
transport
puncture**

**put the cart
before the horse
river bank
rock the boat
room
route
sailing
sideways
take for a ride
the end of the
road
transport
treading water
wheel**

unit nine

**aggressive
appearance
arrogant
attention
be in your shoes
beholder
blouse
cloak
confident
curly hair
dressed to kill
gear
gelled hair
good-looking**

**heel
hipster jeans
image
immature
invisible
items of clothing
knee-length
leggings
mature
outfit
pull up your
socks
quality
round-neck**

scarf
smart
spiked
hair
spotlight
spots
stereotype
success
sweat shirt

talk through
your hat
tie
tights
trendy
waist
wear your heart
on your sleeve
wig

unit ten

belt
clay
constructions
cotton
courier
grapes
instruments
leather
material
out of stock
package
parachutes
parts

petrol
pine
porcelain
relevant
silk
steam
stone
string
thread
walkie-talkie
weapons
wheat
wool

Appendix V

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

Infinitive	Past Simple	Past Participle
fall	fell	fallen
feel	felt	felt
fight	fought	fought
fly	flew	flown
forget	forgot	forgotten
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hide	hid	hidden
know	knew	known
lead	led	led
learn	learnt	learnt
leave	left	left
light	lit	lit

Infinitive	Past Simple	Past Participle
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

Infinitive	Past Simple	Past Participle
throw	threw	thrown
wake	woke	woken
wear	wore	worn
write	wrote	written

Appendix VI

MAPS

WORLD MAP



CANADA

UNITED STATES

PACIFIC OCEAN

BRAZIL

SOUTH ATLANTIC OCEAN





ENGLAND



Glasgow

Edinburgh

Great Britain

North Sea

Northern Ireland

Republic of Ireland

Newcastle

Dublin

Irish Sea

Liverpool

York

Manchester

Leeds

Sheffield

Birmingham

Bristol

London

240 / 188

English Channel



EUROPE

ICELAND

SWEDEN

FINLAND

NORWAY

RUSSIA

ESTONIA

UNITED KINGDOM

LATVIA

LITHUANIA

IRELAND

DENMARK

BELARUS

NETHERLANDS

GERMANY

POLAND

UCRAINE

BELGIUM

LUX.

CZECH REPUBLIC

SLOVAKIA

FRANCE

AUSTRIA

MOLDOVA

SWITZ.

HUNGARY

ROMANIA

CROATIA

SERBIA

BOSNIA & HERZEGOVINA

BULGARIA

SPAIN

ITALY

ALB.

F.Y.R.O.M.

PORTUGAL

GREECE

TURKEY



CYPRUS

SOURCES AND RELEVANT INTERNET SITES:

UNIT 7

- **Lesson 1** - Σελίδα 19 / 77, Reading - Προσαρμοσμένο κείμενο για το Πείραμα της Φιλαδέλφεια από:
http://www.world-mysteries.com/philadelphia_e.htm
- **Lesson 2** - Σελίδα 21 / 77 - 78, Vocabulary (Resources - p. 206 / 159) - Ο λόγος του Ξενοφώντος Ζολώτα στη Νέα Υόρκη (Οκτώβριος 1957) προέρχεται από:
<http://www.maty.gr/Library/Ζολώτας.txt>
- **It's your choice!** - Σελίδα 174 / 142 - 143
<http://www.howstuffworks.com/web-page.htm>

UNIT 8

- **Lesson 1** - Σελίδες 60 / 88 - 89, Reading - Προσαρμοσμένο κείμενο για το The Sideways Bike από:
http://www.news.bbc.co.uk/2/hi/uk_news/magazine/6375259.stm,
για το Skateboarding από:
<http://www.en.wikipedia.org/wiki/Skateboarding>
και για το Biking on water από: <http://www.news.bbc.co.uk/2/hi/science/nature/93655.stm>.

- **Lesson 3** - Σελίδα 80 / 94
<http://www.bbc.co.uk/radio4/fallandriseofthebicycle/pip/ehip5/>

UNIT 9

- **Lesson 3** - Σελίδα 127 / 106 - <http://www.costumes.org/classes/fashiondress/byzantium.htm>

UNIT 10

- **Lesson 3** - Σελίδα 164 / 118
<http://www.etl.uom.gr/mr/Antikythera/price.htm>

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SKILLS	Listening for implied information
LESSON	2. Magnetic fields p. 21
GRAMMAR	Past Continuous Vs Past Simple
VOCABULARY	Words from other languages
SKILLS	Listen and label a diagram
LESSON	3. Save the turtle p. 33
GRAMMAR	Review of Tenses and Modal verbs
VOCABULARY	The environment
SKILLS	Listing ideas and creating a programme

UNIT	Eight
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VOCABULARY	Means of transport
SKILLS	Identifying topic vocabulary
LESSON	2. Signs and travel p. 63
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VOCABULARY	Status and clothes
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VOCABULARY	Clothes design
SKILLS	Persuading

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VOCABULARY	Raw materials
SKILLS	Comparing ideas
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SKILLS	Completing a timeline
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