



**2nd Grade of Junior
High School**

STUDENT'S BOOK

Τόμος 5ος

ΣΤΟΙΧΕΙΑ ΑΡΧΙΚΗΣ ΕΚΔΟΣΗΣ

ΣΥΓΓΡΑΦΕΙΣ

Patrick Mc Gavigan

ΚΡΙΤΕΣ-ΑΞΙΟΛΟΓΗΤΕΣ

Θεόδωρος Σκενδέρης,

Σχολικός Σύμβουλος

Χαριτίνη Καρλιαύτη,

Εκπαιδευτικός

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**ΥΠΕΥΘΥΝΟΣ ΤΟΥ
ΜΑΘΗΜΑΤΟΣ ΚΑΤΑ ΤΗ
ΣΥΓΓΡΑΦΗ**

Ιωσήφ Ε. Χρυσόχοος,

Πάρεδρος ε.θ. του Παιδαγωγικού
Ινστιτούτου

ΥΠΕΥΘΥΝΟΣ ΤΟΥ ΥΠΟΕΡΓΟΥ

Αικατερίνη Λιάτσικου,

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ΠΡΟΕΚΤΥΠΩΤΙΚΕΣ ΕΡΓΑΣΙΕΣ

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»

ΠΑΙΔΑΓΩΓΙΚΟ ΙΝΣΤΙΤΟΥΤΟ

Δημήτριος Γ. Βλάχος

Ομότιμος Καθηγητής Α.Π.Θ.

Πρόεδρος του Παιδαγωγικού
Ινστιτούτου

Πράξη με τίτλο:

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

Επιστημονικοί Υπεύθυνοι Έργου
Αντώνιος Σ. Μπομπέτσης

Σύμβουλος του Παιδαγωγικού
Ινστιτούτου

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Υπεύθυνοι Έργου
Ιγνάτιος Ε. Χατζηευστρατίου**

**Μόνιμος Πάρεδρος του
Παιδαγωγικού Ινστιτούτου**

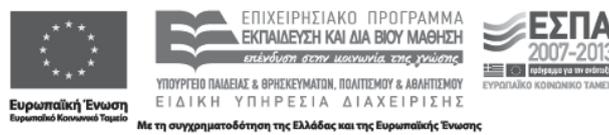
Γεώργιος Χαρ. Πολύζος

**Πάρεδρος ε.θ. του Παιδαγωγικού
Ινστιτούτου**

**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».



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

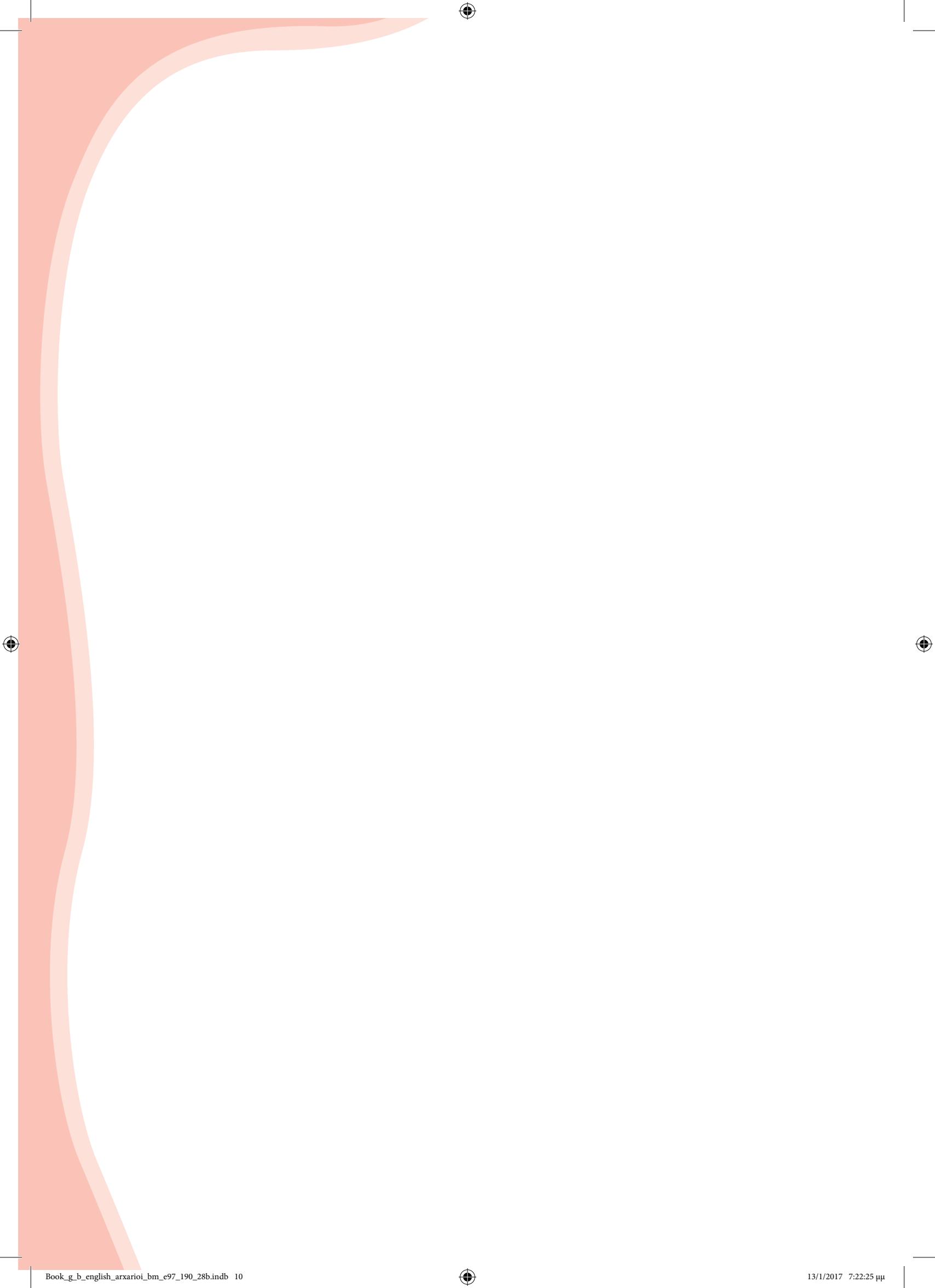
Μιχαήλ Λέβης Α.Ε.  Linguaphone

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

**2nd Grade of Junior High
School**

STUDENT'S BOOK

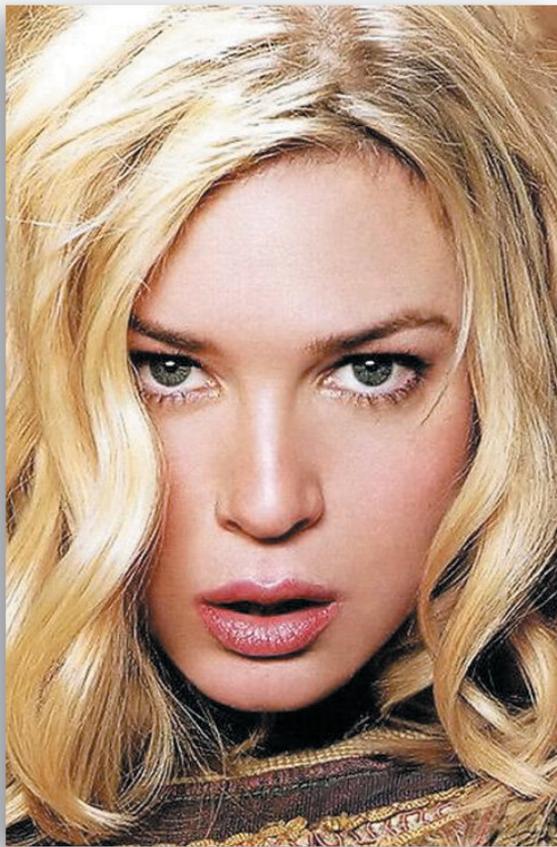
ΙΝΣΤΙΤΟΥΤΟ ΤΕΧΝΟΛΟΓΙΑΣ
ΥΠΟΛΟΓΙΣΤΩΝ ΚΑΙ ΕΚΔΟΣΕΩΝ
«ΔΙΟΦΑΝΤΟΣ»



UNIT 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...”

AIMS

- To use adjectives to describe character
- To talk about hypotheses about how someone might feel
- To introduce expressions of agreement / disagreement

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 were tall.

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



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

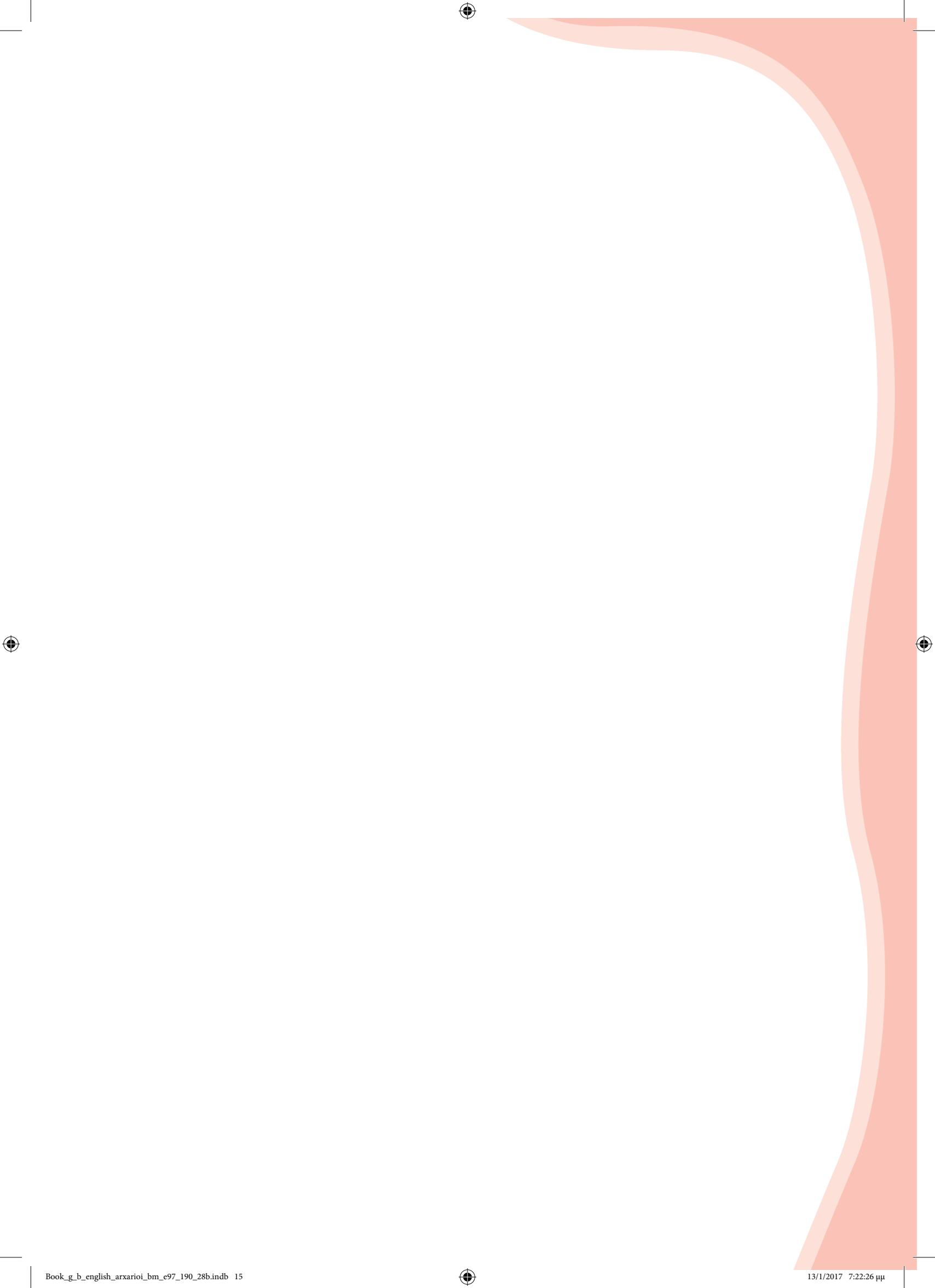
Does the way you dress show people how you feel about yourself? Use the adjectives below to talk about yourself and your self image.

Task 3

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

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



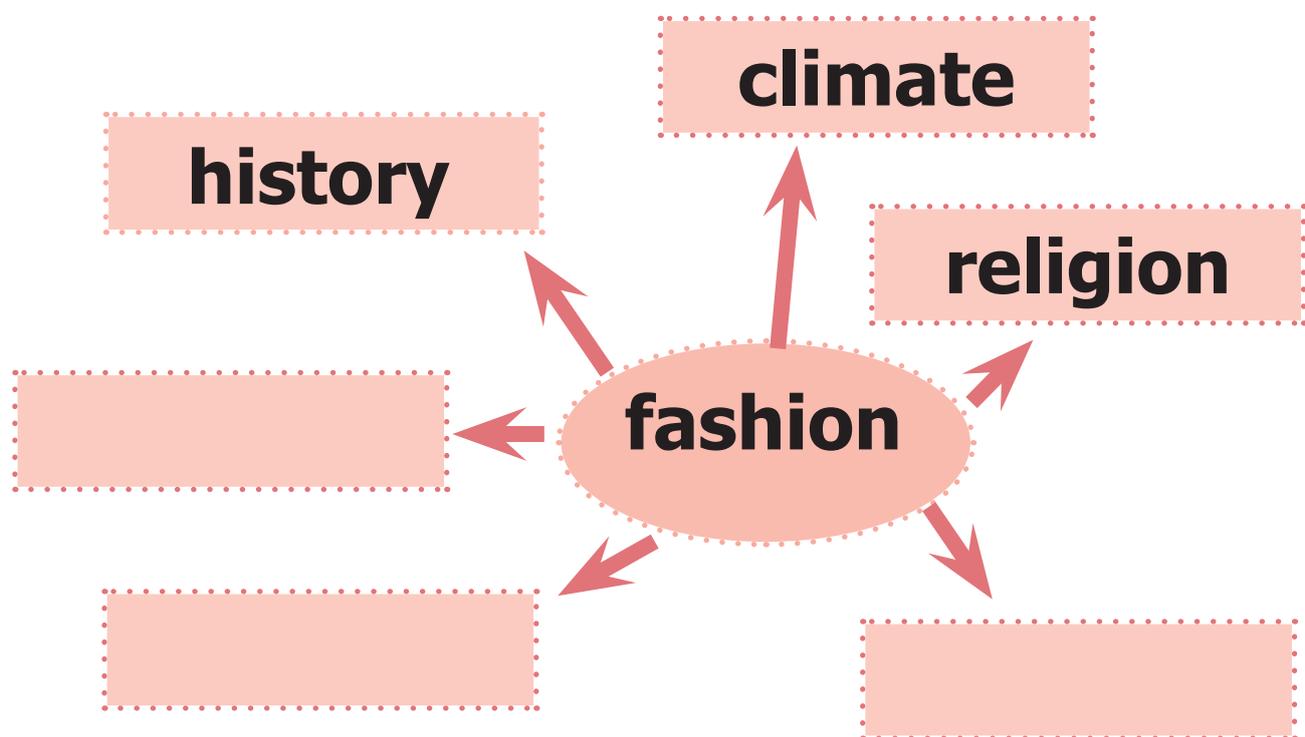
IN
knee length
skirts
waist high jeans
plain tie
smart trousers
round-neck
pullovers
long-sleeved
shirts
spiked hair
two earrings

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 149 / 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

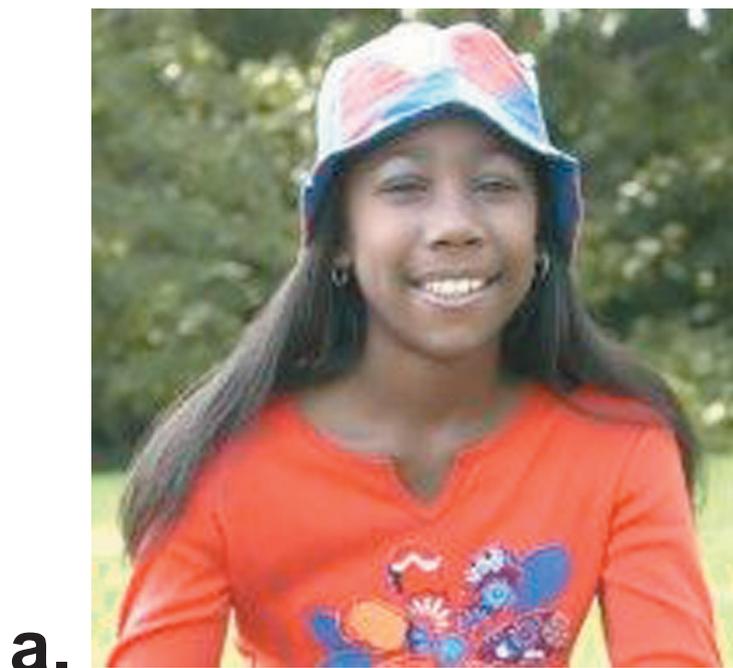


3



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.



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.

25 / 100

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 superpower, 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.



A



B



C



D



E

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.**

- 1. _____ 2. _____ 3. _____ 4. _____**
- 5. _____ 6. _____ 7. _____**

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 head-scarf 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

shoulder cape

head-scarf

cloak

boots

sandals

tights

shoes

floor-length

dress

knee-length

tunic

baldric

chlamys

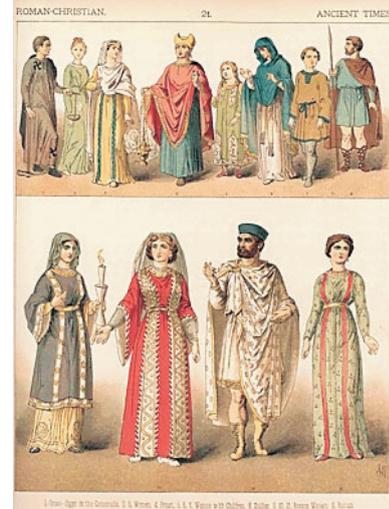
Task 1

Write the Greek equivalent for each of the items of clothing in the box on the previous page 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 on page 49 /103 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.

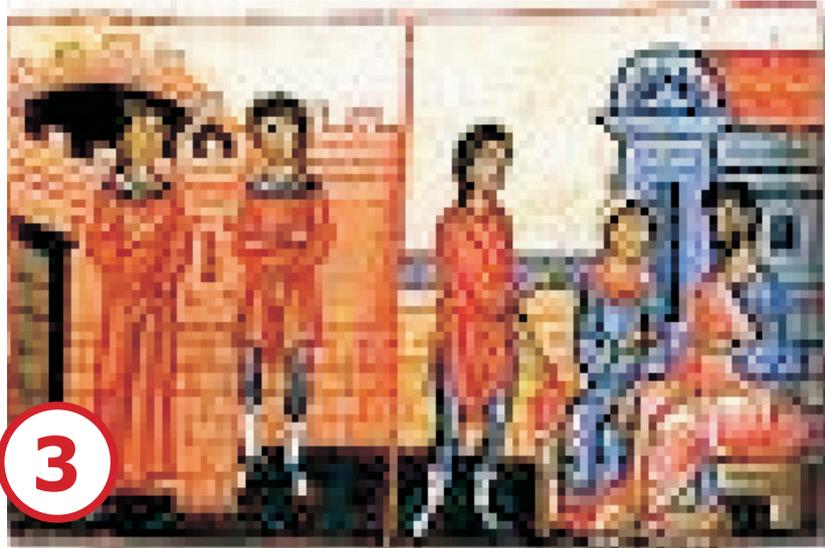
- a) a teacher _____
- b) a school girl _____
- c) a farmer _____
- d) a rich lady _____



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. 147. 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!

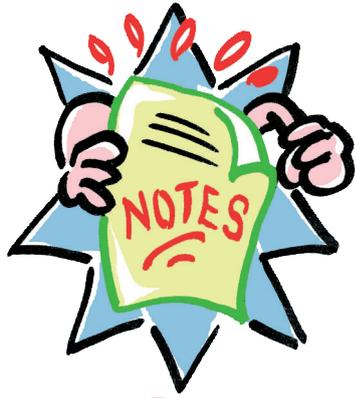
Task 3 - A guessing game

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.**

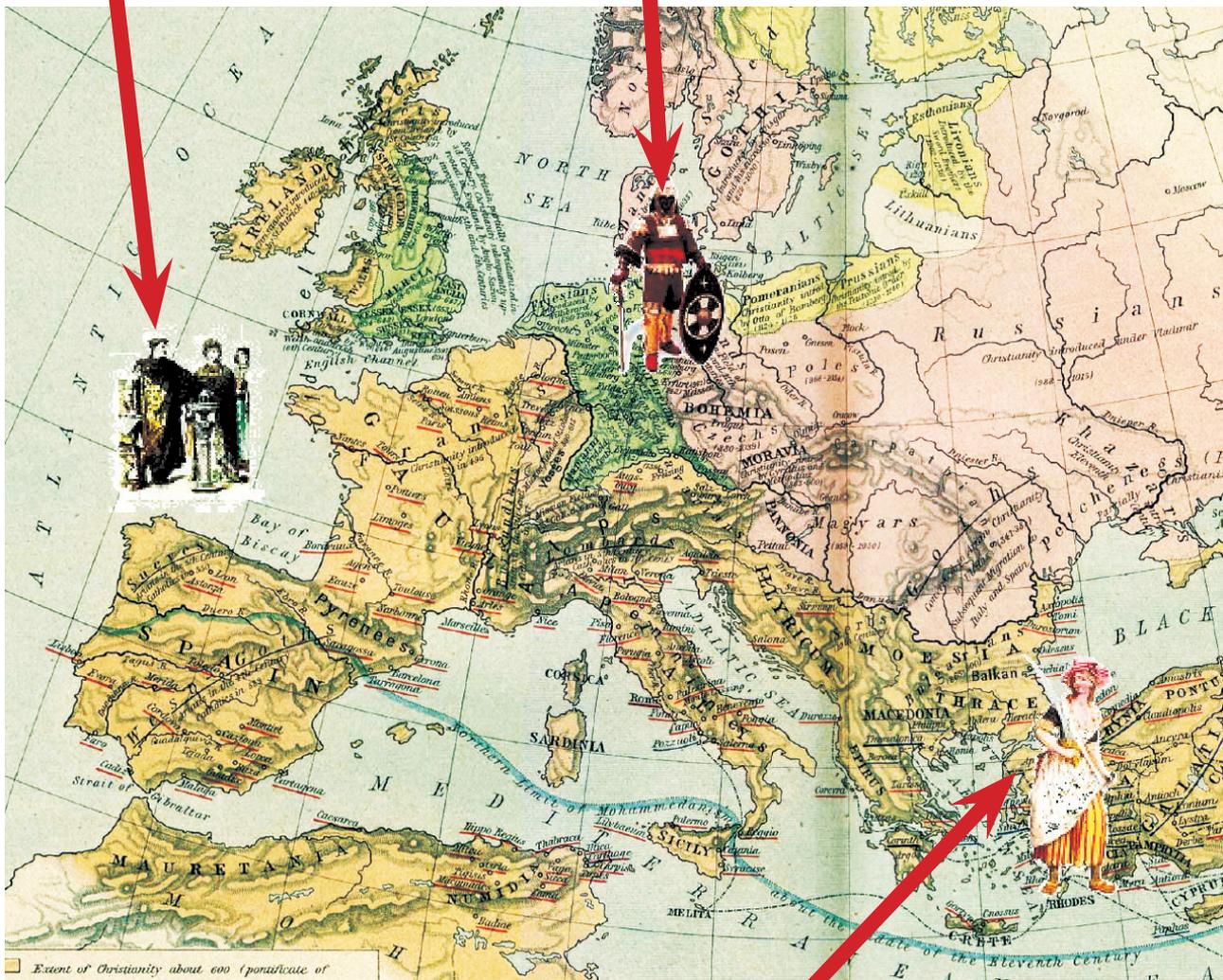
Lesson 3

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 176 / 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
 2. I would never
 3. If I had enough money
 4. I could buy a new outfit
 5. James wishes he
-
- a) was taller.
 - b) I would get a new outfit.
 - c) have a nose ring.
 - d) I didn't have curly hair.
 - e) if Dad gave me some money.

___/5 points

Activity B

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

- a) What size are you?**
- b) Does black suit you?**
- c) What size shoes do you wear?**
- d) Would you like to try on my jacket?**
- e) 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



___/5 points

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.

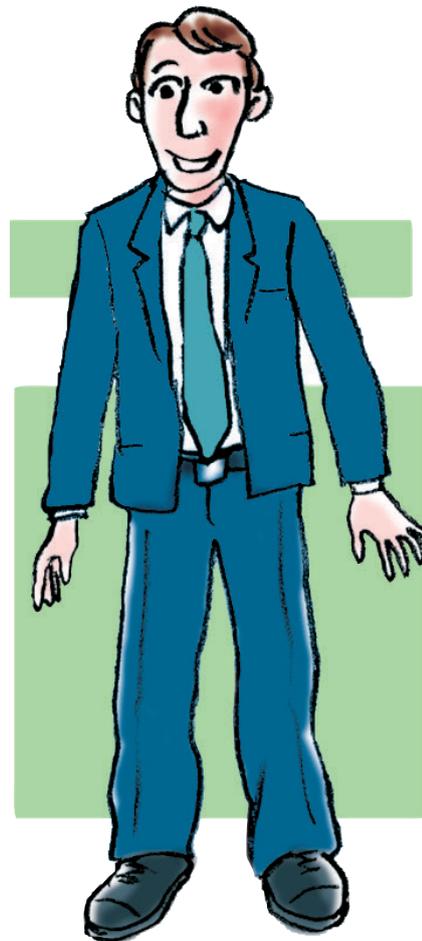
- a) He likes wearing a shirt and tie with a dark blue suit.
- b) He has three rings in his ears and one in his nose.
- c) With the period costume and wig, you wouldn't recognise her.

d) He's always in his tracksuit and athletic shoes.

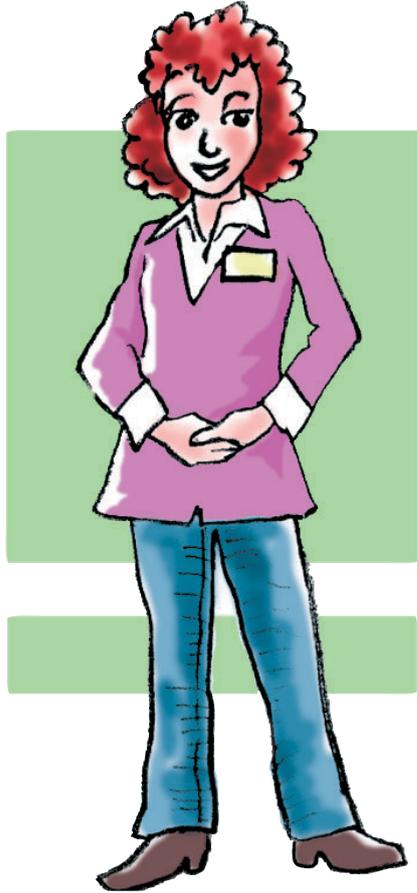
e) She wears denim jeans and a shirt under her work uniform.



1. sportsman



2. bank employee



3. shop assistant 4. school student



5. actress

___/2.5 points

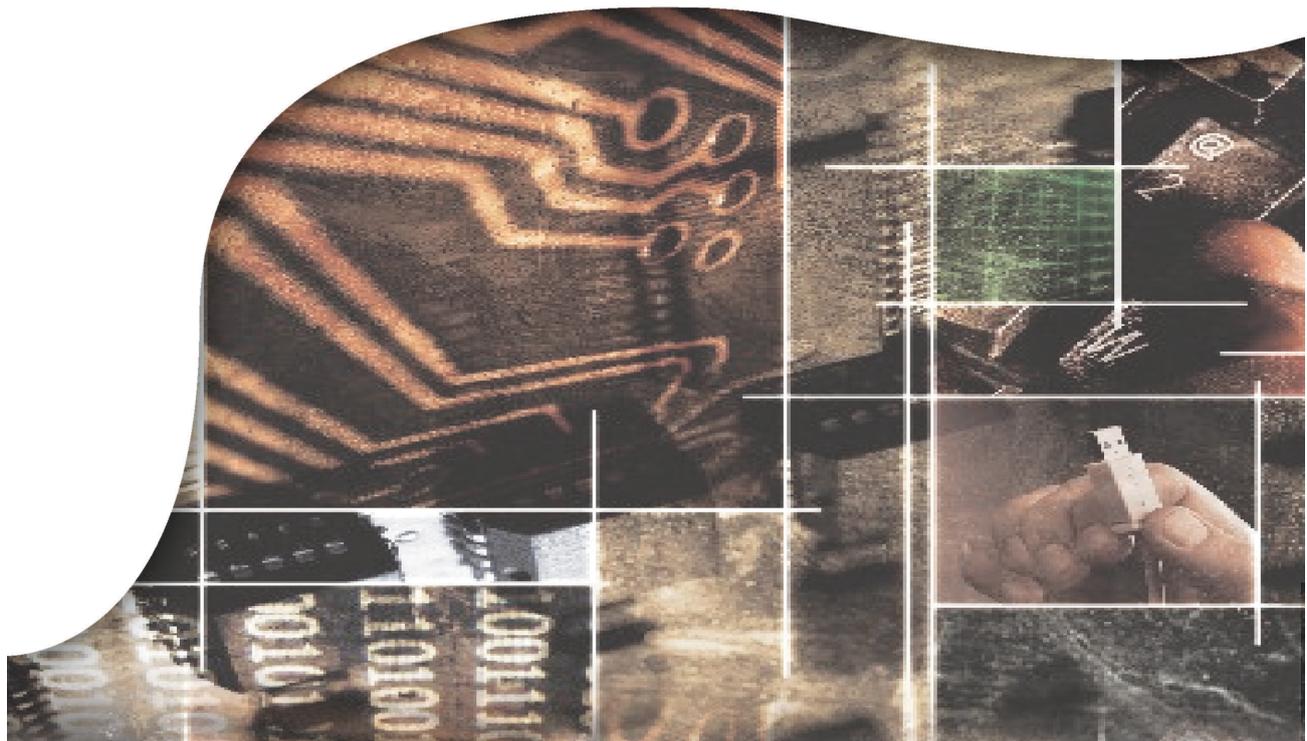
Now tick how well you can do the following:

	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 on the right. 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?**



3



4



5



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.

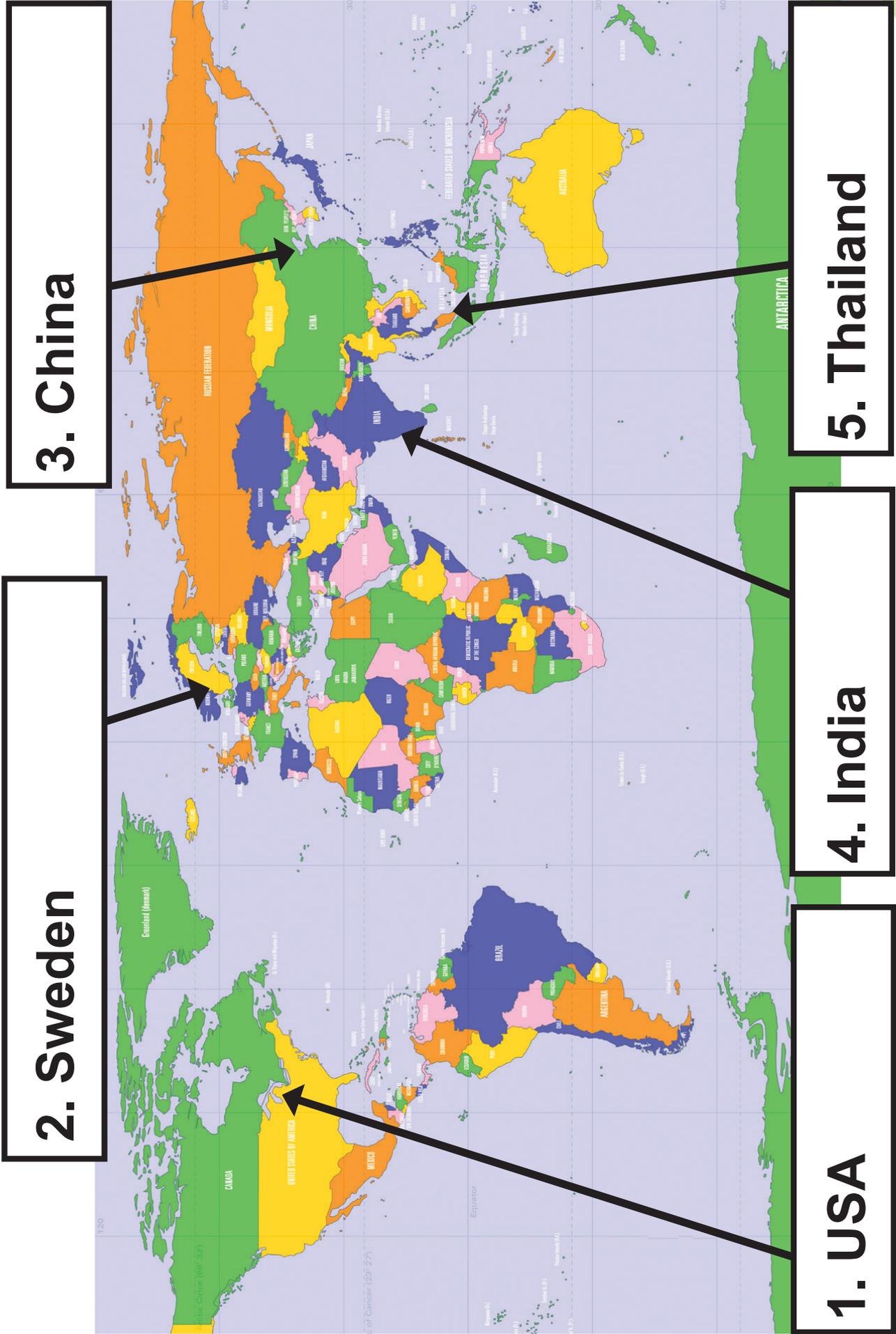
A Plastic World

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

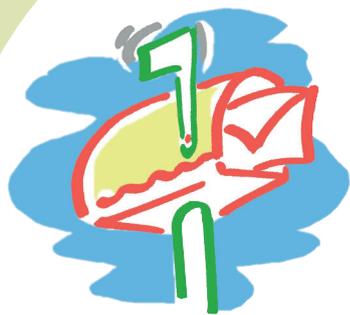
Plastic is made from oil. When we have run out of oil, what will be used in the future to make different products? In pairs, write a list of raw materials we can use to replace plastic in everyday objects. Then, compare your ideas as a class.

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

- 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

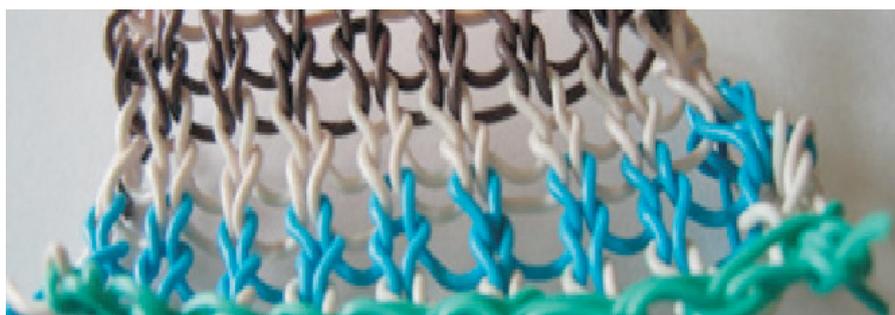
pine

nettles

bamboo

soybeans

corn



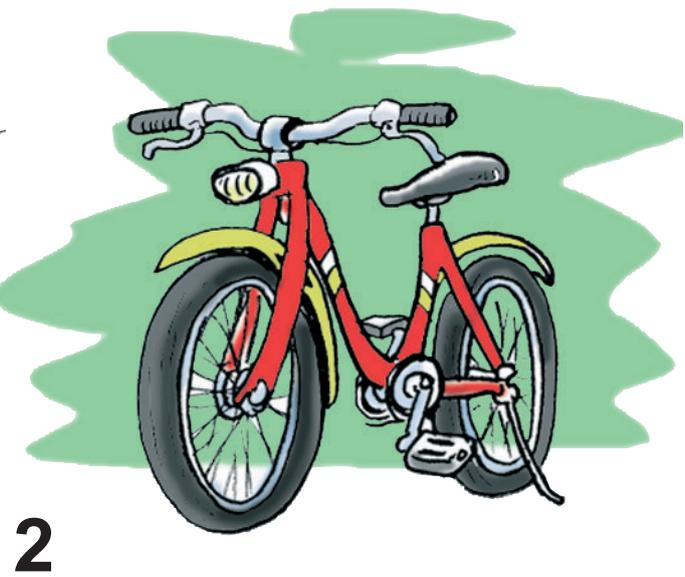
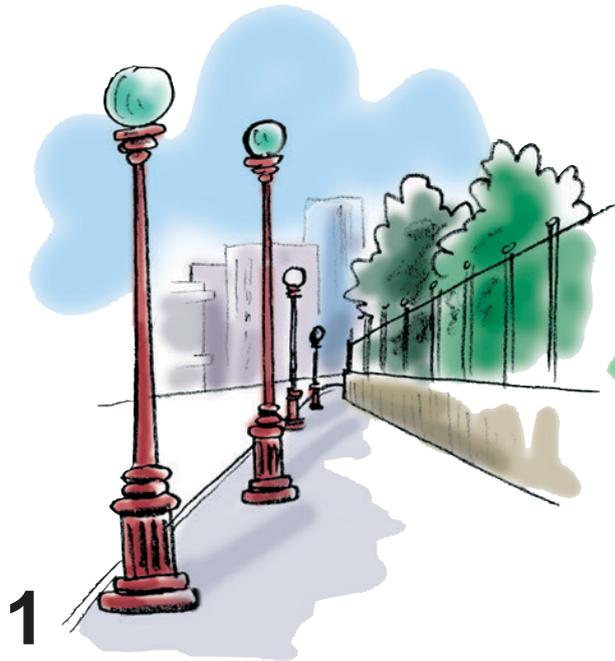
- a) Parts of mobile phones are made of
- b) Parts of cars are made of
- c) Designer clothes can be made of
- d) Handbags are made of
or

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?





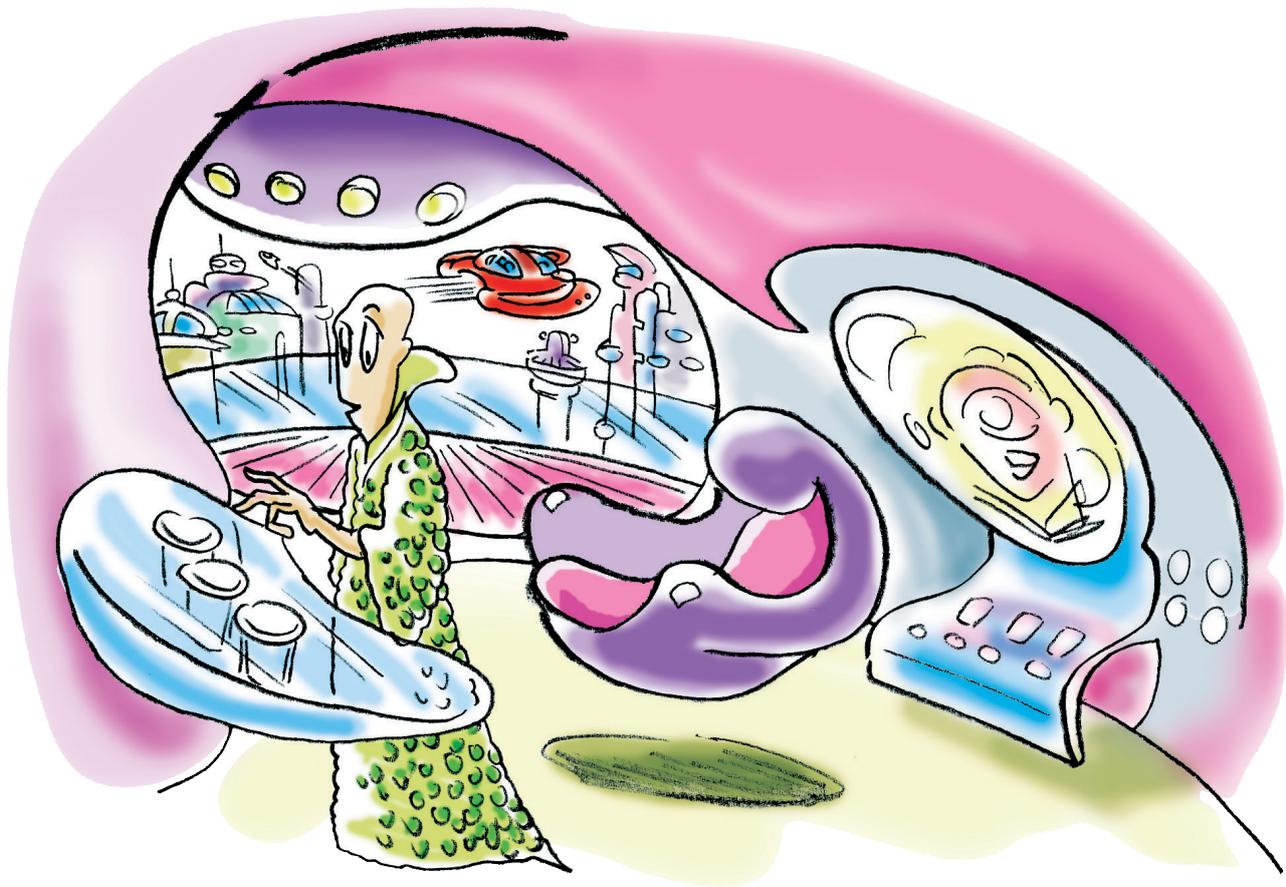
5

- 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.

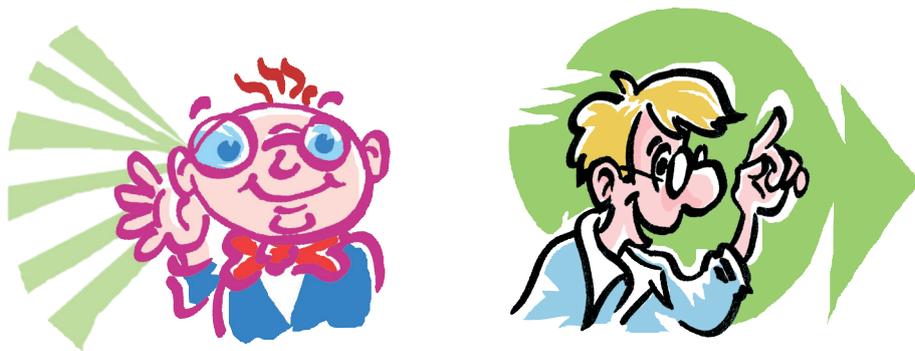


Lesson 2

Silk

AIMS

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



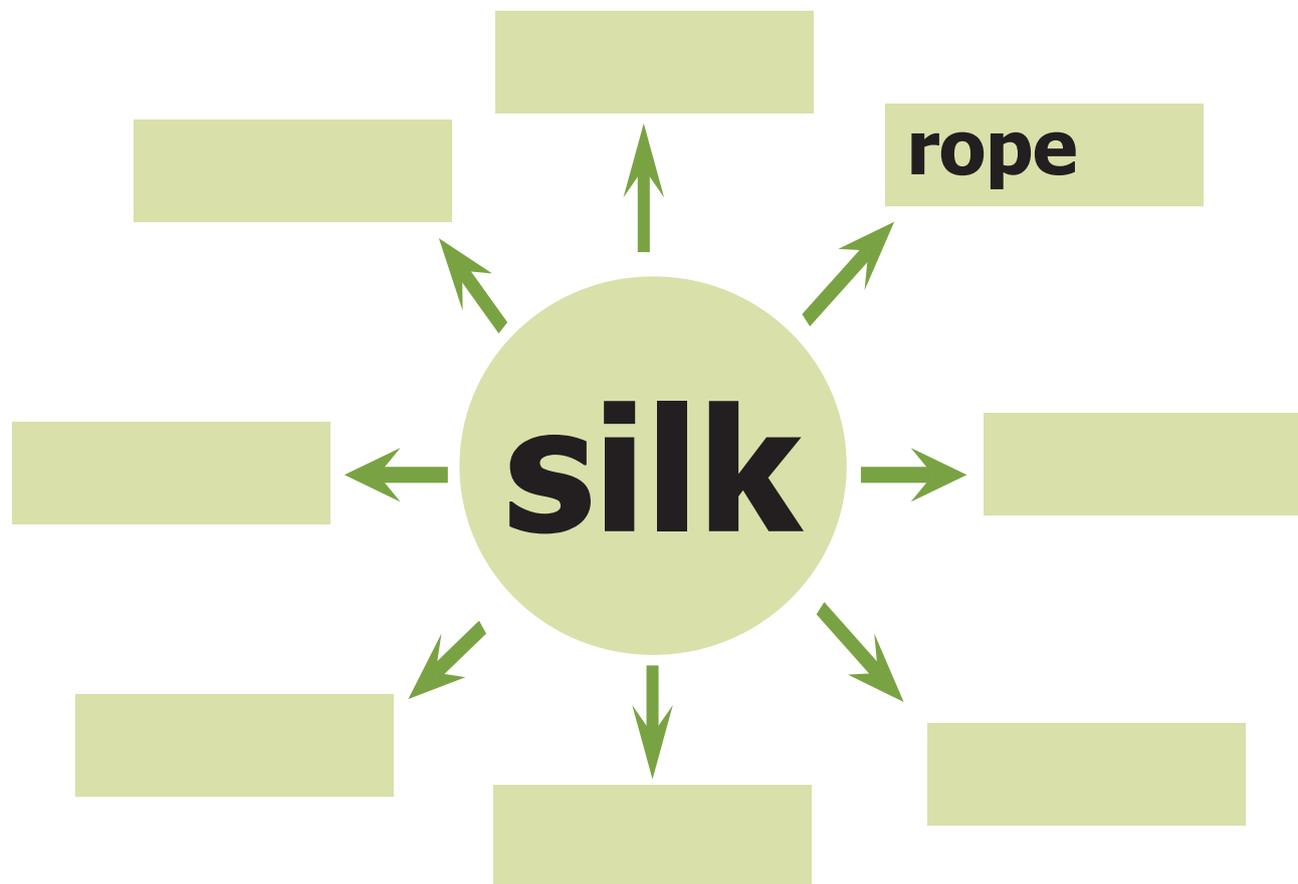
Listening & Speaking

Pre-task

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



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



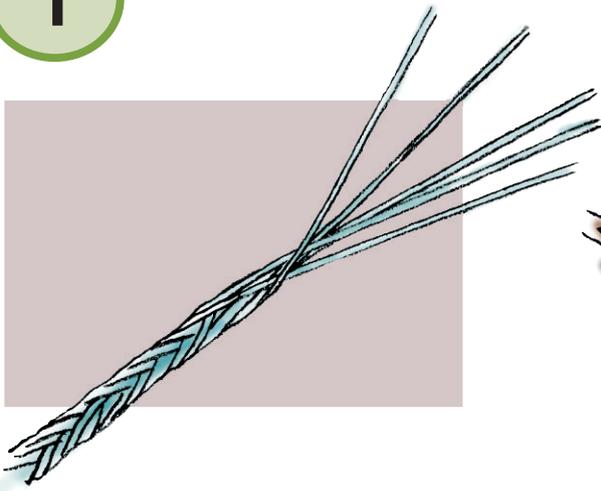
**3. What do you know about silk?
In pairs, write down your answers to the following:**

- 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.

1



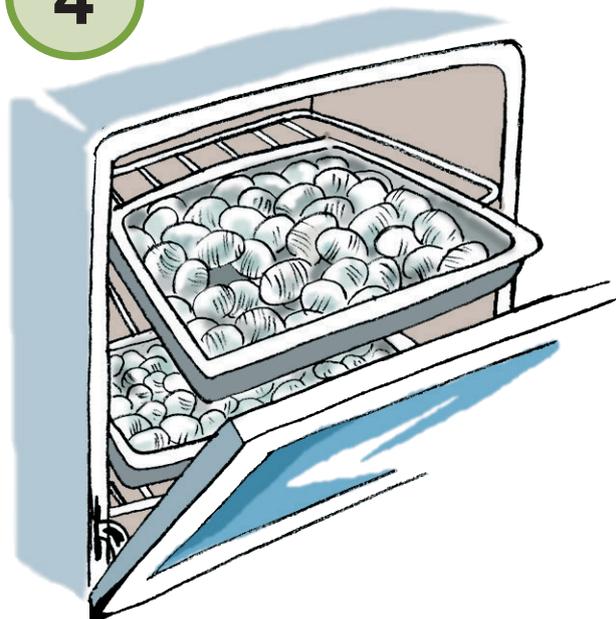
2



3



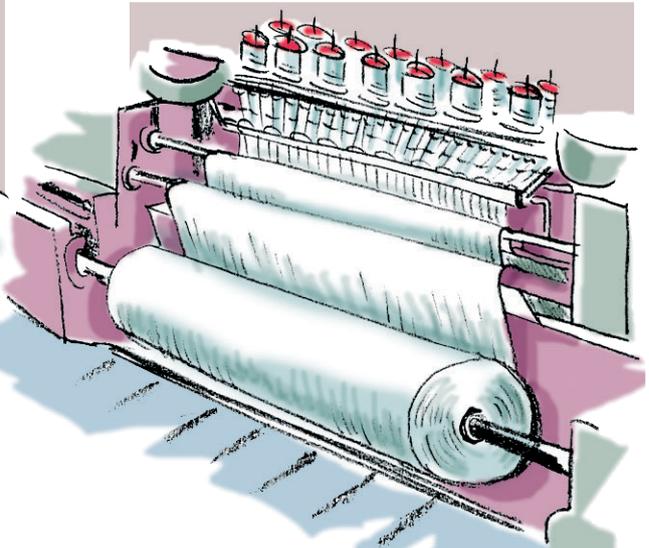
4



5



6



Task 2

Listen again to the lesson on the **History of Silk** and complete the timeline below with the area and the use of silk.

In pairs, compare your answers.

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.



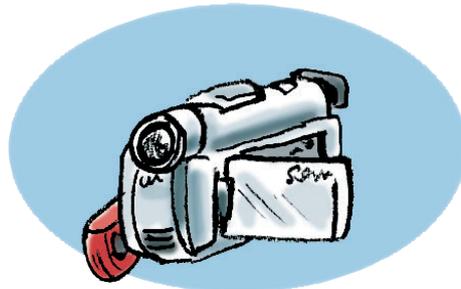


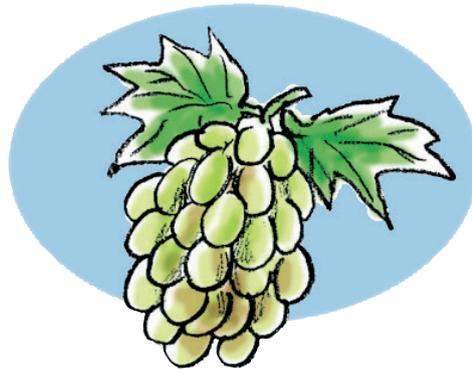
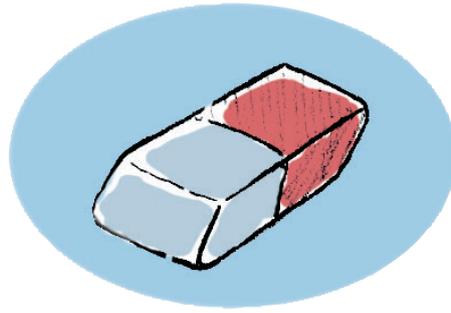
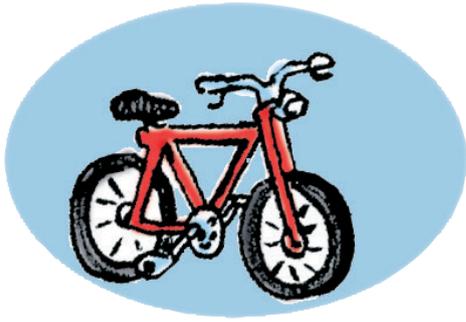
Speaking

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.

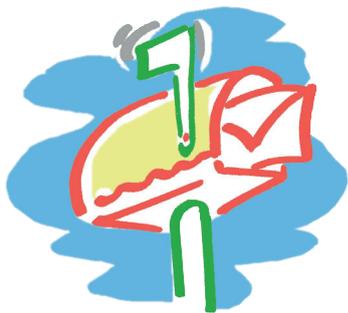
Asking questions:

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.**

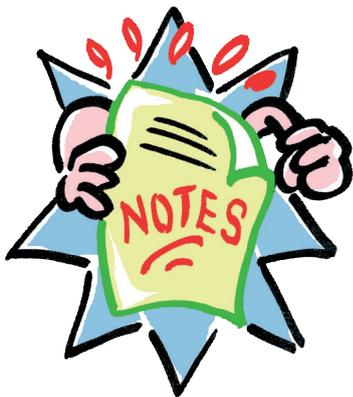
- a) The first walkie-talkie was developed by **Motorola** for military purposes in 1940.
- b) In China, silk was used only by the emperor and his family.
- c) Silk is produced by silkworms.

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.

109 / 116 - 117

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 Paparisteidis



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 176 / 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

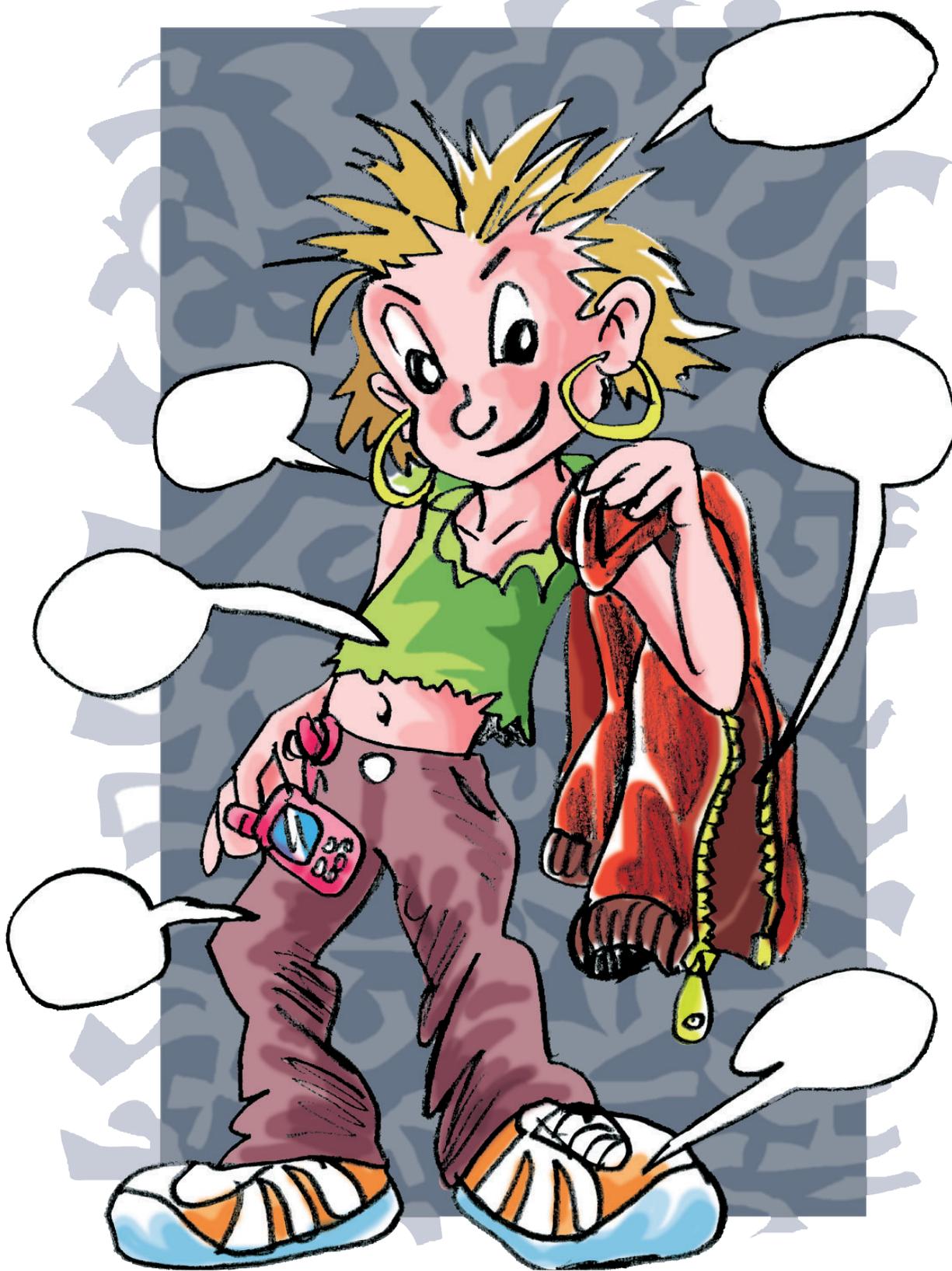
It's your choice!

Unit 9

Keeping up appearances

Task 1

Look at p. 17 / 99 and find the words to label the photograph.



129 / 148

Task 2

Complete the following with the correct idiom from p. 42 / 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.



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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

- a) Byzantine notes were: ni, pa, vu, ga, di, ke, zo. What is the music scale in the Western world?
 - b) 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.

Unit 10

A material world

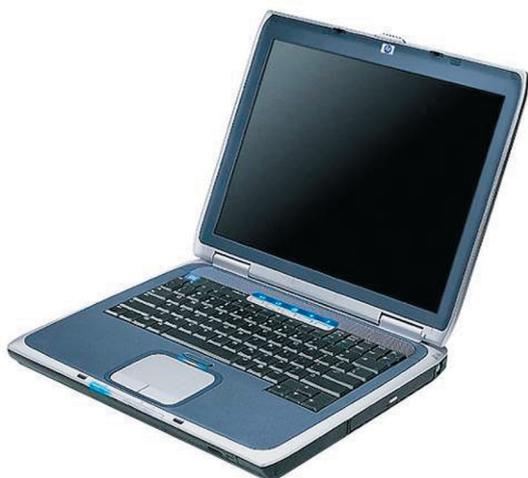


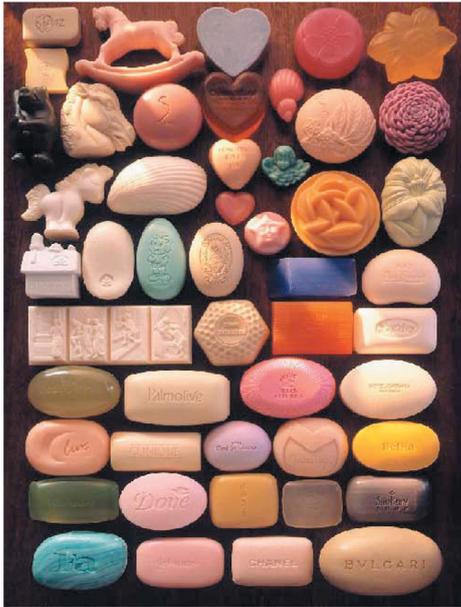
Reading

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

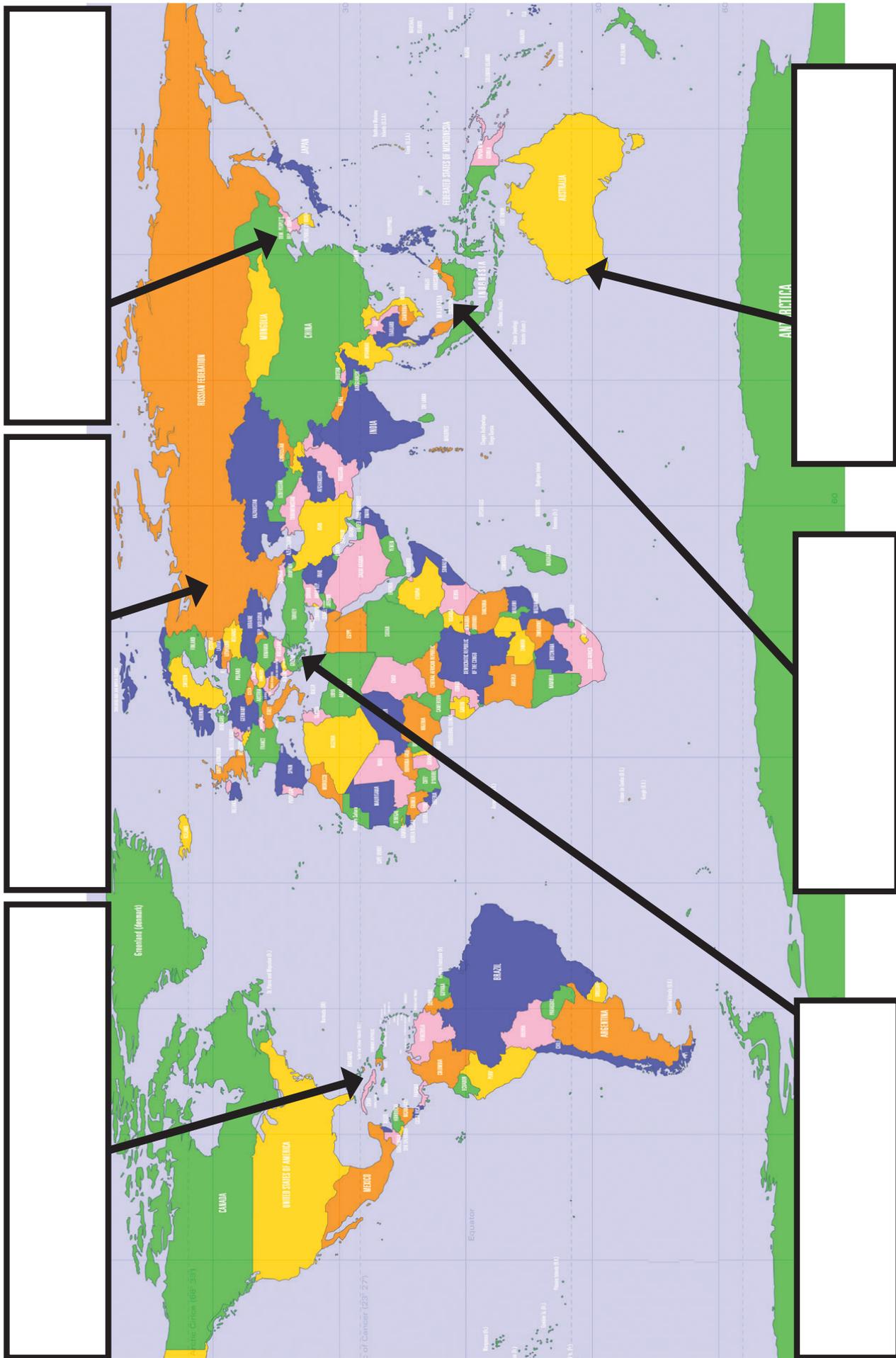
Read the text on plastic and match the objects to a country on the world map. Write the name of the object in the space for each of the six countries.

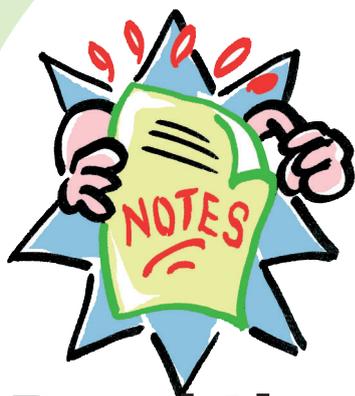
A Plastic World

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.

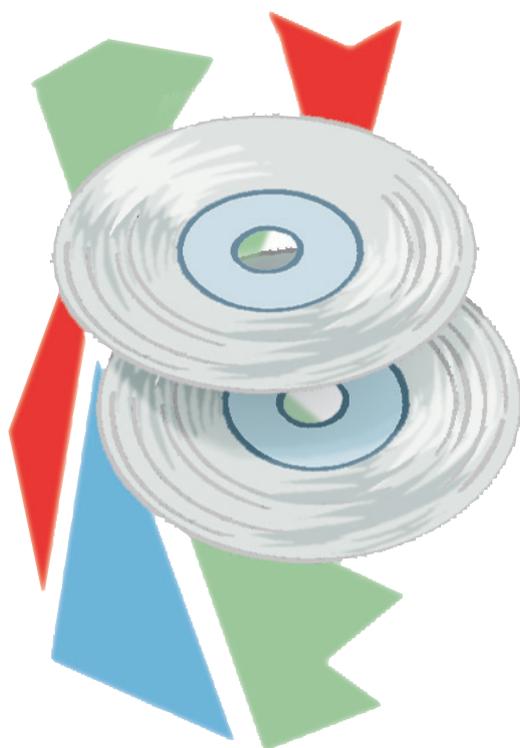
Plastic is used because it is cheap and can last a long time. Today, many toys and games are produced in China and then they are sent to different parts of the world. Expensive items like mobile telephones are made by big companies in Finland. Look around your house. How many electrical items are made 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.
Resent 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. 19 / 99: UNIT 9, LESSON 1,
Task 4



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Appendix III

SELF-EVALUATION

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 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 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**

unit ten

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

**trendy
waist
wear your heart
on your sleeve
wig**

**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

Past Participle

Past Simple

Infinitive

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

Past Participle

Past Simple

Infinitive

grow	grew	grown
have	had	had
hear	heard	heard
hide	hid	hidden
know	knew	known
lead	led	led
learn	learnt	learnt
leave	left	left

Infinitive Past Simple Past Participle

light	lit	lit
lose	lost	lost
read	read	read
ride	rode	ridden
ring	rang	rung
run	ran	run
say	said	said
see	saw	seen

Past Participle

Past Simple

Infinitive

shake	shook	shaken
sing	sang	sung
sit	sat	sat
smell	smelt	smelt
speak	spoke	spoken
steal	stole	stolen
stand	stood	stood
swim	swam	swum

Infinitive Past Simple Past Participle

take	took	taken
teach	taught	taught
throw	threw	thrown
wake	woke	woken
wear	wore	worn
write	wrote	written

Appendix VI

MAPS

WORLD MAP





ENGLAND

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ICELAND

EUROPE

SWEDEN

FINLAND

NORWAY

RUSSIA

ESTONIA

UNITED KINGDOM

LATVIA

LITHUANIA

DENMARK

IRELAND

BELARUS

NETHERLANDS GERMANY POLAND UCRRAINE

BELGIUM

CZECH REPUBLIC SLOVAKIA

FRANCE

MOLDOVA

AUSTRIA HUNGARY

SWITZ. SLOVENIA ROMANIA

CROATIA SERBIA

BOSNIA & HERZEGONINA BULGARIA

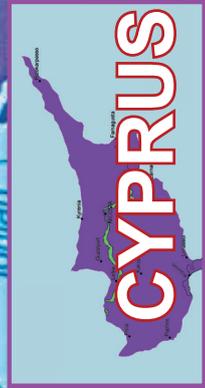
SPAIN

PORTUGAL

ITALY ALB.

F.Y.R.O.M.

GREECE



SOURCES AND RELEVANT INTERNET SITES:

UNIT 9

- **Lesson 3 - Σελίδα 62 / 106**
[http://www.costumes.org/classes/
fashiondress/byzantium.htm](http://www.costumes.org/classes/fashiondress/byzantium.htm)

UNIT 10

- **Lesson 3 - Σελίδα 115 / 118**
[http://www.etl.uom.gr/mr/
Antikythera/price.htm](http://www.etl.uom.gr/mr/Antikythera/price.htm)

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Think TEEN!

UNIT	
THEME	Nine
LESSON	'Keeping up appearances' p. 5
GRAMMAR	1. "I wish I were..." p. 10
VOCABULARY	Second Conditional
SKILLS	Character adjectives
LESSON	Recognising expressions of agreement
GRAMMAR	2. History of fashion p. 37
GRAMMAR	I wish + Past

Contents

Think TEEN!

UNIT	
UNIT	Nine
VOCABULARY	Status and clothes
SKILLS	Recognising common elements of the past and present
LESSON	3. Byzantine and the Present p. 62
GRAMMAR	Revision of Tenses others about your ideas
VOCABULARY	Clothes design
SKILLS	Persuading

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Think TEEN!

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THEME	A Material World p. 77
LESSON	1. A Plastic World p. 79
GRAMMAR	Passive Voice - made of; used for
VOCABULARY	Raw materials
SKILLS	Comparing ideas
LESSON	2. Silk p. 95
GRAMMAR	Passive Voice - question form
VOCABULARY	Silk and what it is used for

Contents

Think TEEN!

Ten	
SKILLS	Completing a timeline
LESSON	3. Ancient constructions p. 113
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VOCABULARY	Ancient buildings and instruments
SKILLS	Collecting and sharing information

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