

Think Teen!

3rd Grade of Junior High School

STUDENT'S BOOK

Τόμος 2ος

ΣΤΟΙΧΕΙΑ ΑΡΧΙΚΗΣ ΕΚΔΟΣΗΣ

ΣΥΓΓΡΑΦΕΑΣ

Patrick Mc Gavigan

ΚΡΙΤΕΣ - ΑΞΙΟΛΟΓΗΤΕΣ

Μαρία Σεπυργιώτη, Εκπαιδευτικός

Στεργία Δαφοπούλου - Μπαλτιράνη,

Εκπαιδευτικός

Γεώργιος Σαββόπουλος, Εκπαιδευτικός

ΕΙΚΟΝΟΓΡΑΦΗΣΗ

Θεόδωρος Πιάκης,

Σκιτσογράφος - Εικονογράφος

ΦΙΛΟΛΟΓΙΚΗ ΕΠΙΜΕΛΕΙΑ

Γεώργιος Τζανετάτος, Εκπαιδευτικός

**ΥΠΕΥΘΥΝΟΣ ΤΟΥ ΜΑΘΗΜΑΤΟΣ ΚΑΙ ΤΟΥ ΥΠΟΕΡΓΟΥ
ΚΑΤΑ ΤΗ ΣΥΓΓΡΑΦΗ**

Ιωσήφ Ε. Χρυσόχοος, Πάρεδρος ε.θ. του

Παιδαγωγικού Ινστιτούτου

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

Γεώργιος Κ. Παληός

Σύμβουλος του Παιδαγωγικού Ινστιτούτου

Αναπληρωτές Επιστημονικοί 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».



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
πρόγραμμα για την ανάπτυξη
ΕΥΡΩΠΑΙΚΟ 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**

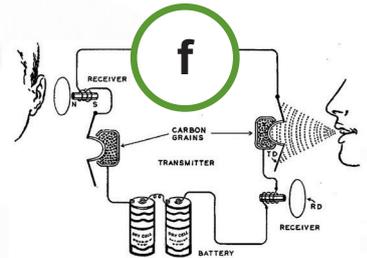
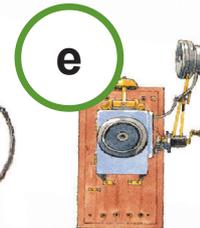
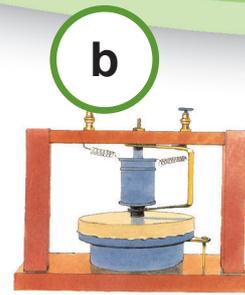
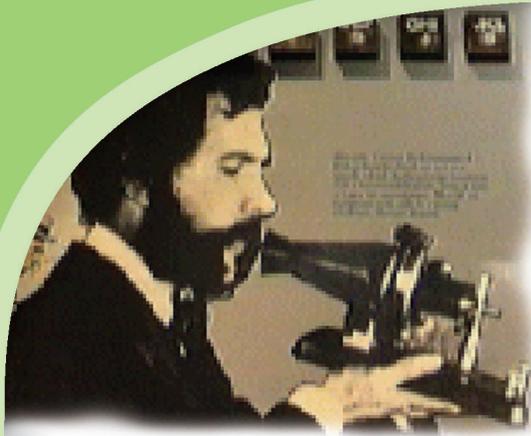
Μιχαήλ Λεβής Α.Ε.

 **Linguaphone**

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

**3rd Grade of Junior High School
Student's book**

Ι.Τ.Υ.Ε. «ΔΙΟΦΑΝΤΟΣ»



Task A

Look at the photograph of the man and the visuals. What do you think the connection is?

Task B

Look at diagram f. What is this a diagram of? How do you know?

Task C

The pictures a-e show the history of the telephone but they are in the wrong order. In pairs decide on the correct order.

Topic

Click on-line!

Grammar

Using Present Perfect Simple and Present Perfect Continuous

Reading skills

**Interpreting meaning in a text in a visual form
Identifying features which link a text**

Writing skills

Using connectors to sequence ideas

Speaking skills

Using expressions to show attitude

Listening skills

**Identifying speakers attitude
Identifying implied information**

Functions

Relating a past action with duration and a present result

Strategies:

When I read a text in English

- **I look at the heading and try to guess what the text will be about**
- **I look for clues about the meaning in visuals like: pictures, graphs and diagrams to help me to understand the text**
- **I try to understand the sequence in the text by looking carefully at different kinds of linking words**
- **I try to find what the pronoun in each sentence refers to, to help me understand the text and how it links together**
- **I ask my teacher to help me when I have difficulties.**

AIMS

- To focus on the role of electronics in communication
- To identify cohesive features in a reading text to match missing sentences

A. Look at these pictures and say what each item is. Compare your answers with your partner.



- a) Which of these do you use to talk to your friends?
- b) Which of these do your parents use to learn the news?
- c) Which of these do you use to find information?
- d) What kind of magazines do you read?
- e) Which of these would you like to have? Why?

The SIP Softphone for your communication needs!

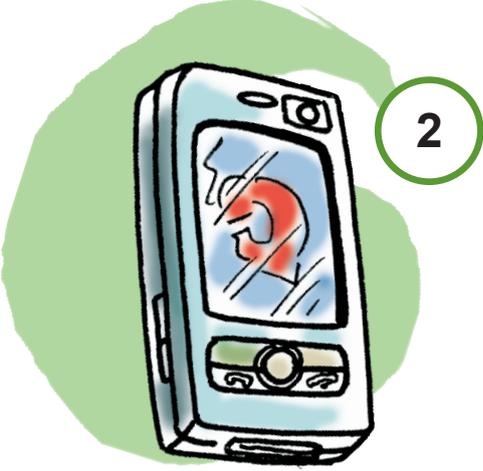
1

eyeBeam™ The SIP Softphone for your communication needs!



- QOS / STUN / ICE / TURN
- 6 Lines + Conferencing
- Security (TLS & SRTP)
- Zero-Touch Config
- Do Not Disturb
- Address Book
- Auto-Answer
- Record

and much, much more!



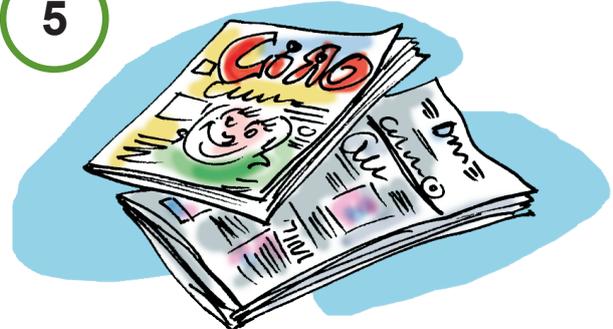
3



4



5



6



B. Which of these gadgets and machines could you not live without? Why? Compare your answers with your class.

Which of the items could you live without? Discuss your answers with your class.

C. Is it better to learn things from the TV or the internet? Discuss your ideas with your partner.

D. Do you think the internet has changed peoples' lives? Discuss your ideas with your class.

E. In pairs look at the following newspaper headlines. Discuss what you think the article is about.

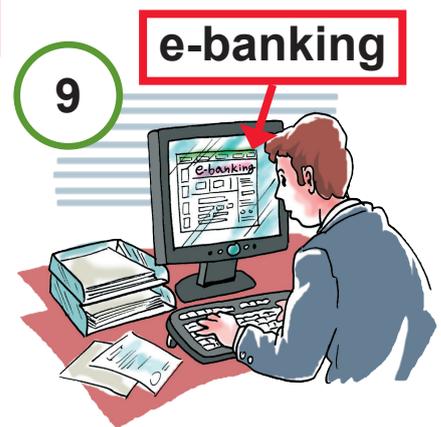
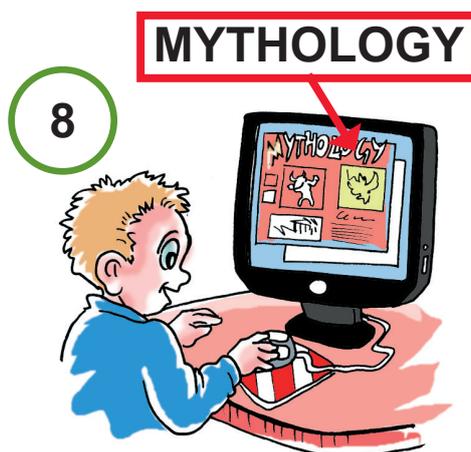
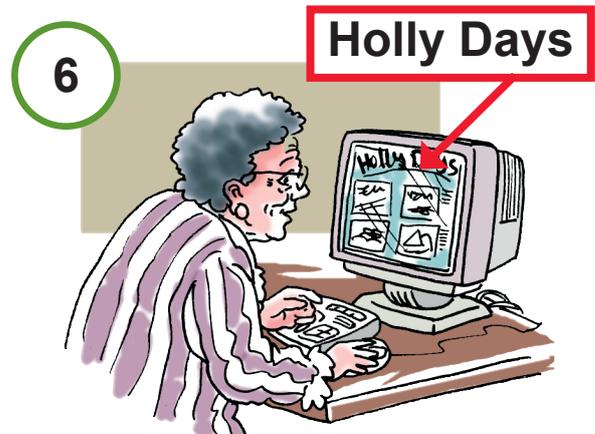
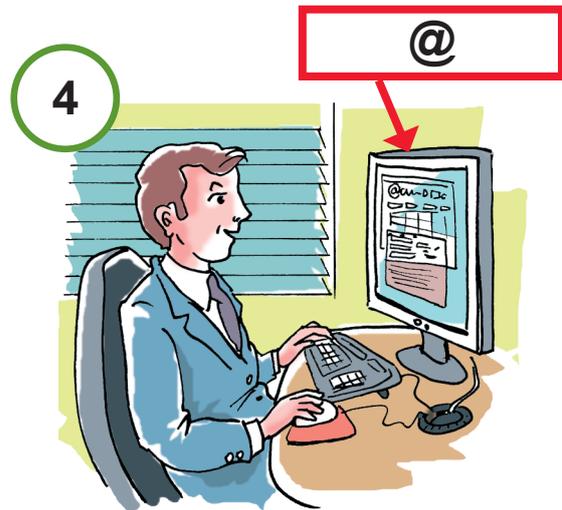
a) Alert over schoolgirls' Bebo use

b) Safety tips for networking

Task 1- Listening Internet: use

A. Listen to seven short dialogues with people talking about internet use and match the people in the pictures to the ways they use the internet.





B. Which two people from 1-9 above did the recording NOT include? Are the above uses similar to how YOU use the internet? Discuss your answer with your class.

Task 2 - Pre-reading

A. In pairs, look at the bar chart and match the categories of use of the internet in Greece to the different sections of the bar chart. Discuss the reasons for your choices. In pairs write a use beside each colour in the legend.

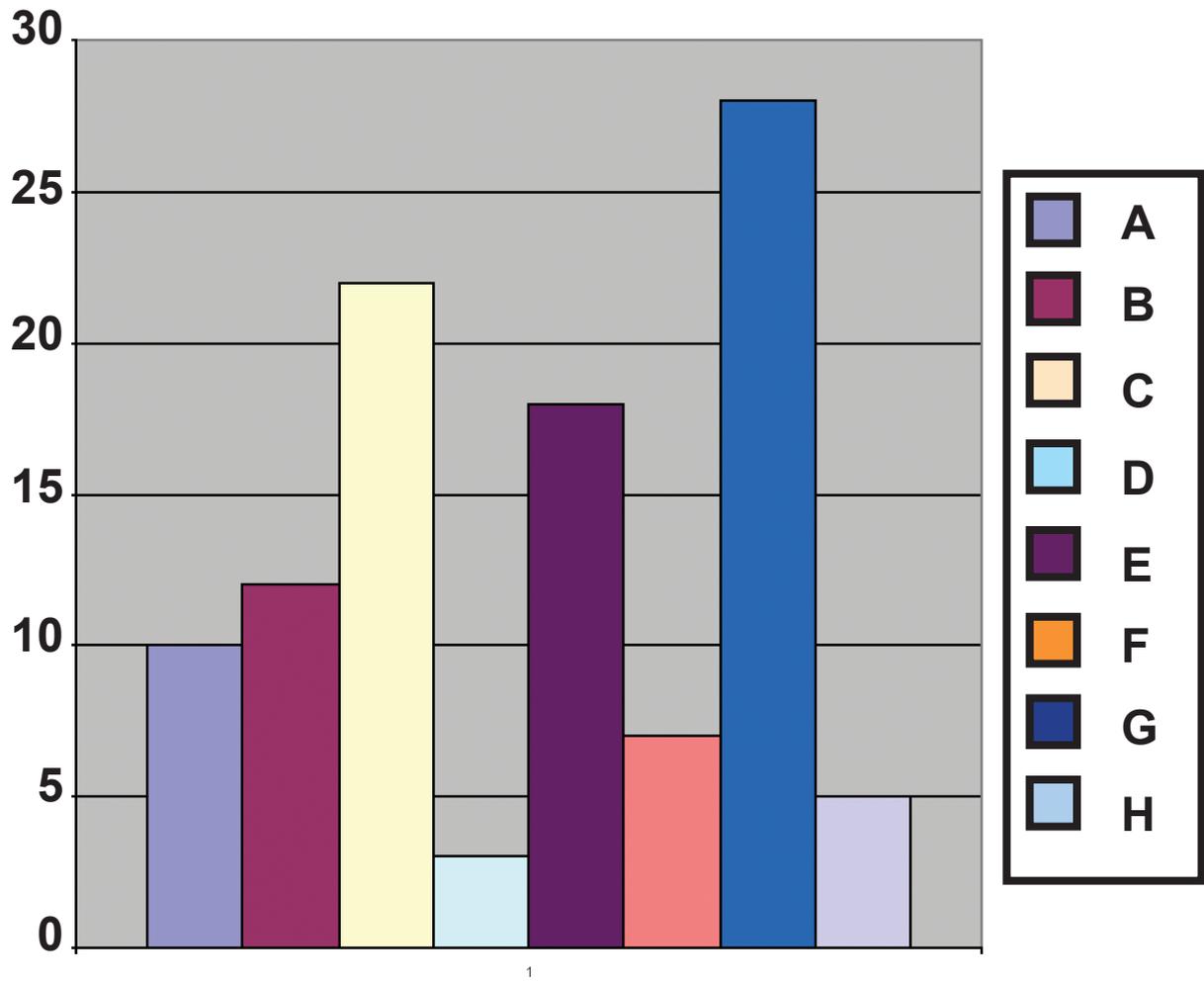
The lowest use is to buy things
28% use it for fun and play
18% to find out what's happening
5% chat to friends and strangers
e-mail use is 7%
Educational use is 10%
Free downloads and entertainment is 22%
12% book holidays and flights

Use the example to help you:

A: ...seems about right/ a bit too high/ a bit too low.

B: Yes, I agree with you./ No, I don't agree with you.

B. Can you find the statistical error?





Reading

A. Look at the title of the text below. What do you think the text is going to be about?

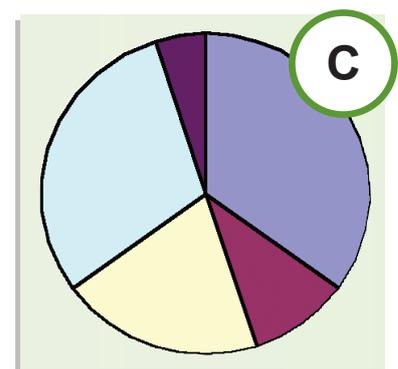
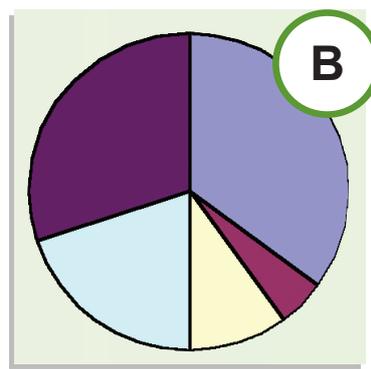
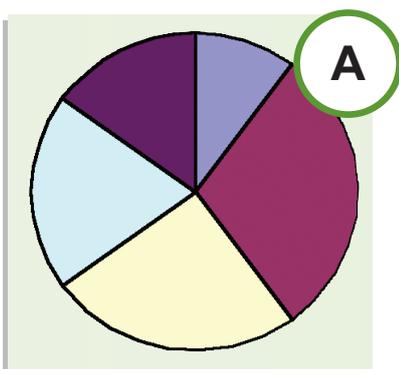
The Bug Spreads

B. Now, read the text on Internet Use in Ireland by the journalist Irene Robinson and choose the correct pie chart A-C on the right which represents the percentages she mentions in her article.

Life today is very different from what it was like some years ago. One of the greatest differences is in the mass media and communication techniques. The main **reason** for this is that technology has become so much cheaper to buy. Nearly all kinds of internet use have grown over a three year period. For some, it offers an **escape from** reality, but for others it brings the real world into their homes. With the **use of** the computer to go on-line, people can now communicate with each other and also do many other things. (1) The number of school-age children who have **access to** the web has tripled in the last twelve months, as more and more schools have been going on-line. Together with school kids, about 30% of the population uses the web for information. Today, people have much more **control over** what they pay for goods. In recent years, more and more people have been buying all sorts of electronic gadgets and internet connections which they believe help them to communicate and get information.

(2) In fact, they have been going on line since 1971 with the birth of e-mail. Today 35% of the population sends e-mails to each other from the comfort of their own homes. Even though surfing the net clearly remains a more common pastime for younger age groups, there has been a clear increase in the numbers of people using cyber technology for learning about different things.

(3) Teenagers find answers for school subjects whereas adults use it to find out about local events or world news. The latest use among young people is meeting new people through chat rooms and **interest** in this use has grown rapidly in recent years to about 20% today. Another popular use is for e-banking with 5% of the people using it for commerce and e-banking. (4) According to statistics, shopping on the internet has been growing steadily for the last few years as people discover how easy it is.



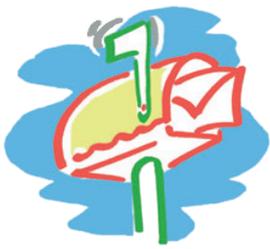
e-mail

chatrooms

e-banking

information

shopping



Grammar

Look at the text above and find two sentences which follow the same pattern as a and b below:

a) Irene has been living in Crete since 1998.

.....

b) Irene has had her MP3 Player for the last three months.

.....

In pairs, complete the rule for using 'since' and 'for'.

RULE:

We use..... when we know the specific time something started.

We use.....when we talk about a period of time up to now.

Task 2 - Comprehension

A. Sentences A-E below have been removed from the reading text. Read the text again and, with your partner, try to put the missing sentences into the right spaces 1-5.

- A. Buying things in this way is often cheaper and easier than going to the shops.**
- B. The attraction of the internet for these people is that it saves them time and money.**
- C. For example, many people in Ireland have been using the internet for years to send messages to their friends and learn about the local news.**

- D.** In Ireland, for instance, as many as 25% of the population has realized that they can use the internet to find information.
- E.** These are things like finding information from websites, e-mail, shopping, enjoyment and electronic banking.

Compare your answers with your partner. Discuss any differences.

- B.** How are the ways people in Ireland use the internet different from the ways people use it in Greece? Discuss your ideas in small groups.

Task 3 - Negative aspects of internet use

- A.** In pairs, write down two negative aspects of using the internet.

- B.** Now look at the newspaper headlines below. Decide with your partner what the story for each headline is.

The truth about chain e-mails

Dangerous ...rooms

Stop the spam

Task 4



Speaking

Match the headlines to the people in pictures 1-3

Work in groups and discuss the issues that you think are mentioned in each of the newspaper articles. Tell the rest of the class what other problems may be associated with internet use.

1 **i chat**



2 **pass it on**



3 **special offer**



The image contains three numbered illustrations. Illustration 1 shows a woman at a computer with a window titled 'i chat'. Illustration 2 shows a man at a computer with a login form titled 'pass it on'. Illustration 3 shows a person at a computer with a 'Special offer' advertisement on the screen. Red boxes and arrows connect the headlines to the corresponding illustrations.

AIMS

- To identify and use expressions of attitude
- To understand implied information
- To provide controlled practice for the Present Perfect Tense

**Listening****Task 1 - Talking on the phone**

Listen to two women talking on the phone and choose the correct answer a, b or c in the sentences i-iv below:

- How does Rose feel about the boy's behaviour?
a. sad b. angry c. pleased
- The two women are
a. colleagues b. sisters c. friends
- What relation is Rose to the boy?
a. sister b. aunt c. mother
- What has the boy been doing?
a. nothing b. singing c. his homework



Task 2 - Expressions to show attitude

Listen again and put a tick ✓ beside each of the phrases that show how Rose feels:

- a) I'm really fed up!
- b) He's been driving me crazy!
- c) He goes straight to his room.
- d) His marks are falling.
- e) It makes my blood boil!
- f) I've had enough!
- g) I've been trying all week!
- h) I just see red!
- i) He'll be OK!
- j) It does get me down.



Speaking Task 1 - Speak your mind

In pairs, use the phrases you have ticked in Task 2 above to say how your parents feel when you do the following:

1



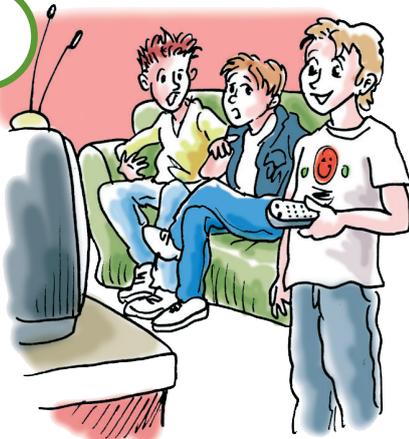
2



3



4



5



Remember, you will have to change the form of the phrases. For example: 'It gets my Mum down'.

Task 2 - Have you been a good child recently?

Think of some of the things that you have done recently or that you do which make your parents unhappy. Make a short list and then discuss in pairs why these things make your parents unhappy.



Grammar - Present Perfect

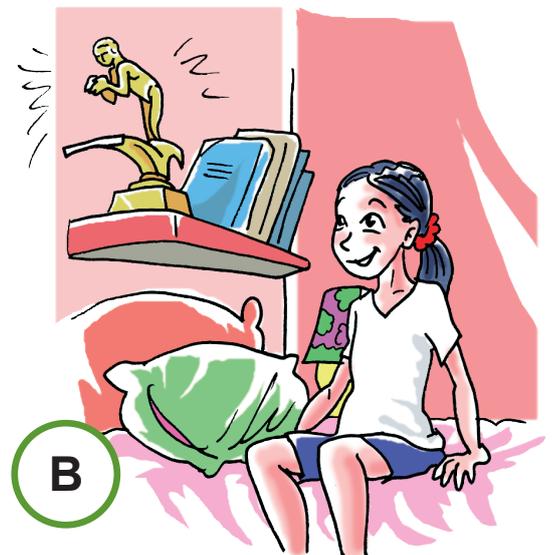
Task 1

A. In pairs, look at the pictures A and B and match sentences i-ii to them.

- i) She has been swimming.
- ii) She has swum in a race.



B. In pairs, match the sentences i-ii to the right tense.



Present Perfect Simple:

Sentence

Present Perfect Continuous:

Sentence

Compare your answers with your partner.

C. In pairs, look at the two sentences below. Which sentence tells you the activity might still be continuing?

- a. He has been playing on the computer all morning.
- b. He has played on the computer this morning.

D. Underline the rule for use of the Present Perfect Continuous.

We use the Present Perfect Continuous to show	- that the action has stopped.
	- the duration of the action.

E. Tick the sentence a or b with the Present Perfect Continuous.

- a. I have worked on this project but I am not happy about it.
- b. I have been reading this book for three days and I have only finished three chapters.

Task 2

In pairs, choose i or ii below to complete the rule for the use of Present Perfect Continuous.

RULE: We use the Present Perfect Continuous when we focus on the...

- i) continuing activity ii) the object

Task 3 - What have they been doing?

Work in pairs. Ask and answer questions about what each member of the family has been doing.

Use the example dialogue:

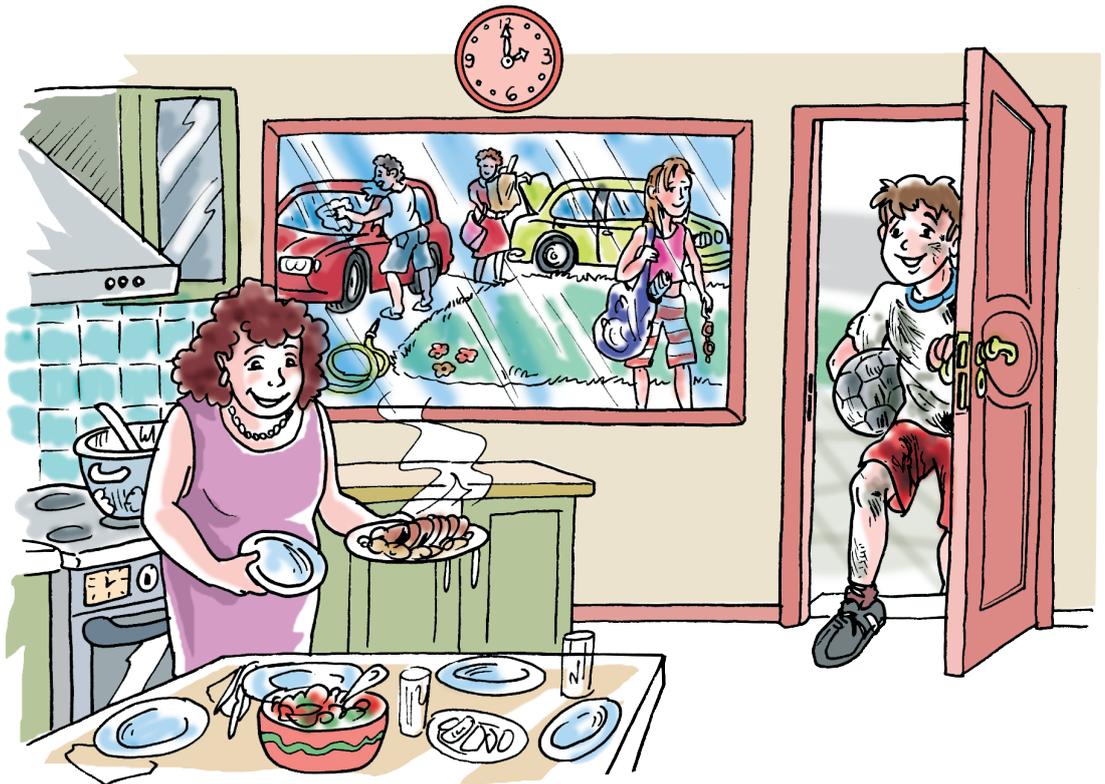
A: She has been swimming.

B: How do you know?

A: Her hair is wet.

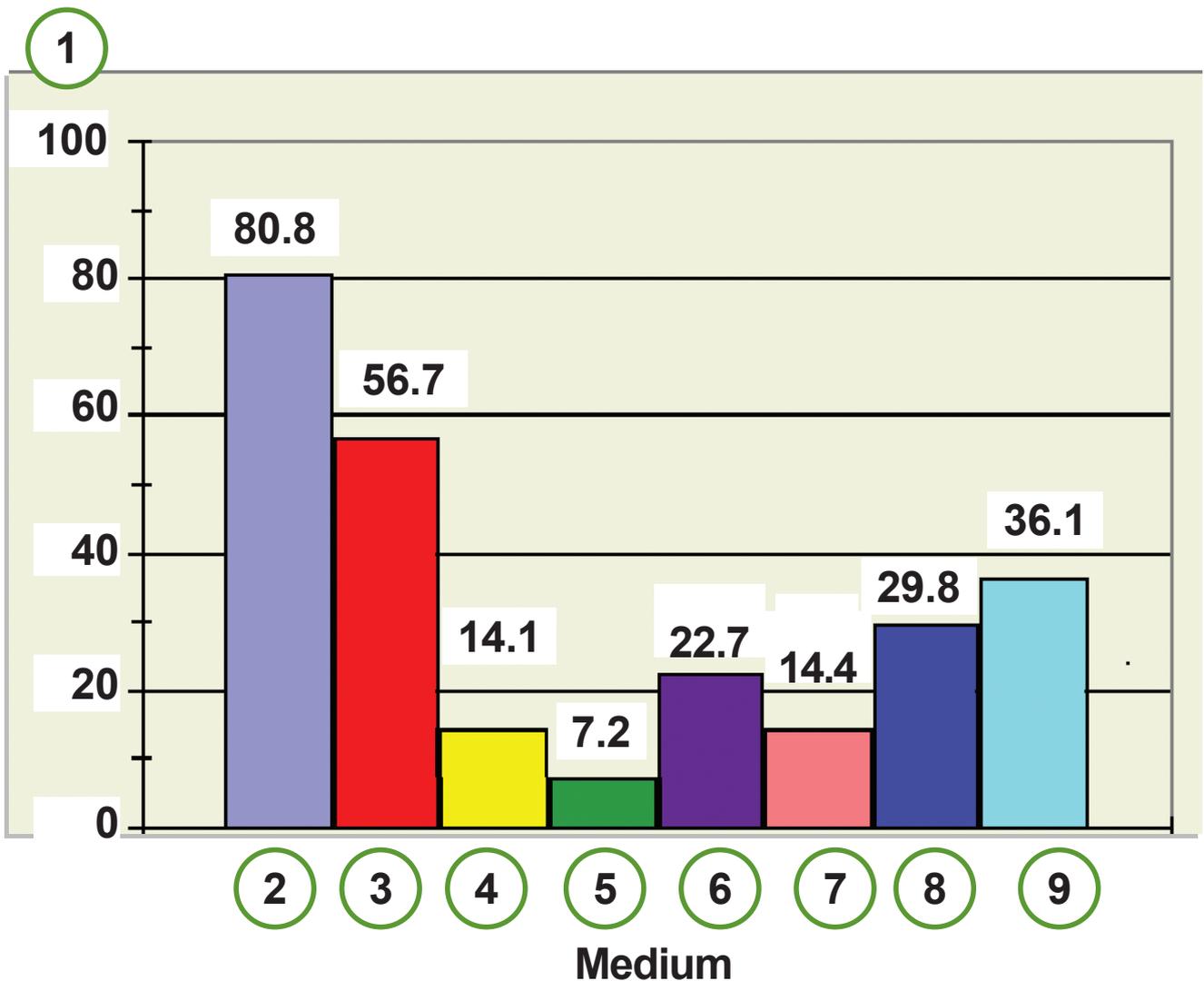


B



MINI-PROJECT

A. Look at the bar chart below for the way people in Bulgaria use the mass media. Discuss the chart as a class. Do you think people in Greece use it in a similar or different way?



1. Percent / 2. Radio / 3. TV / 4. Video / 5. Movie / 6. Comics / 7. Mags / 8. Newspaper / 9. Books

B. Ask five people about their media habits. Ask them the following question and write down the numbers in the table.

- Which of the following do you use to learn new things each week: radio, TV, Video, movies, comics, magazines, newspapers or books?

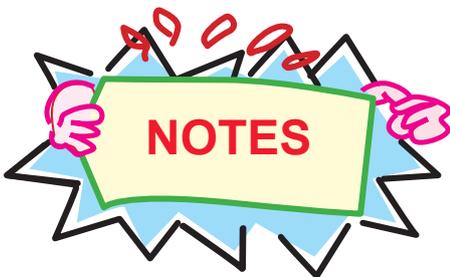
Medium	Number
Radio	
TV	
Video	
Movie	
Comics	
Mag(azine)s	
Newspaper	
Books	

Now, enter the data into the Excel programme and create a statistical chart to show the data.

Look at the pie charts and the bar charts in the lesson. Which do you think is easier to understand? Decide on the clearest way to present your data: a bar graph or a pie chart?

C. Present your data to the class using your graph or chart. Use the model on the right:

I asked 5 people about their media habits and I discovered that
... percent like..., while
... percent prefer...



Writing

soon	first
clearly	then
after that	because
when you have	before

Task 1 - Connectors

In pairs, look at the phrases in the box and decide which of them show sequence.

Task 2 - Writing instructions

A. In pairs, read the aunt's letter about a problem she has using the Internet.

Dear Eli,
I have been trying to send you an e-mail for the past few days but I haven't been very successful. I have turned on the computer and I have opened Outlook but I have not been able to connect to the mail. Can you help me, please?
Love,
Auntie Nora

B. Now, read the instructions on the right and decide on the best and easiest way to explain to Auntie Nora. Underline the relevant parts on the leaflet. Some parts have been underlined already.

Setting Up Your E-mail

Set Up Your E-mail Account in Soft Outlook™

1. In Soft Outlook, select "Tools" > "E-mail Accounts".
2. On the E-mail Accounts wizard window, select "Add a new e-mail account" and click "Next".
3. For your server type, select "POP3" and click "Next".
4. On the Internet E-mail Settings (POP3) window, enter your information as follows:
Your Name
Enter your first and last name.
E-mail Address
Enter your e-mail address.

User Name

Enter your e-mail address, again.

Password

Enter the password you set up for your e-mail account.

Incoming mail server (POP3)

Your incoming server is mail.example.com, where "example.com" is the name of your domain.

Outgoing mail server (SMTP)

Your outgoing server is mail.example.com, where "example.com" is the name of your domain.

5. Click 'OK'.
6. Click 'Next'.
7. Click 'Finish'.

Double click on the Internet Connection icon and then click "Dial" to establish a connection before you attempt to send and/or receive e-mail using Soft Outlook or Outlook Express™.

C. Your Aunt Jane has had a similar problem. Write a note to her to explain how to use e-mail.

- **You need to decide on what points are important to tell her.**
- **Then you have to decide on the order you need to tell her so that she can follow the instructions.**
- **Remember, your aunt does not know anything about the internet so you need to use simple language for her to understand.**

Dear Auntie,

.....

.....

.....

.....

.....

.....

.....

I hope you have understood my nstructions. Love,

Give your note to your partner and ask him/her to read it. Can he/she understand the instructions?

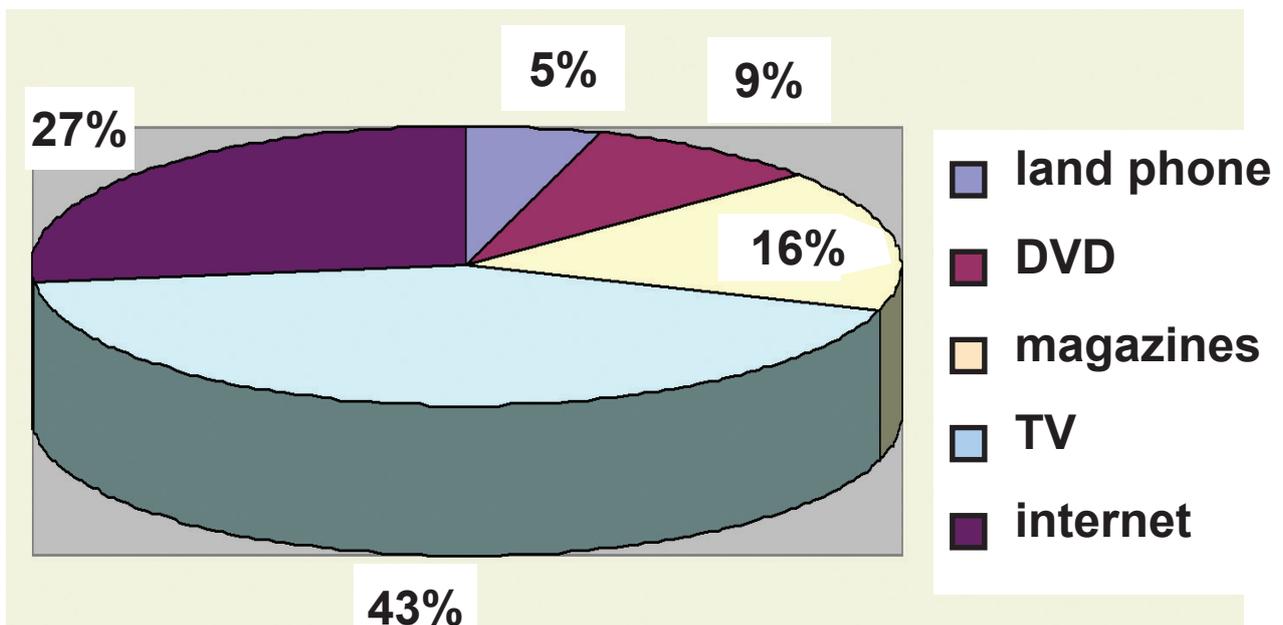


Project work

Task 1 - A pie chart

You want to find out which media source is the best for different school projects. Look at the pie chart of the usefulness of different media to find information about the way young people in England spend their Saturday evenings.

Discuss as a group how you think these figures compare to Greece. What other sources could you use to find this information?



Information & Media

Task 2 - Collecting the necessary information

In groups of five decide on a school project that you need to find information about. For example: How do young teenagers in Greece spend their Saturday evenings?

Discuss as a group which media source you think will be most helpful. Write down your ideas as a statement. For example:

'DVD provides most information'.

Now, decide on the stages for the project. Put the ideas a-f below in the right order which you can follow for your project.

- a) Write an answer for the project
- b) Go to each source to find information
- c) Report back to the class
- d) Create a pie-chart on Excel
- e) Decide on a project title
- f) Measure the percentage of the text which gave the information

Task 3 - Completing the project

Each student in the group will have to interview twenty people (family, friends, etc.) to find out how many of them use the media listed opposite to get information. Each group must interview 100 people altogether.

Put your findings together and complete the chart with the corresponding figures.

With your partners, feed the information into an Excel programme and create a pie chart to illustrate your findings. Then, present your findings to the class.

Make a list of the most frequently visited sites or favourite sites. Share your list with your class to see what interests you have in common.

Medium	%
Radio	
TV	
Mobile phone	
Computer software	
Land phone	
Video	
Internet	

Self-evaluation

Activity A

Guess what each person has been doing. Find the activity each statement describes.

A

My hands and fingers are full of paint. There are spots of paint on my clothes, too.

a. _____

B

Of course, your eyes are tired. What do you expect if you sit there for so many hours?

b. _____

C

If she has a headache it's because of those earphones over her ears all the time.

c. _____

D

We have a huge telephone bill this month. Dad is going to be mad when he sees it.

d. _____

____/6 points

Activity B

Complete the expressions with the missing word.

- i) I get _____ up
- ii) It's been _____ her crazy
- iii) It makes his blood _____
- iv) She has _____ enough
- v) He _____ red

____/2 $\frac{1}{2}$ points

Activity C

Use one of the expressions i-v in Activity B above to complete the sentences a-e below.

- a) When his sister plays with his computer, Tony
.....
- b) Since Mary's modem started breaking down every day,
- c) The internet is OK but sometimes
..... as it's a bit boring.
- d) He gets lots of stupid spam mail everyday and
.....
- e) Her internet provider isn't very good and Anna has decided that and she's going to change.

____/2 $\frac{1}{2}$ points

Activity D

Complete the following sentences with the appropriate preposition.

- 1. One of the advantages using the internet is that it is fast.**
- 2. Changes in mass media have resulted people communicating more easily.**
- 3. In recent years, there has been a huge increase the number of people who use the web.**
- 4. Now that so many people have access modern technology, life is very different.**
- 5. With the increased use technology, life has become easier for many people.**
- 6. As interest going on-line grows, costs for connection will fall.**

___/3 points

Activity E

Put the verbs in parentheses into the correct form Present Perfect Simple or Present Perfect Continuous, AND choose since or for to complete the rest of the gaps.

- a) I (know) _____ how to use a mobile phone since/for I was ten years old.
- b) We (use) _____ the same programme since/for the past two years.
- c) Bill (have) _____ his connection to the internet since/for five months.
- d) How long (try) _____ to get on-line today?
- e) Anna (think) _____ of changing her web provider since/for a couple of months now.
- f) How many games (you download) _____ since/for last week?

_____/6 points

Total ____/20 points

Now tick how well you can do the following:

	With difficulty	Quite well	Easily
✓ I can use the Present Perfect Simple and Continuous Tenses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ I can use the words 'since' and 'for' appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ I can listen to a phone conversation and understand how the speakers feel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ I can write instructions on how to do something in a structured way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





- A. Decide if the following statement is correct or not. Myth is derived from the **Greek** word **μῦθος**, which means "word of mouth."**
- B. Look at the three pictures and decide which civilization they come from. Give your reasons:**
a) Viking b) Roman c) Hindu
- C. What is the possible meaning of each picture?**
- D. What myths do you know? What is the purpose of a myth?**
Read the short text below to see if you were right.

“The myths of each culture form a kind of self-portrait of the people, showing their values, their beliefs and their worries. Myths express the spiritual and intellectual life of people, and the content of the myths is a key to understanding how these people think!”

Topic

The myths we live by

Grammar

Using the First and Second Conditional forms for hypothetical situations.

Reading skills

Skimming a text to get the general idea; scanning for details

Listening skills

Using knowledge of a situation to help in predicting the contents of a listening text.

Writing skills

Using cohesive devices: because, since, as

Functions

Expressing hypothetical situations for real and unreal situations

Speaking skills

Discussing problems and solutions; giving advice

Vocabulary

Prepositional phrases; Noun endings (ment)_;
adjective endings (ic).

Strategies:

I can identify sentence structure to help me understand the meaning of a sentence.

I can share my opinions about a subject

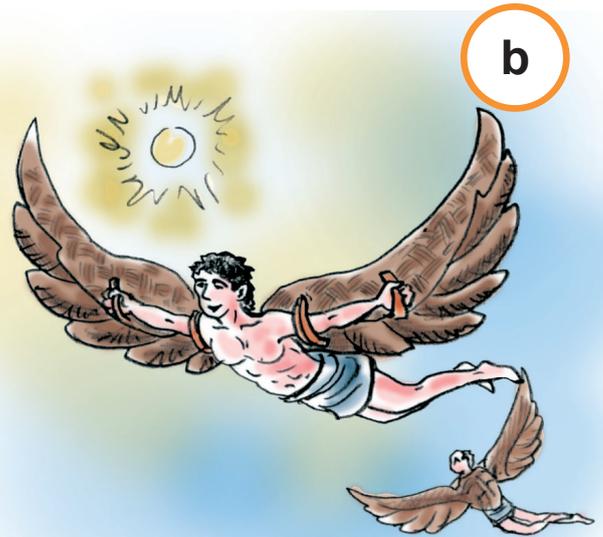


AIMS

- To introduce the first and second conditional forms.
- To scan a text to find detailed information

Lead-in

- A. What mythical characters do you know? Make a list and compare your answers to see who knows the most.**
- B. Look at the sketches of mythical characters a-e. In pairs, discuss what you know about each character.**
- C. Now match the pictures to the statements i-v below.**
- i) If you answer her question incorrectly, she will eat you.**
 - ii) If you look at her, you will turn into stone.**
 - iii) If she opens the box, bad things will happen.**
 - iv) If he flies too near the sun, his wings will melt.**
 - v) If you ask her a question, she will tell you your fortune.**



Grammar rules

In grammar, the statements above are '1st Conditional'. A condition means that **if someone does something, something else will happen.**

In pairs, look at this sentence in 1st Conditional and complete RULE 1: If Icarus flies near the sun, his wings will melt.

RULE 1:

The verb in the conditional clause is always in the _____ tense.

The verb in the main clause is

‘ _____ ’.

Circle the correct words in RULE 2 on how we use the 1st Conditional.

RULE 2:

We use the 1st Conditional when we talk about a **possible / certain** situation and its consequences.

Task 1

Make a first conditional sentence and tell it to your partner. Do you both agree that your sentences are examples of the first conditional?

Task 2

**Complete the sentences in the box:
Compare your answers with your partner.**

- i) If I want advice, I will
.....
- ii) If I
- iii) If

Task 3 - An ancient 'Fortune Teller'

In Ancient Greece people went to the Oracle in Delphi to ask the Pythia to tell them their future. Today, people still want to know what will happen in their future.



- A. In pairs, make a short list of the sources people use to find out about their future today.**
- B. Discuss as a group the problems that might arise from people going to fortune tellers.**

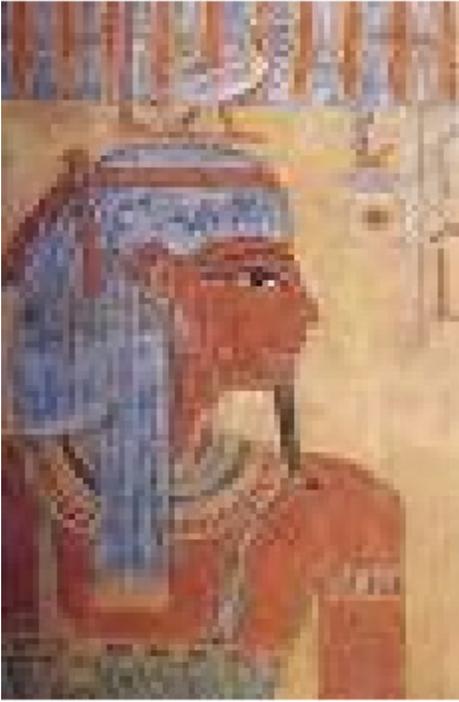


Reading

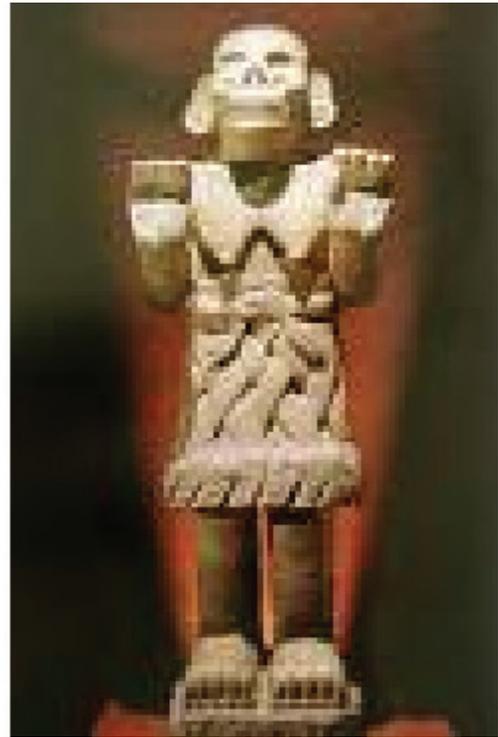
All civilizations have gods for different values. For example, in the Ancient Greek civilization Demeter was the goddess of ...

Look at the pictures and in small groups decide what these gods or goddesses might represent. Discuss your answers with the rest of the class.





Geb



Lono



Cybele



Citlalicue

Task 1

A. In groups of three, look at the names of the mythical characters in the pictures. Can you match the pictures a-f with the names 1-6?

1. Thor

2. Pandora

3. Perseus

4. Finn Mc Cool

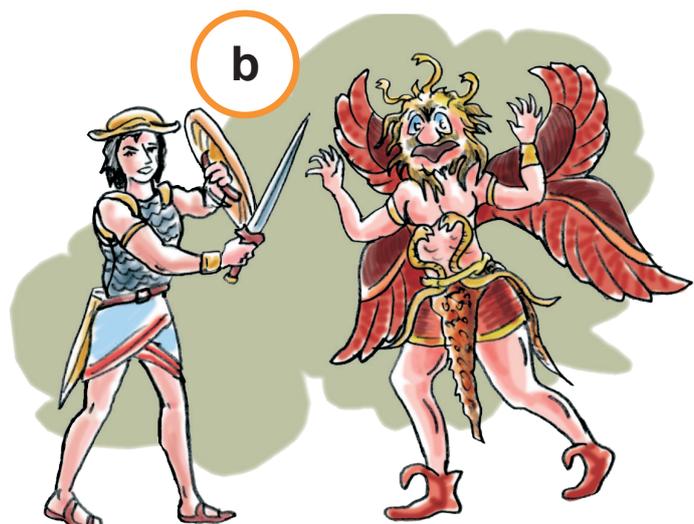
5. Midas

6. King Arthur

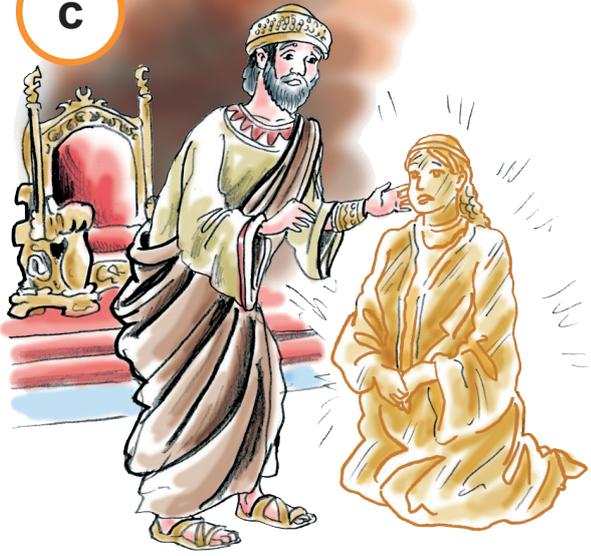
Decide as a group which one you think has nothing to do with Greece. Can you guess which country this character comes from?

B. Now, discuss what you know about each of the characters.

What value or quality do they represent?



c



d



e



f



Task 2

Read the statements in the box and match each one to the characters 1-6 in TASK 1A:

- a) I think, if she was alive today, she wouldn't open the box.
- b) The ocean would turn to gold, if he touched it.
- c) If I were you, I wouldn't take his hammer.
- d) He wouldn't be happy with the country, if he lived in England today.
- e) If I stayed awake, I would have to fight the Scottish giant.
- f) If I were a God, I would kill Acrisius.

Task 3

- A. In pairs, underline the 'if' clause and the main verb clause in the statements above.
- B. Read the statements carefully. Is the situation in each real or unreal? How do you know? Discuss your answers with your partner.



Grammar - rules

A. The statements in TASK 2 are '2nd Conditional'. In pairs, read the statements carefully and complete RULE 1.

RULE 1:

The verb in the 'if' clause is always in the **Simple** _____ tense.

The verb in the main clause is _____ + infinitive.

B. Circle the correct words in RULE 2 on how we use the 2nd Conditional.

RULE 2: We use the 2nd Conditional to talk about a situation that is **real / unreal**.

Task 4 - Myths and Legends

A. Read the following short text and in pairs decide if the writer feels the purpose of mythical stories is:

- a) to teach us history
- b) to help us think about our lives
- c) to frighten us

THE CHARACTERS OF MYTHS AND LEGENDS

Myths are sacred stories. The word myth comes from the Greek word 'μύθος', meaning a story. Myths tell of how the world started and how we learned to live in our world. Most myths have kind and helpful heroes who are Gods or superhuman beings. However, not all were good, and in fact some of them had very bad characters. The reason for this is to show our human weaknesses. Myths help people understand and learn about their world.

B. Discuss your ideas with your partner and underline the words which tell you the answer.

Task 5 - Skim-reading

A. Work in pairs: Student A reads what the text says about three mythical characters and Student B reads in Appendix pages 123 - 124 / 140. Then Student A and B ask and answer questions about the characters they have read about.

Student A's questions:

- i) What caused thunder and lightning?**
- ii) What did Polydeuctes ask Perseus to do?**
- iii) What was the worst thing Midas did?**

1

Thor

Thor was the son of Odin, father of the Norse Gods. He was a large powerful man who protected the gods and the lives of mortal men against evil. This is why he was so popular. He was also the God of Thunder and the Norse believed that during a thunderstorm, Thor rode through the heavens on his chariot pulled by the goats 'Gap Tooth' and 'Tooth Grinder'. Lightning flashed whenever he threw his hammer. Thor had a quick and hot temper and would get angry very easily. If the giants angered him, he would attack them with his hammer. Thor's memory still lives with us today in his name. **Do YOU know which day of the week is named after him?**

2 Perseus

The Oracle had warned King Acrisius of Argos that he would be killed if his daughter Danae ever had a son, so he set Danae and her son adrift on the sea. At first they had no money and had to live from hand to mouth but later Polydeuktes, the king of Seriphus found them. He fell in love with Danae, but was unable to persuade her to marry him because Perseus was his mother's protector. To get rid of Perseus, Polydeuctes sent him on a quest to bring back the head of the Gorgon Medusa, a snake-haired maiden. He told him that if he brought back the head of the Gorgon, he would stop chasing Danae. Perseus had the help of the Gracae. He took their eye and tooth and told them that he would only give them back if they helped him. He succeeded in cutting off Medusa's head. **Do YOU know what happened to people who looked at her head?**

3 Midas

Dionysus told King Midas that he would give him a wish if he helped to re-unite him with Silenus his step-father. Midas wished that everything he touched would be turned to gold. Initially, Midas was thrilled with his new gift and turned everything he could to gold. His attitude changed, however, when he was unable to eat or drink since his food and wine were also changed to gold. Things went from bad to worse when he even accidentally killed his daughter when he touched her, and this made him realize the depth of his mistake. The myth carries a message that it is dangerous to be greedy. **Do you know what happened when Midas touched his daughter?**

Task 6 - Comprehension

A. In pairs, decide on the correct answer for these characters.

i) Thor a) helped ordinary men b) fought with lightning c) ate goats

ii) Perseus a) was foolish b) loved his father c) loved his mother

iii) Midas a) was wise b) was an egotist c) was foolish

iv) Pandora a) was curious b) was wise c) liked boxes

v) King Arthur a) believed in good over bad b) believed in peace c) lived in France

B. Now, answer the following questions:

- a) If you had difficult tasks to do, would you do them or not? Why?
- b) If a Norseman was in danger, who would he call to for help?
- c) Which character do you think existed in the Middle Ages?
- d) Which Empire existed in Greece during the Middle Ages?

AIMS

- To understand and find synonyms
- To listen for a sequence of events
- To discuss problems and solutions
- To practise transactional writing

**Vocabulary****Task 1 - Word formation**

A. The words heroic and punishment appeared in the reading texts. In pairs, make a list of other words you know which end in - ic, and -ment? Write them in two columns: NOUNS and ADJECTIVES.

Compare your list with the rest of the class. Now, choose the correct endings for the following words:

telepath.....	employ.....
advertise.....	enjoy.....
realist.....	artist.....
improve.....	develop.....
invest.....	tourist.....
titan.....	teuton.....

B. In pairs, look at these words from the texts. Make a rule to form the negative of each word.

mortal - immortal	possible - impossible
mature - immature	practical - impractical

Task 2 - Prepositional phrases

A. In pairs, match the parts of the expressions 1-8 with parts a-h:

1. from morning
2. from bad
3. from A
4. from strength
5. from time
6. from start
7. from head
8. from hand

- a) to finish
- b) to toe
- c) to time
- d) to night
- e) to mouth
- f) to strength
- g) to worse
- h) to Z

B. Complete the following sentences with the correct phrase from A above:

1. The Sphinx never moved and sat on its Mount
.....
2. The family was very poor and lived
.....
3. After Oedipus killed his father, his life went
.....
4. The giant was covered in animal skins
.....
5. We watched the game
6. Heracles visited his family.
7. Life was difficult at first, but slowly improved and he went
8. Martin knows about mythology, so ask him anything.

Task 3 - If I were...

What would you do if you were a powerful person (e.g. the Prime Minister, the Mayor in your area, the school Headmaster) for a day? Discuss your ideas with your partner. Start like this:

If I were... , I would...



Listening - Pre-Listening

Write down the name of a famous politician in Greece or in any country in the world that you would like to be for a day.

Then compare your answer with the rest of the class to see who the most popular individual is.

Task 1 - A radio interview

You are going to listen to a radio programme about heroes. James Clemens, a popular soap opera actor is talking about his own hero. Listen to the interview and answer the questions:

- Who is the speaker's hero?
- Give ONE reason why he would like to be this character for a day.
- What would YOU do if you were that character?

Task 2 - Six problems

A. Look at the 6 pictures. In pairs, match the pictures on the right to the problems below:

PROBLEM	SOLUTION
1. Not enough water	<input type="checkbox"/> buy more bottled water
2. Wolves are killing the sheep	<input type="checkbox"/> shoot all the wolves
3. Roads become flooded	<input type="checkbox"/> clean the drains
4. Accidents outside school	<input type="checkbox"/> install traffic lights
5. Local beach is dirty	<input type="checkbox"/> do not allow people on the beach
6. Noise from a cafeteria	<input type="checkbox"/> move it to another place

B. In pairs, discuss possible solutions to each of the problems in pictures 1-6. Do you agree or disagree with these solutions? Why? Why not?

a

SCHOOL



b



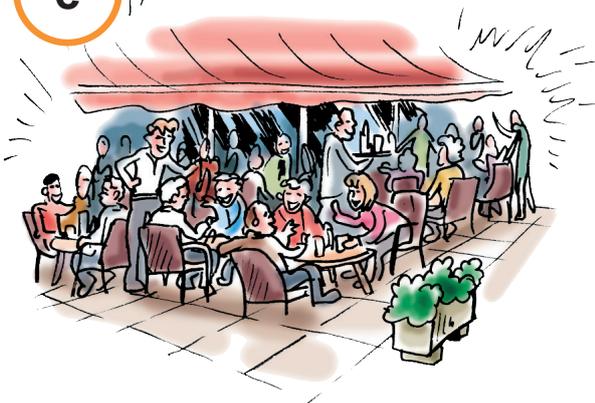
c



d



e



f



Task 3 - Predicting

You are going to listen to a villager talking about what HE would do if he were the local Mayor.

A. Before you listen, tick the solutions in the box you think you will hear. Discuss your choices with your partner. Listen to see if you were right.

B. Listen to the villager again and number the solutions a-f on the right in the order you hear them.

What solutions would YOU suggest if YOU were the Mayor? Discuss your solutions with your partner.

SOLUTIONS

- a) open leisure centre
- b) ask people for money
- c) turn house into museum
- d) open cinemas
- e) charge people money
- f) create jobs



Speaking

Task 1 - School problems

A. Here are some problems that might appear in a school. Choose one of the problems and in small groups discuss what you would do if you were:

- i) a teacher**
- ii) a headmaster**
- iii) a parent**
- iv) class president**

Use the 2nd Conditional: e.g. If I were a teacher, I would ...

PROBLEMS

- i) poor food in the school canteen**
- ii) nowhere to play sports when it rains**
- iii) broken windows in the classrooms**
- iv) graffiti on walls and desks**
- v) children making noise during the lesson**

B. Decide as a group which of the 4 people offers the best practical solution. Choose a student in your group to report your solution to the rest of the class.

Task 2 - Analyse this!

A. As a class, choose one of these problems and analyze it. Discuss why the problem exists and why there has not been a solution so far.

B. Discuss possible solutions and decide on the best one.

Task 3 - Future problems

In groups of three, write down three problems that you might face in your life. Tell the other students in your group and ask for their advice. Give advice using "If I were you, I would ...".

Example: STUDENT A: My problem is that I am getting fat.

- STUDENT B: If I were you, I would go on a diet.

At the end of the task, tell your teacher which was the best piece of advice you received.

Task 4 - Making conjectures

A. In pairs, read through the list of situations and discuss possible answers for four of them.

What would happen if I?

...we didn't have colours in our lives?

...girls had to go to the army?

...a new nightclub opened in your area?

...you won the football pools?

...you saw a ghost?

...you were able to become invisible

...you lost your best friend's mobile phone?

...your brother or sister wanted to leave home?

...there were no planes?

...things were free in a shop in your area every Monday?

...the school closed for a month in October?

B. Now, write three more situations and then ask your partner what s/he thinks would happen.



Writing - Lead-in

A. Look carefully at the statue of this famous Greek politician and read the clues to find out who he is.

- i) He was the first Greek Head of State.**
- ii) He encouraged Greek people to eat potatoes**
- iii) He was murdered in Nafplion**
- iv) There is a Greek University with his name.**

B. Fact or myth?

According to the story, the Greek people in the 1820s did not want to eat potatoes. Kapodistrias had a plan. He decided to put guards around bags of potatoes on the docks in Nafplion. Soon rumours spread that if the potatoes were so valuable to have severe-looking guards, they must be important. In this way, Kapodistrias persuaded the local people to grow potatoes in the area around Epidaurus in the prefecture of Argolida.



Task - An Ancient site

A. Look at the photograph and as a class, discuss the following questions: What is it? Where is it? Is the following statement true or not?

It was near here that the first Greek Constitution was signed.

You can check the answer in your History Books or follow the link <http://groups.msn.com/ancientepidavrosgreece/history.msnw>



B. Read the following note asking for advice about creating a leaflet, and underline the problem Aggeliki's village has.

Dear Andreas,

I have already told you that our village is having problems as people are leaving and going to live in the cities. As the local Mayor is worried about this, he is trying to find ways to create jobs in the tourist sector and he has asked the young people of the village for ideas to help create a leaflet about the history and mythology of the area. Since you have done something like this in your village, could you give us some advice what to do?

All the best,

Aggeliki

C. Find two other words in the letter which mean 'because' and circle them.

D. Reply to your cousin's e-mail and tell her what YOU would include in a leaflet about the history and mythology of your area to attract tourists. Use the linking words from C above.

Project: An attractive tourist destination

Task 1

Look at the photographs of Epidaurus. As a class discuss what kinds of things a tourist can see and do there.

What do you know about Epidaurus? i) Where is it? ii) What is it famous for?

Οικόγραμμα Έκθεση Πολιτιστικής κληρονομιάς και Αγροτουρισμού



Ancient Epidaurus

Being the most important port of the Peloponnese in the Saronic Gulf, Epidaurus is believed to be the birthplace of Apollo's son, Asclepius the healer.

Modern Epidaurus

Epidaurus does not merely stand for ancient history, drama and culture, it is also the place where the first Greek Constitution was signed in 1822. Today it is a resort offering different kinds of recreational holidays. For example, agro-tourism reaches its peak during the agricultural summer bazaar that has been held in Ancient Epidaurus since 1988.

Things to see

Visit the site of Hera (at the 'Cultural Centre') or wonder at the statue of Artemis (at the top of the hill in the village) or gaze at Dimitra (at 'St Marina'). The sanctuary of Apollo Maleatas and also the sanctuary of Asclepius are also worth seeing.

How to get there

We are situated midway along the east coast of the Argolis district. It is easy to reach by road via Athens-Corinth Canal if you take the main highway or the scenic routes from Nafplion or Ermioni-Kranidi. You can also get here by ferry or Flying Dolphin from Piraeus.

Task 2

Imagine you are talking to a tourist who is going to visit Epidaurus for a couple of days. Read the leaflet above and tell her what she can do there.

Task 3 - Create a leaflet

Your class is taking part in a European tourism competition. In groups of three create a leaflet of the historical sites in your area.

- **Include information about the local mythology and any historical figures or events associated with the area.**
- **Find more information and photographs of the sites in your area to create your own leaflet.**
- **Be careful about the layout of your leaflet.**

Self-evaluation

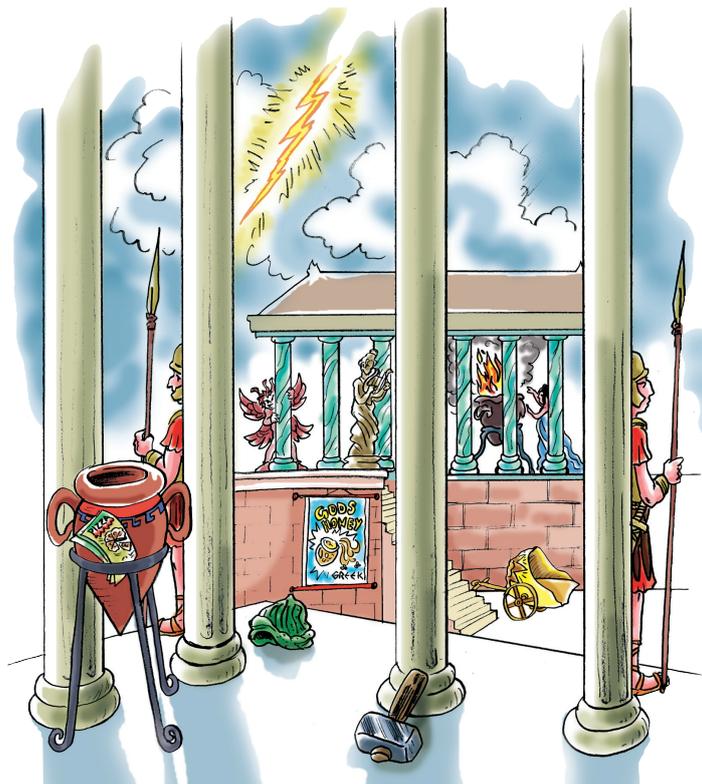


Activity A

Match the meanings a-g to each noun 1-6.

- | | | |
|------------|--------------------------|----------------------------|
| 1. riddle | <input type="checkbox"/> | a) a human being |
| 2. mortal | <input type="checkbox"/> | b) a baby child |
| 3. deed | <input type="checkbox"/> | c) a wooden pole on a boat |
| 4. infant | <input type="checkbox"/> | d) luck |
| 5. mast | <input type="checkbox"/> | e) puzzle or brainteaser |
| 6. fortune | <input type="checkbox"/> | f) act |

___/3 points



Activity B

Look at the picture. Can you find the following objects?

guards, advertisement, oracle, bonnet, Medusa
statue, thunder and lightning, hammer, chariot,
leaflet

___/2 points

Activity C

Look at the words in the box. What kind of words are they? Are they nouns, adjectives, verbs? Write your answer on the line.

a) abilities _____

b) hopes _____

c) predict _____

d) series _____

e) grateful _____

f) labour _____

g) titanic _____

h) a look _____

___/4 points

Activity D

Complete the following sentences with one of the words in Activity C above.

- i. Heracles had a of tasks to do as punishment for his crime.
- ii. It is usually difficult to what our future holds for us.
- iii. Can I have at your composition on Delphi?
- iv. All of the Gods had different talents and
- v. The people who went to the Oracle put their beliefs and in what they heard.
- vi. The man made a effort to lift the heavy stone.
- vii. If you could help me, I would be very
- viii. The old man all his life to provide a home and food for his family.

____/4 points

Activity E

Look at the verbs in the list on the left. Write any noun you can think of that can go with each verb.

Example: melt

ice.

- i) protect
- ii) destroy
- iii) perform
- iv) guess
- v) attempt
- vi) solve
- vii) raise
- viii) cover

___/4 points

Activity F

Complete the following sentences with your own ideas.

- a) I would help you, if
- b) What,
if you saw a monster with three heads?
- c) You have a headache! If I,
I would take an aspirin.
- d) If I want your advice, I
- e) If I,
I would help all the poor people of the world.
- f) If people,
the riddle correctly, the sphinx would eat them.

___/3 points

Total ___/20 points

Now tick how well you can do the following:

	With difficulty	Quite well	Easily
✓ I can understand and use the first and second conditional forms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ I can read a text describing mythical events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ I can listen to a radio interview and understand the speaker's dream	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ I can talk about problems and offer solutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Topic

Keeping traditions and customs alive!

Grammar

Understanding verb patterns and verb syntax.

Reading Skills

Finding factual information and sharing this with others

Reading to find factual errors in a text

Listening Skills

Listening for incorrect information.

Sequencing pictures according to a listening text

Writing Skills

Describing a traditional ceremony

Vocabulary

Verbs of expression and belief; traditions and ceremonies.

Speaking skills

Giving opinions; agreeing and disagreeing with speakers.

Strategies:

**I can work with others to find answers to problems;
I can learn from what others in my group say; I can
use set phrases to agree or disagree with others**

AIMS

- To evaluate whether information is effective, accurate or incorrect?
- To think of similarities in customs in various countries around the world

Read the following statement. Do you agree or disagree with it? Why?

'Society passes social and family values to future generations through customs and traditions'.

Task 1

A. Read the definition of each word.

Custom:

something that a social group does at certain times of the year.

Tradition:

the passing down of beliefs, customs and practices from one generation to the next.

B. In pairs, write a list of the different customs and traditions you know. Compare your list with the class. Which is your favourite Greek custom or tradition?



Task 2

- A. Listen to the musical piece. What musical instruments do you hear in the recording?**
- B. How does the music make you feel? Is this modern or traditional music? Why?**
- C. Are local celebrations necessary for society? Why? Why not?**

Pre-reading

- A. Look at the two pictures of traditional celebrations around the world. What do you know about these celebrations and traditions?**

In what ways do the pictures show the kind of things associated with the celebrations and traditions? Which of these celebrations do you like most? Why? Discuss your answers with your partner.

- B. In pairs write down 3 things that you know about 'Halloween' and 'Valentine's Day'. Think about:
a) when it is b) what happens
c) who enjoys it most.**



**Happy
Valentine's day**



**HAPPY
HALLOWEEN!**



Reading

Task 1a

A. Now, check your ideas by reading the text on Halloween below; your partner will read the text on St. Valentine's Day on p. 133-134 / 144. Tell each other what you have learned about the customs.



TEXT 1

HALLOWEEN is an annual celebration and takes place on the 31st October every year. Originally called 'All Hallows Eve' which means the evening before All Saints Day. Hallow is an old English word for Saint. Over the years, people joined the two words together to make the name Halloween.



It is the night of pumpkins, candles, ghosts, tricks and treats, witches and brooms. One story says it is a night when the spirits howl like wolves and go round the streets looking for living bodies. It is a creepy idea but these days, people do not believe such things happen. The Celts thought that dead friends would return with their souls in the body of a black cat. This has remained the symbol of Halloween to the present day. Naturally, the living did not want to lose their body to a spirit, so on the night of Halloween, villagers would put out the fires in their homes to make them cold and undesirable. Then, they would dress up to frighten off the spirits. In the dead of night, people would go from door to door to collect food to donate to their favourite God. They would take this to a bonfire on top of a local hill, eat and dance and have a good time. After the bonfire, the people were nervous about walking home in the dark so they dressed up as spooky characters and carved faces in their candle holders which they made from huge orange pumpkins. They hoped that the light of the candle would frighten the spirits away.



Nowadays, people still parade from place to place and frighten others but everyone laughs because they know it is just good fun. The young people of the town or village visit different houses and call out 'trick or treat'. The custom is for the people in the house to pretend to be afraid and to give the children a treat of some chocolates or biscuits. Parents allow children to stay out late because there is no school the next day.

B. Use the questions below to ask your partner about the text he or she has read:

- i) Who was St. Valentine?
- ii) When is St. Valentine's Day?
- iii) Why did the Emperor Claudius put Valentine in prison?
- iv) What do Japanese men do on March 14th?
- v) What might your father give your mother on Valentine's Day?

C. What does the decoration of a key on Welsh spoons mean?

Task 1b

In pairs, find 3 phrases in the text on Halloween which refer to things that happen today.

- 1) _____
- 2) _____
- 3) _____

Task 2

- A. In pairs, find out how long Claudius was emperor of Rome. Look at your history book or ask your history teacher.**
- B. In pairs, find 3 differences between each custom in Task 1. List your differences and compare them with the answers of other members of the class.**
- C. As a class, discuss the importance of having these traditions.**



Vocabulary

Task 1 - Set phrases

The phrases in the box come from Text A. In pairs, use the phrases in the box to complete the sentences a-g below. There is one extra phrase you do not need to use.

on the night of
 in the dark
 over the years
 the top of
 in the dead of night
 on the 5th of November
 in the past,
 at the turn of



- The customs we have today come from things people did
- The Hogmany party in Scotland is
31st December.
- It is difficult to see very far
- The custom says that the ghosts come out
..... when everyone is asleep.
- Halloween is
- The tradition has not changed a bit
- They light bonfires at the hill.

Task 2 - Word formation

A. How good is your memory? The words are in the texts on Halloween and St.Valentine's Day. Write the nouns beside each of the following words:

- i) marry
- ii) engage
- iii) decorate
- iv) celebrate
- v) cancel

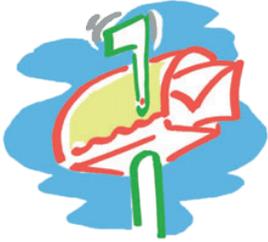
B. Use the endings -age, -ment, -ion, to form nouns from the words in the box on the right.

Example: decide → decision

excite _____
carry _____
instruct _____
agree _____
process _____
invent _____
argue _____
spill _____

In pairs, try to think of more nouns with the endings: -age, -ment, -ion. Then make your own sentences and compare them with your partner. Decide who has written the better sentences.





Grammar

- A. Read through the text on Halloween in pairs and circle 7 verbs which DO NOT HAVE an object. Compare your answers with the rest of the class.**

Example: People would **go** from door to door.

- B. In pairs find three examples of verbs in the text on St. Valentine which HAVE an object. Put a circle around the verb AND their object. Compare your answers with the rest of the class.**

Example: Some people **believe this** is a modern day celebration.

- C. In pairs, decide which verb from the box below matches each sentence i-vi:**

a) fall b) wore c) happen
d) cried e) exist f) allowed

- i) Mary's parents her to go to the bonfire celebration.
- ii) Ghosts do not
- iii) Annette a cloak and hat as a fancy dress.
- iv) Did anything unusual at the carnival?
- v) The little girl when she saw the ugly mask.
- vi) Be careful! You will if you climb up there.

D. Write your own sentences with the verbs from the box and compare your answers with the other students.

Grammar rules

In pairs, choose a group of verbs on the right to complete the rules:



a) Verbs like:

.....
take **'to'+ verb.**

b) Verbs like:

.....
take an **object.**

c) Verbs like:

.....
take an **object + 'to'.**

d) Verbs like:

.....
take an **object + object.**

e) Verbs like:

..... **do not**
take an **object or 'to'.**

give - show - tell
enjoy - own - build
happen - cry - fall
remind - allow - advise
try - seem - agree

Task

Read the sentences 1-5 below and match them to the appropriate verb pattern a-e from the Grammar box above. Circle the right verb in bold italics according to the pattern.

1. The ghost **disappeared** / **discussed** when they entered the room.
2. We **decided** / **invited** Mary to our Halloween party.
3. The child **said** / **asked** me a question.
4. Children **believe** / **prefer** to play outside.
5. Mum **gave** / **told** the children to be careful.

Compare your answers with your partner.

AIMS

- To predict a topic from visual clues
- To listen for factual information
- To identify speakers; likes and dislikes
- To give an opinion

Pre-listening

A. What English customs or traditions do you know?

B. Why do you think people burn effigies of other people from the past?

- i) because they were good
- ii) because they were Saints
- iii) because they did something bad

Task 1

A. You are going to listen to the description of a traditional English custom. Look at the picture and choose a name for the custom from those below:

- a) Fire Night
- b) Guy Fawkes' Night
- c) Guy's Night



B. Listen to the recording and number pictures a-g below in the order you hear them.

C. Listen again to the recording on Guy Fawkes and tick T (TRUE) or F (FALSE) for the following statements:

	TRUE	FALSE
a) King James was a catholic	<input type="checkbox"/>	<input type="checkbox"/>
b) Guy Fawkes lived next to the Houses of Parliament	<input type="checkbox"/>	<input type="checkbox"/>
c) Soldiers found Guy Fawkes before the king arrived	<input type="checkbox"/>	<input type="checkbox"/>
d) People cooked potatoes on the bonfires	<input type="checkbox"/>	<input type="checkbox"/>
e) The traditional bonfire cake is Barking cake	<input type="checkbox"/>	<input type="checkbox"/>

a



c



b



d



e



f



g



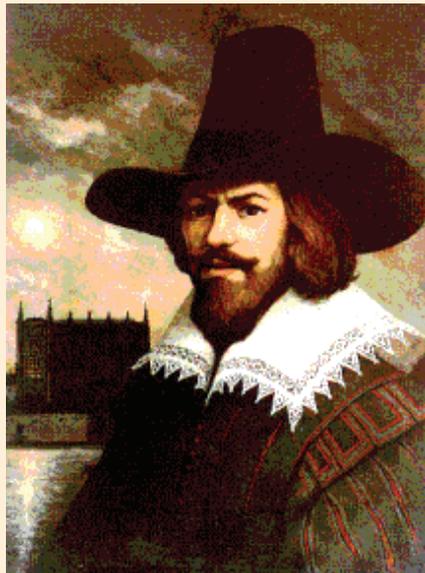
Task 2

Read the text below on Guy Fawkes and the gunpowder plot. There are five factual errors in this text.

Listen to the recording again and, in pairs, try to find the five factual errors.

**Remember, remember the 5th of November
Gunpowder, treason and plot.**

**I see no reason that gunpowder treason
Should ever be forgot.**



Guy Fawkes' Night also known as '**Bonfire Night**' or '**Fireworks Night**' is on the 15th November. It is celebrated from year to year all over England. Four hundred years ago, in 1705, a man called Guy Fawkes and a group of his friends made a decision to kill King Henry I. They wanted to do this because the King hated Catholics and made laws against them. Guy

Fawkes and his friends were not in agreement with these laws and so they rented a house which was next to the Houses of Parliament in Manchester. This house had a door to connect it to the Houses of Parliament, so Fawkes and his friends put gunpowder in the cellar of the Houses of Parliament. Before the King arrived, soldiers discovered Guy Fawkes and arrested him and took him by carriage to the Tower of London. This prevented the spillage of blood. They tortured him from morning to night for twenty-five days and forced him to tell them the names of his friends.

In celebration that he did not die, King James ordered that the people of England should have a bonfire on the night of November 5th. Today, people light bonfires and burn effigies on them. People use old clothes or straw to make an effigy of Guy Fawkes. The effigy reminds people of the story of Guy Fawkes. The fireworks are a reminder of the gunpowder that Guy Fawkes used in his plot. As well as burning an effigy, people use the bonfires to cook potatoes and to heat soup for the crowds that come to watch. The traditional cake on Bonfire Night is Parkin Cake. This is a sticky cake containing oatmeal, ginger, treacle and syrup. In main towns and cities, torch-lit processions are also popular on this night. The procession leads to where the bonfire and firework displays are. During the days before Bonfire Night, children used to take their homemade effigy around the streets and ask people for 'a penny for the Guy'. They used this money to buy fireworks.



Speaking - Lead-in

- A. What celebrations take place in your area? What is the reason for these celebrations? Make a list of them.**
- B. Do you know of any celebrations which are dangerous?**
- C. Read through these celebrations:**

- a) Pamplona Bull Run**
- b) St. Patrick's Day**
- c) New Year's Eve Hogmany**

What do you know about them? Can you guess from the pictures what happens at each one?

Now, look at the sets of pictures 1-3 for each celebration and in pairs, match each set with celebrations a-c.



1. Julio

2. Emilia

3. Tracy

Task 1 - Experiences

Listen to the following short extracts about each of the three celebrations in C above.

You will hear three people talking about their experience at each of the celebrations. In pairs, decide if they enjoyed it or not. Put Y(es) or N(o) in the box beside each name.

Task 2 - Giving opinions

A. In pairs, discuss what you think the usefulness of celebrations like the ones in Task 1 is. Use the dialogue below as a model and the expressions in the box to give your opinion:

Example:

A: I really think that bull running is exciting!

B: That's what I think too! OR Are you serious? It's terrible for both people and the poor animals!

B. Describe to your partner a celebration either in Greece or abroad but do not tell him/her its name. Your partner must guess which celebration it is.

i) give your opinion:

believe/ think/ say/ know/ feel + that

ii) agree:

Absolutely!/ Good point!/ Yes, maybe you're right!

iii) disagree:

You're joking!/ No way!/ You can't be serious.

Task 3 - Mini project

Decide on a world celebration and find some information about it. Look at the internet by typing in "celebrations". Write a couple of paragraphs about this celebration and say if you would like to go to it and why. Present your celebration in class.



Writing

Task 1

A. In pairs discuss what you see in each of the pictures of a wedding in the Ukraine. How does this wedding differ from a wedding in Greece?

Discuss your ideas with your partner and write down any differences.

When I write a description I

- imagine a similar situation I know
- decide on a way to organize my description (time, event)
- write out a plan
- try to use adjectives with every noun.



B. In pairs, put the pictures 1-5 above into the correct sequence.

Task 2 - Wedding customs

In pairs, look at the internet or an encyclopaedia to help you to match the customs a-f below with the countries 1-6.



Country:

- 1) Japan
- 2) Egypt
- 3) China
- 4) India
- 5) Bulgaria

Custom:

- a) The bride hides under a tent on the back of a camel.
- b) The couple wear colourful headdresses.
- c) The couple are covered in flowers.
- d) The bride walks through the streets with her mother.
- e) The bride's mother gives her a dish with a raw egg and wheat to throw over her shoulder.

Task 3 - A traditional wedding in Greece

Imagine you have received a letter from your cousin in Australia who is going to come to Greece to attend a wedding in Crete. She wants to know about traditional Greek weddings and what happens.

Write a letter to her and describe a traditional wedding in your town or area. Include as many details as you can before and after the ceremony. Follow the order in the sample letter on the right.

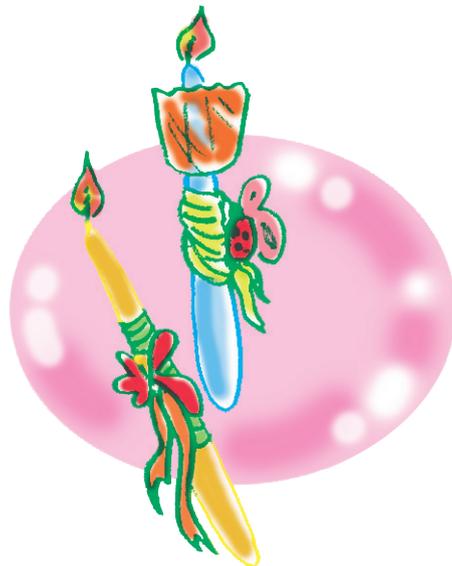
Dear Nora,
I don't know much about wedding traditions and celebrations in Crete, but I'll tell you what happens in my home town. Before the wedding...
On the wedding day...
After the wedding ceremony...
I just hope you find this useful.
Kisses,

Lead-in

In groups, look at you list of celebrations in Speaking- Lead-in: A on pages 60 -61 / 68 and discuss the following:

- **What do people do during these celebrations?**
- **Has their purpose changed over the years or is it still the same?**
- **Are these celebrations important or not for your area? Why? Why not?**

Discuss as a class.



Task 1 - Christmas around the world

A local newspaper has asked young people to write an article on the following:

**“Baubles, tinsel, snowmen and the sound of piped carols”,
wherever you are in the world, there is no getting away from Christmas.
But why is it such a universal festival? And what does it mean to you?**



**Read the comments from teenagers in other countries.
Do you agree or disagree with them? Why? Why not?**



**There's an unnecessary emphasis on material gifts.
I just hate it!7**

In a multiracial country, Christmas is visiting friends to celebrate. I do not agree with this practice, it just makes it all so commercial.



Christmas is all about having fun, getting together and enjoying good food.

Leave people to do what they want with this fabulous winter celebration, because the central message is the same: have fun, and love one another. Merry Christmas to you all!

For me it doesn't really mean anything except a holiday—time off school! It's a time when the TV is full of adverts for toys, and toy shops charge exorbitant prices for their goods.



Task 2 -

Project: The Meaning of Easter

A. Work in groups of four: each of you will ask three people what they think Easter means to them. Decide what kinds of questions you will ask these people to find out about the meaning of Easter.

Use the questions to make a short questionnaire as the one on the right:

Easter means:

Eating lots of food

No school

Spending time with family and friends

Going to church

Going away on a trip

...

B. Report back to your group what you have found about the meaning of Easter to the people you have asked.

Put your findings together and then, with the other students in your group, prepare an article with the title 'The Meaning of Easter in Modern Greece'. Present your article to the class.

Self-evaluation

Activity A

Complete the sentences with a correct form of the words in the box as in the example.

celebrate instruct pack excite marry ~~argue~~

1. Guy Fawkes had an **argument** with the Royalists about politics.
2. The plotter had to follow the to blow up the Houses of Parliament.
3. It is with muchthat all the children celebrate Halloween.
4. National are a very important part of all cultures.
5. The between Maria and James, took place in St. Paul's Church.
6. He received a from his pen-friend in Cairo.

___/5 points

Activity B

Complete the two halves of each sentence.

- | | | |
|-------------------------|--------------------------|--|
| 1. People allow | <input type="checkbox"/> | a) their children a story about ghosts |
| 2. Children wear | <input type="checkbox"/> | b) from the wall. |
| 3. Guy Fawkes tried | <input type="checkbox"/> | c) costumes with scary faces. |
| 4. The picture fell | <input type="checkbox"/> | d) to blow up the Houses of Parliament in London. |
| 5. All the parents tell | <input type="checkbox"/> | e) their children to stay out late on Bonfire Night. |

____/2 $\frac{1}{2}$ points

Activity C

Make a meaningful sentence by matching 1-5 with a-e.

- | | | |
|--|--------------------------|---|
| 1. Years ago, the adults in the family would | <input type="checkbox"/> | a) sit by the fire playing with her toys. |
| 2. As a child she would | <input type="checkbox"/> | b) leave the body when it died. |
| 3. Before they had Christmas trees, people would | <input type="checkbox"/> | c) meet at each other's home on New Year's Eve. |
| 4. People believed that the soul would | <input type="checkbox"/> | d) always make him wear new socks on Christmas day. |
| 5. When my father was young, his granny would | <input type="checkbox"/> | e) put a small boat in their sitting-room window. |

____/2 $\frac{1}{2}$ points

Activity D

Complete the following sentences with a suitable verb from the box in the correct tense.

enjoy give fall try advise

1. The children to lift the heavy tar barrels.
2. If you go to the carnival, I you to go early to get a good place to see.
3. Be careful when you walk on the wet grass or else you will
4. I hope you have the lesson on customs and traditions
5. Let me you a hand to lift the effigy.

____/5 points

Activity E

Complete the following sentences by choosing the most suitable word from those given.

1. Years ago village people would use lanterns to see where to go, but they use electricity.
a) at present b) nowadays
c) over the years d) in the dark
2. At the of the 21st Century, many people were afraid something bad would happen.
a) end b) top
c) turn d) finish
3. Diane wore a costume to the carnival.
a) scary b) frightened
c) sticky d) wedding

Unit 4

Click on-Line!

Task 1

A. Look at the photograph. What is in the glass case?

B. Look at the table and fill in the ways that people use the mobile phone in Greece.

At home	At school	At a party	At work
Playing games	Sending messages	Speaking to parents	Ringling family members

Now, compare your answers with three of your classmates to see which uses are the most popular. Compare your ideas with your class.



C. Read the ways some people use the mobile phone and tick if this is right or wrong behaviour. Then in the last column tick the ways you sometimes use your mobile phone. Compare your answers with your partner. Which of you uses the phone in a better way?

Speaking on the phone when they are driving		
Calling friends during a film at the cinema		
Talking to others on the phone when in a bus		
Sending messages to friends during lessons		
Ringling parents to tell them where you are		
Using the phone to keep notes for an examination		

D. Read the following extract from the BBC News site on the web and decide if the writer believes that the telephone has made our lives better. Discuss your answer with your partner.

Whether it's mobile phones that play music, or touch screen computers, the speed of change in technology is growing. But do these gadgets really make any difference to our lives?

Yes, I believe electronics influence how we live and can sometimes help to make our lives easier. For example the mobile phone is useful as we can get in touch with friends or family whenever we want. The phone with a camera is useful to take photographs but I don't agree that our lives are any better than they were before.

All of us can easily think of times when the mobile phone can be annoying. Then there is the danger when people speak on the phone when they are driving. It is a fact, that this behaviour causes many accidents. So, does the phone improve our lives? I am not so sure!

(adapted from) http://news.bbc.co.uk/2/hi/uk_news/magazine/6280715.htm



Reading

A.

Tick true or false for each of the statements and then compare your answers with your partner. Do you agree or disagree with each other?

	T	F
a. Five years ago 7 children in every class had mobile phones. Today it is 21. This means the numbers have tripled.		
b. Fifty per cent of the people in Greece started going on line in 1971.		
c. Today most people in my class know what an e-mail is.		
d. Every Greek family uses electronic banking (e-banking) to buy clothes and food.		
e. All grandmothers in Greece use chat rooms to talk to their friends.		

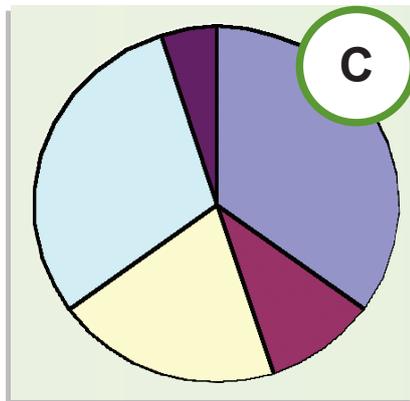
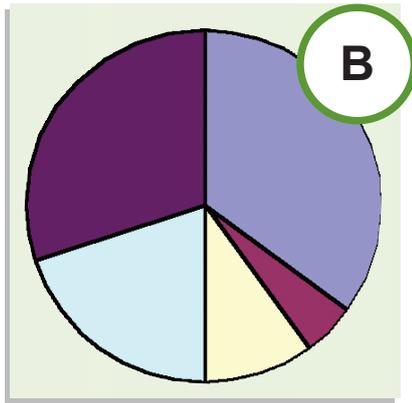
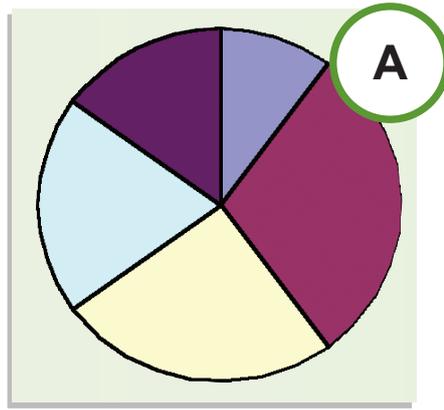
B.

Read the text and match the correct pie chart A-C with the information mentioned in the text.

Nearly all kinds of internet use have grown over a three year period. The number of school-age children who have **access** to the web has tripled in the last twelve months, as more and more schools have been going on-line. 1) Together with school kids, about 30% of the population uses the web for information. In recent years, more and more people have been buying all sorts of electronic gadgets and internet connections which help them to communicate and get information.

(2) In fact, they have been going on line since 1971 with the birth of e-mail. Today 35% of the population sends e-mails to each other from the comfort of their own homes.

(3) Teenagers find answers for school subjects whereas adults use it to find out about local events or world news. The latest use among young people is meeting new people through chat rooms and **interest** in this use has grown rapidly in recent years to about 15% today. Another popular use is for e-banking with 10% of the people using it for commerce and e-banking. According to statistics, shopping on the internet has been growing steadily for the last few years as people discover how easy it is but the numbers are still small and are about 10% of the use.





Writing

Task 1

- A. In pairs, read the aunt's letter about a problem she has with her internet and decide if you know how to help. Discuss the possible problems and solutions with your partner.**

Dear Eli,

I have been trying to send you an e-mail for the past few days but I haven't been very successful. I have turned on the computer and I have opened Outlook but I have not been able to connect to the mail server. Can you help me, please?

Love, Nora

- B. Now read the instructions and decide how to help Auntie Nora. Underline information that can help Nora.**

Setting Up Your E-mail

1. To set up your e-mail, you need to open an e-mail account, select 'Tools'.
2. Find e-mail account window and select 'Add new e-mail account'. Then click 'Next'
3. Select 'Pop 3' and the click 'Next'.
4. In the 'Pop3' window, enter the following information:
 - Your first and last name
 - An e-mail address
 - A password

5. Click 'OK'.
6. Click 'Next'
7. Click 'Finish'.
8. Double click on the Internet Icon on your screen to connect to a server.

mail.internet.com Properties

General Servers Connection Security Advanced

Server Information

My incoming mail server is a **POP3** server.

Incoming mail (POP3): mail.internet.gr

Outgoing mail (SMTP): mail.internet.gr

Incoming Mail Server

E-mail username: Thomas

Password: ●●●●●●

Remember password

Log on using Secure Password Authentication

Outgoing Mail Server

My server requires authentication

Settings...

OK Cancel Apply

Task 1

Complete the sentences by choosing one of the nouns in the box.

- i) The _____ teller told us that we would be lucky in our lives.
- ii) Tyche hated arrogance and preferred people with _____.
- iii) Some of the mythical heroes did great _____ to help others.
- iv) The _____ goes out into the sea and was built by Finn.
- v) Some of the gods took _____ in making people suffer.
- vi) Can you answer this _____? 'What has an eye but cannot see?'
- vii) What is another word for a big wooden box _____?
- viii) The flag at the top of the _____ was all we could see of the ship.

a. deeds

e. causeway

b. chest

f. pleasure

c. mast

g. modesty

d. riddle

h. fortune

Task 2 A song

A. In pairs, discuss the meaning of the song. Is it about:

- a) war and death?
- b) love and freedom?
- c) advice against dangers?

B. This song was a **Civil Rights anthem in the 1960s. In which country was it used for this purpose? Go to the internet and type in the title: 'If I had a hammer' to find out the answer.**

C. Discuss what you think the messages are in the songs below:

**We Shall Overcome
Blowing In the Wind
Give Peace a chance**

D. Find out more on the internet about these songs and share your information with your class.



**If I had a hammer
I'd hammer in the morning
I'd hammer in the evening ... all over this land,**

**I'd hammer out danger
I'd hammer out a warning
I'd hammer out love between all of my brothers and my
sisters
All over this land.**

**If I had a bell
I'd ring it in the morning
I'd ring it in the evening ... all over this land,
I'd ring out danger
I'd ring out a warning
I'd ring out love between all of my brothers and my
sisters
All over this land.**

**If I had a song
I'd sing it in the morning
I'd sing it in the evening ... all over this world,
I'd sing out danger
I'd sing out a warning
I'd sing out love between all of my brothers and my
sisters
All over this land.**

**If I've got a hammer
And I've got a bell
And I've got a song to sing ... all over this land,
It's a hammer of justice
It's a bell of freedom
It's a song about love between all of my brothers and
my sisters
All over this land.**

Task 3

A. Read the texts below and answer the questions.

i) Who created lightning in the myth?

.....

ii) How many eyes did Gracae have?

.....

iii) How did Midas feel when his daughter turned to gold

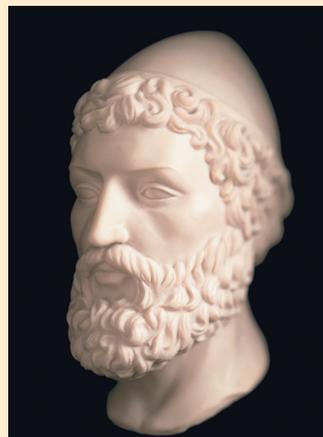
.....



Thor was the son of Odin who was the father of the Norse Gods. The word Norse is the beginning of the name of a northern European country. When Thor rode through the heavens on his chariot he made such a loud noise like the sound of thunder. Sometimes he threw his huge hammer and it created lightning. Today we have the words thunder and lightning which happens when two rain clouds crash into each other. We also remember Thor because one of the weekdays is named after him.



King Acrisius of Argos was afraid that his grandson would kill him one day so when she had her son Perseus, he threw his daughter Danae out of his kingdom. After some time, the king of Seriphus found Danae and fell in love with her. Danae's son, Perseus was jealous and so the king had a plan to send him away. He told Perseus to bring back the head of the gorgon, Medusa and he would not want to marry Danae. He asked the one-eyed Gracae to help him kill the gorgon and then he returned home.



Dionysus gave king Midas a wish as a way of thanking him for his help. Midas asked to be able to turn everything he touched into gold. At the start, Midas loved this wish and became very rich but then he realized that he couldn't touch food or drink because they became gold too. One day, by accident he touched his daughter and she turned to gold. He was very sad when this happened.

Task 4

Look quickly at the text on Delphi below. How many sites are there to see in Delphi? Read the text carefully and complete the table with the missing information.

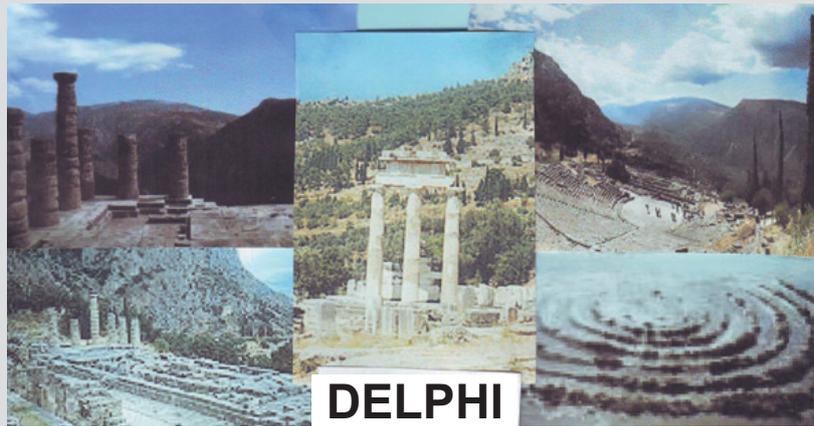
Some of the most important monuments in Delphi are:



The Temple of Apollo. The visible ruins belong to the last temple, dated to the 4th century B.C., which was peripteral, in Doric order. It was erected exactly on the remains of an earlier temple, dated to the 6th century B.C. Inside was the "adyton", the centre of the Delphic oracle and seat of Pythia. The monument was partly restored during 1938-1941.



The Treasury of the Athenians. Small building in Doric order, with two columns in antis, and rich relief decoration. It was built by the Athenians at the end of the 6th century B.C. in order to house their offerings to Apollo. After its restoration, in 1903-1906, it is the best preserved building on the site.



The Altar of the Chians. The large altar of the sanctuary, in front of the temple of Apollo, was paid for and erected by the people of Chios, in the 5th century B.C., according to an inscription cut on the cornice. The monument was made of black marble, except for the base and cornice which were of white marble, resulting in an impressive colour contrast. The altar was restored in 1920.



The Stoa of the Athenians. The stoa, built in the Ionic order, has seven fluted columns, each made from a single stone. According to an inscription cut on

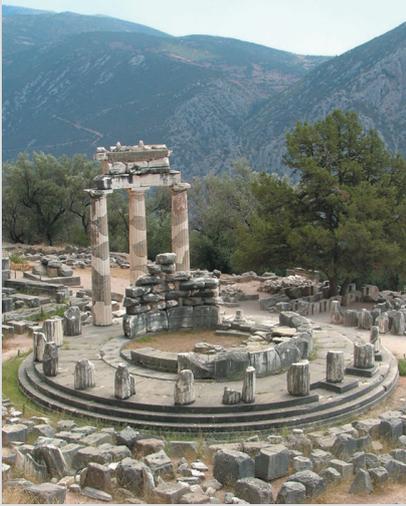
the stylobate, it was erected by the Athenians, after 478 B.C., to house the trophies taken in their naval victories over the Persians. Excavation began in 1893.



The Theatre of the Sanctuary. It was originally built in the 4th century B.C. but the ruins we see today date from the Roman Imperial period and was built by the Romans. The cavea had 35 rows of stone benches; the foundations of the skene are preserved on the paved orchestra. The theatre was used mostly for the theatrical performances during the great festivals of the sanctuary.



The Stadium was constructed in the 5th century B.C. and was remodelled in the 2nd century A.D. at the expense of Herodes Atticus. Then were added the stone seats and the arched monumental entrance. It was in this Stadium that the panhellenic Pythian Games took place.



The Tholos. Circular building in Doric order, built in ca. 380 B.C. Its function remains unknown but It must have been an important building, judging from the multi-coloured stone, the fine workmanship and the high-standard relief decoration. The monument was partly reconstructed in 1938.



The Gymnasium was a complex of buildings used by the youths of Delphi for their education and practice. It was constructed in two levels: on the upper was a stoa and a free open space used for running practice, and on the lower was the palaestra, the pool and the baths (thermae).

SITE	DATE	FEATURES	REASON
1. Temple of Apollo			
2. Treasury of Athens			
3. Altar of the Chians			
4. Stoa of Athenians			
5. Sanctuary Theatre			
6. The Stadium			
7. The Tholos			
8. The Gymnasium			



Writing

Task 1

Read through this letter and decide in pairs what the purpose is. Choose from:

- i) to give information
- ii) to ask for help
- iii) to report an event

Dear Andrea,

As you know, our village is having problems and many young people are leaving. The Mayor wants to do something to help solve this problem and has decided to create jobs. He thinks that it would be a good idea to advertise all the ancient sites and history of the area

to get tourists to come here. He has asked our school to help find ideas to make a leaflet about the area but we need some help. Have you any ideas? Hope you are well,
Aggeliki.

Task 2

A. Creating a leaflet

In pairs, read through the list of points on how to write a leaflet about the area where you live and decide which are good points and which are not so good. Discuss with your partner why each is good or bad.

- i) talk about the local pollution
- ii) mention the wonderful countryside
- iii) mention the danger of forest fires
- iv) talk about the clean beaches
- v) mention the noise the motorbikes make
- vi) mention historical sites

B.1 Look at the following words in bold in the two sentences and decide if they mean: when, and, or because.

- i) **Since** the ancient site is near the forest, people shouldn't smoke.
- ii) **As** you have a project to do on Mythology, a visit to Delphi might be good.

B.2 Complete each of the following sentences with your own ideas using the words as and since in each.

i) I didn't go to school yesterday

ii) Joseph has always loved history

B.3 Your cousin in another part of Greece needs to make a leaflet. Complete the missing parts of this letter of advice to your cousin to tell him or her what to say in the leaflet and why.

Dear _____,

In your letter you asked me what I would say in a leaflet to make the area where I live attractive to tourists. Well, if I were you, I would include

..... as Also, it would a good idea to talk about

..... since

.... . You might also want to mention

..... because

I hope that has been of help. Look forward to speaking to you soon.

Cheers!

Andreas

Task 1 - Reading

Read one of the two texts below and then use the questions to report to your partner what each text is about.

Halloween

Halloween is an annual celebration that takes place each year on the 31st of October. The word hallow is an old English word which means Saint. The ending een comes from the old word eve or evening. On the night of 31st October children dress up as ghosts or spirits and go around their area. They knock on the doors of their neighbours' houses and shout 'trick or treat'. The people in the houses usually give the children a treat which is some sweets or candy. People put a candle inside a pumpkin to frighten away the dead spirits.

A. Use the questions below to ask your partner about the text he or she has read:

- i) What does Halloween mean?
- ii) When is Halloween?
- iii) What did people dress up as on Halloween?
- iv) Why did people light bonfires?
- v) What does 'trick or treat' mean?



Happy
Valentine's
Day

B. What does the decoration of a key mean on the spoons in Wales?

St. Valentine's Day

One of the most popular customs in England is on 14th February. One story of the origins of Valentine's Day comes from the time of the Roman Empire, under the rule of Emperor Claudius the Second. Because few soldiers wanted to fight in the Roman wars, Claudius had a difficult time to get soldiers to join his army. He believed that Roman men did not want to leave their loves or families. During this time a Christian priest named Valentine decided to defend love in the empire. Valentine began to secretly marry couples despite the emperor's orders. When Emperor Claudius heard about this he sent Valentine to prison where he stayed until his death on February 14 in the year 270. In Wales, young men and women carve wooden spoons and give them as gifts. Hearts,

keys and keyholes are favourite decorations on the spoons, meaning “You unlock my heart.” Flowers are the most common gift, a dozen red roses or (more romantically and cheaper) just one red rose.

Valentine's Day celebrations in Japan are a different affair. Here ladies buy chocolate for men. Then one month later it is the turn of the men to give in return. It is March 14th (the White Day), when men give gifts of chocolate to all the ladies who remembered them on Valentine's Day.

A. Use the questions below to ask your partner about the text he or she has read:

- i) Who was St. Valentine?
- ii) When is St. Valentine's Day?
- iii) Why did the Emperor Claudius put Valentine in prison?
- iv) What do Japanese men do on March 14th?
- v) What might your father give your mother on Valentine's Day?



HAPPY HALLOWEEN!

Task 2 - Writing a description

Read the following list and tick the things you might see at a wedding.

- a) a horse
- b) a church
- c) a bride
- d) a black wedding dress
- e) hamburgers
- f) drinks
- g) mice
- h) decorations

Task 3

Read through the list and tick the points you would include in a description of a wedding ceremony.

- a) the guests clothes
- b) the music in the church
- c) the singing and dancing
- d) the party
- e) the bride's clothes
- f) the groom's mother
- g) the place
- h) the decorations
- i) the presents
- j) the weather
- k) the new couple
- l) the local streets
- m) means of transport
- n) the groom's job
- o) customs

Task 4 - Organise a description

Look at the ideas you have ticked above and decide with your partner in which order you would talk about each. Write a number beside each of the points you think are important. For example:

- 1. the new couple.

At a Greek wedding, the couple do not come to the church at the same time. The groom arrives first and waits for the bride.

- 2. bride's clothes

The bride usually wears a white dress and she has flowers in her hair.

Task 5

Now, continue with a description of a traditional wedding in Greece.

Task 6

What decorations do people use for their homes at Christmas time? Find the items on the tree.

Santa
snowmen
tinsel
baubles
lights
balls
star

Task 7

Tick the things that people do during celebrations:

- read books
- sing songs
- watch television
- give presents
- eat and drink
- play sports
- play games

Task 8

In pairs, write down the names of three celebrations that you like.



Appendix 2

5

7

8

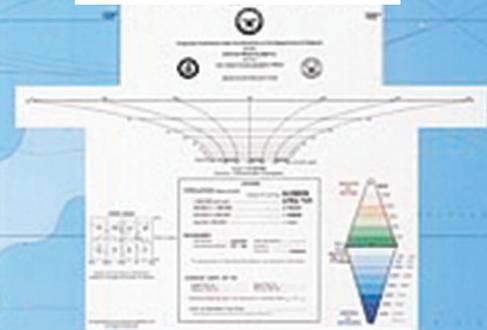
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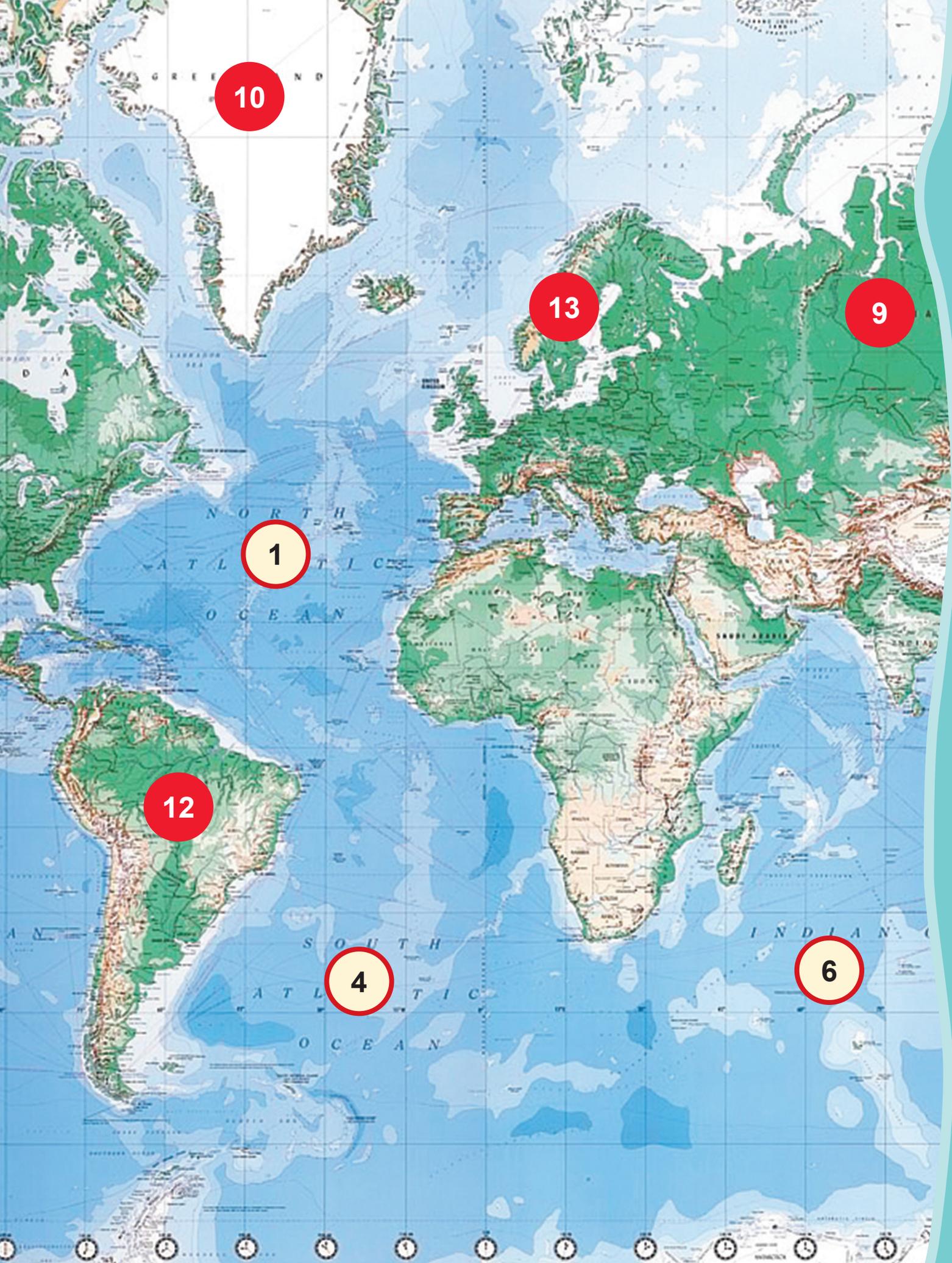
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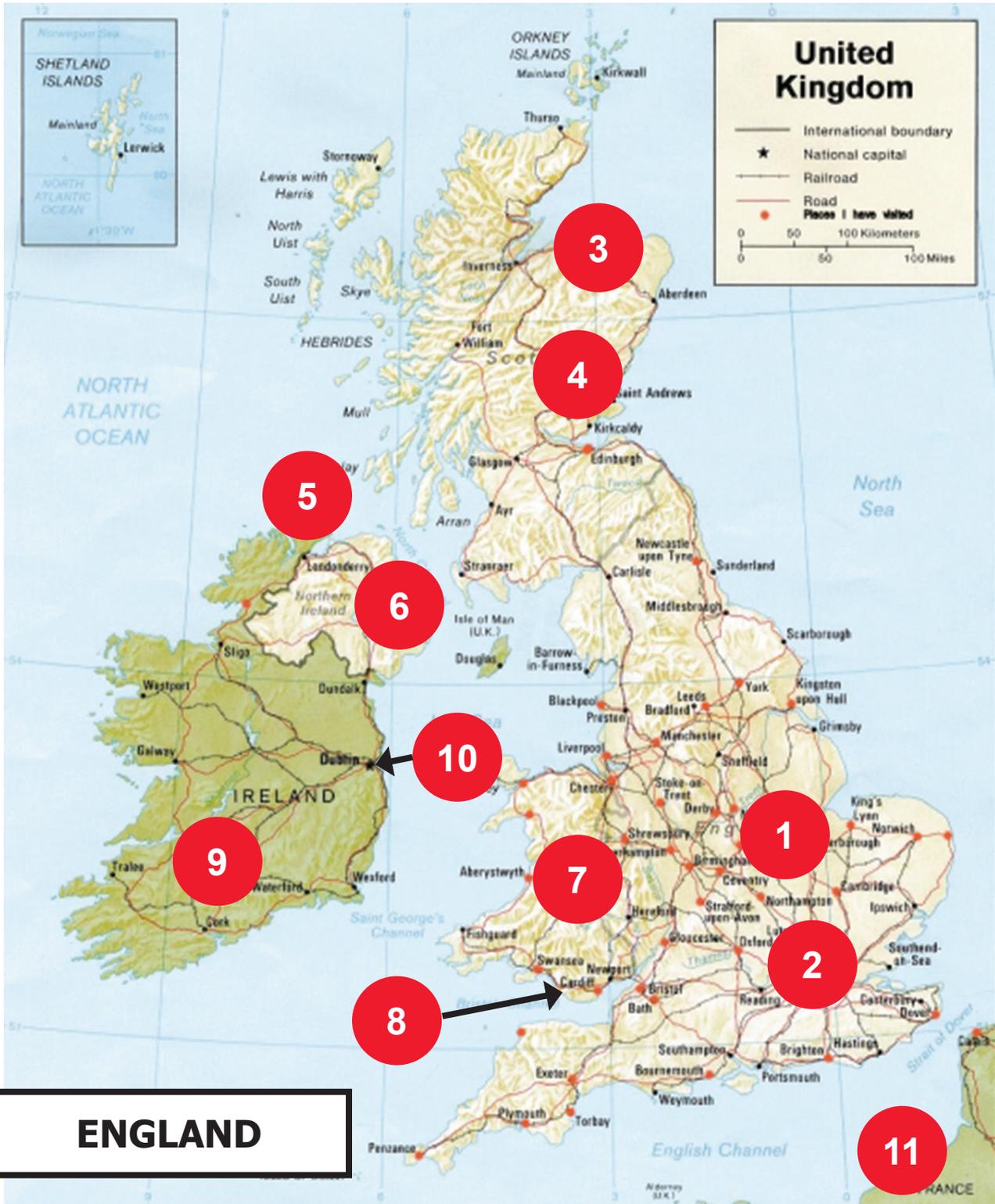
THE WORLD

World Map

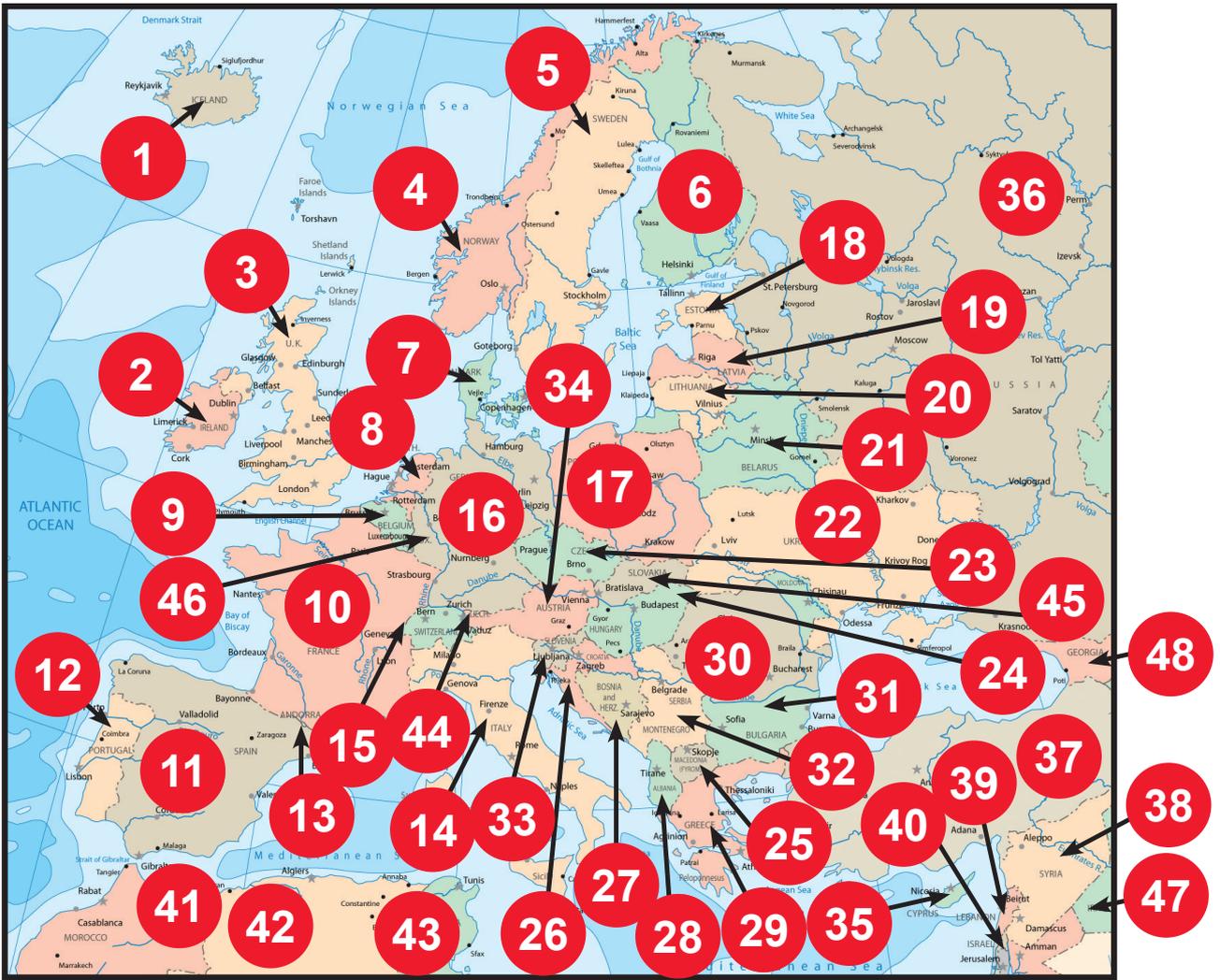




- 1. NORTH ATLANTIC OCEAN**
- 2. NORTH PACIFIC OCEAN**
- 3. SOUTH PACIFIC OCEAN**
- 4. SOUTH ATLANTIC OCEAN**
- 5. ARCTIC OCEAN**
- 6. INDIAN OCEAN**
- 7. CANADA**
- 8. UNITED STATES OF AMERICA**
- 9. RUSSIA**
- 10. GREENLAND**
- 11. AUSTRALIA**
- 12. BRAZIL**
- 13. GREAT BRITAIN**



- | | |
|---------------------------|------------------|
| 1 England | 7 Wales |
| 2 London | 8 Cardiff |
| 3 Scotland | 9 Ireland |
| 4 Edinburgh | 10 Dublin |
| 5 Northern Ireland | 11 France |
| 6 Belfast | |



Europe

- 1 ICELAND**
- 2 IRELAND**
- 3 U.K.**
- 4 NORWAY**
- 5 SWEDEN**
- 6 FINLAND**
- 7 DENMARK**
- 8 NETH.**
- 9 BELGIUM**
- 10 FRANCE**
- 11 SPAIN**
- 12 PORTUGAL**
- 13 ANDORRA**
- 14 ITALY**
- 15 SWITZERLAND**
- 16 GERMANY**
- 17 POLAND**
- 18 ESTONIA**
- 19 LATVIA**
- 20 LITHUANIA**
- 21 BELARUS**
- 22 UKRAINE**
- 23 CZECH**
- 24 HUNGARY**
- 25 FYROM**
- 26 CROATIA**
- 27 BOSNIA and HERZ.**
- 28 ALBANIA**
- 29 GREECE**
- 30 ROMANIA**
- 31 BULGARIA**
- 32 SERBIA
MONTENEGRO**
- 33 SLOVENIA**
- 34 AUSTRIA**
- 35 CYPRUS**
- 36 RUSSIA**
- 37 TURKEY**
- 38 SYRIA**
- 39 LEBANON**
- 40 ISRAEL**
- 41 MOROCCO**
- 42 ALGERIA**
- 43 TUNISIA**
- 44 LIECH.**
- 45 SLOVAKIA**
- 46 LUX.**
- 47 IRAQ**
- 48 GEORGIA**

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