



**2nd Grade of Junior  
High School**

**STUDENT'S BOOK**

**Τόμος 1ος**

## ΣΤΟΙΧΕΙΑ ΑΡΧΙΚΗΣ ΕΚΔΟΣΗΣ

### ΣΥΓΓΡΑΦΕΙΣ

**Patrick Mc Gavigan**

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

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**Πράξη με τίτλο:**

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

**Επιστημονικοί Υπεύθυνοι Έργου**

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Πάρεδρος ε.θ. του Παιδαγωγικού Ινστιτούτου

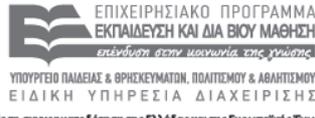
Έργο συγχρηματοδοτούμενο 75% από το Ευρωπαϊκό Κοινωνικό Ταμείο και 25% από εθνικούς πόρους.

## 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 τη 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 Λέβης Α.Ε.  **Linguaphone**

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

**2nd Grade of Junior High School**

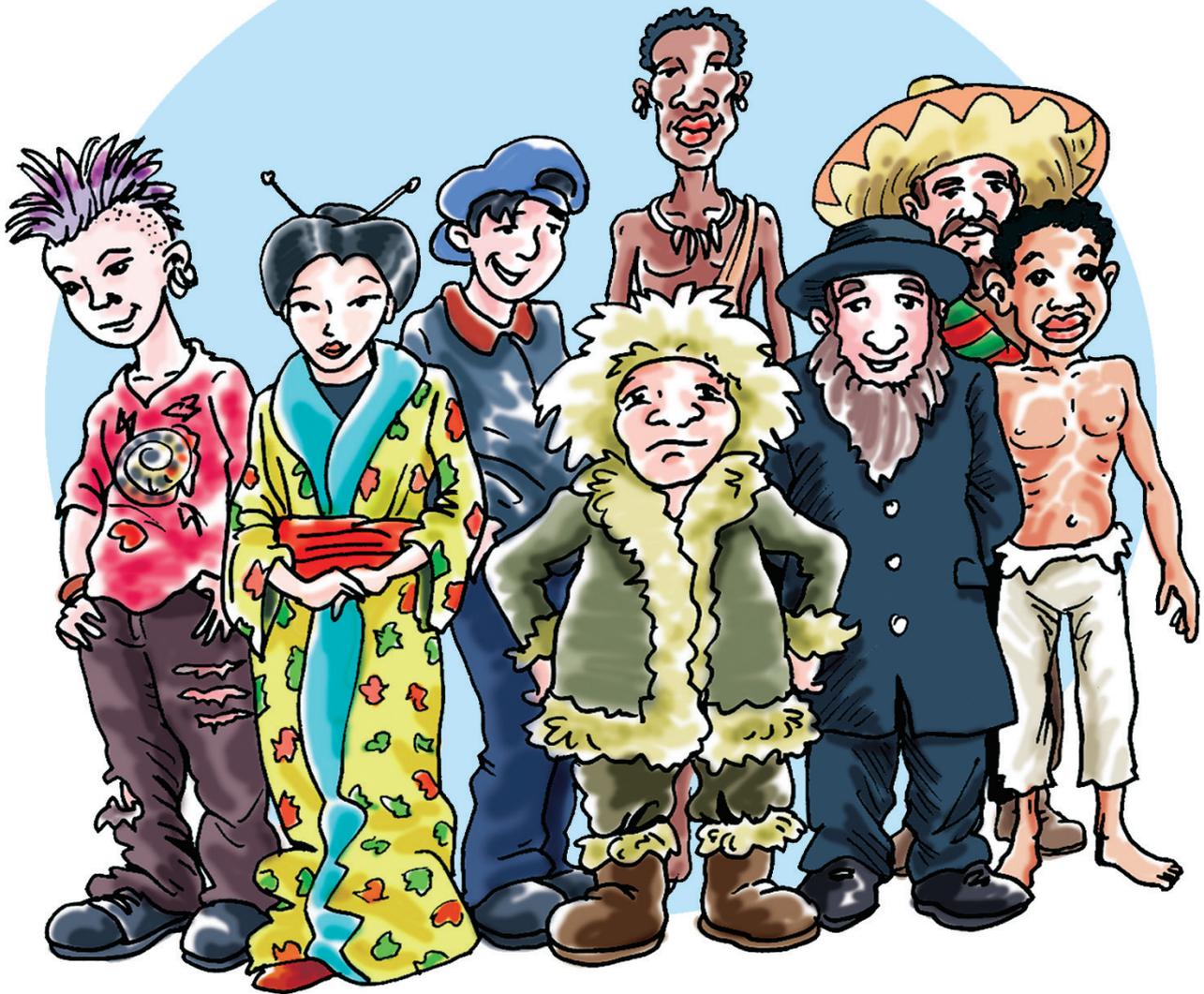
**STUDENT'S BOOK**

ΙΝΣΤΙΤΟΥΤΟ ΤΕΧΝΟΛΟΓΙΑΣ ΥΠΟΛΟΓΙΣΤΩΝ  
ΚΑΙ ΕΚΔΟΣΕΩΝ «ΔΙΟΦΑΝΤΟΣ»



# UNIT 1

## I'm only human



## **Grammar:**

Present Simple and Present Continuous;

State verbs: (like, want, believe, have, see, feel, look);

Infinitive of purpose

## **Functions:**

Describing people and life routines

## **Vocabulary:**

about geography: places, tribal items, lifestyles.

Adjectives: increasing degree;

-ing adjectives

tough, gentle, kind, traditional, tropical, natural, national, fresh, foreign, colourful, Amazonian.

Linking words: such as, like.

Fixed expressions: to express feelings.

## **Learning strategies:**

When I read or listen I...

- use my general knowledge to help me with a language task
- learn grammar rules by finding differences in use
- scan visuals to get a general idea of the topic before listening to a text
- imitate a language model to produce the language I need (written or spoken).

# Lesson 1

## Tribes of the forest

### AIMS

- To compare the lives of tribes with the lives of people in the modern world
- To learn about life in a forest

### Lead-in for reading

1. Look at the picture on the right. What is the name of the river which runs through this region?

— course of river flows along the border between two countries



## 2. Tick the box next to the things you like eating.

figs

nuts

tomatoes

pepper

potatoes

sugar

lemons

vanilla

avocados

grapefruit

chocolate

oranges

**Where do you think these products come from originally?**

**Check your answers at relevant sites on the internet which can be found on p. 190 / 190 of your book.**

**3. Now look at the facts below. How do you feel and what do you think when you read these facts? Use adjectives from the box.**

**Examples: I feel disgusted. / I think it is disgusting.**

- a) We are losing 130 species of plants, animals and insects every day
- b) The rain forest now covers only 6% of the world's surface
- c) Amazonia has an area the size of Australia
- d) Over 3000 different kinds of fruit grow in the tropical rain forest

- e) Every three months the Amazon loses an area of forest the size of Greece

shocked - shocking  
disappointed - disappointing  
amazed - amazing  
fascinated - fascinating  
worried - worrying  
frightened - frightening

---

## Task 1 - Mini project

**In pairs, use your geography book from last year to find or work out the answers to the following questions:**

- a) Find out how many square kilometres of forest disappear each year in Amazonia. It is the same as four times the size of Greece.
- b) Look at your geography book or on the internet to find out where potatoes come from.
- c) What facts do you know about the Amazon rain forest? Check your geography book from last year or look on the Internet. Compare your facts with your partner to see who has got the most.

## Task 2

Look at the picture of life in Amazonia. Ask your teacher questions about the people in the picture.

Use the following verbs:

eat	travel	play
work	wear	do
use	have	sleep

For example:

What is... wearing?

How do they travel?

What kind of food do they eat?





## Vocabulary

1. In pairs look at the words in the box below and label the objects in the picture above. Which similar objects can you see where you live?

plants	seeds
fruit	fires
spears	vegetation
necklaces and beads	huts

2. In pairs, match a verb from those on the right with the objects above. Now, use these pairs to make a sentence with the phrases in the box below.

wear	plant
boil	build
collect	burn
light	use

to eat	to clear the forest
to hunt animals	to make medicine
to live in	to look attractive
to keep warm	to grow vegetables

**Example:**

**They use spears to hunt animals.**

**3. In pairs, try to guess the meaning of the words in italics.**

- a) Cars and factories cause pollution. \_\_\_\_\_
- b) The tribes slash the vegetation with huge knives. \_\_\_\_\_
- c) The jungle is the natural habitat for many wild animals. \_\_\_\_\_
- d) Many daily products like coffee and sugar come from the forests. \_\_\_\_\_
- e) The Yanomami tribe is unique. They have no contact with others. \_\_\_\_\_



## Reading

### Task 1 - Read the text

- 1. Read the text on page 13 / 4 quickly and find the answers to the following questions:**
  - a) Where do the tribes live?
  - b) What is happening to where they live?
  
- 2. In pairs, find the answers to the following questions:**
  - a. Line 2: who or what does 'they' refer to?
  - b. Line 15: who does 'they' refer to?
  - c. Line 25: what do 'these' refer to?

# TRIBES of the forest

The tropical rain forests of the world play important roles in our daily lives. They help to recycle water and oxygen, and control air pollution around the world. Tropical rainforest plants provide 25% of the medicine in the world. The forest is also home to many different tribes like the Kayapo, Xicrin, Assarini and Yanomami. The Yanomami tribe lives in the rain forests of Brazil and Venezuela. The fact that it does not have contact with the outside world makes it unique. The people in the tribe need the forests to hunt for their food and a place to build their huts to live in, but unfortunately other people destroy their forests every day. They don't wear shoes and have tough skin on their feet. The Yanomami stay in an area until the land does not support them anymore. They use huge knives like swords to clear parts of the forest. They use a technique that they call the "slash and burn" method. This means that they cut down the tall vegetation and trees in a small area. They slash and burn just enough of the forest to plant seeds and make "gardens" for themselves. These provide 70% - 80% of their food and medicine. They boil plants to make their medicine. Sadly,

5

10

15

20

25

the tribes are disappearing because of the terrible destruction of their homes and natural habitats by companies that are cutting down trees to make roads and to use the wood for paper and other products. These companies do not care about the Indian tribes and are driving them out of the jungle. They need our help. In some countries children are writing letters to their governments to ask them to stop the companies who are destroying the rainforests. To help raise money, children in the UK buy and sell beads and necklaces that the tribes make.

30

35

40

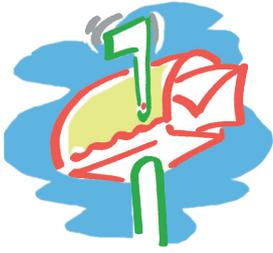
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## Task 2 - Answer the questions

Now, read the text carefully and underline the answers to these questions.

- a. Why are the tribes disappearing?
- b. Find one reason why the rain forests are important for the tribes.
- c. Why are companies cutting down the trees in the rain forests?
- d. Why do the tribes need our help?
- e. What are young people doing to help?
- f. Find and underline verbs in the text which
  - i) talk about something which is generally true;
  - ii) describe something that is causing a change.

Compare your answers with your partner.



## Grammar

### Present Simple and Present Continuous

There are different uses of the **PRESENT CONTINUOUS**.

1. to describe something that is happening at the moment you are speaking
2. to show that an action is only temporary
3. to describe changes over a period of time

**Which one does the writer use to describe what is happening in the forests?  
Compare your answer with your partner.**

There are different uses of the **PRESENT SIMPLE**.

1. to refer to a general truth
2. to talk about habitual actions
3. to talk about the general present including the present moment.

**Note this difference:**

**We use the Present Simple to describe something which does not change.**

**Example: The Amazon River flows into the Atlantic Ocean.**

We use the **Present Continuous** when something is **changing**.

**Example:** The rain forests are disappearing.

## Practice

1. Find a sentence in the text which:

- a. is a general truth
- b. describes change over a period of time.

Compare your answer with your partner's.

2. In pairs, match the following two sentences to the correct use of the **Present Continuous** and the **Present Simple** in the green boxes above.

- a. The tribes are disappearing.
- b. The tribes build huts of sticks and leaves.

## REMEMBER

1. The 3rd person in Present Simple Tense always takes an 's' at the end of the verb.  
To ask a question in the 3rd person singular use 'does'. Use 'doesn't' to make negative sentences. **You must not use 's'** at the end of the verb when you use **does** or **doesn't**.

**Examples:** Does Joanna live in Crete?  
Where does Joanna live?  
She doesn't live in Athens.

2. It is not always necessary to use a time phrase with the verb.
3. We do not use some specific verbs in the **-ING** form:  
e.g. like, see, hear, care, need (see the complete list in Appendix II - Grammar File)



## Speaking

**Look at the sketches of the two children from an Amazonian tribe. Do you think these children live like this or not? Why? Discuss your answers as a class.**

**Student A:** The men in this tribe don't watch TV.

**Student B:** Yes, and they don't wear jeans.



# Lesson 2

## Way of Life

### AIMS

- To listen to recognise sequence
- To listen to recognise the speaker's attitude

Listening &



Speaking

### Pre-listening

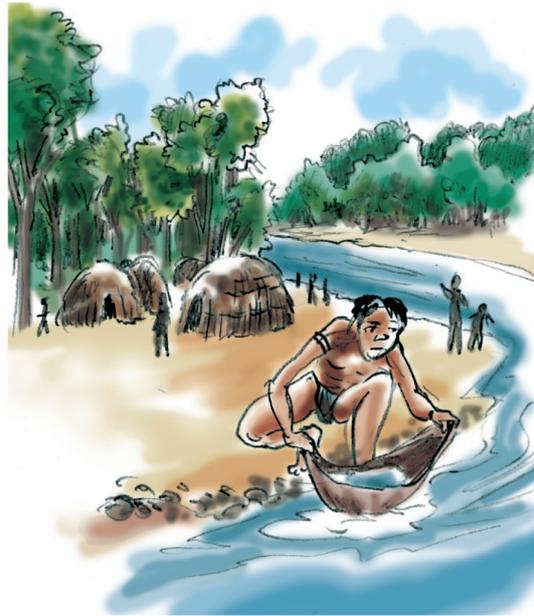
Before you listen, look at these pictures. In which picture can you see the following: an axe, a spear, a hut, a canoe, a loin cloth, a bow and arrow, sticks, a head dress?



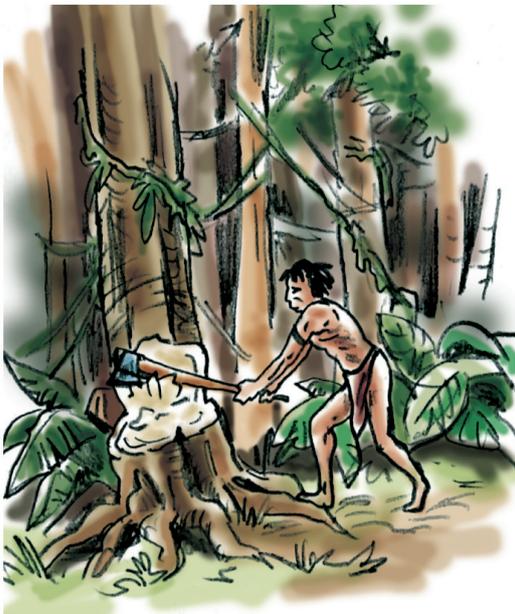
1



2



3



4



5

## Task 1 - Listen to the radio interview

You are going to hear an interview on the radio with the travel writer David Green. Listen to the interview and put the 5 pictures above in the order that David mentions them. Write the numbers in the correct order as you listen.

---

## Task 2 - Listening for information

Listen to the interview again. Tick TRUE, FALSE or WE DON'T KNOW, according to what you hear.

	T	F	?
1. The forest and river are very important in the life of the Indians.			
2. The whole family works together to build the huts.			
3. When the Indians travel long distances they use the Amazon River.			
4. The Indians live in the same house all their lives.			
5. The Indians do not have easy lives.			
<b>T = TRUE</b>	<b>F = FALSE</b>	<b>? = WE DON'T KNOW</b>	

### Task 3

From what you remember and by looking at the picture, complete the spidergram below. There's an example for you:

Compare your answers with your partner.



They use plants to make huts

How they use the forest

## Task 4 - Pair work

Discuss two of the following questions with your partner. Then report your answers to the class.

- David says he wants to help the Indians. How does he want to help them?
- David feels that modern things from our world are not good for the Indians. Why does he feel this? Do you agree with him?
- David says 'It is wrong when others want to change the Indians' way of life'. Do you agree or not?
- What do you have in your life that the Indians don't have?
- Do they need the same things as you do to have a good life?



## Listening 2



### Who's that boy?

Lina and Eleni are talking about a boy from Latin America at school. Read and listen to their dialogue to complete the gaps with the missing words.

**Lina**            There's a new boy in my class and I think he  
1..... you.

**Eleni** Oh, who?

**Lina** I'm not **2**..... you!

**Eleni** Oh, go on!

**Lina** No, but he **3**..... got black straight hair and dark eyes.

**Eleni** Is it Marios?

**Lina** No. He isn't Greek. He **4**..... from Latin America.

**Eleni** **5**..... he play basketball with John?

**Lina** Sometimes.

**Eleni** Is he **6**..... out with Anna at the moment?

**Lina** No. He **7**..... have a girlfriend.

**Eleni** Oh, I don't **8**..... who it is. Tell me.

**Lina** He likes Olympiakos.

**Eleni** So, what **9**..... that tell me?

**Lina** It's someone who **10**..... behind you in the Geography lesson.

**Eleni** You're **11**..... my leg.

**Lina** No, seriously, he **12**..... you a lot.

**Eleni** But I don't like him!

**Lina** Oh, now you sound angry.

**Eleni** I am!

---

## **Task 1 - Practice**

**1. Read the completed dialogue to find the answers to the following questions.**



- a. Are the girls in the same class at school?
- b. Does Lina tell Eleni the name of the boy at once?
- c. Why doesn't she tell Eleni the name of the boy?
- d. Who is the boy going out with at the moment?
- e. Is Lina joking about the boy?
- f. Does Eleni want to go out with the boy?
- g. How does Eleni know who likes her?

**Compare your answers with your partner.**

**2. Now, practise the dialogue with your partner.**

## Task 2 - Phrases

i. Which phrase means 'I don't believe you'?

\_\_\_\_\_

ii. Which phrase asks if he has a girlfriend at the moment? \_\_\_\_\_

iii. Which phrase means, 'please tell me'?

\_\_\_\_\_

iv. Which phrase means that you are not telling me something new? \_\_\_\_\_

## Task 3 - Interview

Go round the class and ask questions to:

	NAME
i) Find someone who likes Geography.	
ii) Find someone who lives near someone from another country.	
iii) Find someone who knows how to speak another language.	
iv) Find someone who has got a friend in another country.	

	NAME
v) Find someone who is thinking of going abroad soon.	
vi) Find someone who is planning to go to Latin America one day.	

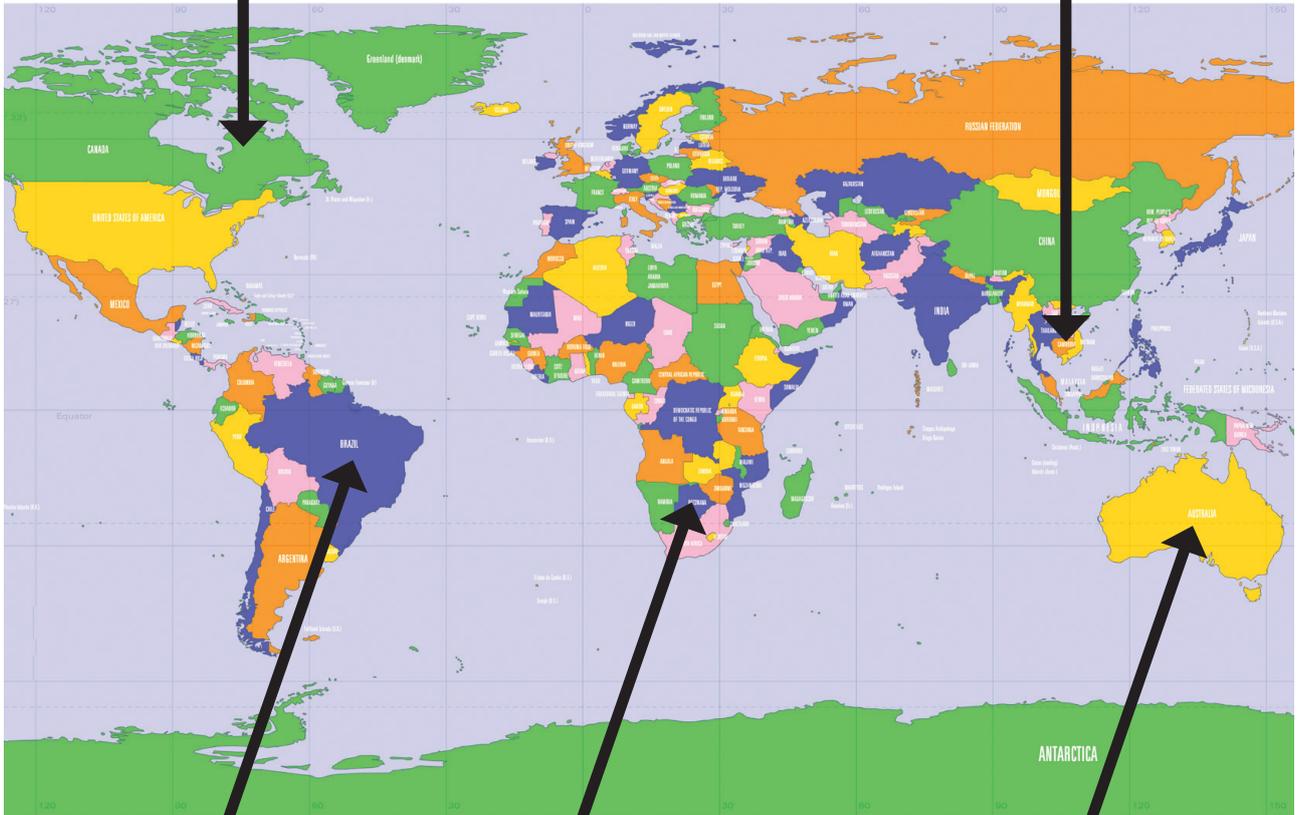
**Use your completed chart to tell your partner what you discovered. Collect your findings as a class and make a bar-chart to show your class's preferences.**

### Mini Project

- 1. Write the names of these tribes in the correct place on the map: Aborigines, Pygmies, Yanomami, Lapps, Asian tribe.**
- 2. In pairs, use your geography book or internet sites to find the following information:**
  - a. a tribe who lives in South Africa and keeps cattle
  - b. what a Zulu tribesman uses to hunt
  - c. a tribesman who wears feathers on his head
  - d. a tribe who lives in Brazil
  - e. a tribe who uses camels as transport
  - f. an object which the Pygmies use to cook
  - g. a tribe who believes in the forest gods
  - h. a tribe who uses boomerangs and paints dream sequences on cave walls

[Empty box for labeling]

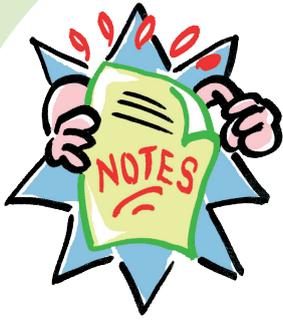
[Empty box for labeling]



[Empty box for labeling]

[Empty box for labeling]

[Empty box for labeling]



## Writing

### Lead-in

Christos and Nefeli have a new pen-pal from a Zulu village in Africa. They are reading her letter. What do you think the pen-pal tells them in the letter? What things does she ask them?

In pairs, write three things you think she asks about and three things she tells them. Read the letter below to check if you are right.



## Over to you

**Below is a letter from a Zulu girl and she is describing her life. She asks you to describe your life in your country. Read her letter to see if you have got anything in common.**

Dear Penpal,

As I don't know how to speak English, Mr. Greene is helping me to write this letter. He tells me that life in your country is different from here in the forest.

I'm from the Zulu tribe in South Africa and I live in the countryside. We live in small houses which we make from mud and leaves. I help my mother to do all the work around the house. I don't go to school but my father says that I need to learn to read and write.

Because I don't know you, I have some questions I want to ask you. For example, where do you live, and what do you do every day? Do you go to school or do you spend your day in the forest? Do you have many brothers and sisters? What are they like? Also, what does your father do every day? Does he hunt animals or does he meet with the other men in your tribe in the evenings? Tell me about your mother. Does she collect berries and nuts and plants from the forest near your house? I always help my mother when she goes to the forest. Do you? This means that I am always busy.

I hope to hear from you soon. Best wishes,  
Naraneti

## Task 1 - The correct order

Read Naraneti's letter again and underline the parts where she:

- a. asks questions about the family
- b. explains why she is writing the letter
- c. gives information about her home
- d. talks about her free time
- e. says she wants a reply to the letter.

In which order do they appear in the letter?

Compare your answer with your partner.

---

## Task 2 - Write your letter

Write a letter in response to Naraneti's letter giving as much information about yourself as you can. Use her letter and the order of the information in it to help you organise your answer.

Start your letter like this:

Dear Naraneti,

Thank you for your letter .....

.....

.....

.....

.....

# Lesson 3

## Save the tribes

### Project work - Jigsaw activity

- 1 Look at the three pictures carefully and find ways that the modern world is affecting the way of life for the people in each tribe.



a. ....



**b.** .....



**c.** .....

<b>NAME OF TRIBE:</b>		
<b>Location</b>	<b>Food</b>	<b>Transport</b>
<b>Problems</b>		<b>Tools / Weapons</b>

**2. Use the information in the Unit to help you to match the pictures to the tribe name. Write the name in the space provided**

Yanomami

Aborigines

Zulu

**3 Work in groups of three and choose one of these tribes. Ask and answer questions to complete the chart about the tribe. For example: Where do they live? How do they travel around?**

**4. Decide which tribe seems the most threatened.**

## Act up - A poster

You decide to take part in a European Project to save the threatened tribes. Work in pairs to draw a poster and inform the people in your area about the threatened tribes.

Use the information from the **JIGSAW ACTIVITY** above and your Geography book to make your poster convincing. Use A3 paper and any photos you can find on the Internet or in your books.

Bring your poster to the class. Which, of all the posters convinces us that the tribe faces serious problems?



# Self-evaluation

## Activity A

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

species / people  
kinds / size  
area / pollution  
rubbish / habitat  
homes / tribes

1. Each year a(n) ..... of rain forest the ..... of Greece disappears in Amazonia.
2. The ..... that people throw out causes terrible problems of .....
3. The natural ..... of many wild animals and the ..... of many tribes are disappearing all the time.
4. Some of the ..... of Amazonia have never met ..... like you.

5. The Lecythidaceae tree is a ..... of tree which only exists in the Rain Forest, but there are many different ..... of other trees.



\_\_\_/5 points

### Activity B - Collocations

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

- |              |               |
|--------------|---------------|
| a) tough     | i) fruit      |
| b) tropical  | ii) animals   |
| c) natural   | iii) language |
| d) foreign   | iv) skin      |
| e) wild      | v) world      |
| f) fresh     | vi) actions   |
| g) colourful | vii) forest   |
| h) modern    | viii) habitat |
| i) habitual  | ix) feathers  |



\_\_\_/4.5 points

## Activity C

Answer the questions using information from page 13 / 4 in the STUDENT'S BOOK.

1. Why do the Yanomami light fires?

To \_\_\_\_\_

2. Why do they plant seeds?

\_\_\_\_\_

3. Why do they build huts?

\_\_\_\_\_

4. Why do they boil plants?

\_\_\_\_\_

5. Why do they burn vegetation?

\_\_\_\_\_

6. Why do they wear beads?

\_\_\_\_\_

7. Why do they use spears?

\_\_\_\_\_

\_\_\_\_/3.5 points

### Activity D

Tick the things these three people have.



	A TRIBESMAN	A STUDENT IN GREECE	A GIRL IN A TRIBE
hut			
necklace			
basin			
canoe			
sandals			
head-band			
earrings			
iPod			

## Activity E

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

1. My Geography teacher (believe) \_\_\_\_\_ that it is important to know about indigenous tribes.
2. She (say) \_\_\_\_\_ that we can learn a lot from these people and their way of life.
3. At the moment, in our Geography class, we (do) \_\_\_\_\_ a lesson on the Aborigines from Australia.
4. My friend Anna (not find) \_\_\_\_\_ this to be an interesting lesson but I disagree with her.
5. Anna (not believe) \_\_\_\_\_ that the Aborigines are the original people in Australia.
6. When our Geography teacher (tell) \_\_\_\_\_ her that she is wrong, she (get) \_\_\_\_\_ angry and then (not do) \_\_\_\_\_ her homework for the rest of the week.

\_\_\_\_/3 points

## Now tick how well you can do the following:

- ✓ I can read a text to find facts



- ✓ I can listen to a radio interview to get the gist of what the people are talking about



- ✓ I can talk about native tribes and the way they live, and compare it with the way we live



- ✓ I can write a letter in response to another letter giving personal details



**With  
difficulty**

**Quite well**

**Easily**





# UNIT 2

## Making a difference



## **Grammar:**

Past Simple (affirmative, negative and interrogative)

Regular and Irregular verbs

Time words

## **Functions:**

Describing people and their past actions

## **Vocabulary:**

Highly frequent adjectives: generous, gentle, wonderful, kind, marvellous, lonely, poor, busy, desperate, brave

## **Learning strategies:**

If I want to understand natural language, I...

- guess the meaning of adjectives I don't know
- use phrases from a listening text to express my own opinion
- transfer information from my schoolbooks (e.g. history book) to use it in English
- associate adjectives with jobs.

# Lesson 1

## Making a difference

### AIMS

- To identify and learn new verbs in the past simple form
- To raise awareness of text coherence and cohesion
- To guess the meaning of adjectives from the text
- To raise awareness of verb+noun phrases

### Lead-in

1. Write down the names of three famous people. Compare the names with your partner's list.
2. Choose one of the names and tell your partner what you know about this person.
3. Why is this person famous?
4. Compare the names you have on your list with the famous people below to see if any names are the same.

## Task 1

Look at the cards A-G below and match them with the correct sentence 1-7 below to make accurate sentences for each famous person. Then write in how old each person was.



**A** Eleftherios  
Venizelos  
1864 - 1936

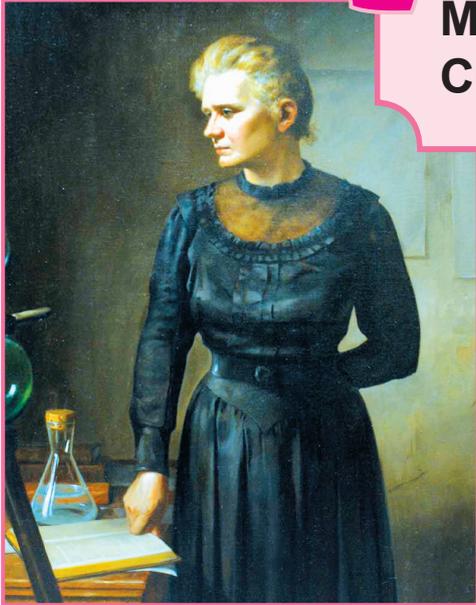
**B** Wolfgang Amadeus  
Mozart 1756 - 1791



**C** William  
Shakespeare  
1564 - 1616

**D** Madonna  
1959 -

**E** Leonardo  
da Vinci  
1452 - 1519

**F**

**Marie Sklodowska  
Curie 1867 - 1934**

**G**

**Pyros Dimas  
1971 -**

1. \_\_\_ **discovered** radium and radioactivity in 1898 when she was \_\_\_\_\_ years old.
2. \_\_\_ **wrote** the play Romeo and Juliet in 1595 when he was \_\_\_\_\_ years old.
3. \_\_\_ **became** Prime Minister of Greece in 1910 when he was \_\_\_\_\_ years old.
4. \_\_\_ **won** a gold medal in the Olympic Games in 1996 when he was \_\_\_\_\_ years old.
5. \_\_\_ **Painted** 'The Mona Lisa' in 1503 when he was \_\_\_\_\_ years old.
6. \_\_\_ **began** composing music in 1761 when he was \_\_\_\_\_ years old.
7. \_\_\_ **made** her first record in 1982 when she was \_\_\_\_\_ years old.



## Vocabulary

1. Match the people in Task 1 to the profession given in the box below.

scientist  
artist

playwright  
weightlifter

politician  
singer

composer

Compare your answers with your partner.

2. **Word pairs:** With your partner, join two words from the box on the right to make compound words.

charity  
desperate  
marvellous  
brave  
idea  
life

lonely  
organisation  
people  
woman  
famous  
world

**3. In pairs, match the verbs on the left with nouns in the box on the right.**

save  
feed  
pay  
become  
die  
look after  
collect

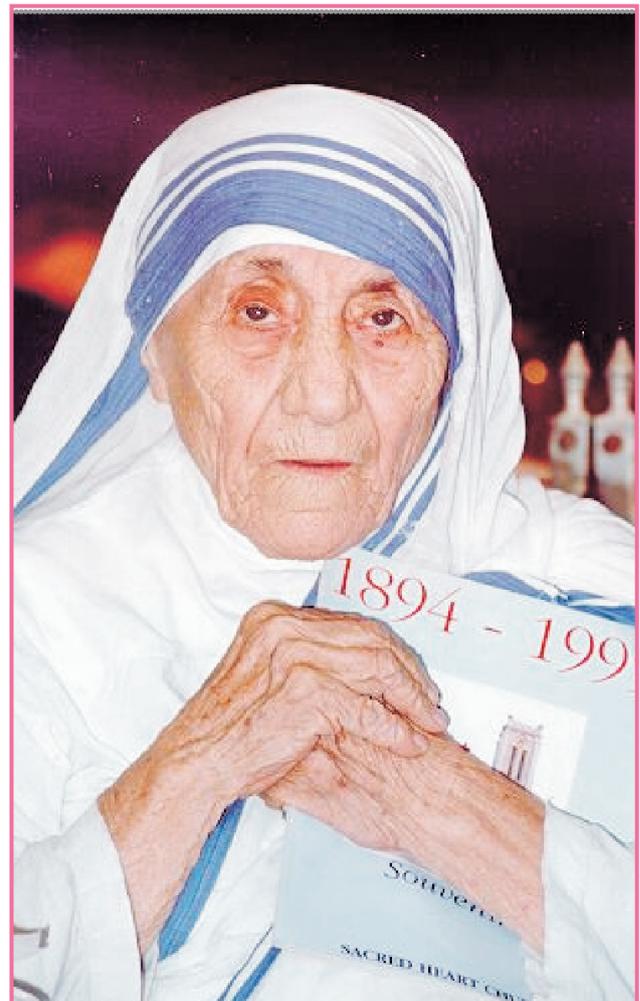
a citizen  
the sick  
the hungry  
money  
respects  
in peace  
lives



## Reading

### Pre-Reading

- 1. What makes someone famous? Do you know of anyone who became famous because they helped people?**
- 2. Look at the photograph of a famous person. What can you tell about her?**



## **Task 1 - Read the text**

- 3. Now, look at the pictures beside the text on pages 51 – 54 / 16 and try to imagine the life of this person. What kind of things do you think she did in her life? In pairs, make a list.**
- 4. Read the text on the following page to find out if you guessed right, and complete your list.**
- 5. Does she deserve to be canonised (declared a saint)? Explain why.**

## **Her work touched many...**

**1** .....

**She became an Indian citizen later that year. This allowed her to do more wonderful work. In 1950, she started a charity organization in Calcutta to feed the hungry and look after the sick. She never once refused anyone help, and her work made a difference to the lives of the desperate people she lived beside.**

**2** .....

**At the age of twelve, she made a decision to become a nun. Her ambition was to help all those in need. Her father agreed that it was a marvellous idea, but explained to her that her life as a nun might mean a lonely life in a monastery. She told him that she didn't mind this and so, some years later, when she was eighteen, she went to Ireland and became a nun.**



**3** .....

**At the Nobel Prize winning ceremony in 1979, where she wore her famous blue sari, she asked the Nobel organization not to have a dinner for her and to use the money “to feed 400 poor children in India for a year”.**



## 4

During this time, she saw many cases of poverty and suffering and knew that she had to do something to help. So, she asked for permission to leave the school and spend her life working among the poorest of the poor in the streets of Calcutta. Her love of people made an impression on everyone who met her as she took care of them in their suffering and pain. Although she was always busy she still made time for everyone.



## 5

After a few months of training in Dublin, the Church sent her to Calcutta in 1931. When she first went to India, she wanted to work with poor people but the Church didn't let her. So, she taught in St. Mary's High School until 1946.



**6** .....

**Though Calcutta was the centre of her charity, and the place she called home, her work reached the four corners of the earth. Throughout her life she has become world famous for the hundreds of centres she has helped to build in 120 countries all around the world. Wherever people needed help and comfort, she was there, among the hungry in Ethiopia, or in the ruins of Armenia's earthquake where she saved thousands of lives.**

**7** .....

**In the winter of 1948 she began her work by bringing hungry and dying people into a home where they could find love and care and finally die in peace.**

**8** .....

**This act showed what kind of generous person she was. In 1997 she caught pneumonia and when she died some time later famous people from all over the world came to pay their respects to a brilliant and brave woman.**



**9** .....

**Born to Albanian parents in Skopje on August 27th<sup>th</sup> 1910, Agnes Gonxha Bejaxhiu, spent her life with the poor in India. As a child, she was extremely kind and gentle and helped whoever she saw in need. At a very young age she made a promise to her father that she would always help others in need.**

## **Task 2 - Who's that person?**

**"kind words can be short and easy to speak,  
but their echoes are endless"**

**Discuss with your partner what the saying in bold above means? What kind of person might say this? Why? The nun in the picture said these words. What is her original name? Read the text carefully to find what her family name was before she became a nun. If you do not know, search on the internet by writing in her original name.**

---

## **Task 3 - Find the verbs in the past**

**Underline all the verbs in the text which refer to the past. Compare your answers with your partner. Check with your teacher to make sure you know the meanings of the verbs. Write the new verbs with their Greek meaning in your notebook.**

## Task 4 - Answer the questions

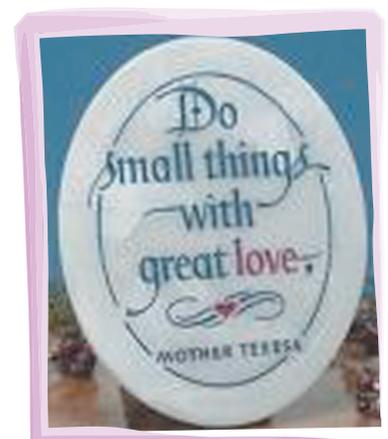
Look at the following questions 1-8 and find out which question word is used in all of them. Does the word refer to the Present or Past?

Then, with your partner, find the answers to the following questions.

1. In what year did she become a nun?
2. What did she use to talk to her father about?
3. Did she work with the poor when she first went to India?
4. Where did she start the charity to help the poor?
5. When did she win the Nobel Peace Prize?
6. Did the Nobel Prize dinner in her honour cost a lot of money? Why do you think this?
7. How did she die?
8. What kind of things did she do to help people?

Now, use your answers to create a timeline of her life. Mark any great historical events on the timeline that happened during her lifetime.

**Do small things  
with great love  
MOTHER TERESA**



## Task 5 - Put the paragraphs in the correct order

Read the text again and find the correct order for paragraphs 1-9. Use the pictures to help you. Ask your partner to check if you were right in your choice.

---

## Task 6 - Speaking: Charities

1. Look at the list of non-profit organisations which offer help around the world. Discuss with your partner what these organizations do.

Hellenic Red Cross  
Doctors Without Borders  
Greenpeace  
SOS Children's Village  
Reto Hellas  
Volunteer work Athens



Discuss why it might be a good idea to become a member of a charity organization like these.

## 2. ROLE PLAY

Imagine you want to become a member of one of these organizations. Decide on an organization and ask your partner for information. Your partner can find information about the organisation on p. 157 / 155 – 156 of this book to give you the information you need. Take it in turns to ask and give information about each charity.

# Lesson 2

## Same or Different

### AIMS

- To listen for specific details
- To listen for phrases which express attitude

Listening &



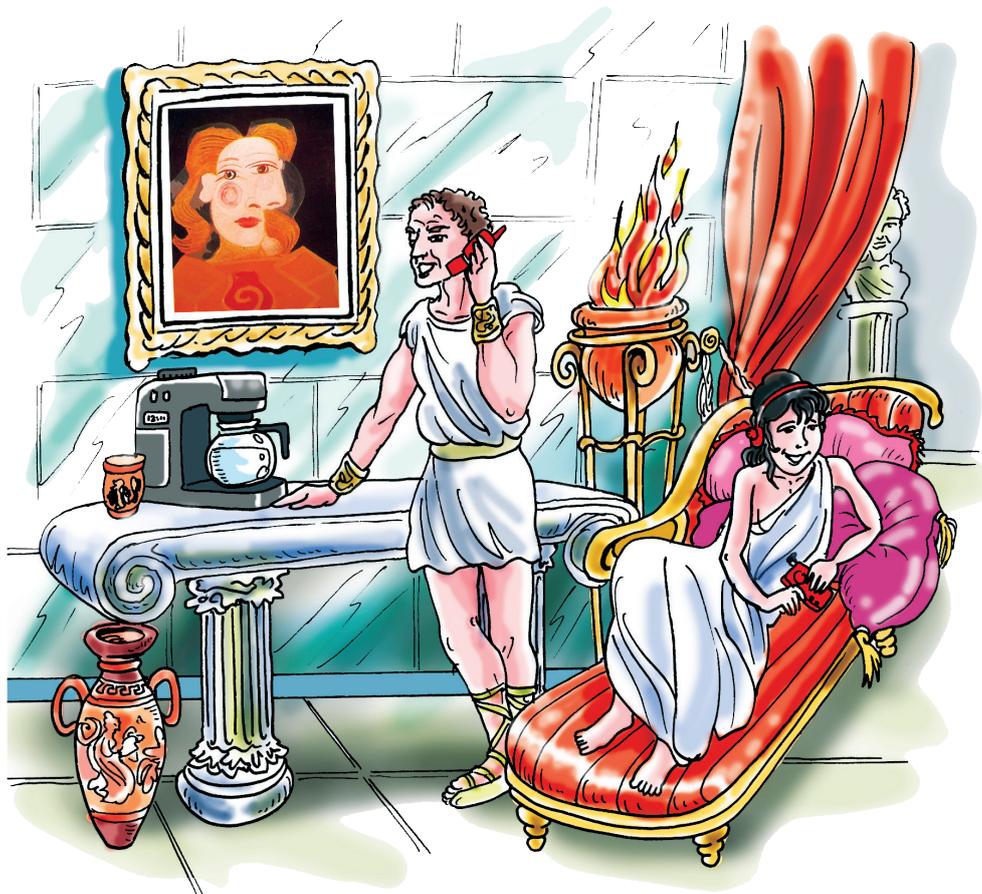
Speaking

Pre-listening 1

Lead-in

1. Look at the picture taken from a historical film. In which historical period is the story? How do

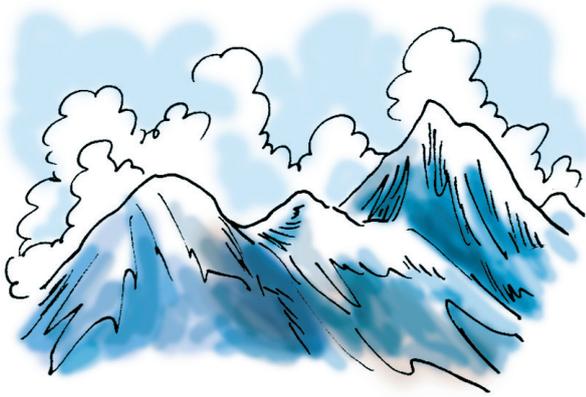
**you know? Find unusual things in the picture and then compare your answers with your partner.**



- 2. Do you know anything about a man called Spartacus? Read the Greek text in Appendix II 159 / 156 – 157 about the slave revolt in Ancient Rome and summarise it in English (relevant sites can be found on page 190 / 190).**

## Task 1 - Listening for detail

- a) Listen to the monologue about a historical film called 'Spartacus'.
- b) Put a number in the boxes beside each picture in the order they are mentioned.



a



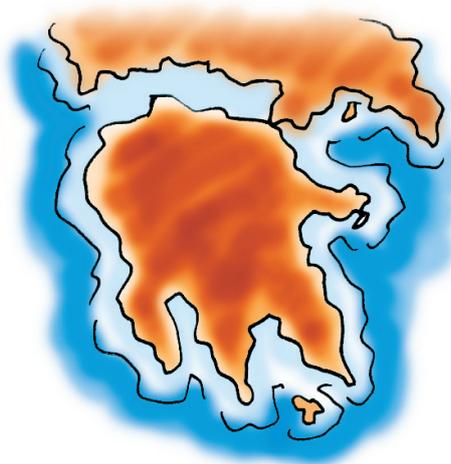
b



c



d



e



f



---

## Task 2 - The differences

In pairs, look at the picture and discuss what happened in this kind of place.



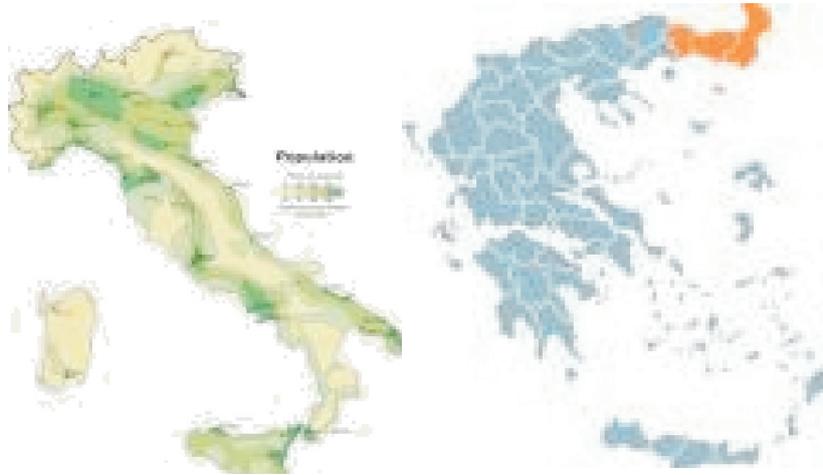


## Listening 2 - Answer the questions

**Listen to a dialogue between two friends discussing the film 'Spartacus' and answer the questions.**

- a. Did George like the film or not?
- b. What was the film about?
- c. What historical period did the film refer to?
- d. Was the film exactly like the story in history?
- e. How did Spartacus die?

**Compare your answers with your partner.**



## Task 1 - The missing words

1. Listen to the dialogue again and complete these phrases with a missing word.

1. it wasn't \_\_\_\_\_ bad

2. you must be \_\_\_\_\_

3. I can't \_\_\_\_\_

4. a bit \_\_\_\_\_

5. far \_\_\_\_\_ long

6. that's \_\_\_\_\_ stupid

7. that's \_\_\_\_\_ wrong

8. you're \_\_\_\_\_

Compare your answers with your partner and then read the listening text on p. 156 / 155 to cross-check.

2. Look at the phrases above and decide with your partner if they are positive or negative. Put a **P** beside the **POSITIVE** and **N** beside the **NEGATIVE** phrases.

## Task 2 - Extension: Using phrases from the listening

In pairs, use a suitable phrase from those in TASK 1 to respond to the following statements and questions.

Then, with your partner, recreate situations where you can use the responses from Task 1.

Example:

You and your parents went to a new Italian restaurant for dinner. When you met your friend he/she asked you how the food was:

A: Was the food any good?

B: It wasn't that bad!

1. Did you enjoy her biography?

2. I saw 'The Fall of the Roman Empire' ten times!

3. Constantine grew up in Troy.

4. How long did the film last?

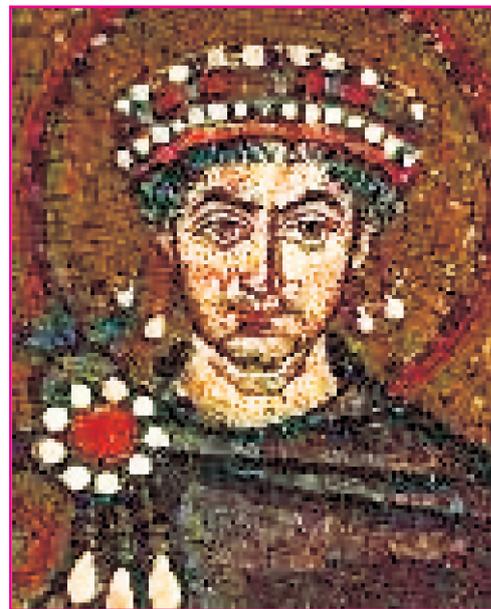
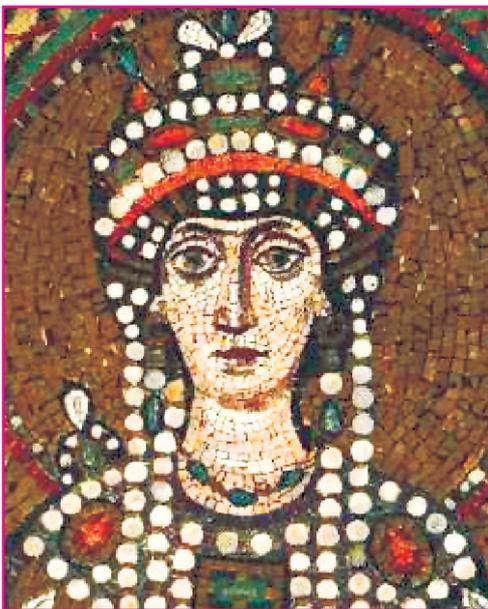
5. What do you think of historical films?

6. Was the lecture any good?

## Task 3a - The play

**Work in pairs: Use the following information to create a short dialogue between the two characters in the pictures.**

- place: stadium
- event: Nika Revolt
- fact: Justinian wanted to leave Constantinople but Theodora persuaded him to stay as required by his role as Emperor.



---

## Task 3b

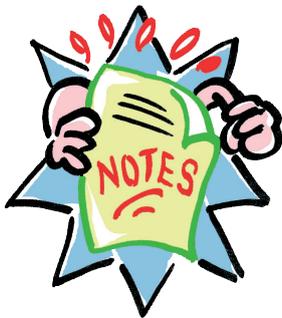
**In pairs, imagine you have seen a play about the Nika Revolt. You can read more about it on the internet (a relevant site can be found on page 190 / 190). Write a review for your school magazine. You can find useful material in Appendix II (Resource Material)**

## Task 4 - The research

Find as many films as you can about 'The Romans and Byzantium' and write the titles in your notebook.

The student with the most titles can consider himself or herself a very good researcher. Ask your teachers and use the internet to help your research.

---



Writing



### Report writing

Your school council is organising a cinema night for the students of your class, but they don't know what kind of film to show.

Your job is to find out about the students' taste in films. You conduct a survey to find out about the films students saw recently.

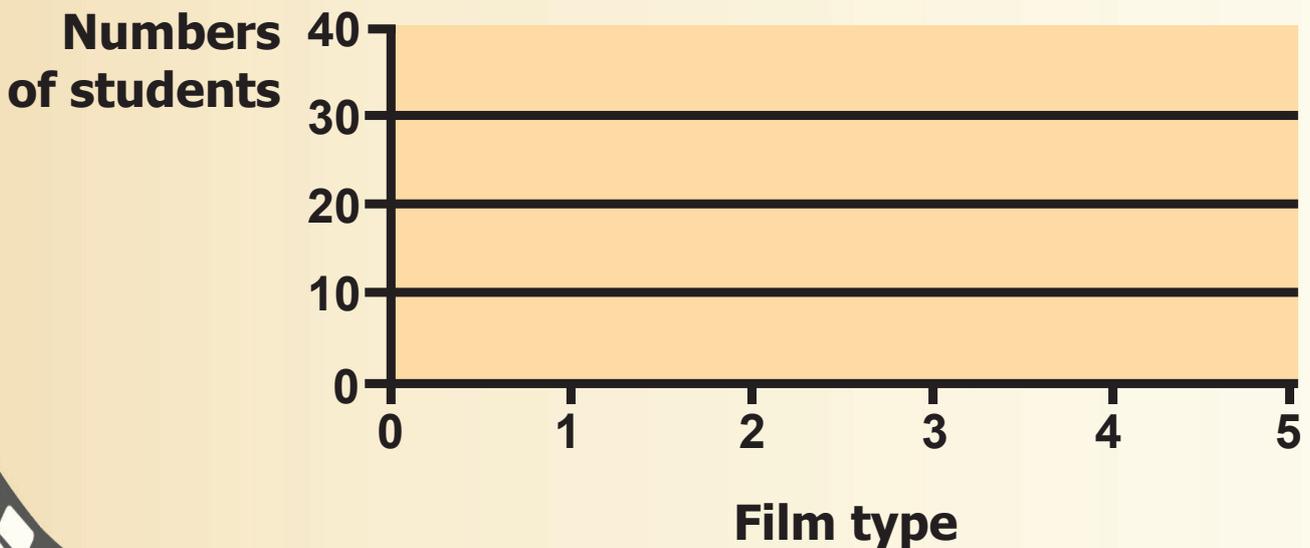
1. In pairs, go around the class and complete the chart.

# 1. CHART

Films	horror	adventure	comedy	historical	other
Number of students					
very good					
Opinion quite good					
not good					
Main actor					

2. Transfer the data from the chart to complete the graph below in order to show the relationship between the different kinds of films students watched.

**Type of films students watched last month**



- |              |               |
|--------------|---------------|
| 0: no film   | 3: comedy     |
| 1: horror    | 4: historical |
| 2: adventure | 5: other      |

3. Write a short report for the school council using the plan given below. Your aim is to report on the most popular kind of film and recommend which one you should see. Study the model below and use it to write your own report.

### Films preferred

**To:** The School Council  
**Subject:** Films preferred

I asked ..... students in my class what films they saw last month and this is what I discovered.

#### Films seen:

..... saw ..... films and they liked / disliked them very much. .... saw ..... films but they didn't enjoy / and they enjoyed them.

..... students saw ..... and said they thought they were quite good/ not bad/ terrible.

#### Main actors:

.....

#### Conclusion:

Therefore, because ..... liked ..... films, I strongly believe that we should arrange to see a /an ..... film.

4. How successful were you with your report? Ask your teacher to give you his/her opinion.

# Lesson 3

## A Show

### Project work - A show



- 1. Your school wants to put on a show at the end of term. The theme is 'Famous people in history'. The show is called 'That was his/her life'. Your teacher will divide the class into groups of four. As a group, decide which person to have the show on; why he/she became famous, what were his/her talents, his/her special skills.**

**You might need to know:**

- where the person was born;
- where the person lived as a child;
- where the person studied;

- what the person was like as a young man/ woman;
- what kinds of things the person did which make him or her different.



## 2. Decide on different areas of responsibility for each member of the group:

**Student A** can be responsible for collecting pictures and visuals and arranging the artwork.

**Student B** can be responsible for finding out about the person when they were young.

**Student C** can find out what great things the person did.

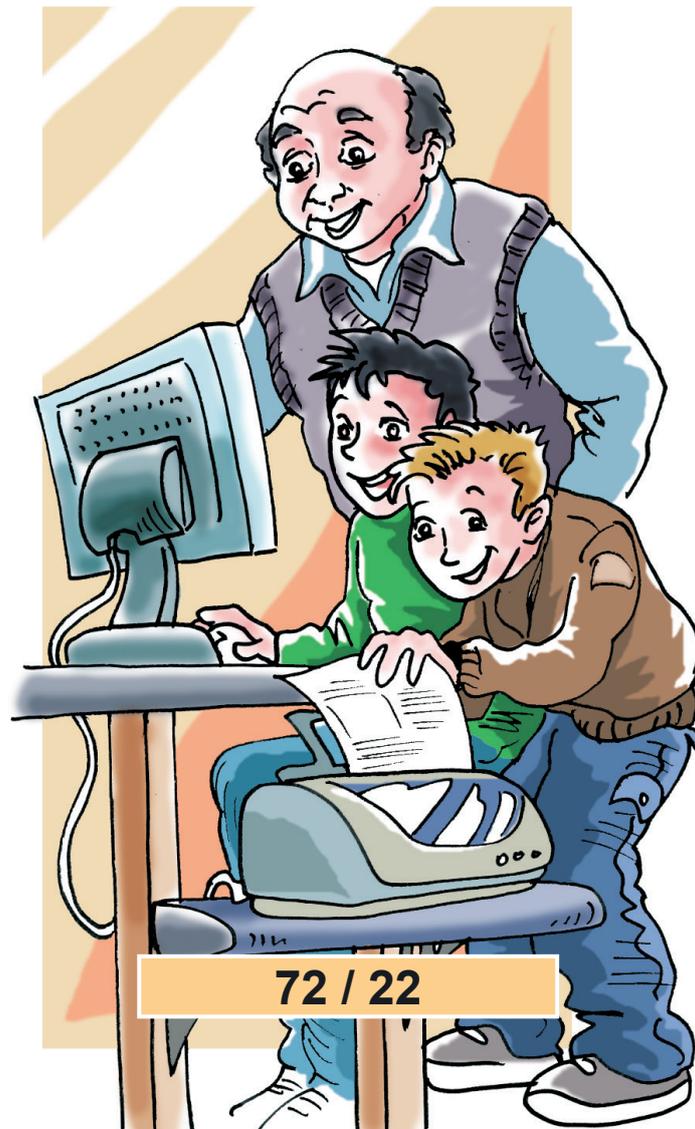
**Student D** can be responsible for presenting the information to the class.



**Each group will present their report and the class members with the teacher will decide on which is the most interesting and well presented.**

**Use the fact file below to help you collect information about the person:**

1. Full name \_\_\_\_\_
2. Place of birth \_\_\_\_\_
3. Childhood \_\_\_\_\_
4. Interests \_\_\_\_\_
5. Deeds \_\_\_\_\_



# Self-evaluation

## Activity A

Use the Past tense of the verbs on the left and match them with the nouns on the right to make phrases.

build  
feed  
save  
make  
take  
ask  
catch  
spend  
pay

care of  
their respects  
pneumonia  
her life  
lives  
the hungry  
centres  
a difference  
for permission

.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

\_\_\_/4.5 points

## Activity B

Write a question (Q) for each of the following answers (A).

1. Q. \_\_\_\_\_

A. Maria? She grew up in Bucharest.

2. Q. \_\_\_\_\_

A. Yes, I think she did have a pet when she was young.

3. Q. \_\_\_\_\_

A. She left her village at the age of fifteen.

4. Q. \_\_\_\_\_

A. She became famous because she gave her life to the poor.

5. Q. \_\_\_\_\_

A. She died in a plane crash.

\_\_\_\_/2.5 points



## Activity C

**Decide on a historical film and report five differences between the film and the real facts. Ask your family members, friends and teachers in other subjects to help you. Also, you can find information about such differences on the internet site**

**<http://www.libraryspot.com/features/historyinfilm.html>.**



1. ....
2. ....
3. ....
4. ....
5. ....

\_\_\_/5 point

## Activity D

Go on line to the internet site mentioned in Activity C and find the following information for the film Spartacus.

Stars \_\_\_\_\_

\_\_\_\_\_

Director \_\_\_\_\_

Year of release \_\_\_\_\_

Producer \_\_\_\_\_

3 main Roman characters

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_/2.5 points

---

## Activity E

Read the text about Gandhi and put the verbs in parentheses into the correct past form.



**Mahatma Gandhi 1.(be) ..... a political and spiritual leader of India. He 2.(want) ..... India to be free from England and he 3.(begin ) ..... his campaign for India's freedom when he 4.(return) ..... from South Africa. Throughout his life he 5.(teach) ..... his followers that violence is wrong. He 6.(refuse) ..... to fight even when the British beat him on the ground. He was a student of Hindu philosophy and 7.(live) ..... a simple life. He 8.(make) ..... his own clothes and lived on a simple diet. He 9.(wear) ..... only the loincloth and shawl of the poorest members of society. He 10.(eat) ..... vegetables, fruit and goat's milk. On 30th January 1948, he 11.(die) ..... from a gunshot by a Hindu radical.**

**\_\_\_/5.5 points**

**Now tick how well you can do the following:**

✓ I can read a text and recognize time words

or the way it is organized

✓ I can listen to understand facts in a historical text

✓ I can talk about different historical characters and about the kind of things they did to help people

✓ I can write sentences using the Past Simple

or a short report from data on a graph

**With  
difficulty**

**Quite well**

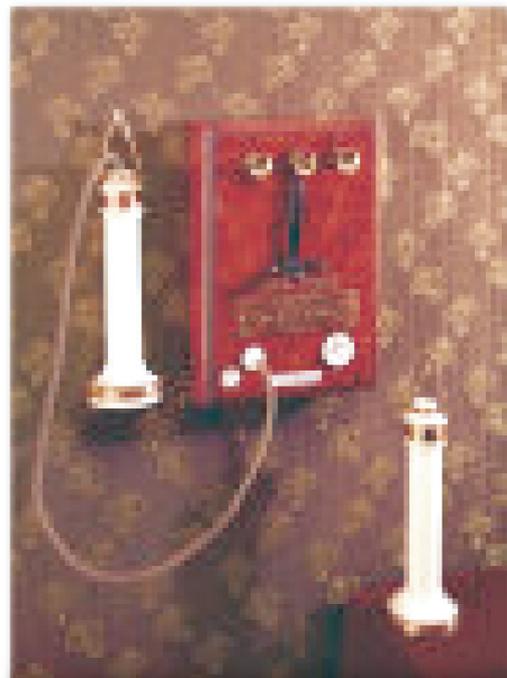
**Easily**





# UNIT 3

## Technology in our lives



## **Grammar:**

**Comparative and superlative adjectives**

**Relative clauses: which, who, where, when**

## **Functions:**

**Talking about new technology and modern facilities**

## **Vocabulary:**

- shopping
- household gadgets and personal technology items
- quantity expressions

## **Learning strategies:**

**When I read a text, I try to...**

- predict vocabulary by looking closely at the visuals in the unit

**When I speak, I try to...**

- recognise words which express opinion
- use set phrases to participate in a conversation
- use other people's opinion to make a decision

# Lesson 1

## Technology in our lives

### AIMS

- To identify words to compare things
- To predict vocabulary
- To make students aware of the difference between fact and opinion
- To use the comparative and superlative.

### Lead-in

1. Many people believe the phone was a good invention. What do you believe is the best invention? Why?

2. Look at the advertisements for three **portable multimedia players**. How are they different? Compare your ideas with your partner. Then, find the following information:

- Which has the biggest memory?
- Which is the lightest?
- Which two have longer lasting batteries?
- Which has the best features?

**A** Memory 256 MB  
62 g  
battery 40 hours  
guarantee 2 years  
counter



119 €

**B** Memory 20 GB  
115 g  
battery 40 hrs  
guarantee 1 years  
big keyboard



359 €

**C** Memory 20 GB  
200 g  
battery 5 hrs  
colour screen  
remote control



299 €

3. In pairs, read the description of each item and discuss the following: Why is **C** the most expensive? Which is the best buy? Why? Which has a better keyboard, **A** or **B**? Why? Why is **C** more expensive than **A**? Which has more features than the others?
4. We use **CD** for Compact Disc; **GB** means gigabyte; What do the following mean?

- |           |       |
|-----------|-------|
| a) SMS    | _____ |
| b) MB     | _____ |
| c) Mp3    | _____ |
| d) DVD    | _____ |
| e) www    | _____ |
| f) e-mail | _____ |
| g) iPod   | _____ |

---

## Task 1

Read the statements below and then in pairs make similar statements about electronic items you have at home such as the television, the CD player, the video recorder, the mobile phone, the computer.

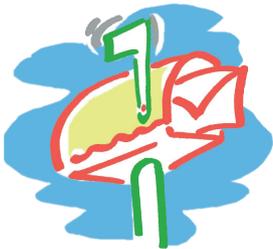
A is good but B is better and C is the best.

The batteries in A and B last longer than the battery in C.

B is heavier than A and C is the heaviest.

B is more expensive than A and C is the most expensive.

My phone is bad, but John's is worse, and Rena's is the worst. It doesn't work at all!



## Grammar

### Comparative and superlative adjectives

Look carefully at the example sentences in **TASK 1** and in pairs complete the following grammar rules for the **Comparative** and **Superlative** forms.

You form the **comparative** by adding \_\_\_\_\_ to any one-syllable adjective. The following adjectives are exceptions to this rule:

- **good** becomes \_\_\_\_\_
- **bad** becomes \_\_\_\_\_

When the adjective is long (with two syllables or more) use \_\_\_\_\_ in front of the adjective.

To form superlative add \_\_\_\_\_ to any one syllable adjective at the end of the word. The following adjectives are exceptions to this rule:

- good becomes \_\_\_\_\_
- bad becomes \_\_\_\_\_

Any longer adjective (two syllables or more) use \_\_\_\_\_ in front of the word. Usually we use before the superlative adjective.

## Task 2



### Vocabulary

On a trip abroad, you went to an electronics shop at an international airport to buy an electronic item. You don't understand electronics jargon very well. Try to guess what the salesperson said and translate the words in **bold italics** into Greek. Then compare your answers with your partner. Write the meaning on the line provided.

- a) I have got the iPod Nano. Which **model** do you want?

\_\_\_\_\_



b) This **mobile phone** has got a video recorder.

---

c) When you buy two of the same product, you get a **discount**.

---

d) You have to wait in the **queue** to pay.

---

e) If it's **faulty**, you can take it to any shop in your country to replace it.

---

f) This stereo has a two-year **guarantee** and we repair it free of charge.

---

g) We sell a range of quality **brand name** products at reasonable prices.

---

h) We stock a variety of electronic **gadgets**.

---

i) If it doesn't work, you can get a **refund**.

---



## Reading

### Quiz: Let's buy it!

**Do Part 1 of the following shopping quiz with your partner to find out who knows more about shopping. In order to find your score, give each answer a 1 point and each answer b 2 points. Check what the scores mean by looking at the scoring on page 92 / 29. Compare your scores with your partner. Do you agree with the results of the quiz?**

### Part 1

#### What kind of shopper are you?

- 1** When you buy a new cell phone, you choose
- a. A model which is better than your friend's
  - b. A model that isn't as expensive as your friend's

- 2** You believe that
- a. Mobile phones are too expensive nowadays
  - b. Mobile phones are cheaper than a year ago

- 3** When something is faulty with something you bought, you
- a. Feel too shy to go to the shop to complain
  - b. Go back to the store and ask for a refund

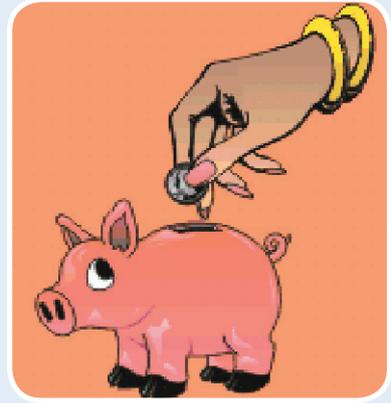
- 4** When shopping for something you really like, you
- a. Ask for more discount than the shop is offering
  - b. Don't care how much it costs and buy it any way

- 5** In a huge store
- a. Queue up and wait your turn for someone to serve you
  - b. Push your way through to the front and ask for service

- 6** The last time you went shopping, what you bought was
- a. The best model in the shop
  - b. The least expensive model in the shop

**7** When buying presents for friends, you

- a. Buy something because it has a brand name
- b. Buy something which is not too expensive but looks okay



**8** A family member gives you a new mobile phone which you do not like, you

- a. Tell him it is wonderful
- b. Take it back to the shop and get it changed

**9** When buying presents for your family members, you

- a. Buy the first thing you see
- b. Spend a long time looking around

**10** What is a good excuse for not buying your brother or sister a present

- a. I didn't have enough money
- b. What I wanted to get you was too expensive

## scoring

**20 - 17 points**

You are very careful shopper and do not waste your money

**16 - 13 points**

You cannot live without electronic gadgets

**12 - 8 points**

You love shopping

**7 - 3 points**

You are not very good at shopping

### Task 1

Tick the statements in PART 2 of the quiz that are TRUE for you. Are they TRUE for your partner too?

### PART 2

Tick the statements that you think are TRUE.

- a. Cassete players are not good as CD's.
- b. Laptop computers are far too expencieve for most young people to buy.
- c. More people have mobile phones in Greece than in England.

- d. I spend too much money on electronic goods.
- e. I do not have enough time to play games on my computer.
- f. Most high school kids don't know how to send an e-mail.
- g. SMS messages are quicker than e-mails.
- h. I know what SMS means.
- i. Not so many people know what www means.
- j. Watching television is a waste of time.

**In pairs, read through the questions in PART 1 and the statements in PART 2 and explain to your partner the reason for your answers.**

## **Task 2 - Comparison words**

- 1. Circle the words in the quiz which compare size and number.**

**Compare your answers with your partner's.**



- 2. Think of three gadgets you have at home and compare them with three similar gadgets your partner has. Use the words you circled in the text to compare the gadgets.**

**Write your opinions in your notebook.**

**For example:**

**Is your... better/worse?**

**Was it more expensive?**

# Lesson 2

## Gadgets

### AIMS

- To listen for gist
- To listen for detail
- To recognise words which express opinion

Listening &



Speaking



## Pre-listening

1. Look at the pictures of the electronic products above. Which countries produce these products?
2. Which do you think is the most useful for young people today?

## Task 1 - Quiz

1. Your cousin got a new job with an electronics shop and she needs to become an expert in technology and its uses as soon as possible. Find out which of your classmates is the best to teach her.  
Do the following quiz: Tick the facts about your knowledge of the different new technology items. You score a point for each one you tick.

I know how to:

- use a computer
- plug in a printer
- install a program
- charge batteries
- download music from the web
- log onto the internet

- send e-mail messages
- copy files on a CD
- store addresses on mobile phones
- send SMS messages
- change ink cartridges
- copy images from phone to computer
- copy images from internet
- find missed calls
- download programs from internet
- know what an mp3 is

**Now, go around the class to find out who has the most points. Don't cheat!**

- 2. Look at the pictures of the electronic items. Do you know what each one is?  
Discuss your ideas with your partner. Write down your ideas for each item.**





## Task 2a - Listen to the advertisements

Listen to the advertisement of each product and fill in the missing information on the chart below.

Product	Manufacturer	Model	Battery life
DVD Player			
Ipod			
Camera			
MP3			
MP3 Watch			

Product	Price	Advantages
DVD Player		
Ipod		
Camera		
MP3		
MP3 Watch		

## Task 2b - Listen again

- a. Listen to the ads again. Choose the phrase which each speaker uses to make each item sound attractive.



### Who says what?

Speaker 1



- a. A truly valuable companion.

Speaker 2



- b. The perfect item for all.

**Speaker 3**



**c. An exciting new experience.**

**Speaker 4**



**d. A great buy at a really incredible price.**

**Speaker 5**



**e. The best you can buy at such a price.**

**b. Compare your answers with your partner**

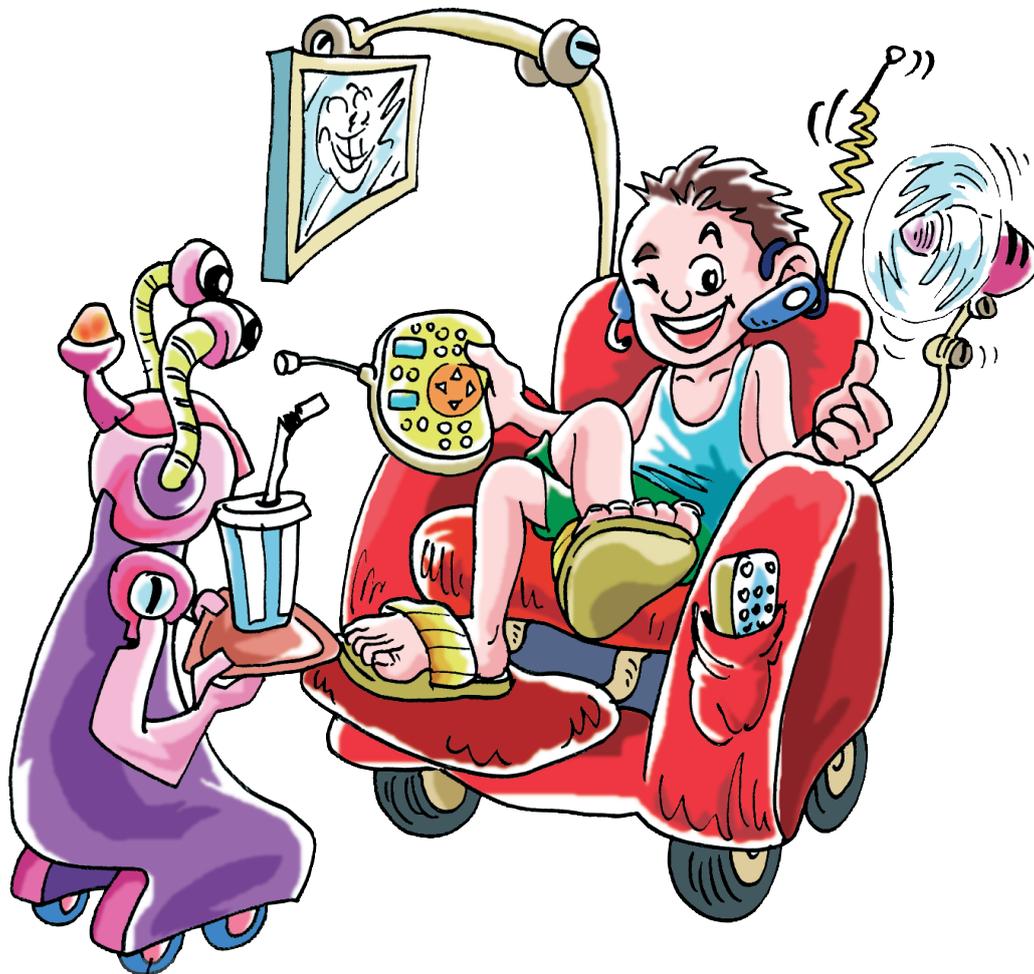
---

### **Task 3**

**1. Look at the sketch of the boy. In pairs, find:**

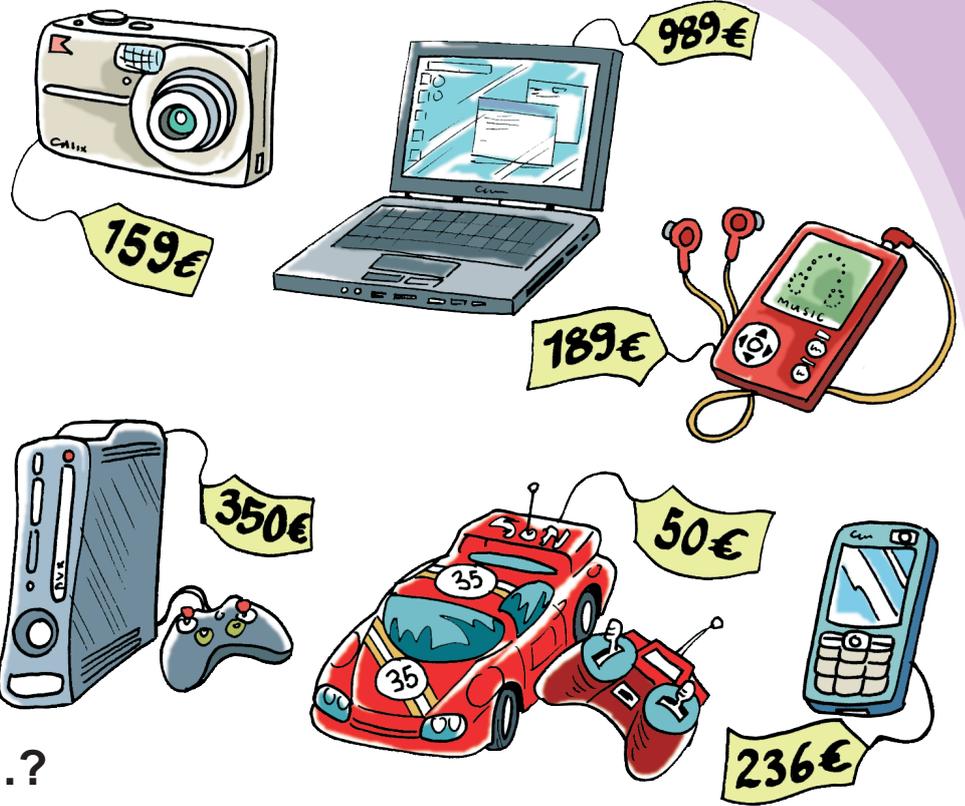
- a) something that keeps him cool**
- b) something that he uses to play games**
- c) something that can help him at school**

**2. Decide with your partner what feature of the chair is most useful for a teenage student. Why?**



## Task 4 - Speaking

**You want to buy presents for your family. Look at the seven items in the photographs. With your partner, decide who to give each present to at Christmas. You only have €350 to spend. Try, as much as possible, to use the language given in the box below.**



### **Suggestions:**

How about... for...?

We could give...

Why not give...?

I think... would like the...

Has... got a...?

Well, what about the... for...?

### **Responses:**

Hm... I'm not so sure, as she...

Ah yes, you're right!

Sure. She might like that.

I don't think so.

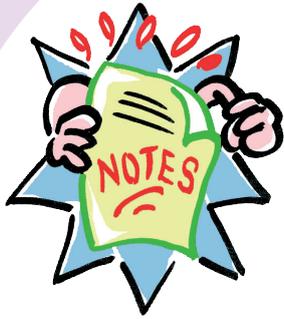
I think... would like...

Perhaps, but she...

Yes, that's not a bad idea!

**Explain your choices for each. With your partner, make a list of the things you look for when you buy a new product.**

**Compare your answers with the rest of the class. Who's the 'smartest consumer' of all?**



## Writing

### Pre-writing

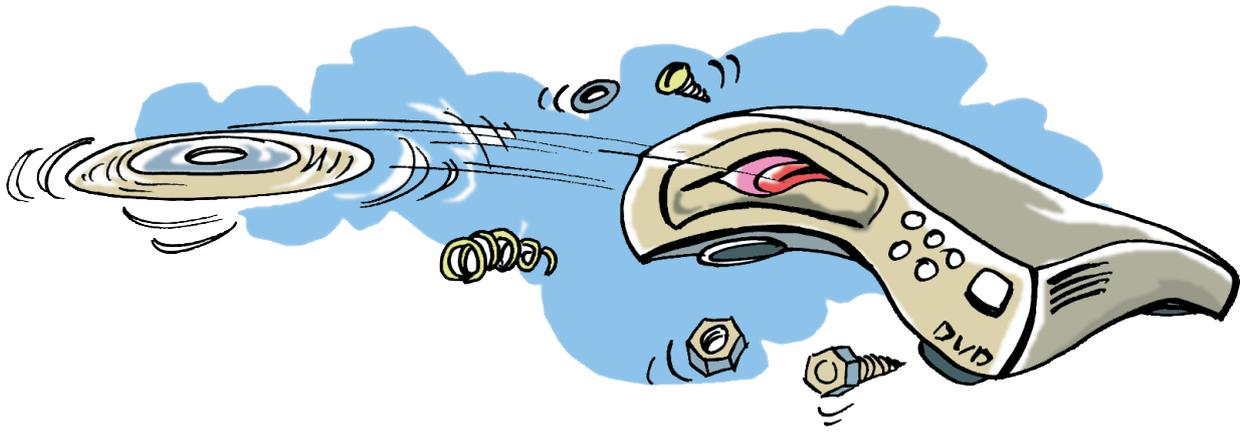
**Which electrical or electronic items might have the following problems?**

- x it doesn't start when you switch it on
  - x the sound from the speakers isn't very good
  - x the battery is always dead
  - x it stops with no reason
  - x the volume control doesn't work
  - x the screen/monitor is not clear
  - x it makes a noise when you turn it on
  - x the buttons stick
  - x the keyboard is very stiff
  - x the battery doesn't last long
  - x the hard drive crashes a lot
- 

### Task 1 - Writing a letter

**1. In pairs, read the formal letter on the right. Decide why the person is writing:**

- x to say hello
- x to ask for advice
- x to complain



Dear Sir or Madam,

I recently bought a new DVD player which your assistant told me was the best on the market and excellent value for money. But when I brought it home and plugged it in, it didn't work. When I took it back to your shop, your assistant told me that there was no guarantee with this model and that there was nothing he could do. Obviously, I feel very angry with this situation and I would like an explanation.

I believe that it is your responsibility to refund my money or to replace the faulty DVD with a new one. I look forward to hearing from you.

Yours faithfully,  
May Nicholls

**2. In what order are the following points mentioned in the letter? Write 1, 2, 3 in the appropriate boxes.**

Asking that the company does something about the problem

Complaining and expressing feelings

Explaining the situation

**Underline the expressions in the letter that the writer uses to complain.**

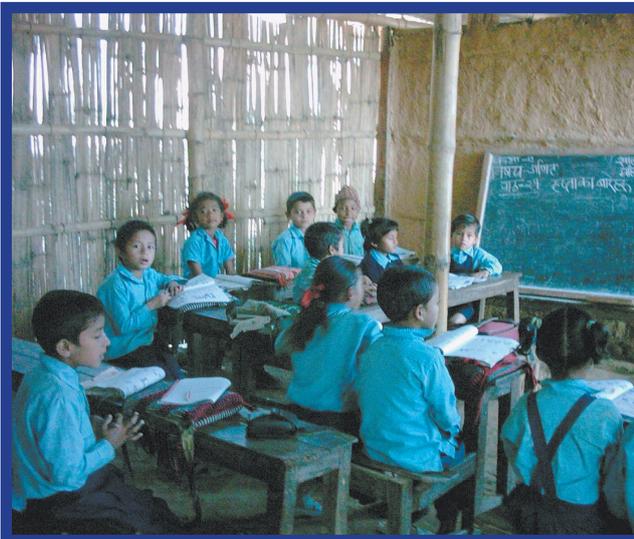
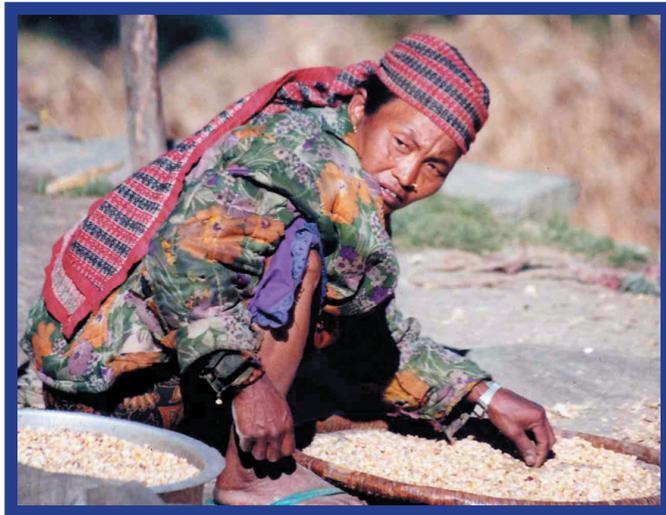
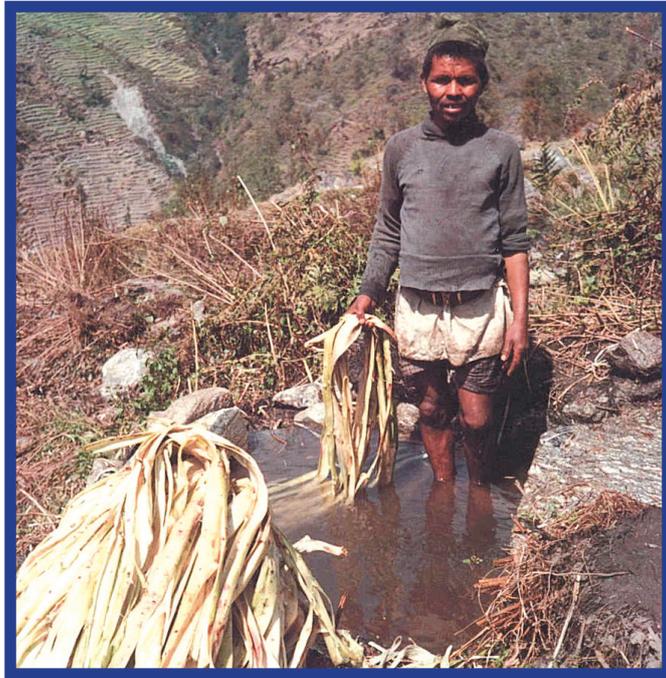
**3. How is a formal letter different from an e-mail? Discuss your answers in pairs. Use the information in the letter to write an e-mail. Compare your answers with your class.**

**4. Choose one of the problems in the PRE-WRITING activity and use the model letter to write an e-mail to complain about something you bought. Compare your letter with your partner. Does he/she feel your letter is good enough to get the manager to act?**

---

## **Task 2 - Different lives**

**Look at the photographs below. Do you think life in this country is easier or more difficult than your life? Why? Why not? Why might a mobile-phone be a good present for someone who lives in this country?**



### Task 3 - Yuri's problem

**Yuri is your pen-friend who lives in this country. Read his letter below to see what his problem is.**

Dear Angelos,

Here are some photos of where I live. Although they are not very clear, I hope you like them.

In your last letter you suggested I buy my brother a mobile phone for his birthday but I don't know anything about them. Can you help me please to decide which one to get him?

Best wishes,  
Yuri.

**Briefly discuss Yuri's problem with your partner. Then decide which model of mobile phone you think is the best for him to buy.**

---

### Task 4 - Write a note

**Write a short note to your pen-friend. Thank him for his letter and photographs and tell him why you think one cell-phone is better than another.**

**Start your note like this:**

Dear Yuri,

Thank you for ...

**You can end your note with:**

All the best for now,

# Lesson 3

## Making an advertisement

### Project work - Make an advertisement

1. An electronics company has asked your class to redesign some of their advertisements to make them more interesting and attractive for young people.

You must use the basic information about the items but write them to appeal to young readers/shoppers.

You must decide which aspects of the product to include as you only have limited space.

2. **Preparation**

Work in groups of 4 and appoint an editor in each group. In your group choose some products and discuss the following questions to complete the chart.



## NEW ADVERTISEMENT

<b>What product?</b>							
<b>Who for?</b>							
<b>What style?</b>							
<b>What theme?</b>							
<b>What photos?</b>							
<b>What words?</b>							
<b>What colours?</b>							
<b>What font?</b>							

**Use your notes to guide you to make an ad for one of these products.**

### **3. Research**

**Look for similar ads in newspapers and magazines, on television or on the Internet. What techniques do they use to make the product attractive?**

**List the techniques of persuasion and advertising used in the adverts. Which ads use the following:**

- music, humour, fame, guilt, stars, location, jingles, science
- association of ideas; before and after, desires, needs.

### **4. The advertisement**

**Make your own advertisement using your notes and the findings from your research. When your advertisements are complete, decide as a class which is the most appealing.**

### **5. Discuss with your partner the following question:**

**Are adverts on TV more successful than adverts in magazines and newspapers? Why? Why not?**

# Self-evaluation

## Activity A - Comparing electrical goods

Find out if the following are **TRUE** or **FALSE**.

Look at a prospectus from an electronics shop, or ask your friends for their opinions.

	TRUE	FALSE
1. A DVD player can cost as much as an IPOD.		
2. A hard drive is bigger than a floppy.		
3. A computer keyboard is easier to use than a typewriter.		
4. A laptop is smaller than a notepad.		
5. The most expensive gadget is not always the best.		
6. Batteries in iPods last longer than batteries in mobiles.		

\_\_\_/3 points

## Activity B

**Write five new facts about electronic gadgets. Then ask your partner if he/she thinks your facts are true or not. Ask him/her why.**

1. ....

2. ....

3. ....

4. ....

5. ....

\_\_\_/2.5 points

---

## Activity C

**Complete the following conversation by choosing the correct phrase from the box.**

- Okay, suit yourself. Bye.
- Oh, I see. Well, here's the cheapest model we have.
- How about this one? Only €350.
- Yes, sure. Any particular brand?
- Well, it plays music and that's about it.

**Customer:** I would like to see one of those new iPods please.

**Sales Assistant:** \_\_\_\_\_

**Customer:** Not really, just one that isn't too expensive.

**Sales Assistant:** \_\_\_\_\_

**Customer:** Can you tell me something about it?

**Sales Assistant:** \_\_\_\_\_

**Customer:** Actually, I wanted something a bit better than that.

**Sales Assistant:** \_\_\_\_\_

**Customer:** Oh no, that's far too much. Maybe, I will leave it for a while.

**Sales Assistant:** \_\_\_\_\_

\_\_\_\_/2.5 points

## Activity D

**Match the solution to the problem with the computer. Look at the drawings and the text and match the solutions to the problems. Add one more problem that can happen with a computer system and find the solution.**



### Troubleshooting problems

1. The mouse doesn't move the cursor on the screen
2. When you type something, there is nothing on the screen.
3. You delete a file by mistake.
4. A message saying 'System Error' appears on the screen.
5. The printer doesn't print the document.
6. The cursor suddenly stops moving.
7. You can't save anything on the floppy disc.

## Troubleshooting solutions

- A. There is a software problem. Press **Ctrl+Alt+Delete** then **End the task** to close the program. Then try to move the cursor.
- B. Check that the keyboard cable is connected to the computer.
- C. The disk might be full or damaged.
- D. Double-click the recycle bin icon. Select the file. Click on **Menu** and then click **restore**.
- E. You might have no paper, or the paper is stuck. Check the paper and then check the connection.
- F. Check that the mouse is connected properly.
- G. Turn off the computer and then turn it on again. If it still doesn't work, install the program all over again.

\_\_\_/7 points

---

## Activity E

**Complete the following questions with any suitable word or words from the Unit.**

- a. What is the ..... gadget you have at home?

b. Do you think a digital camera is .....  
a camera with film?

c. Is the ..... gadget always the  
.....?

d. Your phone cost €35. Is that the  
..... phone there is?

e. Which is .....; a CD or a DVD  
player?

\_\_\_/5 points

**Now tick how well you can do the following:**

	<b>With difficulty</b>	<b>Quite well</b>	<b>Easily</b>
✓ I can read a text to select specific information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ I can listen to dialogues to recognise attitude	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ I can take suggest and respond to ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ I can write a letter to complain about a faulty item	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Appendix I

## It's your choice!

### UNIT 1

### I'm only human



#### Reading

#### Lead-in

Quickly read the text below about Karen hill tribes and find out the following (all of the answers are colours or numbers):

- What colour are the dresses which unmarried girls wear?
- How old are elephants when they start their training?
- What colour are the dresses which married women wear?
- What colour are the trousers which the men wear?
- How many years do elephants usually work?

Compare your answers with your partner.

## **Task 1**

**Now read the text again more carefully and answer the questions which follow.**

**The Karen hill tribes live in the mountains of Thailand. They live in bamboo houses and their farm animals, pigs, chickens and buffaloes, live under the houses. The Karen are very skilled at farming in difficult areas.**

**The Karen are also good at training elephants. Elephant training begins when the animal is about four years old. The elephants learn how to pick things up, pull and push heavy things like trees which have been cut down. At about ten years old, the elephants start work and their working lives can last for about fifty years. They are unbelievably strong - a working elephant can lift 700kg!**

**The Karen people have beautiful traditional costumes. Girls who are not married wear white dresses and married women wear blouses and skirts in bright red or blue. Karen men wear blue trousers and red or blue shirts.**

**The Padaung is a group which belongs to the Karen hill tribes. Many Padaung women wear metal rings round their necks which make their necks look much longer than usual. Their mythology explains that this is done to stop tigers from biting them! However, the usual explanation is that a very long neck is beautiful.**

**Today, many tourists visit the mountains in Thailand to see the Karen hill tribes and the beautiful women in their traditional costumes.**

Tick **TRUE** or **FALSE** to the following statements.  
Check your answers with your partner.

	<b>TRUE</b>	<b>FALSE</b>
a. In Karen villages, the farm animals live near the houses.		
b. Padaung men and women wear rings around their necks.		
c. Tigers often bite people in the forests.		
d. Elephants start to work when they are about ten years old.		
e. Elephants can lift very heavy things.		
f. Tourists rarely visit Karen hill tribe villages.		

## Task 2

Complete the dialogue by underlining the correct word in italics.

**A:** Hi Tina, how was your holiday in Thailand?

**B:** Oh, hi Christos, it was great! We went everywhere, even to the animals/mountains. We saw some Karen hill tribe people - they're fascinating/fascinated. They play/train elephants, you know

**A:** I didn't know that. What do the elephants do?

**B:** Well, elephants are really strong/work and they can lift/eat heavy things, so they help the Karen people when they are cooking/farming in the forests.

**A:** Really? Weren't you frightened/frightening?

**B:** Oh, no. Elephants are very gentle and friendly. We also saw some Padaung women wearing big rings/shirts round their necks which make their necks look really long/heavy.

**A:** Oh, you're so lucky! I wish I could go there.

**B:** Never mind! Let's look on the Internet, there's lots of information about elephants/tribes all over the world.

**A:** Great idea!

**Check your answers and act out the dialogue with your partner.**

---

### Task 3

**Work with a partner to find out about another fascinating tribe of people and then tell the class about what you've found out.**



### Reading

#### Lead-in

**Quickly read the text and find out the following:**

- a. How tall are these people?
- b. Which part of the world do they live in?

- c. How do the children spend their time?
- d. What does 'Ba' mean?
- e. What is 'Jengi'?

**Compare your answer with your partner.**

## **The Children of the Forest**

**In his new book 'Peoples of the World', Brian Greene looks at the life of different tribes in Africa. For the final part of the book, he travels to Cameroon to learn about the Pygmies.**



## **Who are they?**

**Some people call the Pygmies 'The Children of the Forest' because they are very short. Usually they grow to between 120 and 130 centimetres tall. They are very kind and gentle and you see this in their music, dances and songs. Their songs describe life and their survival. They live in the forests of central and western Africa. There are many different Pygmy groups such as the Bambuti, Batara, Bayaka and Bagyeli. The beginning of each name 'Ba' means people. Although they all speak different languages, one word which is the same in the different tribes is the name of the forest spirit - Jengi.**



## Task 1

**Now, read the second part of the text to get information about the way the Pygmies live and the problems they face. Then, do the task below the text. Do not worry about words that you do not know at this moment.**

### How do they live?

The Pygmies are nomads and move from place to place on foot. They take the important things with them and build a new village in another part of the forest. As nomads, they move to another part of the forest when the area where they are living becomes dirty. It becomes dirty because they do not clean anything and instead they move away from the rubbish. They live in huts, which they make from branches and leaves of trees. All Pygmies live in groups of families.



**They do not live in villages but their homes are near farming villages. This allows them to sell or exchange the forest plants and wood for crops which they eat, and other goods they use to live on. The male hunts animals such as pigs, and monkeys. He uses a spear and bow and arrows to hunt. The female looks after the children and she gathers honey, wild berries and other plants. The family eats the food at once because it does not have a way to keep it fresh. The children help their parents and do not go to school because the family does not stay in one place very long.**

### **What problems do they face?**

**The Pygmies face three problems. First, big companies are cutting down the trees and the Pygmies do not have anywhere to live. The second problem is that the government in each country is taking the forests to make national parks for tourists. Also, many foreign people are coming into the areas where the Pygmies live and they are building houses on the Pygmy land.**

**Use all the text, and tick TRUE or FALSE to the following statements. Check your answers with your partner.**

- a. All Pygmy groups speak the same language.
- b. The Pygmies do not clean the area where they live.
- c. The group of Pygmies move from one place in the forest to another.
- d. The men in the group grow crops.
- e. People from other countries are building homes in the forest where the Pygmies live.

## Task 2

Read the whole text again and complete the chart below with examples for each.

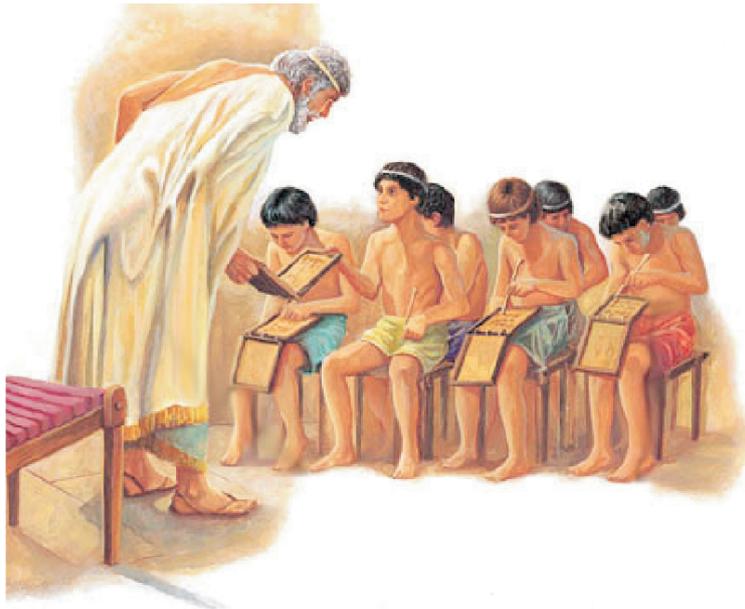
### The Pygmies

LOCATION	FOOD
TRANSPORT	PROBLEMS

### Task 3

**Work with a partner. Talk about the following:**

- a. What you do at school
- b. What you do at home
- c. What you would like to do in the future



## **Task 4 - Pairwork**

**Student A reads the text about children's lives in ancient Athens. Student B turns to p. 130 / 125 – 126.**

In ancient Athens, not many girls went to school, most of them stayed at home. In rich families, teachers came to the house to teach them how to sing and play musical instruments. Athenian girls also learnt how to make the family's clothes. At the age of fifteen, a marriage was usually arranged for them.

Most boys of rich families in Athens went to school where they learnt to read and write and do mathematics. Some boys also had the chance to discuss philosophy and learn public speaking. Sometimes, the boys also learnt to dance and play a musical instrument. Games and athletics were also important in all schools.

Some boys who did not go to school stayed around the public baths and gymnasia and learnt from the men who spent long hours talking there. Rich young Athenian boys had slaves to take them to school and look after them.

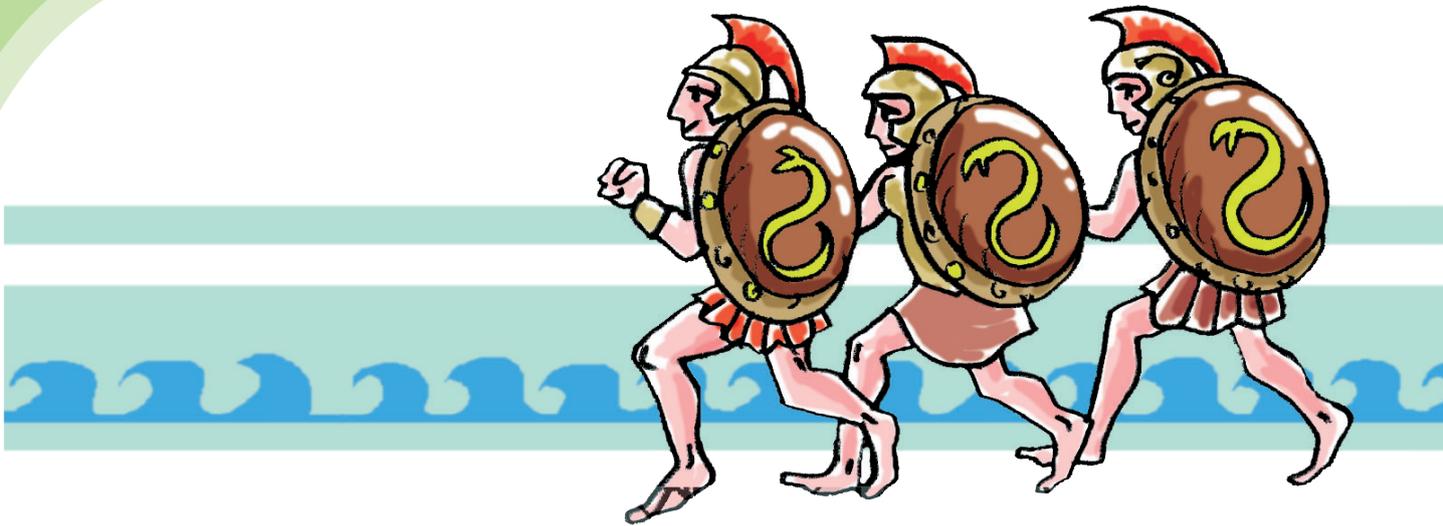
**Your partner has information about life for children in ancient Sparta. Write the words in the correct order to make questions and ask your partner to find out about these things.**

- a. go/ did/ school/ Spartan/ to/ girls?
- b. Spartan/ do/ girls/ athletics/ did?
- c. women/ a/ free/ have/ lot/ time/ did/ of?
- d. Life/ was/ Spartan/ easy/ boys/ for?
- e. Boys/ what/ learn/ at/ school/ did?
- f. Play/ games/ boys/ did/ many?

## Task 5

With your partner, fill in the grid to show what boys and girls did in Sparta and Athens.

	Athenian boys	Athenian girls	Spartan boys	Spartan girls
Go to school				
Play an instrument				
Play sports				
Learn to read				



**Student B read the text about children's lives in ancient Sparta.**

Spartan girls did not go to school; they learnt skills such as singing, dancing and reading poetry at home. Some of them also learnt how to play a musical instrument. The Spartans believed that everyone should be fit and healthy and so girls also did some physical training and played many games. Nurses looked after the children and slaves did the work in their houses. So, Spartan women probably had quite a lot of free time.

Life was very difficult for Spartan boys. At the age of seven boys had to leave their family to live in a kind of school. They had to collect plants from rivers to make their beds, their clothes were not warm enough and they did not wear shoes. Their food was horrible and, because they didn't have enough to eat, they had to steal food from farms. If someone found them when they were stealing, they were punished.

**At school, they had lessons in reading and counting, they did military exercises and they played many hard team games and they were punished if they did not do what they were told. Their education made them become very strong and tough soldiers.**

**Your partner has information about children's lives in ancient Athens. Write the words in the correct order to make questions and ask your partner to find out about these things.**

- a. what/ girls/ do/ home/ did/ at?
- b. They/ did/ learn/ to/ how/ play/ instrument/ a/ musical?
- c. Do/ what/ girls/ did/ years/ old/ at/ fifteen?
- d. Most/ go/ boys/ did/ school/ to?
- e. where/ boys/ spend/ did/ of/ a/ lot/ time?
- f. rich/ boys/ have/ slaves/ did?

## Task 6

Work with your partner to make a week's timetable for a) a Spartan school or b) an Athenian school.

	Monday	Tuesday	Wednesday	Thursday	Friday
morning					
afternoon					

# Appendix I

## It's your choice!

### Unit 2

## Making a difference

### Task 1 - Pairwork

**Complete the biography of Laskarina Bouboulina by asking your partner questions for the missing information. Student B turn to page 136 / 128.**



## STUDENT A

### The Life of Laskarina Bouboulina

Laskarina Bouboulina was born in a prison in Constantinople on (1) ..... (When?). Soon afterwards, her mother returned to the island of Hydra, where they lived for almost (2) ..... (How long?) and then they moved to Spetses.

From childhood Bouboulina had a passion for the sea and for ships. Every day, she (3) ..... (What?) and spent hours listening to the stories of the sailors and their talk of freedom for the country. She had (4) ..... (How many?) half-brothers and sisters and was their unchallenged leader.

She married twice, first at the age of seventeen to (5) ..... (Who?), and again at the age of thirty to Dimitrios Bouboulis. Life though was very cruel to Bouboulina, and both her husbands, captains of their

own ships, died (6) ..... (How?) who were then raiding the coasts of Greece.

By 1811 Bouboulina the mother of (7) ..... (How many?) was twice widowed, but at the same time she was extremely rich from the fortunes of ships, land and cash she inherited from her husbands. The cash alone which she inherited from Bouboulis, was over (8) ..... (How much?) - Spanish golden sovereigns of those days. She managed not only to keep this fortune intact but also to increase it due to her good management and (9) ..... (How?). She became partner in several Spetsiot vessels and soon managed to build three of her own.

While she was in Constantinople in 1818, Bouboulina became a member of the underground organization, Filiki Etairia (Friendly Society). Bouboulina was the only woman who was allowed to join this organization, as (10) ..... (Why?) in their ranks.

She spent her fortune on war ships for a number of years and gave large amounts of food and money to the Greek armies which fought at Nafplion and Tripolis. In this way, she managed to spend the whole of her fortune during the first two years of the war, which lasted for nearly seven years.



## **STUDENT B**

### **The Life of Laskarina Bouboulina**

Laskarina Bouboulina was born in a prison in (1) ..... (Where?) on May 12 1771. Soon afterwards, her mother returned to the island of Hydra, where they lived for almost four years and then they moved to (2) ..... (Where?).

From childhood Bouboulina had a passion for the sea and for ships. Every day, she played by the seashore and spent hours listening to the stories of the sailors and their talk of (3) ..... (What?). She had eight half-brothers and sisters and was their unchallenged leader.

She married (4) ..... (How many times?), first at the age of seventeen to Dimitrios Yiannouzas, and again at the age of (5) ..... (How old?) to Dimitrios Bouboulis. Life though was very

cruel to Bouboulina, and both her husbands, captains of their own ships, died in sea battles with the pirates who were then raiding the coasts of Greece.

By 1811 Bouboulina the mother of seven children was twice widowed, but at the same time she was extremely rich from the fortunes of ships, land and cash she inherited (6) ..... (How?). The cash alone which she inherited from Bouboulis, was over 300,000 tallara - Spanish golden sovereigns of those days. She managed not only to keep this fortune intact but also to increase it due to her good management and successful trading. She became partner in several Spetsiot vessels and soon managed to build three of her own.

In (7) ..... (When?), she went to Constantinople and while she was there she became a member of the underground organization, (8) ..... (What?) (Friendly Society). Bouboulina was the only woman who was allowed to join this organization, as they would not accept women in their ranks.

She spent her fortune on war ships for a number of years and gave large amounts of food and money to (9) ..... (Who?) which fought at Nafplion and Tripolis. In this way, she managed to spend the whole of her fortune during the first two years of the war, which lasted for nearly (10) ..... (How long?).



# Appendix I

## It's your choice!

### Unit 3

## Technology in our lives



### Reading

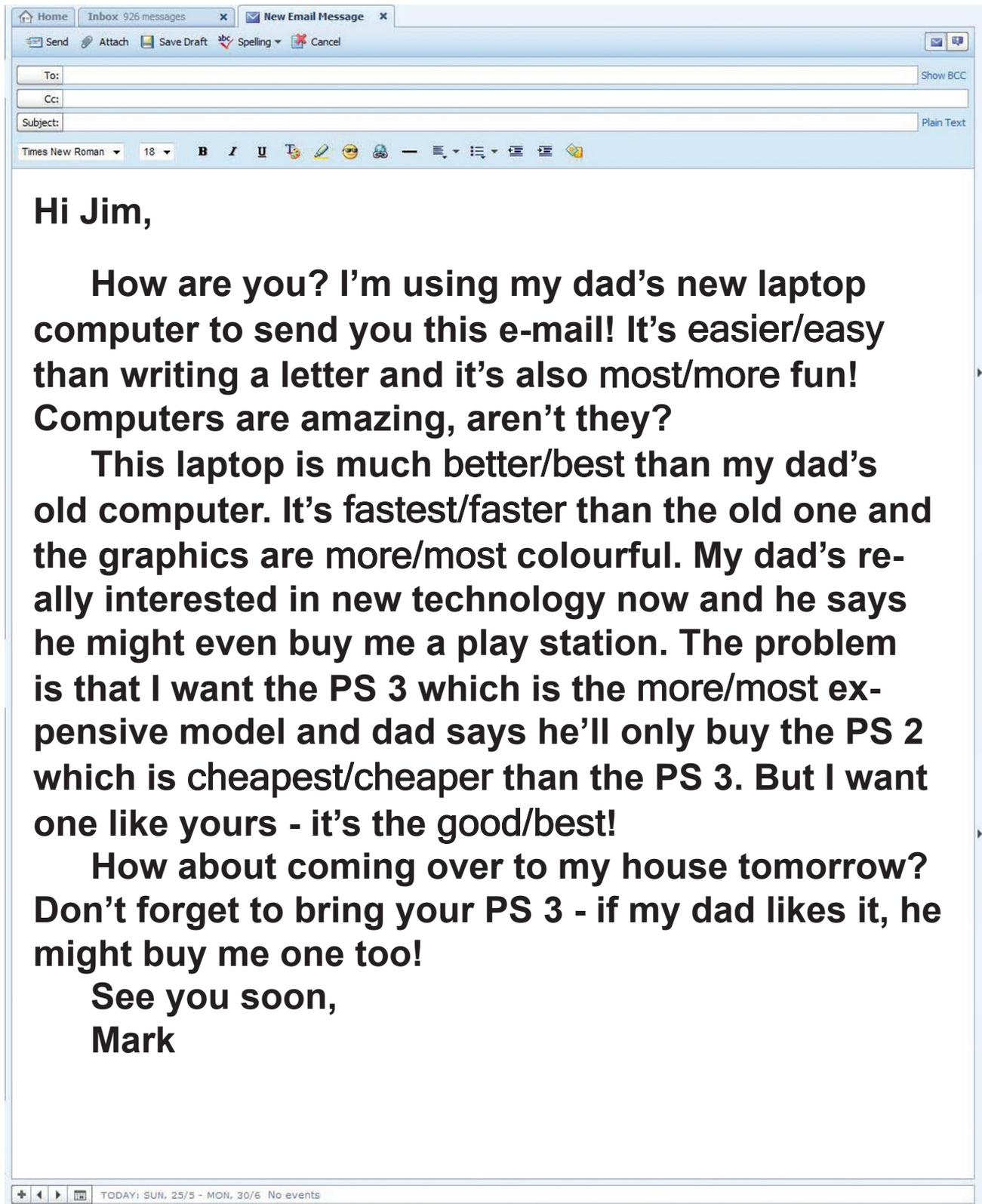
#### Lead-in

**Discuss these questions with your partner.**

- a. Have you got a computer?
- b. Have you got a play station or a game boy?
- c. Have you got a mobile phone?
- d. Do you play computer games?
- e. What's your favourite computer game?

## Task 1

Complete the following e-mail by choosing the correct word from the words given in italics.



The screenshot shows an email client window with the following details:

- Home tab selected, showing 'Inbox: 926 messages' and 'New Email Message'.
- Buttons: Send, Attach, Save Draft, Spelling, Cancel.
- Fields: To: (empty), Cc: (empty), Subject: (empty).
- Rich text toolbar: Times New Roman font, size 18, Bold (B), Italic (I), Underline (U), Bulleted List, Numbered List, Indent, Decrease Indent, Undo, Redo, and a link icon.
- Text content:
  - Greeting: **Hi Jim,**
  - Paragraph 1: **How are you? I'm using my dad's new laptop computer to send you this e-mail! It's easier/easy than writing a letter and it's also most/more fun! Computers are amazing, aren't they?**
  - Paragraph 2: **This laptop is much better/best than my dad's old computer. It's fastest/faster than the old one and the graphics are more/most colourful. My dad's really interested in new technology now and he says he might even buy me a play station. The problem is that I want the PS 3 which is the more/most expensive model and dad says he'll only buy the PS 2 which is cheapest/cheaper than the PS 3. But I want one like yours - it's the good/best!**
  - Paragraph 3: **How about coming over to my house tomorrow? Don't forget to bring your PS 3 - if my dad likes it, he might buy me one too!**
  - Closing: **See you soon,  
Mark**
- Footer: TODAY: SUN, 25/5 - MON, 30/6 No events

## Task 2

**You would like to buy a new mobile phone. Look at the information below and then write an e-mail to your friend telling her/him about why you'd like to buy the new model. Use the e-mail above to help you.**

### **My mobile phone**

- 1. Very big and heavy**
- 2. It's black and it's ugly**
- 3. It's old**
- 4. It hasn't got an MP3 player**
- 5. It's got a very small memory**

### **The one I want to buy**

- 1. It's small and light**
- 2. It's red and beautiful**
- 3. It's new**
- 4. It's got an MP3 player**
- 5. It's got a big memory**

The screenshot shows an email composition window with the following content:

Home | Inbox: 926 messages | New Email Message

Send | Attach | Save Draft | Spelling | Cancel

To: | Show BCC

Cc:

Subject: | Plain Text

Times New Roman | 18 | B | I | U | [Color] | [Font] | [Align] | [List] | [Link] | [Image]

**Hi Maria,**

**Guess what?! My parents say that I can buy a new mobile phone - at last! The one I've got is so old, I hate it. The one which I want to buy is a ..... model and it's the ..... beautiful mobile phone I've ever seen! It's red and it's ..... and ..... than this old thing that I've got now. But the ..... important thing for me is that the one I want to buy has got an MP 3**

player, which is fantastic. Also, it's got a much  
..... memory than my old one so I can  
have lots of songs on it.

I can't wait to show it to you when I get it.

Love,

Martina

TODAY: SUN, 25/5 - MON, 30/5 No events

### Task 3

**Work in pairs. Go around the class and ask your classmates about computer games. You can ask:**

- Do you play computer games?
- How many hours a week do you play computer games?
- Why do you like computer games?
- What's your favourite game?

**Make a table like this and tick the boxes with the information you find out.**

<b>Name</b>				
<b>Play games?</b>				

<b>Hours a week</b>				
<b>Favourite game</b>				
<b>Reasons why</b>				

---

## Task 4

**Tell the class about what you found out in Task 3.**

**Tell them: a) how many hours your classmates usually play computer games each week; b) why computer games are popular in your class; c) what the most popular game is.**

You can start like this:

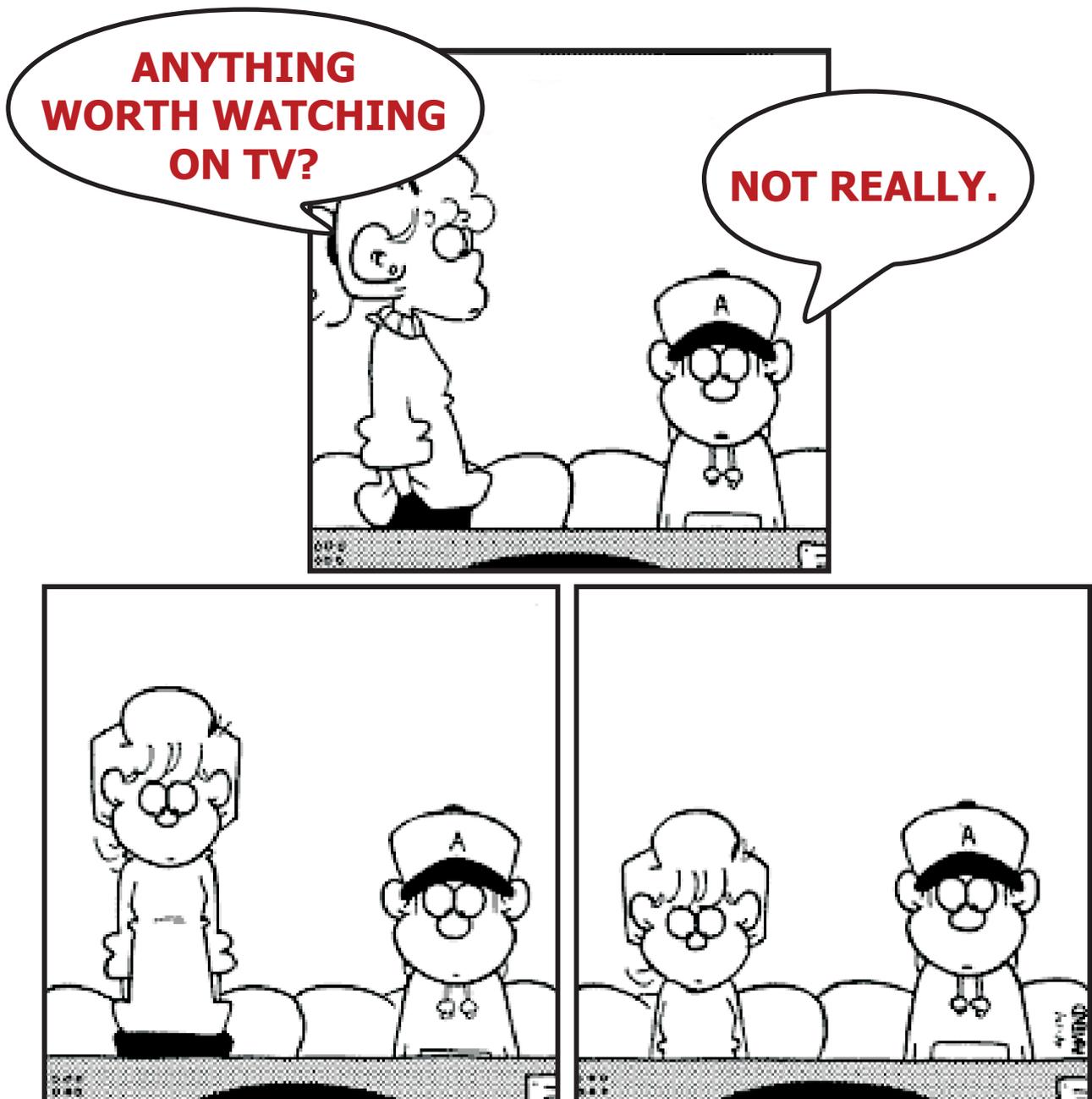
- a. The children in the class usually play computer games for.....
- b. Computer games are popular because  
.....
- c. The most popular computer game is..... because.....

## Task 5

Look at the cartoon below. What is the point the cartoonist is making?

Discuss the ideas given and choose one you think fits best, or decide on your own title with your partner.

- a) TV is interesting.
- b) The best form of entertainment is TV.
- c) Our need of the TV.



## Task 6

**Read the following statements in pairs. Do you agree or disagree with each statement? Discuss your ideas with your partner and say why you agree or disagree.**

### STATEMENTS

1. “We are ruled by TV”.
2. “They put an off button on the TV for a reason. Turn it off.”
3. “If you spend 20 hours per week watching television, by the age of 70 you will have spent 7 years of your life watching TV.”
4. “You watch television to turn your brain off and you work on your computer when you want to turn your brain on.”
5. “Television is leading people in each country becoming more dumb and unable to think critically”.
6. “Divorce, negative influences from the media, and materialism are the three greatest threats to families in society.”

## Task 7

**The chart below is 'The Kaufman Spectrum of Television Addiction' and is intended to help those people who wish to escape from the grasp of television. The spectrum shows four phases and by moving up or down the scale we can change our viewing habits. Read the chart and find what kind of viewer you are. Compare your viewing habits with your partner. Which of you needs more help to stop watching so much TV?**

---

## Task 8

**Use the chart to interview four friends or family members to see how much help they need with their TV viewing habits.**



## The Kaufman Spectrum of Television Addiction

<b>Viewing Frequency</b>	No TV Watching	Sporadic TV Watching (watch one of two particular shows each week)
<b>Television Habits</b>	TV set remains off	Programs are watched in their entirety, then TV set is turned off.
<b>Social Habits</b>	Involved with many non-TV activities.  Have many hobbies and interests.  Read a lot.	Watch TV out of interest and curiosity.  Many non-TV interests and hobbies. Enjoy reading
	<b>Phase 0</b>	<b>Phase 1</b>

<b>Moderate TV Watching (watch at least one program per day)</b>	<b>Heavy TV Watching (more than 4 hours per day)</b>
<b>Will research programs before watching. Balance between watching entire programs and channel surfing.</b>	<b>Watch TV out of habit, not interest. Heavy channel changing.</b>
<b>Watching TV high on list of favorite activities.  Will plan social activities around TV schedule.</b>	<b>Frequent feelings of boredom.  Will opt out of social events to watch television.  Poor diet, exercise and readings habits.</b>
<b>Phase 2</b>	<b>Phase 3</b>



# Appendix II

## Resources

### CARD ONE

(Student A: BROCHURE)

#### Justinian and Theodora [The Life of a Byzantine Emperor]



**One night only 8th October**

**Odeon Theatre**

**All tickets £5**

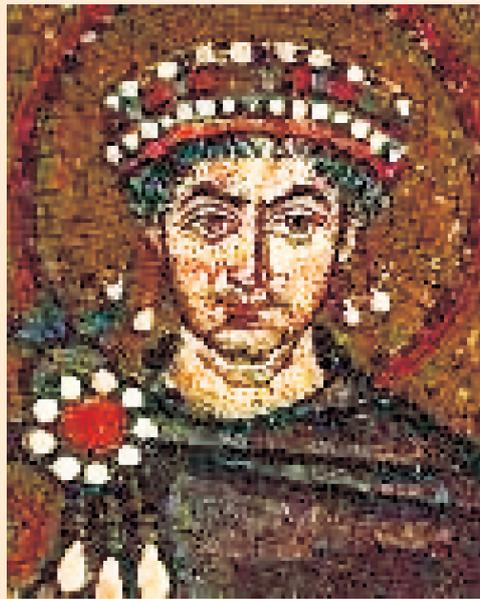
**Starring : Ornalado Gloom as Justin  
: Melinda Sweet as Theodora**

**Time : 8.30pm - 11.00pm**

## **CARD TWO**

**(Student A: INFORMATION)**

### **Justinian [Byzantine Emperor]**



**Born : AD 482**

**Lived : Constantinople**

**Famous for : uniting the East and West churches**

**Married : Theodora**

**Died : AD 565**

## CARD ONE

(Student B: Ask your partner questions to get the information you need to fill in this card)

### The Play

Name of Theatre:

---

Name of Play:

---

Place of story:

---

Time:

---

Price:

---

Story:

---

Cast:

---

## CARD TWO

(Student B: Ask your partner questions to get the information you need to fill in this card)

### Justinian

Born:

---

Home:

---

Famous for:

---

Wife:

---

Died (when):

---

(where):

---

## **Recording script**

In the mid 70s BC, two important figures emerged in Roman politics: Marcus Crassus, who was the richest man in Rome and a great General, and Gnaeus Pompey, who had been a General under Sulla.

At the same time, in 73 BC a Thracian slave called Spartacus escaped from a gladiatorial school with 70-80 gladiators by taking the knives in the kitchen and a wagon full of weapons like, spears, swords and shields. They camped on Mount Vesuvius and were joined by other slaves to fight against the Romans. He made a difference by fighting against slavery of poor people.

The Senate in Rome sent Claudius Glaber against the rebel slaves with about 3,000 soldiers but Spartacus tricked the Romans and attacked them from behind. Spartacus wanted to lead his men across the Alps to escape from Italy but the Gauls and the Germans wanted to stay and rob and steal. They separated from Spartacus, who spent the winter near Thurii in southern Italy.

By 72 BC Spartacus had an army of about 70,000 slaves. There were no Roman citizens in this army. Spartacus held the Romans at bay for over two years before they finally defeated him. They crucified him on the Appian Way outside Rome.

## Recording script

(G: George, N: Natasha):

N: Hi George. Seen any good films recently?

G: Yea, I saw one last night and it wasn't that bad.

N: Oh, what was that?

G: It was called Spartacus.

N: Spartacus? You must be joking!

G: No, it was about the slave revolt against the Romans in 70 BC.

N: Ah! I can't stand historical films.

G: Actually, I usually like them but in parts this one was a bit poor.

N: Why'd you say that?

G: Well, the film..... I think it was different from what we learnt at school.

N: Yea, many films are like that.

G: And also, it was far too long. It lasted nearly 3 hours

N: Oh God! Boring!

G: What I didn't like most was having characters which didn't exist in history.

N: Yea, I agree, that's totally stupid.

G: Yea, there was a woman called Varinia. She was supposed to be the wife of Spartacus.

N: Didn't Plutarch just say he had a wife but we don't know her name?

G: Yes, that's right. Then, according to the film Spartacus dies on the cross

N: No, he didn't. That's so wrong!

**G:** Yea, I know but I still enjoyed the film!

**N:** Oh, you're impossible.

**p. 57 / 17: UNIT 2, LESSON 1: Task 6 - Charities**

### **Hellenic Red Cross**

A non-profit organization that feeds asylum seekers and refugees daily. It cares for large numbers of refugee families at shelters around Greece and provides these people with soaps, toiletries, food, clothes and shoes. For more information, ring 2105147300, or write to Hellenic Red Cross, 111 Astrous Street, Kolonos, Athens.

### **Doctors without Borders**

A humanitarian organization that provides medical help and care to people in areas of the world where there is war and hunger. Doctors from different countries volunteer to go to areas with problems to help the people who are suffering. The group needs clothes, underwear for men, soap, toiletries, pampers for children, telephone cards, toothpaste and money. Ring 2105200500 for further information.

## **Greenpeace**

An international organization that works to protect the environment. Greenpeace is run by volunteers in most countries around the world and takes an active stand against industry and governments which destroy the environment. For information, write to Greenpeace Greece, 26 Filellinon Street, Athens.

## **SOS Children's Village**

An international welfare organization that provides homes and a family environment to orphaned and poor children of all nationalities. There are two villages in Greece. One is located in Vari in the south of Athens, and the other is in Thessaloniki.

## **Reto Hellas**

This Athens-based non-profit organization reaches out to drug addicts living on the edge of society. It tries to raise money by collecting and selling used electrical items, gifts, furniture and clothes. The group is located at 9 Irakleous Street, Koropi.

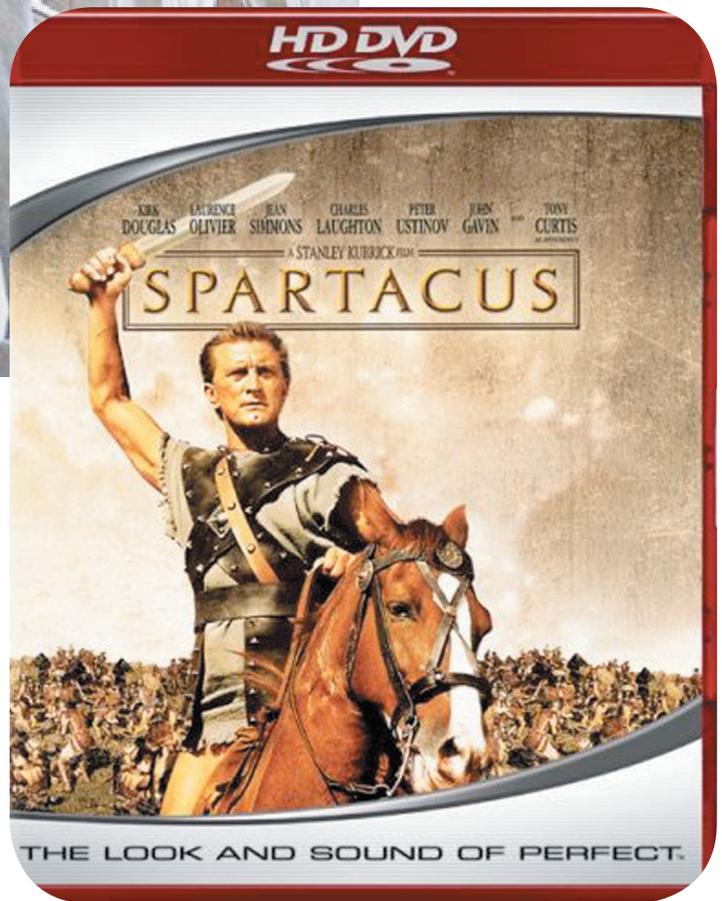
## **Volunteer Work Athens**

This organization seeks people to help teach immigrants and refugees the Greek and/or English language on a volunteer basis. For details, ring 2103301686, or e-mail at [ethelogreek@yahoo.gr](mailto:ethelogreek@yahoo.gr).

### **ρ. 59 / 18: UNIT 2, LESSON 2**

**ΙΤΑΛΙΑ**, το 73 π.Χ., η μεγαλύτερη επανάσταση δούλων της αρχαιότητας. Το κίνημα, με αρχηγό τον δούλο από τη Θράκη Σπάρτακο, πήρε γρήγορα μεγάλες διαστάσεις. Ο στρατός των δούλων, στον οποίο φαίνεται ότι είχαν προσχωρήσει και πολλοί φτωχοί Ρωμαίοι, κυρίως αγρότες, νίκησε πολλές φορές τις ρωμαϊκές λεγεώνες. Δεν μπόρεσε όμως τελικά να κρατήσει τη συνοχή του και διασπάστηκε, γιατί τον αποτελούσαν άνθρωποι από διάφορες εθνικότητες και γιατί παρουσιάστηκαν διαφωνίες σχετικά με τον τρόπο δράσης.

Τέλος, η Ρώμη έστειλε εναντίον των δούλων τον Μ. Κράσο με πολύ στρατό. Σε μια σκληρή σύγκρουση που έγινε στην Απουλία (Νότια Ιταλία) το 71 π.Χ., ο Σπάρτακος σκοτώθηκε και ο στρατός του διαλύθηκε. Τον ίδιο χρόνο, ο Πομπήιος, επιστρέφοντας από την εκστρατεία του στην Ισπανία, όπου είχε καταστείλει το κίνημα του Σερτωρίου, διέλυσε ένα τμήμα του στρατού των δούλων που προσπαθούσε να διαφύγει από την Βόρεια Ιταλία.





# Appendix III

## SELF-EVALUATION

### UNIT 1

#### ACTIVITY A

1. area / size
2. rubbish / pollution
3. habitat / homes
4. tribes / people
5. species / kinds

#### ACTIVITY B

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

#### ACTIVITY C

1. To burn vegetation.
2. To make “gardens” for themselves.
3. To live in.
4. To make their medicine.
5. To plant seeds.

6. To look pretty.
7. To hunt animals.

## **ACTIVITY D**

tribesman: hut, canoe, sandals, head-band, earrings.

student in Greece: necklace, basin, sandals, head-band, earrings, iPod.

girl in tribe: necklace, basin, sandals, head-band, earrings.

## **ACTIVITY E**

1. believes
2. says
3. are doing
4. doesn't find
5. doesn't believe
6. tells, gets, does not do

# **UNIT 2**

## **ACTIVITY A**

Built centres

Fed the hungry

Saved lives

Made a difference

Took care of

Asked for permission

**Caught pneumonia**  
**Spent her life**  
**Paid their respects**

## **ACTIVITY B**

- 1. Where did Maria grow up?**
- 2. Did she have a pet when she was young?**
- 3. When did she leave her village? or How old was she when she left her village?**
- 4. Why did she become famous?**
- 5. How did she die?**

## **ACTIVITY C**

**Suggested answers:**

- a) the period is incorrect**
- b) the costumes are not appropriate**
- c) the technology is different**
- d) historical events are wrong**
- e) names of main historical characters is incorrect**

## **ACTIVITY D**

**Stars:**

**Kirk Douglas, Laurence Olivier, Peter Ustinov, Tony Curtis**

**Director: Stanley Kubrick**

**Year of release: 1960**

**Producer: Kirk Douglas**

### **3 main Roman characters:**

**Lentulus Batiatus, Crassus, Sempronius Gracchus**

## **ACTIVITY E**

- 1 was**
- 2 wanted**
- 3 began**
- 4 returned**
- 5 taught**
- 6 refused**
- 7 lived**
- 8 made**
- 9 wore**
- 10 ate**
- 11 died**

## **UNIT 3**

### **ACTIVITY A**

- 1. False**
- 2. False**
- 3. True**
- 4. False**
- 5. True**
- 6. True**

## ACTIVITY B

You own answers.

## ACTIVITY C

Sales Assistant:

Yes, sure. Any particular brand?

Oh, I see. Well, here's the cheapest model we have.

Well, it plays music and that's about it.

How about this one? Only €350.

Okay, suit yourself. Bye.

## ACTIVITY D

1. F
2. B
3. D
4. G
5. E
6. A
7. C

## ACTIVITY E

Suggested Answers

- a. best
- b. better than
- c. cheapest / most expensive ... best / worst
- d. cheapest
- e. better / more expensive

# Appendix IV

## GRAMMAR

### UNIT 1

#### Simple Present

#### FORM

+	I, you, we, they		like	milk.
	He, she, it		likes	
-	I, you, we, they	do not	like	
	He, she, it	does not		
?	Do	I, you, we, they	like	milk?
	Does	He, she, it		

#### SPELLING RULES

For the 3rd person singular (he, she, it)

We add **s** to the main verb                      work+s = he works

#### Exceptions

We add **es** in verbs ending in **sh, ch, ss, o, x**  
wash + es = he washes

We add **ies** in verbs ending in **consonant + y**  
study + ies = he studies

Examples of **vowels**: a, e, o, i, u

Examples of **consonants**: b, c, d, f, g, etc.

## USE

We use the **Simple Present tense** when:

- something happens regularly
- something is true in general

We use an **ADVERB OF FREQUENCY** like **always, usually, often, sometimes** to say how often something happens.

It comes **before** the verb in the Present Simple.  
When we have the verb 'to be' we put the adverb **after** it.

E.g. **We always have maths on Monday.**

**Do you often play football at school?**

**My brother is always early for school.**

## EXAMPLES

**I live in Patras.**

**The Moon goes round the Earth.**

**John's father drives a taxi. He does not drive a bus.**

**My sister and I do not watch TV after 10.00 at night.**

**Do you always play football on Saturdays?**

## Wh... questions / How ... questions with Simple Present

### EXAMPLES

What	do you / they	have	for breakfast?
What time		go	to school?
Where		spend	holidays?
When		come home	from school?
Who	does he / she / it	play	tennis with?
How often		meet	friends?

## Present Continuous

### FORM

+	I am		speaking	to you.
	You are		reading	this.
-	She is	not	staying	in
	We are		playing	football.
?	Is he		watching	TV?
	Are they		waiting	for John?

## SPELLING RULES

We add **-ing** to the main verb: work + ing = working

### Exceptions

a. If the main verb ends in **consonant + stressed vowel + consonant**, we double the last letter:

stop + p + ing = stopping / cut + t + ing = cutting

b. If the main verb ends in **ie**, we change the **ie** to **y**:

die = ~~die~~y + ing = dying

c. If the main verb ends in **vowel + consonant + e**, omit the **e**:

come + ing = coming

## USE

We use the **Present Continuous** tense to talk about:

- a. an action happening exactly now
- b. an action happening around now

## EXAMPLES

Look! The bus **is coming!**

**Are you learning** French or English?

**We are not having** breakfast at the moment.

# UNIT 2

## Simple Past

### FORM

+	I			worked	very hard.
	You			went	to school.
-	He / she	did	not	go	with me.
	We			work	yesterday.
?	Did	you		go	to London?
		they		work	at home?

### USE

We use the Simple Past tense to talk about an action, a situation or an event, short or long, that

- happened in the past
- is completely finished
- we say (or understand) the time and/or place it happened

### EXAMPLES

I **lived** in that house when I was younger.

He **didn't** like the movie.

What **did you** eat for dinner?

John **rode** his bike to school on Monday.

Mary **did not go** to school yesterday.

**PAY ATTENTION TO THE IRREGULAR VERBS**

# UNIT 3

## Comparisons of adjectives and adverbs

### FORM

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

### USE

In the Comparative form we add **-er than** in short adjectives and **more + adjective + than** in long adjectives.

In the Superlative form we add **the -est** in short adjectives and **the most + adjective** in long adjectives.

## Irregular adjectives

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

**Comparisons of adjectives with **as ... as** and not **so ... as****

**EXAMPLES**

<b>The night</b>	<b>is</b>	<b>as</b>	<b>dark</b>	<b>as</b>	<b>hell.</b>
noun or pronoun	positive verb	as	adjective	as	noun or pronoun

<b>Our house</b>	<b>is not</b>	<b>as / so</b>	<b>luxurious</b>	<b>as</b>	<b>a hotel.</b>
noun or pronoun	negative verb	as / so	adjective	as	noun or pronoun

## Adverbs

### FORM

To form a regular adverb we add -ly / -ily to an adjective

ADJECTIVE	ADVERB
quiet	quietly
happy	happily
<b>EXCEPTIONS</b>	
fast	fast
hard	hard
good	well

### EXAMPLES

The children are **quiet**. They are playing **quietly**.

That is a **happy** boy. He is singing **happily**.

That is a **fast** horse. It runs **fast**.

This exercise is **hard**. Tom is working **hard** on this exercise.

Jim is a **good** football player. He plays football **well**.

## USE

We use adverbs when we want to answer the question **HOW**.

	<b>ADVERB</b>	<b>COMPARATIVE</b>	<b>SUPERLATIVE</b>
<b>SHORT ADVERBS</b>	soon early	sooner earlier	the soonest the earliest
<b>LONG ADVERBS</b>	carefully	more carefully	the most carefully

	<b>ADVERB</b>	<b>COMPARATIVE</b>	<b>SUPERLATIVE</b>
<b>IRREGULAR FORMS</b>	well badly little many / much	better worse less more	the best the worst the least the most

# Vocabulary

## unit one

attractive  
avocado  
beads  
berries  
boil  
collect  
companies  
contact  
control  
cover  
destroy  
disgusted  
drive out  
fascinated  
feathers  
foreign  
grapefruit  
habitual  
hut  
insects  
leaves  
light  
loincloth

mud  
natural  
habitat  
necklace  
nuts  
pollution  
raise  
money  
recycle  
role  
sequence  
slash and burn  
species  
straight  
support  
threatened  
tough  
transport  
tropical  
use  
vegetation  
weapons  
wear

# unit two

brave  
charity  
childhood  
citizen  
comfort  
composer  
deeds  
desperate  
discover  
earthquake  
emperor  
famous  
feed  
freedom  
gentle  
interests  
kind

lecture  
lonely  
make a decision  
make a difference  
make a promise  
make an impression  
make time  
marvellous  
permission  
pet  
play  
playwright  
radioactivity  
respects  
save  
slave  
weightlifter

# unit three

abroad  
ads  
advertisement  
assistant  
brand  
buttons  
chart  
compact disc  
companion  
comparative  
copy  
cursor  
desires  
discount  
document  
drive  
exceptions  
expensive  
experience  
explanation  
fame  
faulty  
floppy disc  
gadgets  
guarantee  
guilt

humour  
incredible  
ink  
cartridges  
international  
jargon  
jingles  
keyboard  
least  
location  
log onto  
memory  
model  
multimedia  
persuasion  
portable  
predict  
queue  
refund  
salesperson  
situation  
superlative  
valuable  
value  
volume

# Appendix V

## IRREGULAR VERBS

<b>Infinitive</b>	<b>Past Simple</b>	<b>Past Participle</b>
be	was/were	been
begin	began	begun
blow	blew	blown
break	broke	broken
bring	brought	brought
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten

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

<b>Infinitive</b>	<b>Past Simple</b>	<b>Past Participle</b>
<b>lose</b>	<b>lost</b>	<b>lost</b>
<b>read</b>	<b>read</b>	<b>read</b>
<b>ride</b>	<b>rode</b>	<b>ridden</b>
<b>ring</b>	<b>rang</b>	<b>rung</b>
<b>run</b>	<b>ran</b>	<b>run</b>
<b>say</b>	<b>said</b>	<b>said</b>
<b>see</b>	<b>saw</b>	<b>seen</b>
<b>shake</b>	<b>shook</b>	<b>shaken</b>
<b>sing</b>	<b>sang</b>	<b>sung</b>
<b>sit</b>	<b>sat</b>	<b>sat</b>
<b>smell</b>	<b>smelt</b>	<b>smelt</b>
<b>speak</b>	<b>spoke</b>	<b>spoken</b>
<b>steal</b>	<b>stole</b>	<b>stolen</b>
<b>stand</b>	<b>stood</b>	<b>stood</b>
<b>swim</b>	<b>swam</b>	<b>swum</b>
<b>take</b>	<b>took</b>	<b>taken</b>
<b>teach</b>	<b>taught</b>	<b>taught</b>

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

# Appendix VI

## MAPS

# WORLD MAP



**CANADA**

**UNITED STATES**

**BRAZIL**

**PACIFIC OCEAN**

**SOUTH ATLANTIC OCEAN**



# ENGLAND





ICELAND

EUROPE

SWEDEN

FINLAND

NORWAY

RUSSIA

ESTONIA

UNITED KINGDOM

LATVIA

LITHUANIA

IRELAND

DENMARK

BELARUS

NETHERLANDS

GERMANY

POLAND

UCRAINE

BELGIUM

LUX.

CZECH REPUBLIC

SLOVAKIA

FRANCE

AUSTRIA

MOLDOVA

SWITZ.

LI.ECH.

HUNGARY

Bay of Biscay

LI.ECH.

SLOVENIA

ROMANIA

CROATIA

SERVIA

BOSNIA & HERZEGONIVA

BULGARIA

SPAIN

F.Y.R.O.M.

PORTUGAL

ITALY

ALB.

GREECE



# SOURCES AND RELEVANT INTERNET SITES:

## UNIT 1

- **Lesson 1 -**  
<http://www.Amazonia.com>  
<http://www.en.wikipedia.org/wiki/Spartacus>  
[http://www.en.wikipedia.org/wiki/Nika\\_riots](http://www.en.wikipedia.org/wiki/Nika_riots)
- **It's your choice!**  
Σελίδες 118 / 121 & 121 / 123 ως 124 / 124,  
Reading 1 & 2 - Προσαρμοσμένα κείμενα από:  
<http://www.peoplesoftheworld.org>.

<b>UNIT</b>	<b>One</b>
<b>THEME</b>	<b>I'm only human p. 5</b>
<b>LESSON</b>	<b>1. Tribes of the forest p. 7</b>
<b>GRAMMAR</b>	<b>Present Simple and Present Continuous</b>
<b>VOCABULARY</b>	<b>-ed and -ing adjectives</b>
<b>SKILLS</b>	<b>Reading for specific information</b>
<b>LESSON</b>	<b>2. Way of Life p. 18</b>
<b>GRAMMAR</b>	<b>Infinitive of purpose 'to'</b>
<b>VOCABULARY</b>	<b>huts, sticks, necklaces, vegetation, seeds, spears</b>
<b>SKILLS</b>	<b>Listening for sequence</b>
<b>LESSON</b>	<b>3. Save the tribes p. 31</b>
<b>GRAMMAR</b>	<b>Present Tense Question forms</b>
<b>VOCABULARY</b>	<b>Collocations and tribal problems</b>
<b>SKILLS</b>	<b>Writing a letter</b>

## Contents

<b>UNIT</b>	<b>Two</b>
<b>THEME</b>	<b>Making a difference</b> p. 43
<b>LESSON</b>	<b>1. Making a difference</b> p. 45
<b>GRAMMAR</b>	Past Simple affirmative
<b>VOCABULARY</b>	Jobs and professions
<b>SKILLS</b>	Understanding coherence in texts
<b>LESSON</b>	<b>2. Same or Different</b> p. 58
<b>GRAMMAR</b>	Past Simple interrogative
<b>VOCABULARY</b>	Expressions of attitude
<b>SKILLS</b>	Listening for attitude
<b>LESSON</b>	<b>3. A show</b> p. 70
<b>GRAMMAR</b>	Past Simple questions with: where and what.
<b>VOCABULARY</b>	Films and theatre
<b>SKILLS</b>	Writing a report

<b>UNIT</b>	<b>Three</b>
<b>THEME</b>	<b>Technology in our lives p. 81</b>
<b>LESSON</b>	<b>1. Technology in our lives p. 83</b>
<b>GRAMMAR</b>	<b>Comparative and superlative adjectives</b>
<b>VOCABULARY</b>	<b>Electronic gadgets</b>
<b>SKILLS</b>	<b>Predicting vocabulary</b>
<b>LESSON</b>	<b>2. Gadgets p. 94</b>
<b>GRAMMAR</b>	<b>Relative clauses</b>
<b>VOCABULARY</b>	<b>Computers and accessories</b>
<b>SKILLS</b>	<b>Identifying speaker</b>
<b>LESSON</b>	<b>3. Making an advertisement p. 107</b>
<b>GRAMMAR</b>	<b>Review of Present and Past Simple tenses</b>
<b>VOCABULARY</b>	<b>Words of persuasion</b>
<b>SKILLS</b>	<b>Making an advertisement</b>

<b>Appendix I:</b>	<b>It's your choice! p. 117</b>
<b>Appendix II:</b>	<b>Resources p. 151</b>
<b>Appendix III:</b>	<b>Self-evaluation (basic key and answers to selected activities) p. 162</b>
<b>Appendix IV:</b>	<b>Extensive grammar presentation, vocabulary list p. 167</b>
<b>Appendix V:</b>	<b>Irregular Verbs p. 181</b>
<b>Appendix VI:</b>	<b>Maps p. 185</b>



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