

Think

Teen!

**2nd Grade of Junior  
High School**

**STUDENT'S BOOK**

**Τόμος 2ος**

## ΣΤΟΙΧΕΙΑ ΑΡΧΙΚΗΣ ΕΚΔΟΣΗΣ

### ΣΥΓΓΡΑΦΕΙΣ

**Patrick Mc Gavigan**

### ΚΡΙΤΕΣ-ΑΞΙΟΛΟΓΗΤΕΣ

**Θεόδωρος Σκενδέρης, Σχολικός Σύμβουλος**

**Χαριτίνη Καρλιαύτη, Εκπαιδευτικός**

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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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**Ιγνάτιος Ε. Χατζηευστρατίου**

Μόνιμος Πάρεδρος του Παιδαγωγικού Ινστιτούτου

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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 την ανάπτυξη  
ΕΥΡΩΠΑΪΚΟ ΚΟΙΝΩΝΙΚΟ ΤΑΜΕΙΟ

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

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

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

ΠΡΟΣΑΡΜΟΓΗ ΤΟΥ ΒΙΒΛΙΟΥ  
ΓΙΑ ΜΑΘΗΤΕΣ ΜΕ ΜΕΙΩΜΕΝΗ ΟΡΑΣΗ

ΙΤΥΕ - ΔΙΟΦΑΝΤΟΣ

ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ, ΕΡΕΥΝΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ  
ΙΝΣΤΙΤΟΥΤΟ ΕΚΠΑΙΔΕΥΤΙΚΗΣ ΠΟΛΙΤΙΚΗΣ

**Patrick Mc Gavigan**

**ΑΝΑΔΟΧΟΣ ΣΥΓΓΡΑΦΗΣ**

Μιχαήλ Λέβης Α.Ε.  **Linguaphone**

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

**2nd Grade of Junior High School**

**STUDENT'S BOOK**

ΙΝΣΤΙΤΟΥΤΟ ΤΕΧΝΟΛΟΓΙΑΣ ΥΠΟΛΟΓΙΣΤΩΝ  
ΚΑΙ ΕΚΔΟΣΕΩΝ «ΔΙΟΦΑΝΤΟΣ»



# UNIT 4

## Communication

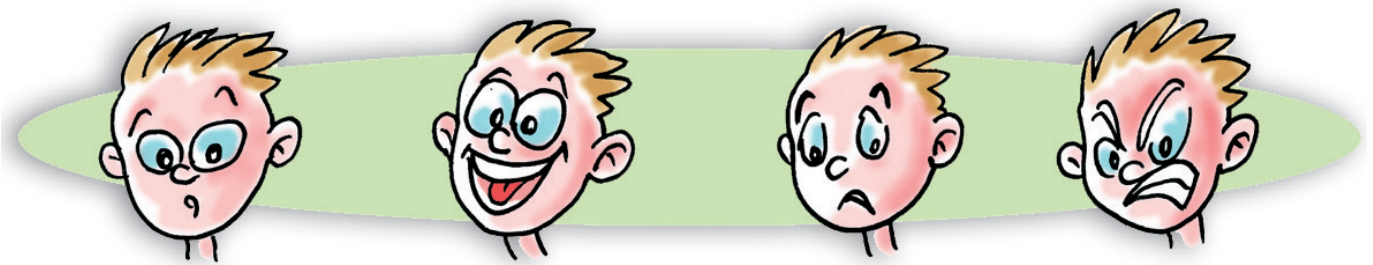
A. Each picture tells a story. Can you tell which story is in each of them?



How do you know how each character feels? What do they use to show how they feel and think? Choose from one of the following:

- a) 'head' language
- b) 'eye' language
- c) body language

**B. Make funny faces and ask your partner to say what you're thinking.**



**C. Can you guess what the correct percentages for each of the following statements are? You can check your answers in the reading text on page 13 / 40.**

7%      55%      38%

- ..... of our communication is through body language
- ..... of our meaning is through tone of voice
- ..... of our communication is through words



## **Grammar:**

will, won't/ have to, don't have to/ should, shouldn't

## **Functions:**

Using modal verbs to show promise, fact, threat, obligation, advice, suggestion

## **Vocabulary:**

Body language

## **Learning strategies:**

- I listen carefully to another speaker's intonation to understand what the purpose is
- I use visuals to help me make statements about people

## **When I learn new language,...**

- I use mime to help me learn and remember new words
- I practise reading statements aloud to express different emotions



# Lesson 1

## Communication

### AIMS

- To raise awareness of the importance of communication through body language
- To present and practise the modal verbs: will, won't have to, don't have, should, shouldn't.

### Lead-in

#### Task 1

**Do you ever judge people by the first impression you have of them?**

**Is this a good or a bad way to judge people you don't know? Why?**



## Task 2

- a. Look at the scene in the sketch. What is the relationship between the two people? How does the boy feel? How does the woman feel towards the boy? How do you know?



- b. Now read the following statements and indicate if they show **PROMISE**, **THREAT**, **OFFER**, **PREDICTION** or **FACT**.

I'll tell your father if you do it again. \_\_\_\_\_

You know I'll always be there for you. \_\_\_\_\_

You'll have to start working seriously, for a change. \_\_\_\_\_

I'll help you if you want. \_\_\_\_\_

You'll fail if you don't study seriously. \_\_\_\_\_



## Grammar

### Task 1

Imagine yourself in the following situations. What do you say to your friend? Use the ideas in parentheses.

1. Your friend's phone doesn't work. (offer/ give yours)
2. Your friend is anxious you'll be late again. (promise/ be on time)
3. Your friend hasn't studied for the test tomorrow. (fact/ fail)
4. Your friend is a very good singer. (prediction/ become a star)
5. Your friend has shouted at you. (threat/ be angry/ do it again)



## Task 2

### Use 'should' or 'shouldn't'

Look at the picture. Find six things people should or shouldn't do in a cafeteria.

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## Task 3

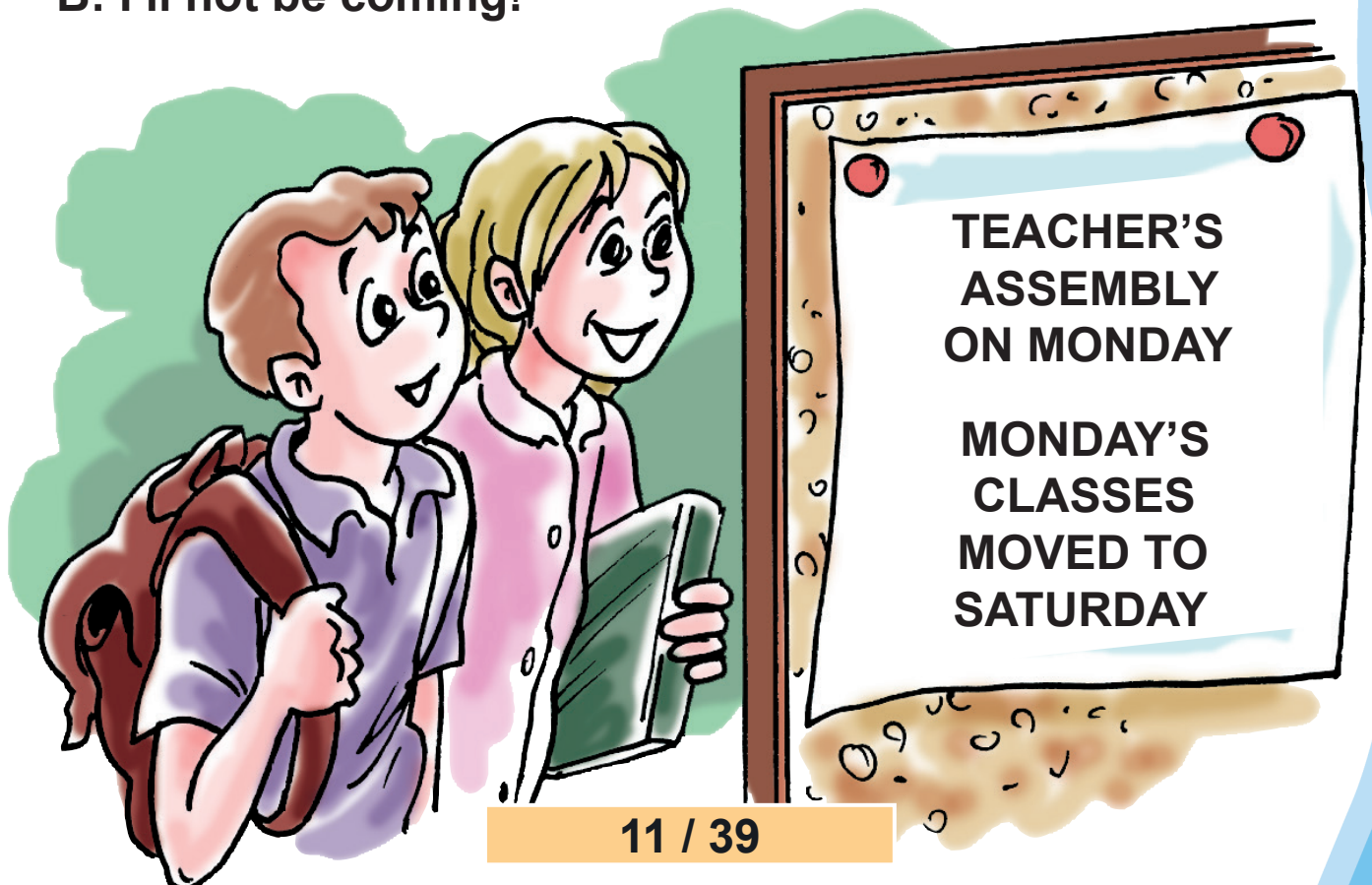
Complete the dialogue with **have to** / **don't have to**.

A: Oh look! We ..... to come to school on Monday.

B: Yes, but look at that! We ..... to have lessons on Saturday.

A: No, you ..... come for the lessons. Only if you want to.

B: I'll not be coming!



## Pre-reading

### Task

**Your friend Paula got a leaflet from a seminar she went to in Dublin recently. Look at the leaflet and the ideas below to discuss in pairs what you will learn if you attend a seminar like this.**

**Do you want to know what  
“BODY LANGUAGE” is?**

**Do you want to learn how to communicate better  
with others? Do you want to discover what’s  
hidden behind gestures?**

**THEN THIS SEMINAR IS FOR YOU!**

<b>When:</b>	<b>25th November, 11:00 am</b>
<b>Where:</b>	<b>Town Hall Seminar Room</b>
<b>Admission:</b>	<b>Free to under 16 year- olds.</b>

- a) You will learn how to explain your problems
- b) You will learn about the importance of smiling
- c) You will learn how to describe a personal situation
- d) You will learn the meaning of different hand movements
- e) You will learn how to understand what someone means by the way they stand
- f) You will learn the meaning of eye movement.



## Reading

# BODY TALK

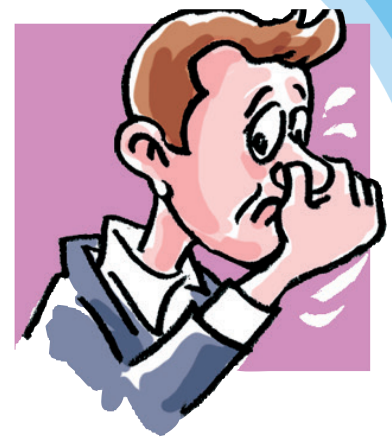
**Read the extract from the leaflet to check for the answers to Task 2 on page 6 / 37 and then match the sketches to the body movement in the text. Compare your answers with your partner.**

If you sometimes feel you do not explain yourself well, come to the local Town Hall next Saturday. You will learn how to become a better communicator. You will also learn to understand the way people use their body when they talk to you.

Communication goes on all the time, even when the people are not talking. It sounds amazing but did you know that nearly 55% of the way we communicate with others is through the way we use our body to show how we feel? This seems unbelievable but it is true. What do we do when the sun is in our eyes? We squint, and this shows that the situation is not very pleasant for us. When someone feels excited, their facial expressions are signs to show us. People can appear happy but they are in fact sad. When they are curious, they will stare at the person or object for some time. An angry look is when someone glares at you with that cold look. When we admire someone we gaze at him or her, and when you want to look at something quickly, you take a peep.

**People communicate with their body language. Most of us are not aware of it but we spend a lot of time trying to understand body language. In this course, you will learn to start thinking more about the meaning of a happy smile or an angry frown. We will show you what someone means when they shrug their shoulders to show that they don't care, or nod their head to agree, or point their finger. You will understand why people raise their eyebrows, bite their lip in anger or pain, twist their face when they are unhappy about something, or squeeze their nose at a bad smell, or have their arms folded when they listen to a teacher. We will teach you how to read the messages people give when they clench their teeth, when getting an injection, or when they clear their throat to get ready to talk to a group. These kinds of behaviour show how people feel. It seems unbelievable that only 7% of our communication is with words. The way we use these words through our tone and voice makes up another 38% of our communication tools. To show this in action in our course, you will practise watching people and learn to imagine their problems and their thoughts. To be a good communicator, you need to be a good reader of body language; to be able to get the message someone wants to send. All you need to do is watch! To be good at understanding the meaning of body language, you should watch the speaker carefully. You should show respect for the other person's point of view. You should use your own body to communicate your feelings and emotions too. The course begins at 11 am November 25th at the Town hall. Admission free to all students under 16.**





[http://changingminds.org/explanations/behaviors/body\\_language/](http://changingminds.org/explanations/behaviors/body_language/)



## Task 1

Read the text again. Are these statements TRUE or FALSE? Circle your answer and then compare your answers with your partner.

1. We gaze at someone when we are angry. T / F
2. We frown when we are happy. T / F
3. The words we use are less important than our body language. T / F
4. The course will teach you how to clench your teeth. T / F
5. We shouldn't try to be better than the people we speak to. T / F

---

## Task 2

Use the information in the text to complete the table on the right.

### COMMUNICATION TOOLS

body	%
words	%
other tools	%

---

## Task 3

How many words showing feelings (e.g. excited) can you find in the text? In which situations do you feel this way?



## Vocabulary

### Task 1

**Collocation - body movements. Match the verb with the body movement.**



1. raise
2. nod
3. point
4. squeeze
5. bite
6. clench
7. clear
8. twist
9. fold
10. shrug

- a) the throat
- b) the nose
- c) the eyebrows
- d) the teeth
- e) the arms
- f) the lip
- g) the finger
- h) the shoulders
- i) the head
- j) the face

**In groups of three, mime to your partners the action in task 1. Your partners will try to guess what the action means.**

## Task 2

- a. In pairs, decide which word is correct to complete each sentence.

disgusted	disgusting
tired	tiring
excited	exciting
shocked	shocking
surprised	surprising

1. Yeuch! Tea with milk! That sounds .....
2. John ran all the way home and you can see he looks .....
3. The children don't have to go to school today and they feel .....
4. It seems ..... that he put out his tongue at the teacher.
5. The boy appeared ..... to hear that he was the winner.

- b. Decide with your partner what kind of words these are: Are they **NOUNS**, **ADVERBS** or **ADJECTIVES**? In pairs, circle the correct word to complete the rule below on how we should use the verbs in italics. The verbs 'sound', 'look', 'feel', 'seem', 'appear' take an **ADVERB / ADJECTIVE**.

## Task 3

How do you show the following emotions?

**anger, fear, sadness, embarrassment, surprise, happiness**

In pairs, think of two more emotions and show your partner your expressions. Show your partner what s/he did. How does your expression differ from your partner's? In pairs, discuss the differences or similarities.

# Lesson 2

## Expressing Attitude

### AIMS

- To recognise the use of intonation for meaning
- To recognize polite or rude behaviour from speech

### Pre-listening

Look at the photographs of young people in different situations. In pairs, decide which scene shows you that one of the speakers is disappointed, apathetic, bored, guilty, jealous?



## Listening

### Task 1

**Listen to the dialogue between two schoolmates and decide on answers for the questions.**



1. How did Andy behave towards Clark?
  - a) Andy failed to express himself clearly.
  - b) Andy spoke too quickly.
  - c) Andy didn't want to talk about it because he was angry or bored.
  
2. How did Clark feel?
  - a) Clark felt sorry for Andy because he seemed bored.
  - b) Clark wanted Andy to say more.
  - c) Clark was unhappy that Andy liked the project.
  
3. How did Andy feel towards Clark?
  - a) He had feelings of jealousy.
  - b) He felt disappointed with Clark.
  - c) He felt apathetic and didn't care about Clark.

## Task 2

1. Listen to what Clark said to his mother after his meeting with Andy and decide what Clark thought about his chat with Andy.
  - a) Andy didn't give him any details
  - b) Andy was angry
  - c) Andy didn't like Clark
2. What did Clark's mother tell him to do the next time?
  - a) he should ask him questions
  - b) he shouldn't hang out with Andy
  - c) he should ignore Andy
3. Clark's mother felt that Andy was
  - a) rude
  - b) curious
  - c) pleased



## Speaking

### Task 1

**In pairs write one statement each and give it to your partner to read aloud in different ways to show different emotions.**



## Task 2

**In pairs, discuss how you know when your best friend is: angry, afraid, sad, embarrassed, surprised, happy.**

---

## Task 3

**In pairs, read the following situations and make a statement using will, won't, have to, don't have, should, shouldn't.**

1. Your little brother is playing football in the sitting room.
  2. Tomorrow is Saturday and there is no school.
  3. You are ill and can't come to your friend's party on Saturday.
  4. Your sister is sad because she hasn't enough money to go to the cinema.
  5. Your friend didn't do his homework for school today.
  6. Your friend broke the teacher's pen.
- 

## Task 4a

### **Gestures in other cultures**

**What do the following gestures mean in a non-English speaking country?**

- pressing the hands together and resting the head on the back of the hand?

- waving the hands flat up and down when someone sees a friend?
  - taking the hand and making a circular movement over the stomach?
- 

## Task 4b

**What do the gestures in the photographs from India, Turkey and Albania below mean?  
In pairs decide on the country for each photograph.**





iii.

---

## Task 5 - Role-play

**Work in pairs. Think of a situation like the ones in Task 3 and tell your partner about it. Your partner then responds with a suitable answer using the words in italics below.**

You/(s)he should(n't)...

I/We will...

You/(s)he'll...

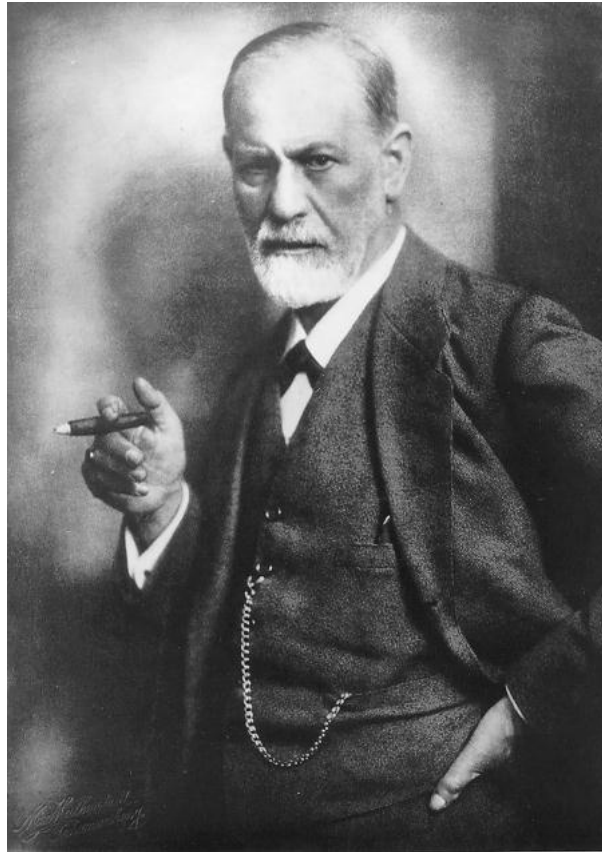
I/you/(s)he will have to...

Don't worry! You/we don't have to...

**Change roles and respond to your partner's situation.**

## **Dreams as Communication to Ourselves**

**Look at the photograph and the text below. Do you know anything about this man? Can you guess what a psycho-analyst does? Discuss as a class how a dream can be a message to ourselves.**



**Sigmund Freud (1856-1939) was a famous psycho-analyst who looked at the meaning of people's dreams. According to Freud, the analysis of dreams is an important tool in helping people to understand their lives. Freud also explained the dreams of people, who did not suffer from mental illness, in a psychoanalytic way. Today, many people use Freud's ideas to explain dreams to make people aware of how they feel and how to solve their anxieties.**

## Pre-writing

Years ago when people had dreams they looked at a Dream book to find out what the meaning was. Today, where can you find information about the meaning of dreams?

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### Task 1

Do you ever dream? Tell your partner about a dream you had recently.

What do you think your partner's dream means?

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### Task 2

Dreams are a form of communication with ourselves. What do your dreams mean? For example, last night you dreamed of a big fish. What does that tell you?

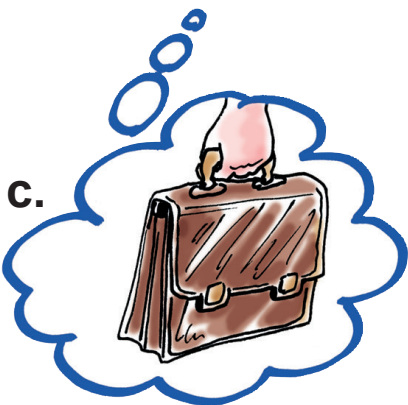
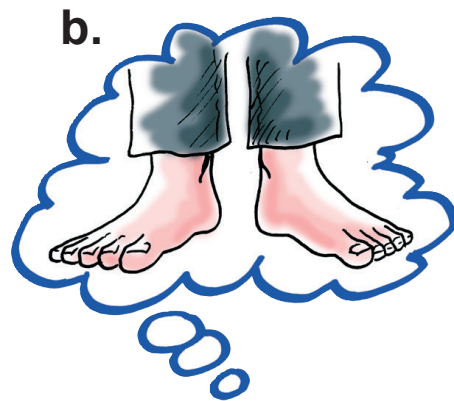
**ΟΝΕΙΡΟΚΡΙΤΗΣ**

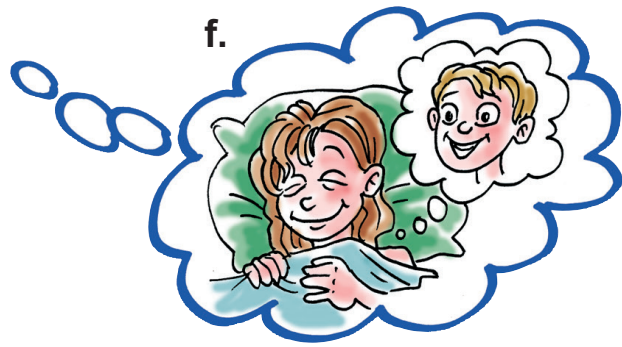
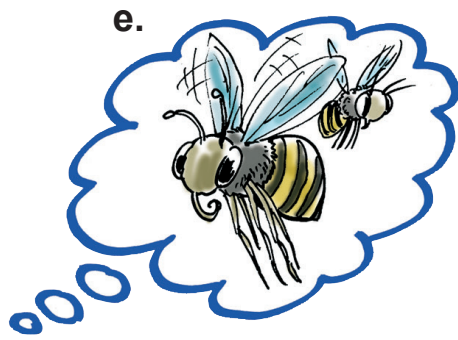


## Task 3

**In pairs, match the sketches to the meaning of the dreams.**

- i) To dream of long arms means your friends will help you become rich.
- ii) To dream that you are carrying a bag means that you will never be poor.
- iii) To dream that you are not wearing shoes means that you will do well in your career.
- iv) To dream of bees means that you will have a successful family life.
- v) For a girl to dream of her brother, she will meet a new boy soon.
- vi) To dream of olive trees means the person will have many children.





## Task 4

Read the letters A, B, and C. Then, in pairs match the responses from Margie about what the dreams mean.

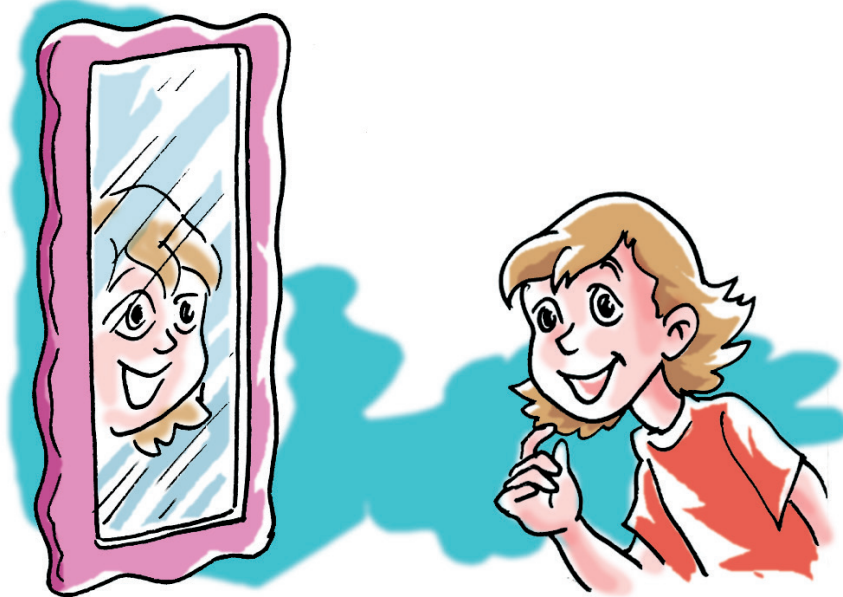
### A. Letter A

Dear Margie, last night I had a dream that I went to school without brushing my teeth. I felt terrible because my breath wasn't fresh. What does this dream mean?



## **A. Letter B**

Dear Margie, I usually have a dream where I am looking at myself in a mirror. My mum says that I have the dream because I think I am pretty. Help me please!



## **A. Letter C**

Dear Margie, I often have this terrible nightmare where I never have enough time to do my homework and I am afraid to go to school the next day. In my dream I decide to stay up late and finish the homework. It is true that I never manage to get all my homework done each night. Help!





## **Response 1**

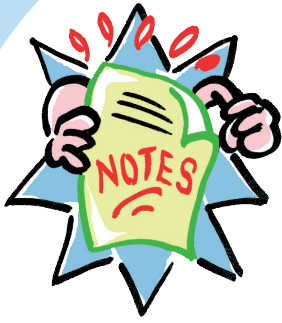
**Dear Andrea, don't pay too much attention to the meaning of this dream. For sure you don't have to stay up late every night to do your homework. What I think you have to do, is to go to bed earlier and get up earlier, then you will have time for everything you want to do.**

## **Response 2**

**Dear reader, first of all, you shouldn't worry too much about this dream. Lots of people have this dream all the time. You should think of this dream as a message to yourself to tell you to stop worrying about little things that are not really important.**

## **Response 3**

**For a girl to dream of a mirror, it means she is shy and she is afraid her friends will see this side of her character. She is the kind of girl who won't talk about her secrets.**



## Task 5 - Writing

**Write a short description of a dream you had recently. Exchange dreams with your partner and write what you think the dream means. Give your partner some advice (should, shouldn't, have to, don't have) about what to do about the things he or she dreamt about.**

# Lesson 3

## Clothes and Communication

**Clothes can be another form of communication**

### Lead in

**In pairs, look at the words below and point to someone in the class that has or is wearing the items.**

T-shirt	chain
makeup	jeans
belt	wrist-band
watch	earrings
sandals	tracksuit
beads	bracelet
sweatshirt	hairband
plait	jacket
necklace	head-dress

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### Task

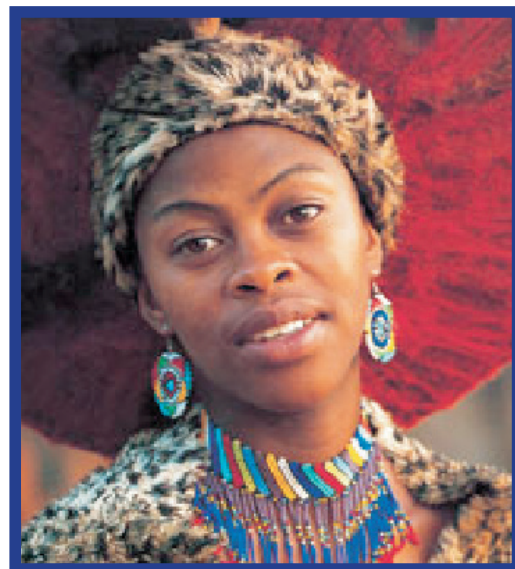
**Look at the short text below. In pairs decide which photograph the text refers to. What do the things the people wear say about them?**

Traditional dress and ornaments are very important for members of the Turkana tribe in Kenya. The things she wears show a lot about her status. The traditional hairstyle for a woman is a braided Mohawk.

Reading text adapted from the site:

[http://changingminds.org/explanations/behaviors/body\\_language/mehrabian.htm](http://changingminds.org/explanations/behaviors/body_language/mehrabian.htm)

**In one of the pictures there is a Japanese girl. Which one? Why? What has the girl got in common with the African girl?**



**What similarities do you see in the things people wear in different parts of the world and what some people wear in Greece?**

**Look around the class to see what kinds of things people wear that tell you about them.**

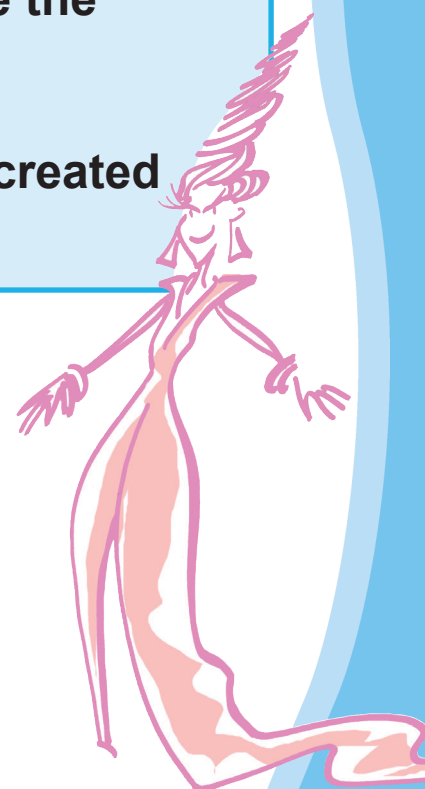
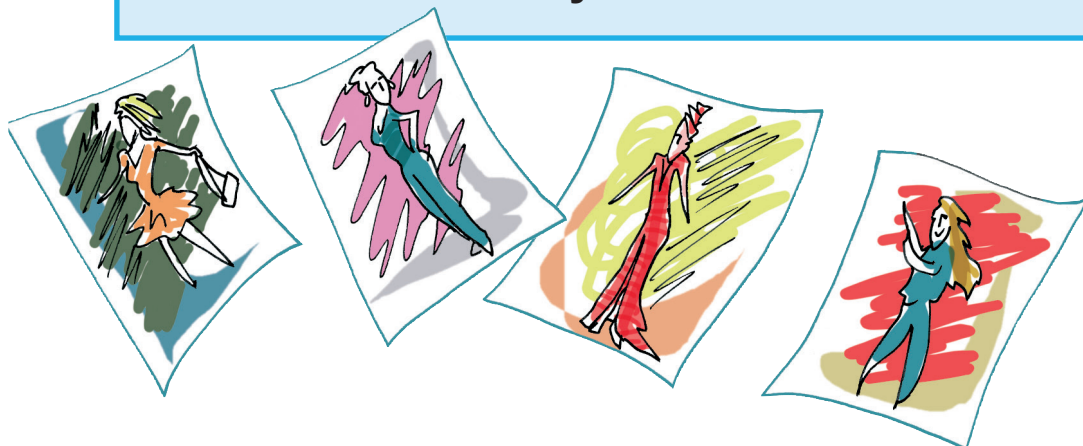
---

## **Project: Make your own clothes**

**The clothes and accessories we wear tell others things about us. In groups of three, design an outfit for a 13-year-old school student for a fashion magazine. Your teacher will judge the best outfit to send to the magazine.**

### **Steps to follow:**

- 1. Decide with your partners what items of clothing to design**
- 2. Sketch the item on a long piece of paper (1 or 2m x 0.5m) or newspaper to create the clothes in real-life dimensions**
- 3. Cut out the item and colour it**
- 4. Choose a model to wear the outfit you created and show it to your teacher.**



# Self-evaluation

## Activity A

Complete the sentences with the correct modal verb: will / won't, should / shouldn't, have to / don't have to.

- a) Don't worry! I ..... be on time for the game.
- b) Do I ..... do all these exercises tonight?
- c) You ..... shout at your little sister. It's wrong!
- d) You will help me with my mathematics homework, ..... you?
- e) Because you have no school tomorrow, you ..... go to bed early tonight.
- f) Jim wants to become a scientist, so he ..... study hard at school.

\_\_\_\_/6 points

---

## Activity B

Complete the sentences with the right expression.

shrug shoulders  
clench a fist  
bite a lip

raise eyebrows  
fold arms  
point a finger

- a) When I asked her who broke the window, she ..... at Jim.
- b) Nobody knew the answer and they all .....
- c) He was so angry that he ..... and wanted to punch someone.
- d) The children sat down at their desks and .....
- e) I saw that she was nervous. She .....
- f) When the teacher asked him for money, he ..... in surprise.



\_\_\_/3 points

## Activity C

Complete the statements with one of the following verbs of looking.

gaze      stare      squint      peep      glare

- i) Don't ..... at her. She will feel embarrassed.
- ii) You don't have to ..... . Here, use my sunglasses.
- iii) Can I have a ..... at what you have in your bag?
- iv) Susan was so angry and we knew it from the ..... in her eyes.
- v) Dan was in another world and he sat ..... out the window.



\_\_\_/2.5 points

### Activity D

Tick the box beside the different meanings this statement can have "I'll be there tomorrow"

- |        |                          |            |                          |        |                          |
|--------|--------------------------|------------|--------------------------|--------|--------------------------|
| offer  | <input type="checkbox"/> | promise    | <input type="checkbox"/> | advice | <input type="checkbox"/> |
| threat | <input type="checkbox"/> | prediction | <input type="checkbox"/> |        |                          |

\_\_\_/2.5 points



## Activity E

Complete the statements by using words from the box.



terrible,  
nightmare,

communicate,  
suit,

facial,  
promised

1. That dress doesn't ..... you. You should wear a lighter one.
2. I had a ..... last night and dreamed that my teacher lived in the same house as me.
3. Jim ..... to help me clean up our garden next Monday.
4. Our ..... expressions tell people what we are thinking.
5. People use their body, voice and eyes to ..... with others.
6. It is difficult to hide it when you feel .....

\_\_\_\_/3 points

---

## Activity F

Match the people to their body language and the clothes they are wearing.

1. She is wearing a tracksuit and a pair of athletic shoes. She has a big smile on her face.

2. He is wearing an old T-shirt and jeans. He is holding his head in his hands.

3. S/he is wearing a hairband and has got lovely hair. Her hand is up to her mouth and she seems to be looking into the distance.

a) s/he is thinking about something

b) s/he is very relaxed and easy going

c) s/he is very worried about something

1. \_\_\_\_

2. \_\_\_\_

3. \_\_\_\_

\_\_\_\_/3 points

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

	With difficulty	Quite well	Easily
✓ I can read a text and match the ideas to sketches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ I can listen to a dialogue and understand how the speaker feels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	With difficulty	Quite well	Easily
✓ I can say something in English and change my intonation to mean different things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ I can write a short description of a dream	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



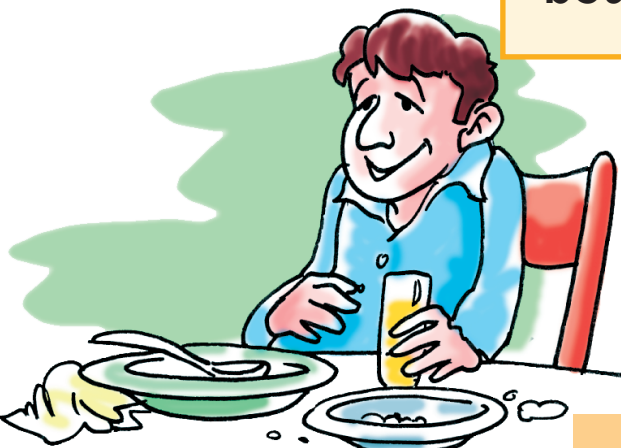
# UNIT 5

## Change and experience

In pairs, look at the sketches and make the statements about each using the endings given in the box.



missed the bus  
dyed her hair  
finished eating lunch  
been to the dentist's  
bought a bike



## **Grammar:**

Present Perfect vs. Past Simple Present Perfect for experiences and changes  
'have been' vs. 'have gone'

## **Functions:**

Expressing experience and description of change

## **Vocabulary:**

Travel and holidays; museums; lexical phrases.

## **Learning strategies:**

When I read a text in English ....

- I read all the text quickly to get the general idea
- I do not try to understand every word
- I use any visual support to help me guess what the text is about
- I use what I know in Greek about the topic to help me understand the text.

# Lesson 1

## Everyday experiences

### AIMS

- To introduce the form of Present Perfect
- to raise awareness of the difference between “have been’ and ‘have gone’

### Lead-in

**Rose is getting ready to go away on a trip. She has had different things to do before she leaves at 7 o'clock. It is now 7 pm. Look at pictures A and B below and circle the things she has managed to do since 2 pm in picture B.**

## Picture A



- the shoes are dirty
- her hair is long
- the suitcase is open and empty
- there is a full cake
- the computer screen is on
- the window is open
- a notepad on the desk is blank
- her dirty car is outside the window



## Picture B



- the shoes are clean
- her hair is short
- the suitcase is still empty
- the cake has a couple of pieces missing
- the computer screen is off
- the window is closed
- a notepad on the desk with a message
- her car is clean

## Task 1

**A. A game:** Find the differences in the pictures A and B above.

**B.** Look again at Picture B. Match the two parts of each of the sentences below.

- |                       |                  |
|-----------------------|------------------|
| a. She has cleaned    | her computer     |
| b. She has cut        | a note to Thanos |
| c. She hasn't packed  | her car          |
| d. She has eaten      | her suitcase yet |
| e. She has turned off | her shoes        |
| f. She hasn't closed  | her hair         |
| g. She has written    | some cake        |
| h. She has washed     | the window yet   |

Compare your answers with your partner.

## Task 2

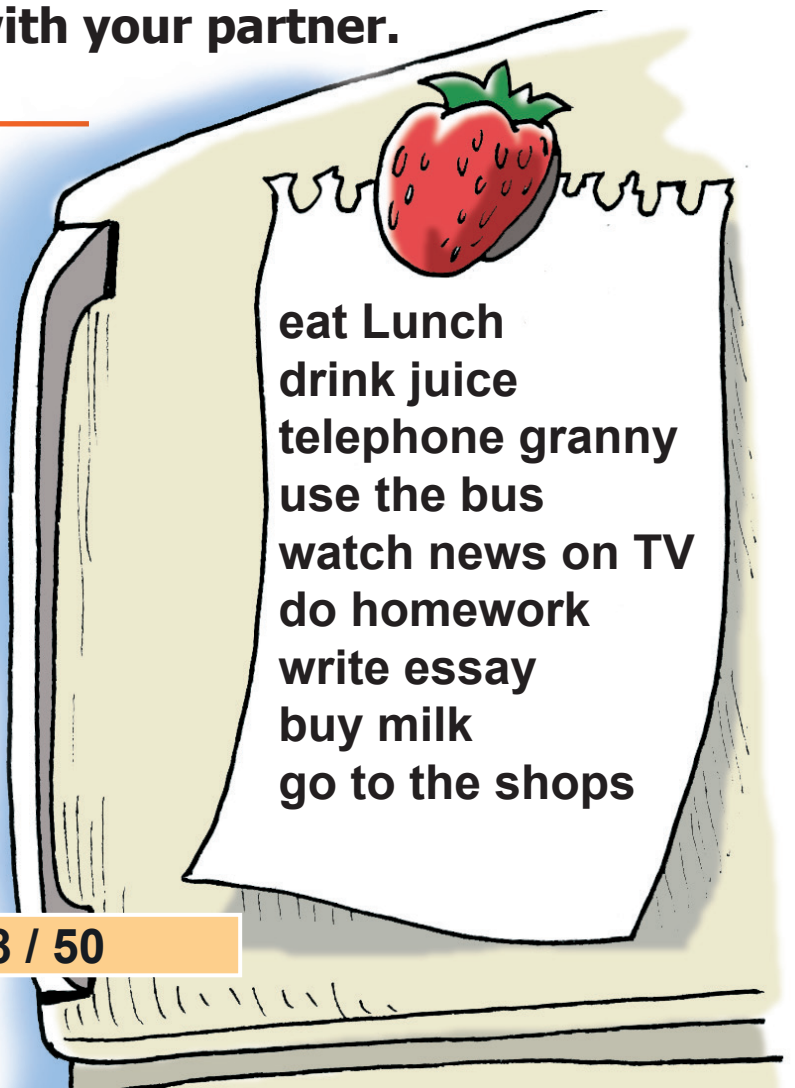
Use the verbs in the note on the fridge door and write about things that you have already done or haven't done yet today.

**Examples:**

I have already eaten lunch.

I haven't eaten lunch yet.

It's only 11 am.



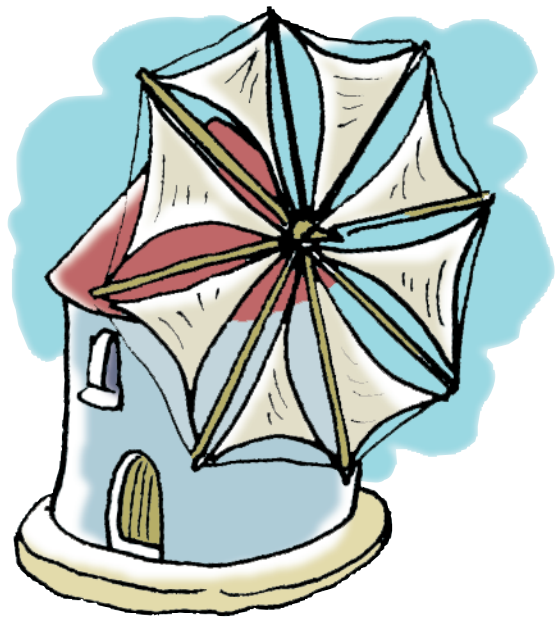
### Task 3 Cultural experiences

Read the following sentences to decide where the speaker is in each case at the moment she is speaking. Where is your friend now? Which words tells you the answer?



a. “I have been to Rhodes but I prefer it here in Thessaloniki”.

b. “Here I am at home, but my friend has gone to Santorini and I miss him”.



**have/has been to** = someone has been somewhere but they have returned

**have/has gone to** = someone has gone somewhere and they have not returned

**The Present Perfect has two parts:  
have/has + past participle (affirmative); have/has  
not + past participle (negative);  
Have/has... + past participle...? (interrogative)**

**Circle the correct word in *italics* to complete the rules:**

- i. Words like *been, broken, eaten, had, lost, been, made, taken, found, given, heard, seen*, are **regular/irregular** past participles.
- ii. Words which end in 'ed' or 'd' like *walked, arrived, decided, used, studied, played, helped*, are **regular/irregular** past participles.

## **Pre-reading**

### **Task 4**

**Your pen-pal Paul is coming to Greece on a school trip to visit museums and galleries and learn about the Greek culture. He has asked for your suggestions.**

**With your partner, look at the leaflets on the right and use the words in the box to discuss what Paul and his schoolmates can see there.**

artifacts  
gallery  
jewellery  
exhibits  
clothes

treasure  
paintings  
displays  
souvenirs  
photographs

documents  
collection  
fossils  
minerals  
coins

**Συνομιλώντας με το παρελθόν:  
Μια φανταστική γνωριμία με τον κόσμο  
των αρχαίων μορφών**



ΜΟΥΣΕΙΟ ΜΠΕΝΑΚΗ - ΕΚΠΑΙΔΕΥΤΙΚΑ ΠΡΟΓΡΑΜΜΑΤΑ



**ΜΟΥΣΕΙΟ  
ΓΟΥΛΑΝΔΡΗ  
ΦΥΣΙΚΗΣ ΙΣΤΟΡΙΑΣ**



**ΑΡΧΑΙΟΛΟΓΙΚΟ ΜΟΥΣΕΙΟ  
ΘΕΣΣΑΛΟΝΙΚΗΣ  
Μ. Ανδρόνικου 6, 54621  
Θεσσαλονίκη**

## Task 5 - Mini Project

You have decided to visit the Goulandris Museum of Natural History with Paul. Write him a note saying what you can see there.

Visit its site on the internet at <http://www.gnhm.gr/MuseumSelect.aspx?lang=en-US>.

## Task 6



### Reading

a) Look at the pictures. They are from different kinds of museums. In pairs, find a museum for the following:

- i) machines      ii) archaeology      iii) nature

Would you like to visit any of these museums? Why? Why not?



a.



**b.**



**c.**

**b) Read quickly through the texts in the leaflets below and match one of the pictures to the texts. Say which text mentions:**

**a. a Greek artist**

**b. a Russian Tsar**

**c. a place to have a drink**

**d. the price of a ticket**

**This magnificent building houses important collections of minerals and fossils, natural history, eastern art, world wildlife, archeology galleries of works of art. In the past we exhibited great masters like El Greco.**

**The museum shop stocks a wide range of souvenirs and gifts, and the café offers refreshments in a beautiful environment.**

**Open: daily 10am - 5pm, Schools FREE**

**Tel: 0117 922 3571 Website:**

**[www.bristol-city.gov.uk/museums](http://www.bristol-city.gov.uk/museums)**

**Email: [general\\_museum@bristol-city.gov.uk](mailto:general_museum@bristol-city.gov.uk)**

**Access: Lifts to some floors; not art galleries or first floor displays. Ground floor toilet. Wheelchairs available.**

**Dazzling treasures of fantastic beauty from one of the world's most famous museums are on display to mark the 300th anniversary of Peter the Great's visit to England at the age of 25. This is the first time that all the Kremlin artifacts have come to London. Focusing on the 17th and 18th centuries, the exhibition covers one of the most brilliant periods in the development of Russian art and works of silver and gold. Coins from the period are also on show. Admission is included in the price of a ticket to the Tower of London. Tickets bought two days in advance are £1.20 cheaper than normal.**



## **Task 7 - Comprehension**

**Work in pairs. Read one of the leaflets and your partner will read the other.**

**Ask each other questions.**

- a) Why is Bristol a good museum for people with physical difficulties?
- b) Which museum has shown works by a Greek painter?
- c) What has never happened to the Kremlin works of art before?
- d) How much cheaper is the ticket when you buy it before going to the Kremlin exhibition?

## Task 8

Read the two postcards in pairs, and find an example of change in each.

### Postcard 1

# ENGLAND



Dear Thanassis,  
I am having a great time here with my brother in the west of England. I think it is the most interesting place I have ever visited. As you know, Stephanos is at university here and so I am staying with him. He has been here for three years and he says the town is not the same since he first arrived here and things have changed. He says that when he first came here it was difficult to get around but over the years that has changed and now they have started new bus routes. As for my news, so far, I have been to the local museum and have learned a lot of things about natural history and wild animals. The paintings in the different rooms were wonderful too. And it didn't cost anything either! After walking around all the galleries, I had a soft drink and a snack. That was good too. I haven't bought any souvenirs yet, but perhaps I will get some tomorrow. Anyway, that's about all for now.

All the best,  
Paris.

## Task 9

In pairs, circle the different changes in each postcard. Then use two of the changes as examples to tell your partner about changes you have seen.

For example:

They have started a new bus route in our area.

### Postcard 2

## LONDON

Dear Maria, I have just been to an amazing exhibition in the Tower of London. The curators of the museum have built a new room only for this exhibition. In fact, I have never seen anything like it before. It is full of all kinds of objects and statues. This is the first time these objects have been outside Russia until now. The exhibition includes priceless objects used in military processions. One of these is the Tzar's Jerico Cap (helmet), which is richly decorated with gold, silver and precious stones. It is exactly as it was when the Tsar wore it and nothing has changed. Admission is included in the price of a ticket to the Tower of London, so it's a good deal. Because I didn't want to queue up for ages, I bought the ticket in advance from the Underground tube station. I saved myself £1.50 by doing this. Anyway, I must go. Speak to you soon!



Gerasimos.

## Task 10



## Vocabulary

Complete the statements with a suitable expression:

for ages	as you know
in fact	all the best
that's about all	as for
for now	

- a. ...., I have never been to the Acropolis museum.
- b. Simon has visited Paris but ..... his brother, I don't know.
- c. I have nothing left to say so .....
- d. Let's go home. I have seen enough of this gallery .....
- e. It has been good to talk to you. ....
- f. Irene has never wanted to go to Paris. .... she dislikes France.
- g. We haven't been to a museum .....

# Lesson 2

## A Change

### **AIMS**

- To listen in order to check information
- To provide practice in writing about experiences

## Pre-Listening

- A. In pairs, find examples in the reading texts of a present situation that has something to do with a past action or situation.
- B. Match the two parts of each sentence.

- |  |                               |
|--|-------------------------------|
| i) He has been to many places            | so her album is almost full.  |
| ii) The student has lived in London      | so she can't go abroad.       |
| iii) Dimitra has lost her passport       | so he can speak English well. |
| iv) Stella has taken lots of photographs | so he is very interesting.    |



## Grammar rules

Look for the words 'for' and 'since' in the postcards opposite, and complete the Grammar rules below.

We use **ago** with the **Simple Past** to refer to a specific time in the past.

We use \_\_\_\_\_ with the **Present Perfect** to refer to a period of time.

We use \_\_\_\_\_ with the **Present Perfect** to refer to a specific time in the past.

---

## Task 1 - Changes

In pairs, find the answers to the following questions about changes in your partner's life and in the area where you both live.

- a) Has anyone built a new block of flats recently?
- b) What new shops have opened in the last few months?
- c) Have your parents changed anything in the house in recent months?
- d) Have you bought any new clothes recently?
- e) Have you bought any new gadgets in the last few months?
- f) How did these changes affect your life?

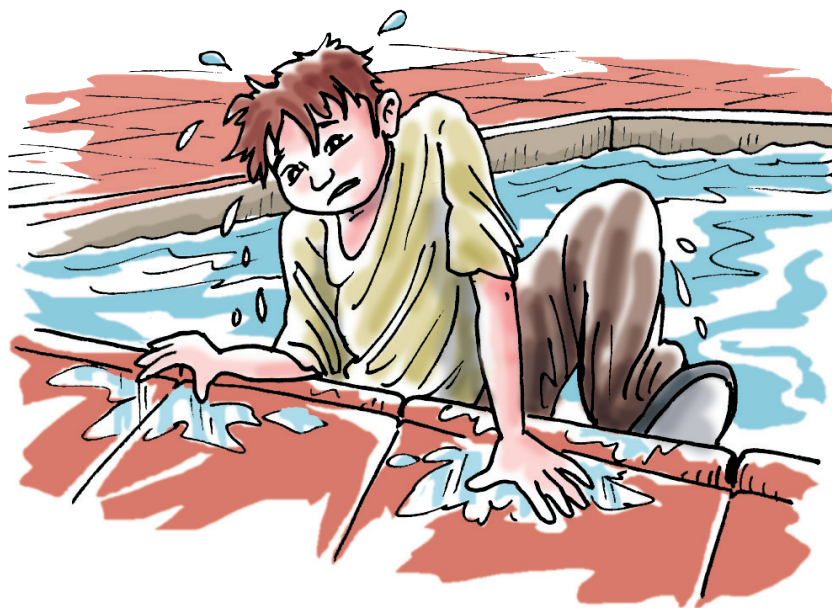


## Task 2

**Look at the cartoon. What has just happened? How do you think this happened?**

**Now, tell your partner about a bad experience that you once had.**

**Decide whose experience was worse.**





### Task 3 - Moving around London

**A. With your partner, find these places on the map. Pick one and find out more information about this place. Use the internet and encyclopaedias. Which of them has something to do with Greece?**

Trafalgar Square

Tower Bridge

Big Ben

St Paul's Cathedral

Statue of Eros

Greenwich

The London Eye

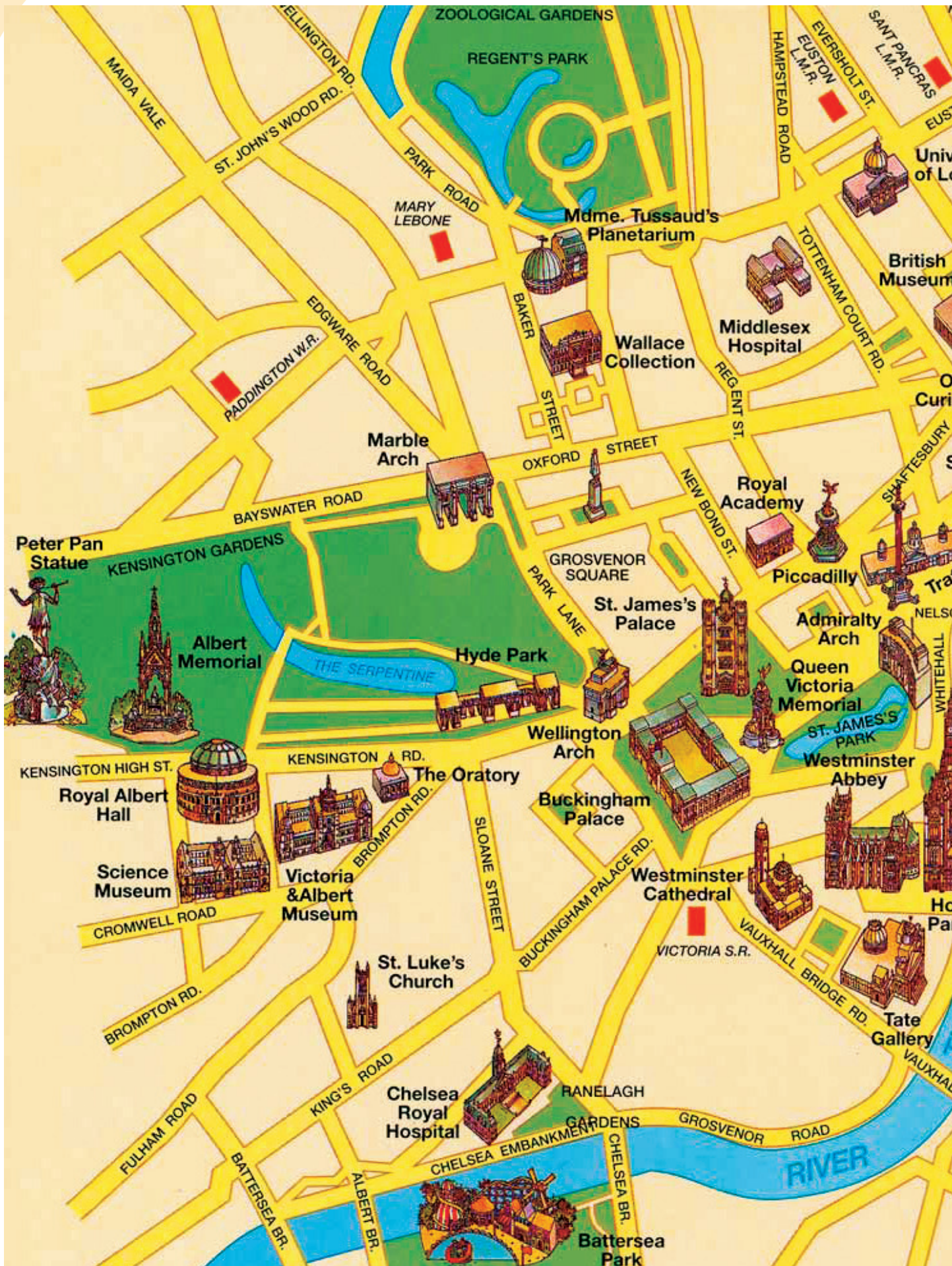
HMS Belfast

Tower of London

Harrod's

Buckingham Palace

Madam Tussaud's





# LONDON

**B. Listen to a telephone conversation between two friends. One is telling the other what he has done in London on his trip there.**

**Put numbers in the boxes for each of the places you hear mentioned in the conversation.**



**C. Mark on the map which places Antonis has already visited  and which ones he hasn't visited yet .**



## Speaking - Talking about your experiences

### Task 1

**A. Go round the class and ask the students questions to find someone who... Write the student's name in the space provided. Use the Past Simple with 'did' to ask the second question.**

1. has visited Kastelorizo.

Name.....

When \_\_\_\_\_ ?

2. has bought a souvenir on holiday.

Name.....

How much \_\_\_\_\_ ?

3. has taken photographs of a famous site.

Name.....

Which \_\_\_\_\_ ?

4. has eaten foreign food.

Name.....

Where \_\_\_\_\_ ?

5. has lost something recently.

Name.....

What \_\_\_\_\_ ?

**B. Report to the class what you have found out about some of your classmates.**

## Task 2

In pairs, ask each other questions using the pictures on the right and the prompts below. The possible answers are:

**Yes, I have. or No, I haven't.**

**Yes, s/he has. or No, s/he hasn't.**

**If the answer is "Yes", say "when".**

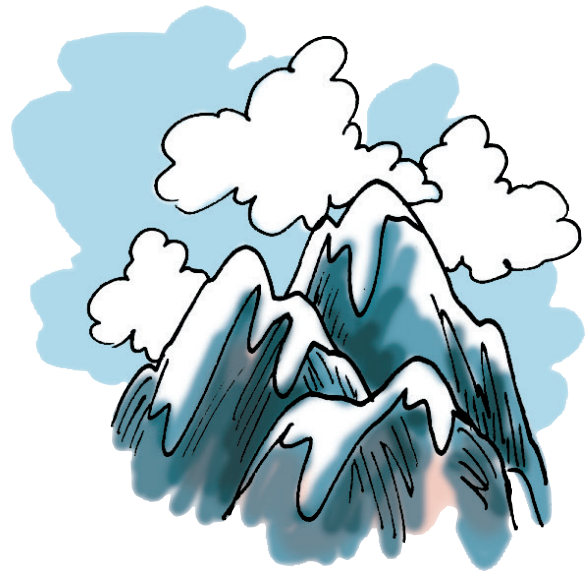
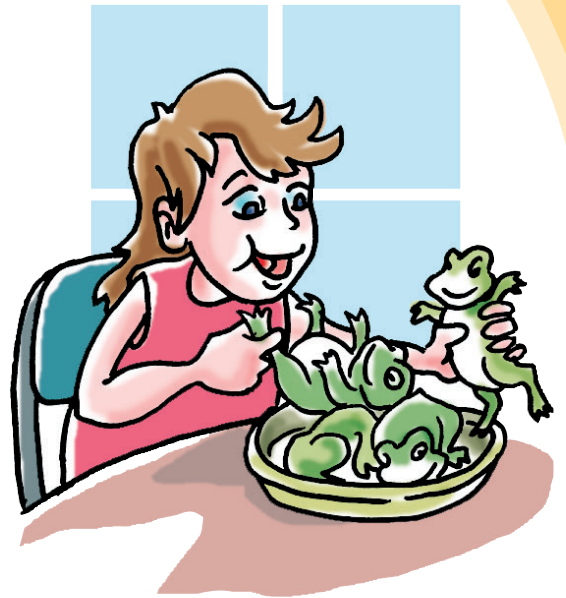
**Example:**

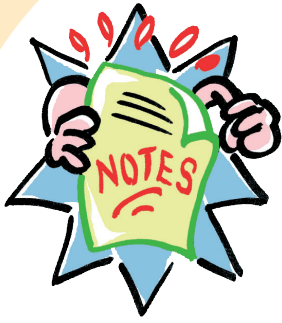
**-Have you ever lost any money?**

**-Yes, I have. I lost 2 Euros last week.**

- a. ...you / walk...?
- b. ...family member / eat...?
- c. ...your friend / be to...?
- d. ...you / play...?
- e. ...you / see...?
- f. ...you / hear...?
- g. ...you / climb...?







## Writing

### Task 1

Before you read the postcard below, discuss these questions:

Why do people send postcards? What kinds of information do they include?

---

### Task 2

Look at the expressions below. In pairs, tick which expressions you might find in a postcard to a friend?

- Let me start with...
- To the best of my knowledge...
- It has rained every day...
- Hope to see you soon.
- Bless you!
- That's all for now...
- It seems so long since we met...
- What's up?



**How are you doing?**



**I bought you something yesterday...**



**Sorry I haven't written for so long...**



**Wish you were here...**



**Could you pass me the salt, please?**



---

### **Task 3**

**Your English-speaking friends are on a European tour and have just come to Athens. Read their postcard to their friend Donna; find and correct the grammatical mistakes they've made.**

**GREECE**



Dear Donna,

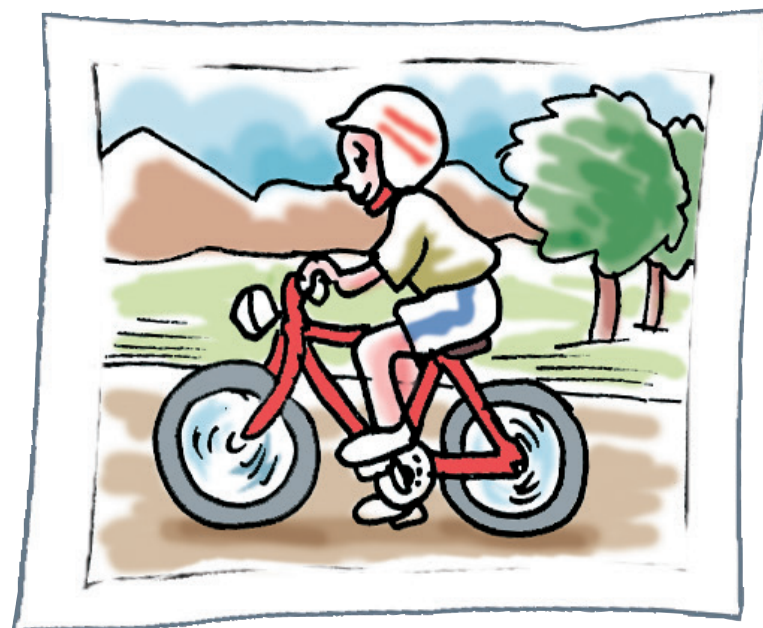
We just arrived in Athens but we haven't gone to the Acropolis yet. We have been to the Acropolis Museum though. It was full of works of art from all over Greece and I must say, we have had a great time there. In fact, everything seems lovely here and the sun makes it even better. The receptionist in the hotel says that the weather was very good recently and everyone hopes it stays that way.

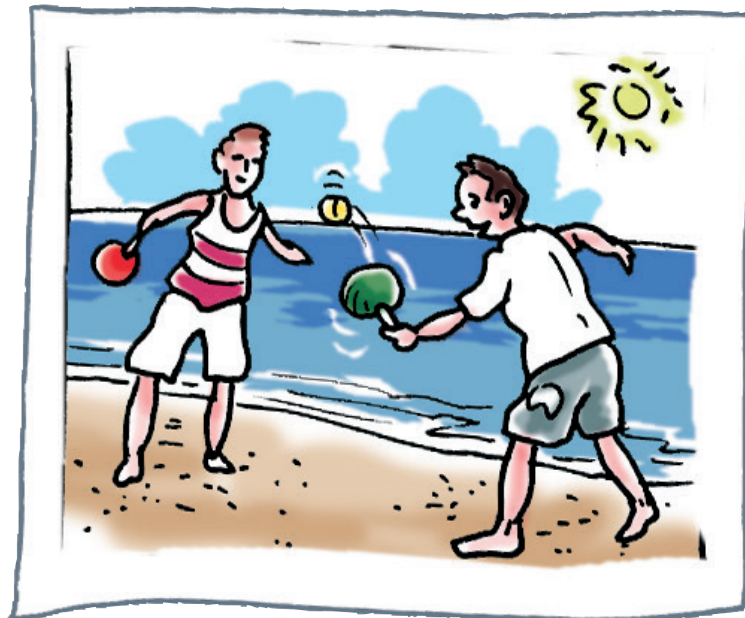
As for other news, I have heard that a new adventure park has just opened outside Athens, and perhaps we will go there later this week. By the way, I have bought some souvenirs when I was at the museum, so you can expect a gift when I get back home. After Athens we'll visit some other countries in Europe.

Love, Erica and Gerhard

#### Task 4

You are on holiday and have taken these photos. Use some of them to make your own postcard to send to your friend. Tell your friend about your experiences: write about the places you have been to, what you have seen, what you have done, what you have bought so far and anything else you want to say.





**Remember to finish the postcard in a suitable way.**

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

# Lesson 3

## Famous people

### Mediation

Your English-speaking friend wants to learn about El Greco and you have heard that they are making a new film about him. You have found this text from a newspaper. Use the information to write a short e-mail or note to your friend about the film.

Ξεκίνησαν τη Δευτέρα τα γυρίσματα της πολυαναμενόμενης ταινίας **EL GRECO** του Γιάννη Σμαραγδή πάνω στη ζωή και το έργο του οικουμενικού Κρήτα ζωγράφου **Δομήνικου Θεοτοκόπουλου**. Στο Ηράκλειο της Κρήτης -απ' όπου άρχισαν τα γυρίσματα- στο παλαιό τμήμα της πόλης, το ενετικό φρούριο Κούλε και η προβλήτα του παλιού λιμανιού “μεταμορφώθηκαν” για τις ανάγκες της ταινίας και μαζί με τα άγρια βουνά της Κρήτης θα αποτελέσουν τους φυσικούς χώρους όπου θα γίνουν τα γυρίσματα της υπερπαραγωγής.

## Project - Famous people

A) In groups of three, look at the leaflet and pictures below. Who is the person in the leaflet? What can you tell about this person from the objects in the pictures?

### Cathrine of Aragon

Katherine  
Parr

Katherine  
Howard



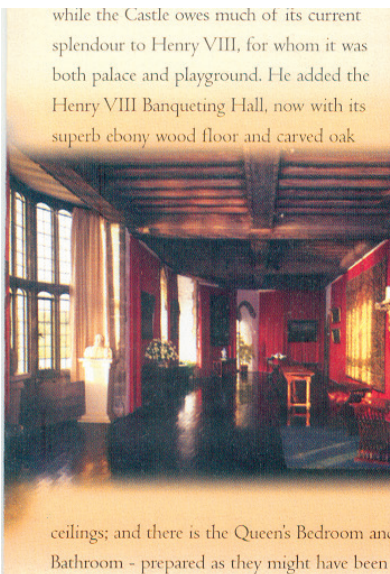
Ann  
Boleyn

Jane  
Seymour

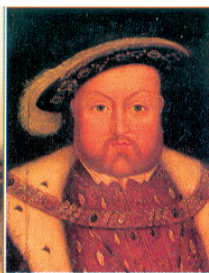
Ann of Cleves

### Henry VIII

while the Castle owes much of its current splendour to Henry VIII, for whom it was both palace and playground. He added the Henry VIII Banqueting Hall, now with its superb ebony wood floor and carved oak



ceilings; and there is the Queen's Bedroom and Bathroom - prepared as they might have been for



the importance of wildlife conservation.

Children especially love the topiary Castle Maze with its castellated hedges forming towers and bastions which leads to a secret underground Grotto, a place of magic, mystery and legend.



Take a tour of the Castle defences, established by Edward I, which

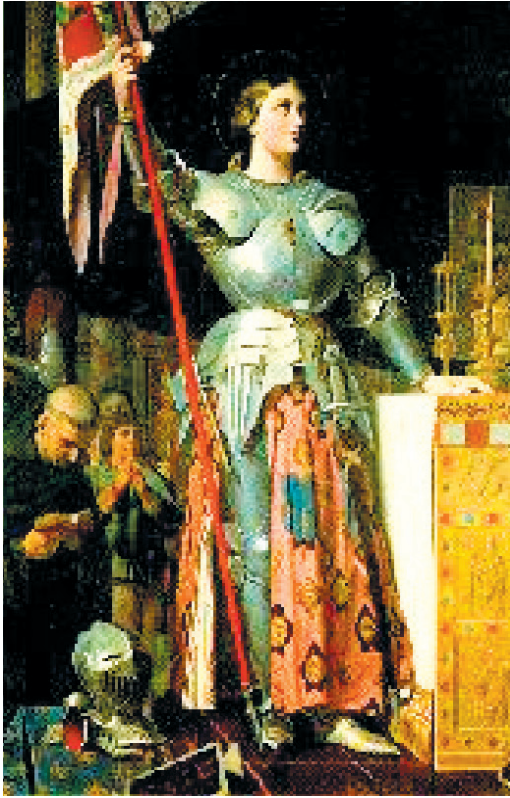
**B) The 6 wives of Henry VIII: Divorced, beheaded, died, survived. Put the wives in the correct order. Use the internet or ask your History teacher.**

### **C) Famous Women in History: a Biography**

**Find information about one of the women on the next page -or any other famous woman in history- and use it to write a short report about their lives and their role in history.**

**Steps to follow:**

- 1) Decide on the person you want to write about**
- 2) Find information about the person (from your History books, your teacher, on the internet, etc.) and make notes**
- 3) Compare your notes as a group**
- 4) Write the biography of the woman and present it to the class.**



**Irene the Athenian  
Bouboulina  
Theodora**

**Jeanne d'Arc  
Marie Curie  
Mother Theresa**



# Self-evaluation

## Activity A

Complete the following sentences using have/has/haven't/hasn't + past participle.

1. Thousands of tourists .....  
Greece in the past few years.
2. How long .....you.....  
the girl from Santorini?
3. My friend Thanassis .....  
many Greek islands.
4. Simon ..... any photographs  
of his cousins in Karditsa.
5. We ..... to a little village  
near Patras but not to the city itself.
6. Has ..... ever .....  
a dolphin jumping out of the water?
7. My best friend Eugenia.....  
to visit her cousin in America and I miss her.

8. .... you .....something silly while you were on holiday?

\_\_\_/4 points

### Activity B

Complete the postcard about a visit to the Acropolis Museum in Athens. There are two words you do not need to use.

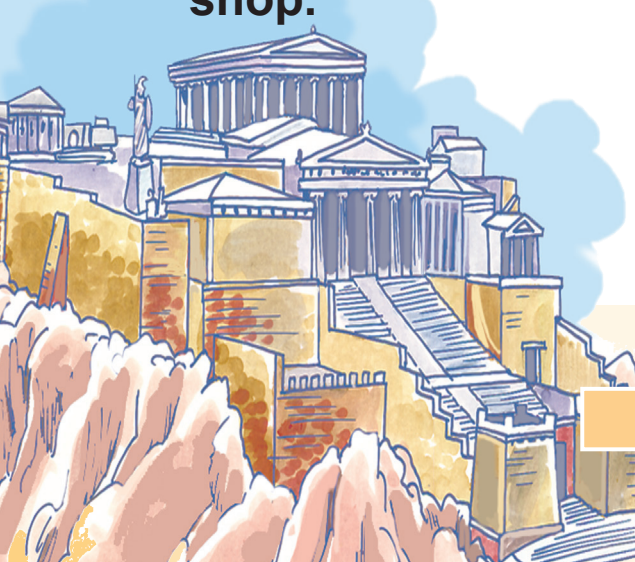
statues  
treasures  
fossils

coins  
souvenirs paintings  
artifacts

Dear Christine,  
I have just been to the Acropolis museum and liked it very much. There are so many ..... to see. For example, there are metal ....., which Athenians used for eating; there are gold ..... which they used for money, and lots of amazing ..... of Greek Gods and Goddesses. Oh, by the way, I have bought some ..... from the gift shop.

Speak to you soon, Henrietta.

\_\_\_/2.5 points



## Activity C

a) Look at the following groups of words. Which preposition is missing?

collection .....  
works ..... art  
development .....  
Tower ..... London  
at the age .....

b) Put the phrases into the sentences below.

1. There is a huge ..... statues in the Parthenon Museum.
2. The ..... was used as a prison for Henry's wives.
3. The Tsar visited London ..... 25.
4. The Hermitage Museum houses ..... from all over the world.
5. The exhibition shows the ..... the culture of the country.

\_\_\_/2.5 points

## Activity D

**Read the text below and complete the gaps with the correct form of the verb in parentheses.**

The Greek island of Crete **1. (become)** ..... a popular tourist destination in recent years. Many foreigners **2. (discover)**..... the wonders of this island and go back year after year. The Minoans first **3. (inhabit)** ..... this island around 2500 years ago, and people **4. (live)** ..... there ever since. It was in 1878 that Minos Kalokairinos **5. (discover)** ..... two of the palace storerooms but the Turkish owners of the land **6. (make)** ..... him stop digging. It wasn't until 1900 that the Minoan civilization **7. (become)** ..... famous when Sir Arthur Evans excavated the site of a Minoan palace near Heracleon. The Palace today is different from what it was when Evans excavated it. The people who have restored it **8. (use)** ..... materials that had nothing to do with the Minoan civilization. This method of restoration **9. (receive)**

..... criticism from many Greek archaeologists, but it **10**. (help) ..... many visitors who come to see the palace to understand the Minoan civilization.

\_\_\_/5 points

---

### Activity E

Complete the expressions with one of the words in the box.

hope	haven't	doing
met	wish	knowledge

1. To the best of my ....., Andreas has never seen the pyramids.
2. My dear friend Mary, it all seems so long since we last .....
3. Don't forget, we ..... to see you here soon!
4. We are having a wonderful time. I ..... you were here!

5. Dear Markos, Sorry, I ..... written for so long.

6. Hi! How are you .....

\_\_\_/6 points

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


	With difficulty	Quite well	Easily
✓ I can read a postcard to understand how nice a place is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ I can listen to check for correct information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ I can talk about my experiences and changes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ I can write a postcard to describe holiday experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Unit 6

## What a waste!

**These children from around the world want to know some things about waste and the environment. Try to guess the answers to their questions.**

**You can check the answers by doing the first Grammar activity on page 91 / 63.**




**If people re-use plastic bags, how much cheaper will the things they buy cost?**

**How long can glass last if you don't break it up?**

**The average person in Greece uses about 250kg of paper each year. If we recycle this paper, how many trees do we save?**





**If we put an aluminum can in the ground, how long will it take to break down?**

**Which item makes up the largest amount of our house rubbish?**

## **Grammar:**

Zero conditional, First conditional  
Unless + first conditional = if not

## **Functions:**

Stating a fact;  
making statements about possible future situations

## **Vocabulary:**

Pollutants, waste and recycling

## **Learning strategies:**

When I study a written text, I...

- use my world knowledge to guess facts
- read texts in Greek to help me understand the concepts of the topic in the unit
- use the grammar in the lesson to test hypotheses
- use it for ideas to make my own suggestions.

# Lesson 1

## Rubbish and pollution

### AIMS

- To teach the first and zero conditionals
- To teach 'unless'
- To predict key points of information in a text
- To find solutions in a text

### Lead-in

### Task 1

**What kinds of things do you and your family throw away? Write down six things and then compare your answers with your partner. Who do you think throws away the most rubbish in your family? Why do they do this? Discuss your ideas with your partner. Look at the words in the box. How many of these items have you got on your list?**

old tyres

cans

boots

bottles

traffic cones

umbrellas

dolls

old pieces of wood

plastic bags

magazines

plastic containers

1. **Where do you and your family put the old things that you don't use anymore?**
2. **How do you feel when you see litter like old cans, bottles, plastic and paper, on beaches and in the countryside? Why?**
3. **What do you do if you see someone dropping litter in the street or on the beach?**

## **Task 2**

**Look at the picture below. In pairs, find ten examples of things that people throw away in public places like rivers.**

**Make a list of the consequences from this behaviour. Use the Internet to find examples of rivers which suffer from this kind of behaviour.**

**What a load of rubbish!**

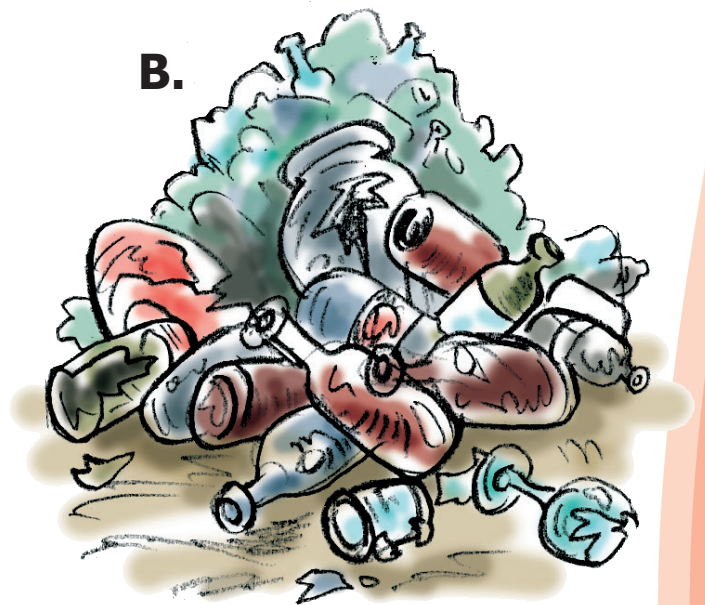
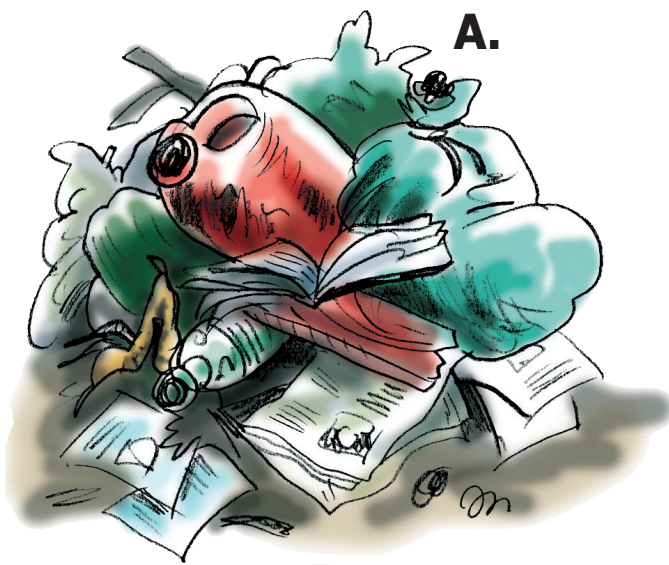




## Grammar

### Zero conditional

Look at the pictures below to help you match 1-5 with a-e and say what happens in each of the situations.



**E.**



1. If we recycle paper
  2. If we reuse our plastic bags
  3. If we examine our waste,
  4. If we throw away cans,
  5. If we don't break up glass
- a) we see that most of it is paper
  - b) it takes a million years to decompose
  - c) we save 1,000 trees a day
  - d) it takes 300 years for them to decompose
  - e) we save 5 cents on our shopping bill.

## First conditional

In pairs, use the pictures a-e to help you think of an answer to each of the questions:



C.



D.





1. What will happen if we don't clean the beaches?
2. What will happen if the headmaster sees you dropping litter in the school?
3. What will happen if we don't recycle?
4. What will happen if we throw plastic bags in the streets?
5. What will happen if we dump our junk like old wood and metal in the countryside?



## Unless

Look at the two example sentences. In pairs, underline the word which means 'if not'.

I can't have a school party unless the classroom is clean.  
Unless I tidy my room, my mum won't let me go out.



## Conditional sentences

### Zero Conditional:

**If + Present → Present / Imperative**

**Unless + Present → Present**

We use Zero Conditional to state a fact or a truth, and to give instructions.

### First Conditional:

**If + Present → will + infinitive**

**Unless + Present → will + infinitive**

We use First Conditional to state or predict the future result of a present action.

## Task 1

**Match the grammatical form to the sentences below.**

- a) We will live in a rubbish dump unless we recycle now.
  - b) If you see litter on the street, pick it up and throw it in a rubbish bin.
  - c) If we recycle today, the world will be a cleaner place tomorrow.
  - d) If I eat an ice cream, I put the wrapping in the bin.
- 

## Task 2

**Read the information and answer the questions in bold.**

- A. We use **if + present** to talk about possibilities in the future and their results

If + present tense → will + infinitive

**Example:**

If we put our litter in the bin, the school yard will be clean.

**What will happen if we don't put our litter in the bin?**

- B. We use **if + present** → present to talk about a fact or to give instructions.

If + present tense → present tense

**Example:**

If you want more advice about recycling, ring our hotline 801 11 111111

**What do you do to get more information?**



## Reading

### Pre-reading

#### Task 1

The three teenagers below wrote letters to the local newspapers about problems caused by pollution and litter that exist in the area where they live.

In pairs, match the following statements according to the titles of these Greek newspapers.

1. Unless the new Mayor succeeds in his effort to restore the original architecture, the city will suffer.
2. Supermarkets and other shops will have to pay a huge fine if they dump their rubbish in the streets.
3. Many people will become ill and die if infected mosquitoes bite them.

**A** **Επιδημία δάγκειου πυρετού**  
Θύμα του η νοτιοανατολική Ασία και «ένοχες» η αστυφιλία και η μετανάστευση...

**B** **Τα Τίρανα πληρώνουν το τίμημα της**  
**περιβαλλοντολογικής ελευθερίας**

## **С Μεγάλα πρόστιμα για τα σκουπίδια επιβάλλει ο Δήμος Αθηναίων**

### **Task 2**

**Do you think the following statements are true or false? Why?**

- i) The Albanian government will not allow people in Tirana to use cars.**
- ii) The Albanian government will encourage people to throw away their old cars.**
- iii) There are clean toilets and washing areas in the Gypsy camps in Aspropirgos.**
- iv) You will pay 50 Yuan if a policeman sees you throwing rubbish in the street in Beijing.**
- v) People in Beijing will change their habits because of the Olympic Games.**

### **Task 3**

**Read these 3 letters quickly to check if you are right. Then read the texts again and the possible solutions for each problem more carefully. In pairs, discuss the three solutions and then decide which you think the best solution for each problem is.**

**A.**

I'm called Agnieska and I live in the centre of Tirana. Some days on my way to school the smoke from the cars makes me feel dizzy and sick. It sounds incredible but in the 1980's there were only 2000 cars in Tirana. Now there are 300,000 and most of them are in the city centre each day. Unless the government does something about the smoke and the smog, many people will have breathing problems. The result is terrible air pollution and some times during the day the air is so full of dirty smoke that we can't breathe. This is absolutely terrible and according to the European environment agency, traffic in Tirana produces 50kilograms of pollution for every Albanian each year. What people do not realize is that lead in fuel causes a decrease in intelligence and if the government does not test to see if this is the case with children in Tirana, the children will have problems in school. The mayor says that, if necessary, he will stop people driving old cars and make drivers pay fines if their car creates pollution. I quite like this idea and I think it will work. **Solutions: a) get newer cars b) ask the European environment agency for help, c) test children to see how much lead they have.**

**B.**

I'm Marios and I live near the town of Aspropirgos outside Athens. There is a camp of Gypsies near us. The people who live there have to live under terrible conditions. For example, there is nowhere for them to put their rubbish and so it piles up. Some people throw litter out of laziness but others do it because there are no bins. There is so much waste like empty cans of coke, packets of crisps and other waste that even with a light breeze all the litter blows everywhere. There are no proper bathrooms or places to wash themselves and many children get ill. Over a period of time, this will get worse. It's a crying shame to see this in our country. If you walk around the camp, you see all kinds of things like empty tubes of toothpaste or old bars of soap lying on the ground. Sometimes when it rains the drains get blocked and the camp floods making the place a mess. Do the mayor and government not understand that people get ill if where they live is dirty? He even says that the people in the camps will have to pay a fine if they don't clean up the rubbish. This is not right and local people should write to the government or environmental organization and ask them for support. **Solutions:** a) build a better camp, b) get the government to build bathrooms, c) encourage people in the area to take action to help.

**C.**

**My name is Deng and I come from China. I live in Beijing, which is a city of over 15 million people. Just before dawn each morning, the streets are clean but by the end of the day there is enough litter to fill an Olympic sized swimming pool! Because of the Olympic Games in 2008 the government wants to make the city clean and it is trying to encourage people to change their bad habits and to be more responsible for their rubbish. Now it is a crime to throw rubbish or litter in the street. For example, if you drop litter or throw cigarette butts on the road, the police can fine you 500 Yuan on-the-spot. Although this is a good idea and they do it to help, I don't think it will change anything. In a big city people always think someone else will clean up the mess. This is a disgrace. They don't understand that it is everyone's responsibility to keep their city clean. Unless people learn to respect where they live, nothing will change and the problem will remain the same. We need to educate people about the importance of living in a clean environment. After all, it's for their own good, so why don't people want to change their bad habits? **Solutions: a) make people pay a fine if they throw litter in the street, b) tell people to stop producing rubbish, c) teach people about the importance of keeping their city clean.****

## Task 4

Which child i) lives in a city which is bigger than Athens; ii) wants the government to help solve the problems; iii) likes the idea of fines; iv) talks about children in schools?

# Lesson 2

## Eco-art

### AIMS

- To follow a sequence of instructions
- To express your opinion in letters

## Lead-in

### Task 1

In pairs, look through the Reading texts on pages 101 / 65 and find 3 negative phrases which show how the children feel about the situation.

---

### Task 2

Complete the sentences using the following words: loaf, slice, can, carton, packet, tube, bar. Then use the ideas in the statements to make an anti-litter slogan for a poster to keep the school tidy.





1. Don't use chemicals! Buy a natural ..... of soap on-line.
2. The fluoride in your ..... of toothpaste may not be healthy.
3. When you finish eating your ..... of crisps, put the bag into the rubbish bin.
4. You can use your empty ..... of milk to make cardboard items like small toys.
5. At the bakery, a fresh ..... of bread doesn't have a plastic wrapping.

6. Reuse your empty ..... of coke to make a pencil holder for your desk.
  7. Don't throw that ..... of cheese on the ground. It will attract mice.
- 

## Pre-listening

Look at the picture. What does the man have in his hands? What do you think he is doing? What kind of TV show do you think this is?

- a) a show for adults
- b) a show for old ladies
- c) a show for young people





## Listening

You are going to listen to a radio programme with someone explaining how to reuse old things that we have around the house.

### Task 1

A. Which items in list A does the speaker mention. Tick the boxes.

#### List A

- |                  |                          |
|------------------|--------------------------|
| Toothpaste tubes | <input type="checkbox"/> |
| Aluminium cans   | <input type="checkbox"/> |
| Margarine tubs   | <input type="checkbox"/> |
| Cereal packets   | <input type="checkbox"/> |
| Shoe boxes       | <input type="checkbox"/> |
| Plastic bags     | <input type="checkbox"/> |

#### List B

- |                |                          |
|----------------|--------------------------|
| a jar          | <input type="checkbox"/> |
| candle holders | <input type="checkbox"/> |
| a mask         | <input type="checkbox"/> |
| box files      | <input type="checkbox"/> |
| a kite         | <input type="checkbox"/> |
| a book cover   | <input type="checkbox"/> |

B. 'Be an Artist': Which two things in list B can you make with the materials in list A? Tick the boxes.

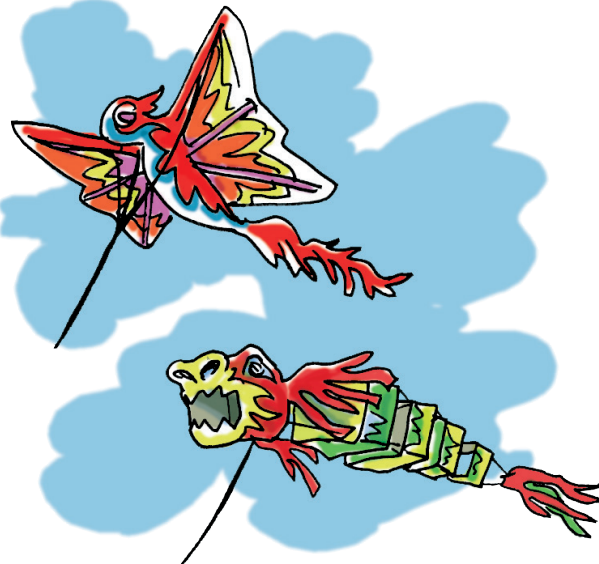


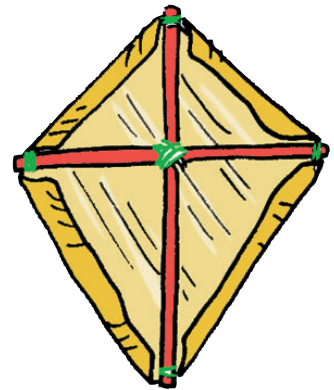
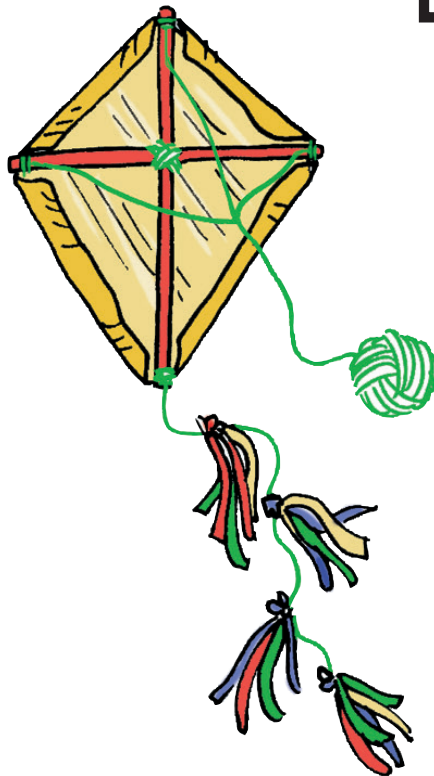
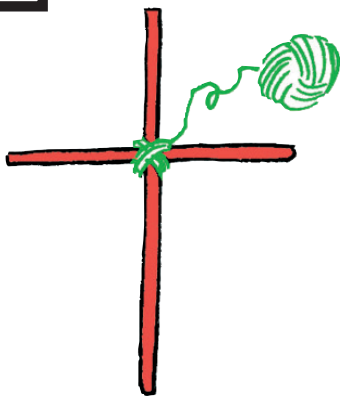
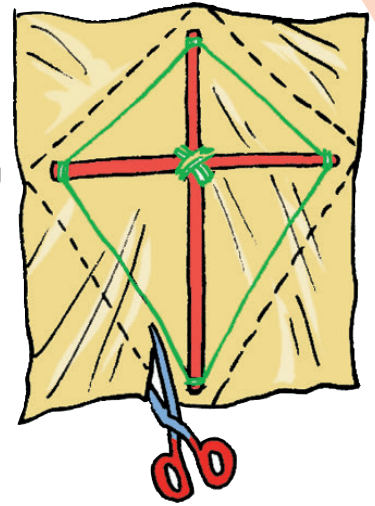
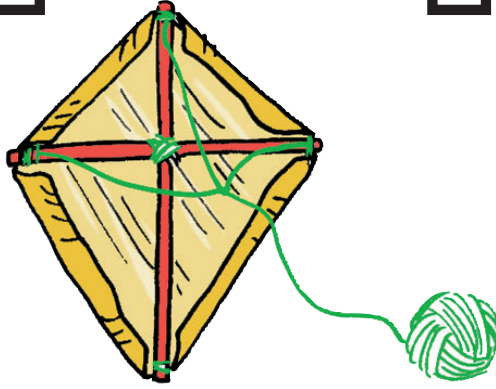
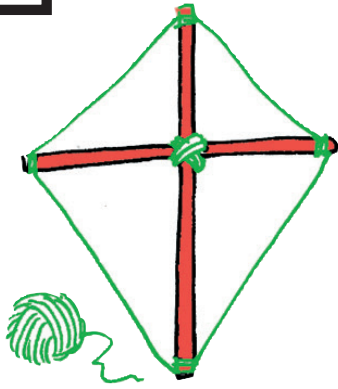
**Which of the things can you see in this recycled item from rubbish in the picture above?**

---

## **Task 2**

**You are going to listen to the second part of the programme about making a kite from an old plastic bag. Listen and put the pictures 1-6 in the right order.**





## Task 3

**Listen to a song and answer the following questions:**

**A. Listen to the song and tick the correct title.**

Don't Dream!

Dream Time!

Only a Dream!

**B. Discuss your answer with the class.**

**What is the message in the song? Will it be an effective message to get people to stop throwing litter? Why? Why not?**



# Lesson 3

## Recycling as art



### Speaking

#### Task 1

**In pairs, read the newspaper titles and think about what you can do to help. Match the titles to the responses.**

- a) Yes, and if we don't do something about it, people will have breathing problems.
- b) Good idea! If we don't, the drains will block and we'll have floods.
- c) If the Town council puts more bins, the problem will stop.
- d) Well, if we use the two sides of every page of paper, that's a start.
- e) If people buy presents without wrapping, that'll help.

## **THE NEWS**

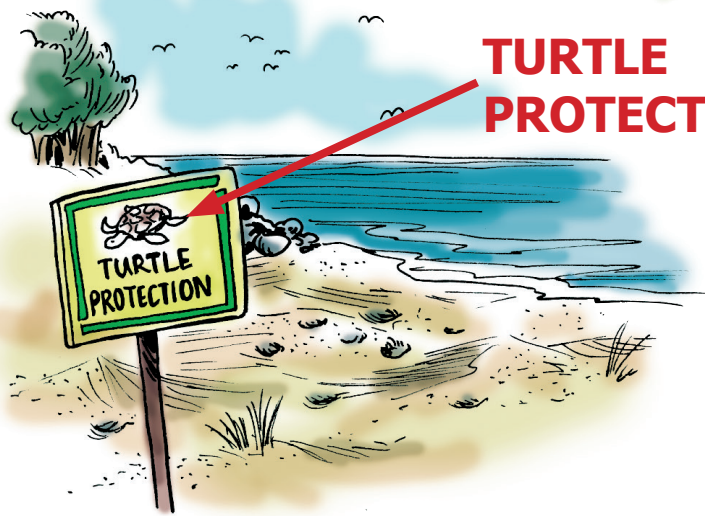
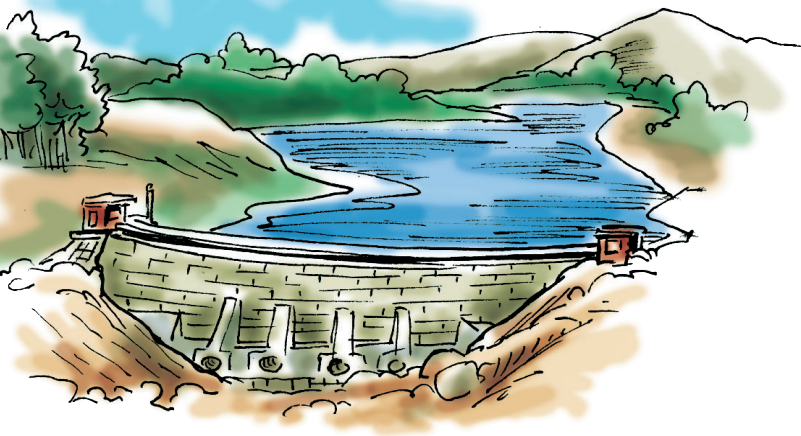
- i) Winter is coming, clean up all the rubbish in your area.**
- ii) Any solutions for the cardboard mountains?**  
People continue to chuck out boxes and cartons.
- iii) Air pollution in our city is really terrible.**  
People can hardly breathe.
- iv) How do we save paper at school?**  
The paper waste is a worry for all. We need to act now!
- v) Tourists leave litter on beach!**  
The main reason is that there are no bins for people to put their rubbish!

---

## **Task 2**

**A) Greece has an excellent record in environmental protection and people want this to continue. To help in this aim, an environmental group in Greece wants to make a poster with these photographs below. In pairs discuss the environmental problem each picture shows from other parts of the world. Then write a sentence for each picture saying what you think will happen if we are not careful with our own country.**





**TURTLE  
PROTECTION**



**B) Look at the environmental organization titles and logos and match the organization to what they do.**

C) In pairs, choose one of the problems that you want to support. You want to contact an international organization for information. Which organization will you contact?



---

### Task 3

#### Problem - give the man solutions

A man has got some old rubbish in his yard. He has bottles, old tomatoes and cardboard boxes. He lives in a block of flats near the centre of the town. He is thinking of different solutions like:

- A - burning everything
- B - leaving it in a pile in the corner of his balcony
- C - reusing everything

**What will the results or consequences be?  
Use the example to make correct sentences.**

**Example:**

If he /try to burn/ the glass / not burn.

If he tries to burn the glass, it won't burn

a) If he /burn/ the boxes / a lot of smoke

---

b) If he /leave / the tomatoes / smell

---

c) If he / not clean / the rubbish / neighbours complain

---

d) If he leave / boxes / attract mice

---

e) If he reuse/ the boxes / store other things

---

f) If he / reuse/ the bottles / create a piece of art

---

g) If he throw/ tomatoes / in garden / help the soil

---

## Task 4

Complete the diagram below with waste items in the right bin.

GLASS	PLASTIC	PAPER/ CARDBOARD	METAL
Bottles	containers		
		books	computers



## Recycling - Pre writing

### Task 1

Look at the photograph. Is there one of these bins near your house? What does the poster tell people to do with their rubbish?

**How does recycling help the environment?  
What other advantages does recycling offer the local council?**

**RECYCLE**



---

## **Task 2**

**In pairs, look at the facts on recycling and decide what we SHOULD do to help the environment. What will the results be if we don't? Try to use 'if' and 'unless' in your statements.**

### **FACT**

**More than half the paper and cardboard in the UK is made from recycled paper**

### **FACT**

**Life in water is often most strongly affected because water spreads pollution easily and because we often dump our waste in water**

**FACT**

The human race drinks six hundred million cans of coke a day! If an empty can weighs 2 grams, think of how many thousands of kilos that is each day.

**FACT**

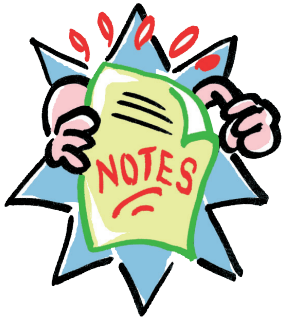
Making an aluminium can from recycled material uses one twentieth of the energy needed to make a new can

**FACT**

People in the UK recycle ten times more glass today than 5 years ago and the cost of drink in bottles is lower.

**FACT**

Less pollution is not only good for wildlife and nature - human health benefits from less pollution as well. That means lower medical bills, and a better quality of life.



## Writing

### Task 3

**An English-speaking friend is thinking of starting a recycling club in the area where s/he lives. Your friend wants to know if it is a good idea. Look at the leaflet and write a letter to give your opinion.**



## Project

### Task 1

**Your class wants to get involved in the campaign to make people aware of the dangers our planet faces. Look at the pictures of environmental issues in different parts of the world, and a recycling idea. Decide as a group which idea you think will be most helpful. Decide in your group the roles you need to create an awareness campaign.**

(See relevant site on page 172 / 190)

#### Example:

- The Aral Sea will disappear.
- You can recycle wherever you are; at home, school or outside. If each of us recycles, we can make a difference to our world.







## Task 2

In the listening lesson, you heard about using old rubbish to create art. Look at this picture from the site: [www.ecoart.gr](http://www.ecoart.gr). Discuss as a group the things the artist used to create a piece of art.



**Imagine an English-speaking friend of yours wants to start creating art from junk. Write a short note to your friend telling him/her what you know about this kind of art (you can get ideas online at [www.ecoart.gr](http://www.ecoart.gr) or [www.johndahlsen.com](http://www.johndahlsen.com)). In pairs, decide what the steps to follow are to create a piece of art from waste and junk.**

---

**Make your own work of eco-art.**

**Step 1:** .....

.....

**Step 2:** .....

.....

**Step 3:** .....

.....

**Step 4:** .....

.....

**Step 5:** .....

.....

**Step 6:** .....

.....

# Self-evaluation

## Activity A

Find the missing words about the environment for sentences 1-8 in the word square. The first letter of each word is given.

F	A	D	E	A	L	M	B	N	F	L	A
A	H	U	B	C	H	G	H	D	O	I	T
E	N	V	I	R	O	N	M	E	N	T	A
E	F	A	P	E	D	O	E	L	P	T	W
O	P	D	B	C	W	A	S	T	E	E	G
C	F	A	C	Y	D	I	S	L	F	R	S
D	R	I	G	C	J	U	N	K	R	U	A
A	P	O	L	L	U	T	I	O	N	E	T
E	F	I	B	E	R	U	B	B	I	S	H
C	H	A	D	L	F	A	C	S	F	A	S

1. If you want to help the planet r..... as much as you can.
2. Unless we reduce the p..... we create, the world will face problems.

3. Another word for things we throw out is  
w.....
4. Each house in Greece throws out a hundred kilos  
of r..... each month.
5. If school kids put their l..... in the bins,  
the schools will be cleaner.
6. The Town Council collects all the old j.....  
people throw in the streets.
7. It is important to keep our e.....  
clean.
8. After the heavy rain, the camp was a real  
m..... with litter and cans everywhere.

\_\_\_\_/4 points

---

## Activity B

**Put the verbs in brackets into the correct form.**

- a) We (have) ..... mountains of rubbish  
unless people become responsible for their  
environment.
- b) If you want information about recycling, (ring)  
..... 801 11 111111
- c) If someone (pollute) ..... the environment,  
the police (fine) ..... him.

d) Unless we all do something soon, the world (suffer)..... from pollution.

e) People don't care about a problem unless it (affect) ..... their lives.

\_\_\_/6 points

---

### Activity C

Complete the following sentences with one of the words from the box.

dawn      time      centre      good      laziness

i) She threw the wrapping on the ground out of .....

ii) The worst pollution is in the city .....

iii) The problem of pollution will get worse over a period of .....

iv) People need to understand that a clean environment is for their own .....

v) There is no smoke or smog in the air just before .....

\_\_\_/2.5 points

## Activity D

**Words connected with litter.**

**Find the words connected with rubbish in the word-snake which are similar in meaning to the explanations in a-j.**

**bagstyrespapertinsbulbmagazinewrapping  
canscardboardcontainer**

- a. What we put around a present
- b. What lights a room
- c. Where you find tomato sauce
- d. Soft drinks come in these
- e. Where you can put food for the fridge
- f. A hard material made of paper
- g. What you write a letter on
- h. These are on the wheels of your bicycle
- i. The supermarket puts food into these
- j. Your aunt probably reads one of these each month

\_\_\_\_/5 points

---

## Activity E

**Match the verbs on the left with the words on the right.**

i) educate

ii) drop

iii) keep

iv) change

v) learn

a) clean

b) people

c) respect

d) litter

e) habits

\_\_\_/2.5 points

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

	With difficulty	Quite well	Easily
✓ I can read a text and decide on a solution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ I can listen to a radio programme and follow instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ I can talk about the threat of pollution to our environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ I can write a letter to express my opinion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Appendix I

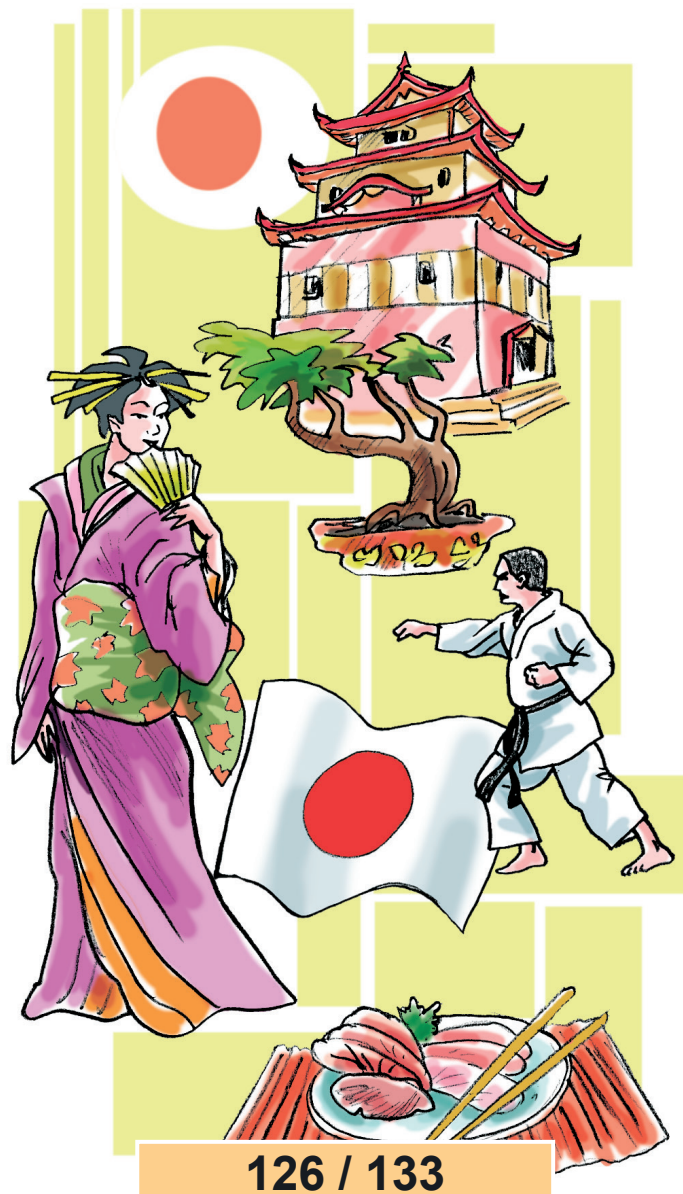
## It's your choice!

### Unit 4

## Communication

### Quiz

Work with a partner to answer the questions in the quiz. Look at p. 128 / 133 - 134 to check your answers.





1. The capital of Japan is ...
  - a. Tokyo
  - b. Beijing
  - c. Sony
2. Traditional Japanese houses were made of
  - a. metal and glass
  - b. wood and glass
  - c. wood and paper
3. The Japanese flag is
  - a. white with a red circle on it
  - b. red with a blue circle on it
  - c. red with a white circle on it
4. Japanese people enjoy eating meat from
  - a. crocodiles
  - b. whales
  - c. horses
5. You must take off your .....before you go into a Japanese house.
  - a. hat
  - b. shoes
  - c. gloves
6. One of the most popular sports in Japan is
  - a. boxing
  - b. basketball
  - c. football

Quiz key: 1. a    2. c    3. a    4. b    5. b    6. c



## Reading

### Task 1

Read the following text about life in Japan. Then, choose a suitable heading for each paragraph.



- a) Food
- b) Body Talk
- c) At home
- d) At work

1. ....

The Japanese are very polite and they nearly always bow to people when they meet them. They don't touch each other very often and, sometimes, they don't even look at the person they're talking to!

2. ....

If a Japanese person invites you to his house, you must be sure to take your shoes off before you go in. The Japanese don't wear shoes at home because shoes aren't clean enough.

3. ....

A Japanese person usually arrives early for work and doesn't usually leave until his boss has already left. When the worker is leaving to go home, he says to the others "Sorry to leave before you".

4. ....

The Japanese eat with little wooden sticks called chopsticks. They eat a lot of fish and they often eat fish which isn't even cooked. One of their traditional foods is whale meat.



## Task 2

**Read the description of a dream and fill the gaps with the words given.**

Last night I had a very strange (1) ..... I dreamt that it was a beautiful day and I was walking in the countryside but I wasn't wearing any (2) ..... Strangely, my feet didn't hurt me. I walked for a long time until I saw a little forest of olive (3) ..... and I went to pick some olives. The funny thing was, I could even pick the olives from the highest branches because my (4).....

were so long! Then, I put all of the olives into a big (5) ..... that I was carrying with me. I felt tired suddenly and decided to go home. When I got there, I saw lots of (6) ..... all flying around my house. It was amazing!

arms      bag      trees      bees      dream      shoes

---

### Task 3

**Work with a partner and talk about what the dream means. If you don't remember, look back at p. 26 / 44.**



---

### Task 4

**Find a song with the title 'Sweet Dreams are made of this' and report to the class what the song is about.**

# Appendix I

## It's your choice!

### Unit 5

## Change and Experience

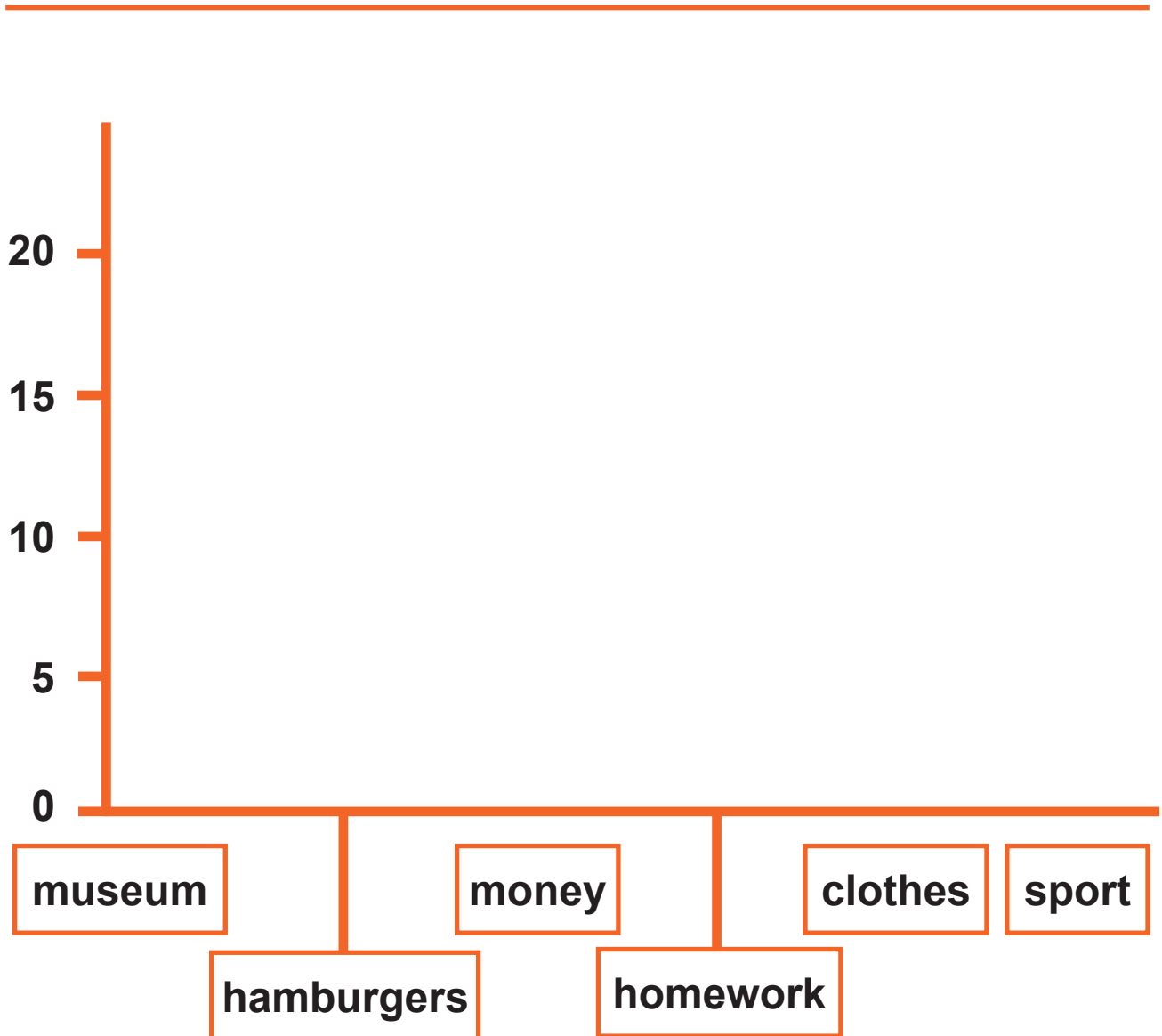
### Task 1

In pairs, go around the class and find out how many children have done these things in the last month. Fill in the table.

In the last month, have you ...	Number of children
... been to a museum?	
... eaten a hamburger?	
... saved some money?	
... done your homework?	
... bought new clothes?	
... played a sport?	

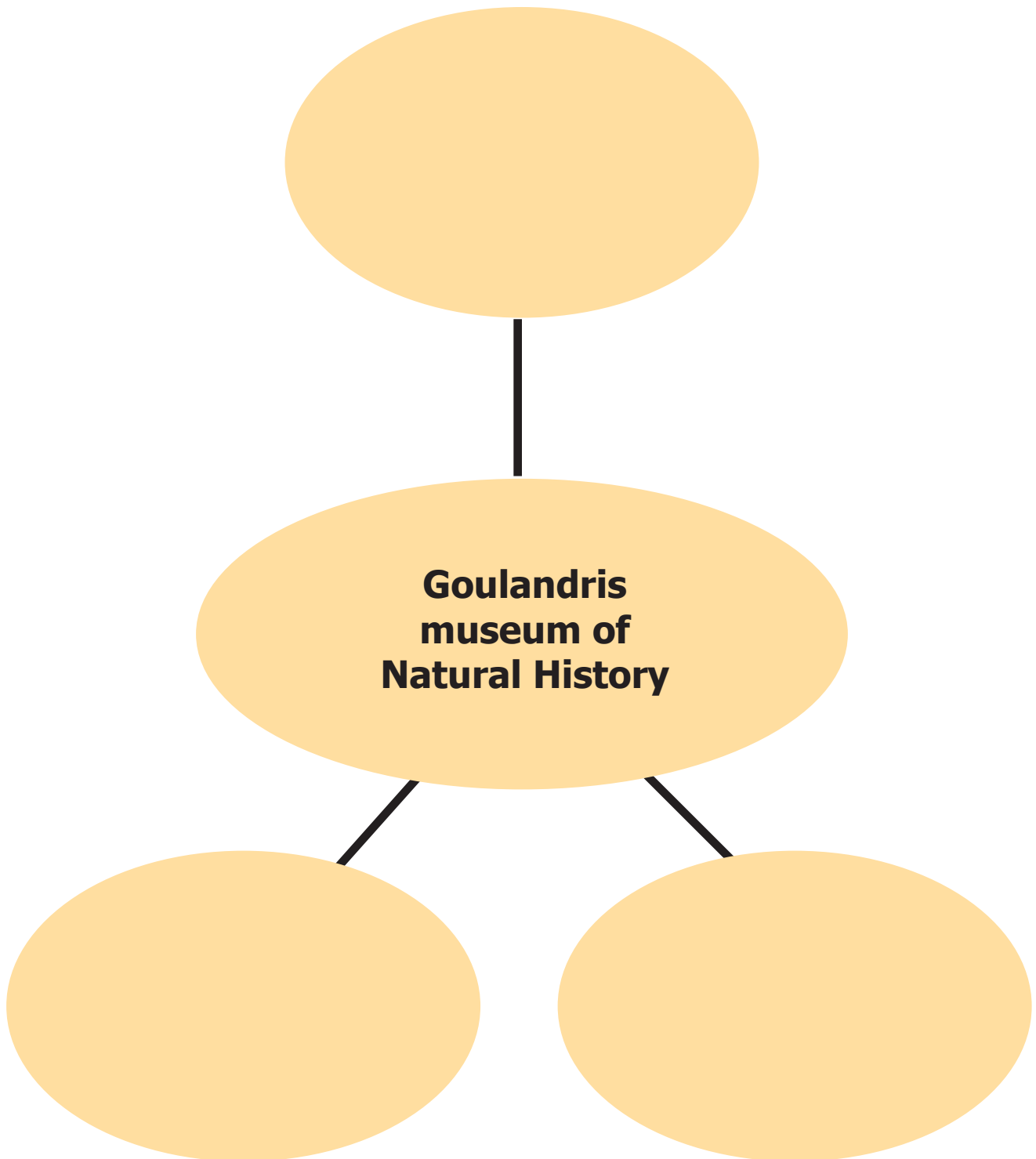
## Task 2

Use the information you found out in Task 1 to make a bar chart showing the number of children who have done each of the activities in the questions.

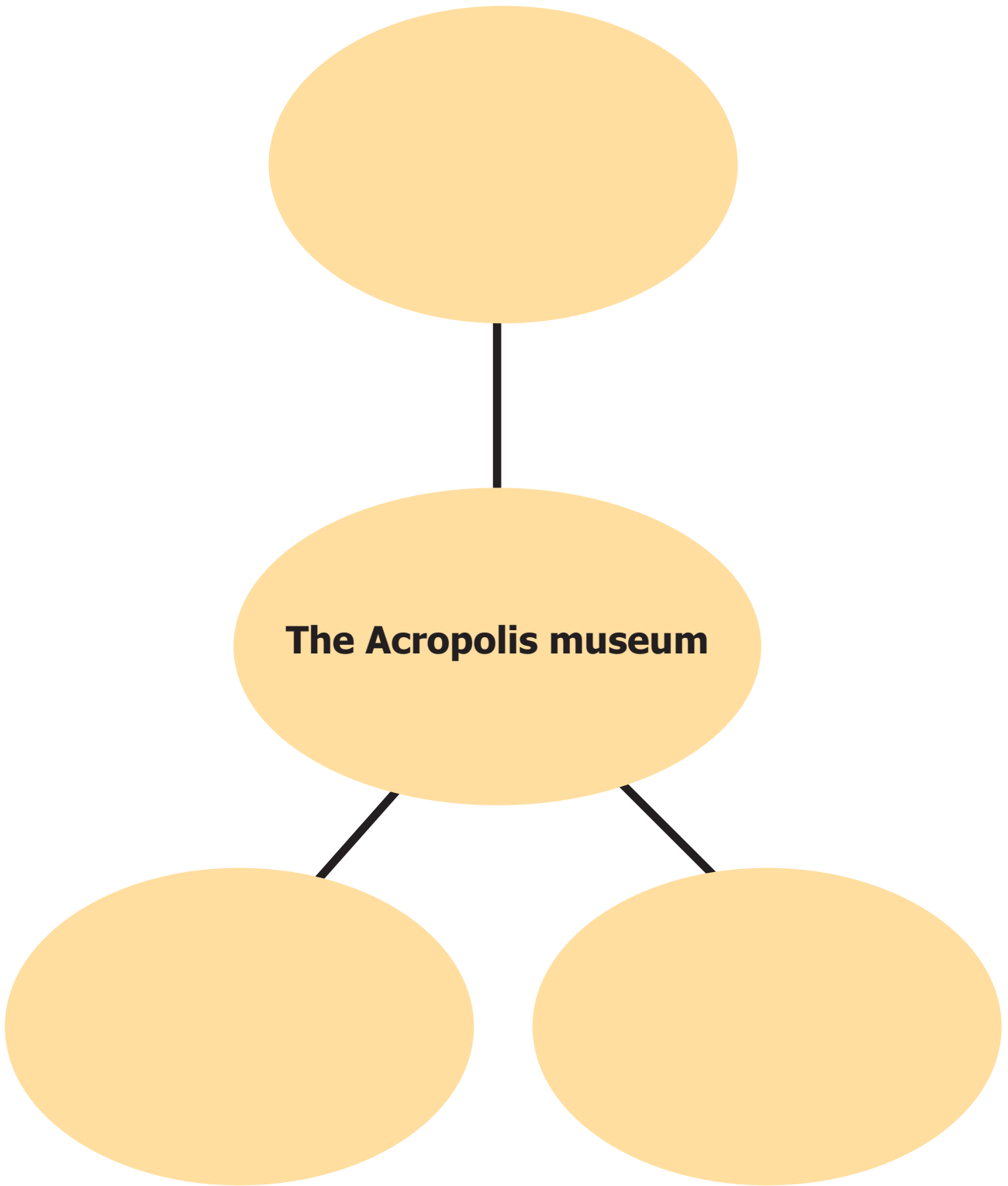


### Task 3

Fill in the spidergrams below with things that you can do or see in each place. You can look at pages 51 / 51 - 57 / 53 for ideas.

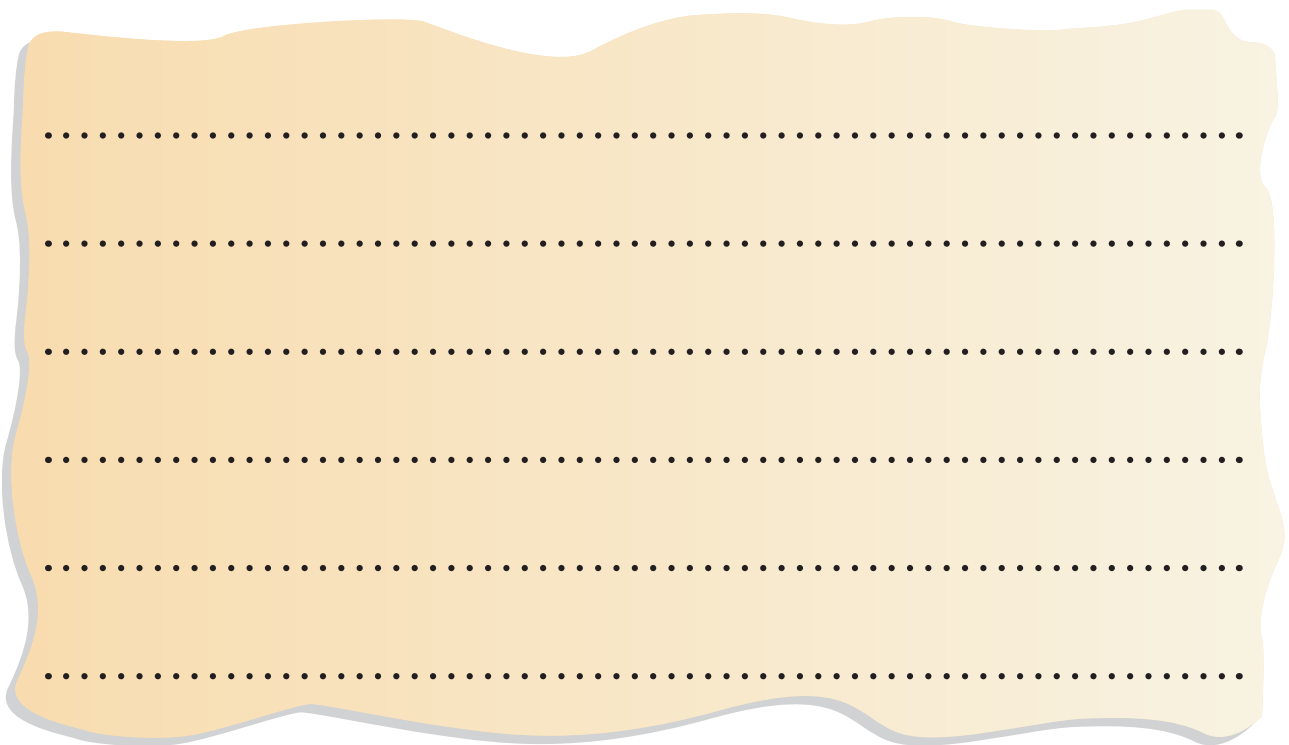






## Task 4

**Think of a capital city (eg. London). Find information about what you can do there by looking it up on the Internet. When you find the information, imagine that you are on holiday in that city and write a short postcard to a friend telling him/her what you've been doing there since you arrived. Look at page 56 / 53 to get some help with writing postcards.**



.....

.....

.....

.....

.....

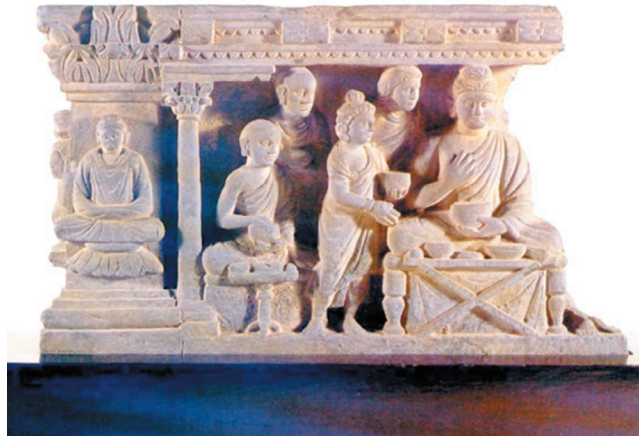
.....

.....

## Task 5



**This exhibition presents the influence of Hellenism in central Asia, India and the Gaddara region in particular, from the first to the fifteenth centuries BC. The ancient Indian province of Gaddara is currently divided between Pakistan -for its greater part- and Afganistan. This region was conquered by Alexander the Great in the fourth century BC and subsequently saw the emergence of a Greco-Buddhist art - mostly sculpture - strongly influenced by Hellenistic artistic trends. The art of Gaddara spread with Buddhism to central Asia, China and Japan, where local artistic production showed Hellenistic elements for many centuries.**



The exhibition includes photographs, texts and sculptures from the Manos and Chatzivasileiou collections, and occupies three rooms in the museum's ground floor. The exhibits are grouped in subject units and presented in chronological order, and supplemented by profuse instructive material, which introduces the visitor to this little known aspect of Greco-Buddhist art.

[http://odysseus.culture.gr/h/4/eh42.jsp?obj\\_id=3588](http://odysseus.culture.gr/h/4/eh42.jsp?obj_id=3588)

**Read the texts below and find a suitable visual for each.**

- 1. The Olympic Games began at 776 B.C. in ancient Olympia. They were carried out every four years and they were part of celebrations in honour of Zeus. The winners took as awards olive branches that were the symbol of life.**
- 2. The return of sculptures of Parthenon concerns all civilized world. Only the mutilated figures of Cecrops and one of his daughters, last remains of the ancestral glory and guards of their native land, are seen at the monument!**

**Read the list of sites and mark where each one is on the map of Greece.**

<b>1986</b>	<b>Temple of Apollo Epicurius at Bassae</b>
<b>1987</b>	<b>Archaeological Site of Delphi</b>
<b>1987</b>	<b>Acropolis, Athens</b>
<b>1988</b>	<b>Mount Athos</b>
<b>1988</b>	<b>Meteora</b>
<b>1988</b>	<b>Paleochristian and Byzantine Monuments of Thessaloniki</b>
<b>1988</b>	<b>Archaeological Site of Epidaurus</b>
<b>1988</b>	<b>Medieval City of Rhodes</b>
<b>1989</b>	<b>Archaeological Site of Olympia</b>
<b>1989</b>	<b>Mystras</b>
<b>1990</b>	<b>Delos</b>
<b>1990</b>	<b>Monasteries of Daphni, Osios Loukas, Nea Moni of Chios</b>
<b>1992</b>	<b>The Pythagoreion and the Heraion of Samos</b>

<b>1996</b>	<b>Archaeological Site of Vergina</b>
<b>1999</b>	<b>Archaeological Sites of Mycenae and Tiryns</b>
<b>1999</b>	<b>Historic Centre (Chora) with the Monastery of Saint John “the Theologian” and the Cave of the Apocalypse on the Island of Patmos</b>

# Appendix I

## It's your choice!

### Unit 6

## What a waste!

### Lead-in

In pairs, ask and answer these questions.

What will you do if:

- a) it rains all day tomorrow?
  - b) your teacher says the class will have a test tomorrow?
  - c) you see someone throwing a lot of litter in the street?
- 

### Task 1

Look at the vocabulary in the box on p. 89 / 62. Choose four of the items and write them in a list in your notebook. Write what you can make from each one.

**For example:**

- 1) Old tyres -  
you can paint them in bright colours and plant flowers in them.

2)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

---

## Task 2

**Go around the class and ask your classmates for their ideas on what you can use each of the things for. For example, you can ask:**

1) What can you make from old tyres?





**Create a piece of eco-art.**

---

### **Task 3**

**Read what the children from around the world say about environmental problems in their area.**

- 1) **An Eskimo child from Greenland - “The ice is melting because of global warming so it’s more difficult for us to hunt for food.”**
- 2) **A Chinese child - “I live in Beijing and there are so many factories near the city that we can’t even see clearly because of the air pollution.”**
- 3) **A British child - “In Britain, too many people use plastic bags to carry their shopping”**

- 4) A Mexican child - “In Mexico City, there are too many cars so the air is always polluted”.
- 5) An Indian child - “I live in Mumbai and they are building so many new buildings that there aren’t any parks where we can play.”

**Work with a partner to think up solutions to the problems which the children talk about. Write the solutions using first conditional. You can get ideas on pages 91 / 63 - 96 / 64.**

**For example:**

- 1) If we all look after the environment, the ice will stop melting.



---

## **Task 4**

**Work in a group in the class to make a poster showing the problems and solutions from Task 3. Put your poster up on the wall in your classroom.**

# Appendix II

## Resources

p. 35 / 46: UNIT 4, LESSON 3: Project

### Alternative Project

#### Project 2

You have to create an outfit for a young schoolgirl who wants to go to her friend's birthday party next Saturday. In your group, read the text to help you decide what kind of clothes Nefeli will wear to her friend's party next Saturday.

Discuss in your group the kinds of things Nefeli should or shouldn't wear. Discuss what you will have to do to make clothes to suit her.

#### New Young Designers Competition

Nefeli is a 14 year old girl who is 1.68 tall and has got long black hair. She is a bit shy and doesn't like to wear clothes that show her to be different from all her friends. When she goes to a party she likes to mix in with all the other kids and doesn't like clothes that are different from all the other kids at the party. Because she is quite tall and slim, she likes loose clothes and shoes with low heels.

# Appendix III

## SELF-EVALUATION

### UNIT 4

#### ACTIVITY A

- a) will
- b) have to
- c) shouldn't
- d) won't
- e) needn't
- f) has to / must

#### ACTIVITY B

- a) pointed a finger
- b) shrugged their shoulders
- c) clenched his fist
- d) folded their arms
- e) was biting her lip
- f) raised his eyebrows

## **ACTIVITY C**

- i) stare**
- ii) squint**
- iii) peep**
- iv) glare**
- v) gazing**

## **ACTIVITY D**

**promise**

## **ACTIVITY E**

- 1. suit**
- 2. nightmare**
- 3. promised**
- 4. facial**
- 5. communicate**
- 6. terrible**

## **ACTIVITY F**

- 1 - b**
- 2 - c**
- 3 - a**

# UNIT 5

## ACTIVITY A

1. have visited
2. have ... known
3. has been to
4. hasn't taken
5. have been
6. your friend ... seen
7. has gone
8. ever ... done

## ACTIVITY B

treasures  
artefacts  
coins  
statues  
souvenirs

## ACTIVITY C

Answers:

- a) of
- b) 1. collection of  
2. Tower of London  
3. at the age of  
4. works of art  
5. development of

## **ACTIVITY D**

- 1. has become**
- 2. have discovered**
- 3. inhabited**
- 4. have lived**
- 5. discovered**
- 6. made**
- 7. became**
- 8. have used**
- 9. has received**
- 10. has helped**

## **ACTIVITY E**

- 1. knowledge**
- 2. met**
- 3. hope**
- 4. wish**
- 5. haven't**
- 6. doing**

# UNIT 6

## ACTIVITY A

1. recycle
2. pollution
3. waste
4. rubbish

5. litter
6. junk
7. environment
8. mess

										L	
										I	
E	N	V	I	R	O	N	M	E	N	T	
				E			E			T	
				C	W	A	S	T	E	E	
				Y			S			R	
				C	J	U	N	K			
	P	O	L	L	U	T	I	O	N		
				E	R	U	B	B	I	S	H

## ACTIVITY B

- a) will have
- b) ring



- c) pollutes / fine / will fine
- d) will suffer
- e) affects

## **ACTIVITY C**

- i) laziness
- ii) centre
- iii) time
- iv) good
- v) dawn

## **ACTIVITY D**

- a. wrapping
- b. bulb
- c. tins
- d. cans
- e. container
- f. cardboard
- g. paper
- h. tyres
- i. bags
- j. magazine

## **ACTIVITY E**

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

# Appendix IV

## GRAMMAR

### UNIT 4

Modal verbs: can, may, should

#### FORM

+	I you he she it we you they	can may should	ride	this bike.
-	I you he she it we you they	cannot / can't  may not  should not / shouldn't	ride	this bike.
?	Can May Should	I / you he / she we / they	ride	this bike?

#### USE

#### CAN: Possibility / Ability

We use CAN to talk about what is possible or what we are able or free to do:

## Examples

She **can fly** a plane.

John **can speak** Spanish.

I **cannot hear** you. (I can't hear you.)

**Can you hear** me?

## CAN, MAY: Permission

We sometimes use **CAN** to ask or give permission for something:

### Examples

**Can I leave early** today?

**May I leave early** today?

The use of **CAN** for permission is informal.

## SHOULD: Advice

We sometimes use **SHOULD** to give advice to someone:

### Examples

You **should be** brave and well trained if you want to be a lifeguard.

## Simple Future

### FORM

+	I	will		open	the door.
	You			finish	before me.
-	We	will	not	be	at school tomorrow.
	She			leave	yet.
?	Will	you they		arrive	on time?
				want	dinner?

For negative sentences in the **Simple Future tense**, we contract with **won't**, like this:

I will not	I won't
you will not	you won't
he/she/it will not	he/she/it won't
we will not	we won't
they will not	they won't

## USE

We use the Simple Future tense to show **prediction, offer, promise, warning, decision on the spot and request.**

## EXAMPLES

It **will rain** tomorrow. (prediction)

I'**ll bring** it right away! (offer)

I'**ll fix** your car tomorrow. (promise)

If you don't follow my advice, you **won't get** well.

(warning)

**Will you bring** a bottle of water? (request)

There is no bread left. I'**ll go** and buy some! (decision on the spot)

Note that when we have a plan or intention to do something in the future, we usually use other tenses or expressions, such as the **Present Continuous tense or be going to.**

# UNIT 5

## Present Perfect Simple

### FORM

	subject	auxiliary verb	main verb	
+	I / You / We / They	have	played	football.
	He / She	has	visited	Rome.
-	I / You / We / They	haven't	won	the 200 m. race.
	He / She	hasn't	seen	ET.
?	Have	you / we / they	finished?	
	Has	he / she	done	it?

## USE

We use the **Present Perfect Simple** tense to talk about **past activities**, which we are not interested in **when** they happened. We only want to know **if they happened**.

## EXAMPLES

**I have seen ET.**

**He has lived in Paris.**

**Have you visited Rome?**

**They have never broken a world record.**

**NOTE:** If we are interested in **When** an action happened we use **Simple Past** tense.

**Example:** **Ian Thorpe won the 400 m freestyle in 2004 Athens Olympics.**

# UNIT 6

## Conditional Sentences

### FORM

	IF-clause	Result clause
<b>Type 1</b>	Simple Present tense	will, can, must, + bare infinitive or imperative
<b>Type 2</b>	Simple Past tense	would + bare infinitive

### USE

We use **Type 1 Conditional Sentences** to show that something is possible to happen in the present or future.

We use **Type 2 Conditional Sentences** to show that something is very unlikely to happen in the present or future.

This kind of sentences often expresses a wish or advice.

### EXAMPLES

#### Type 1

If **you choose** to attend this excellent musical, you **will learn** the importance of personal safety, proper diet, and good health.



If **you like** Greek folk music, **register** for this event.  
If **you want** to learn about other cultures, **you can**  
**attend** the dances from Peru.

## **Type 2**

If **I won** a lot of money, I **would (I'd) buy** a lot of CD's.  
If **I were** you, I'd **pay** back all the money I owe.

**NOTE:** When we use **Type 2 Conditional** we prefer to use **were** instead of **was**.

# Vocabulary

## unit four

admission  
apathetic  
behaviour  
bite  
braided  
breath  
clench  
communicator  
course  
curious  
decoration  
distance  
dreams  
embarrassment  
emotions  
facial expression  
fold  
frown  
gaze  
gestures  
glare  
hairstyle  
injection  
jealousy  
mental illness  
mirror  
municipality

nightmare  
nod  
object  
ornaments  
outfit  
pay attention  
peep  
pleasant  
point  
point of view  
prediction  
pretty  
shrug  
shy  
signs  
squeeze  
squint  
suit  
sweatshirt  
take a peep  
teenagers  
tools  
tracksuit  
unbelievable  
warrior  
wrist band

# unit five

a wide range  
admission  
all the best  
artifacts  
bus routes  
civilization  
coins  
collection  
dazzling  
destination  
displays  
documents  
dye  
exhibits

for ages  
fossils  
in advance  
jewelry  
knowledge  
leaflet  
minerals  
objects  
on display  
on show  
passport  
souvenirs  
treasure  
works of art

# unit six

aim

bakery

bill

bins

breeze

candle holder

cans

cardboard

conditions

container

dawn

decompose

dizzy

eco art

environment

files

finer

floods

fluoride

habits

junk

laziness

litter

magazines

mess

mice

on-the-spot

packets of

crisps

pieces of wood

rubbish

smog

toothpaste

town council

traffic cones

tub

tubes of

toothpaste

tyres

waste

wrapping

# 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



170 / 188

English Channel



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.

SLOVENIA

ROMANIA

CROATIA

SERBIA

BOSNIA & HERZEGOVINA

BULGARIA

SPAIN

F.Y.R.O.M.

PORTUGAL

ITALY

ALB.

GREECE

TURKEY



# SOURCES AND RELEVANT INTERNET SITES:

## UNIT 4

- **Lesson 1** - Σελίδα 13 / 40, Reading - Προσαρμοσμένο κείμενο από: <http://www.lichaamstaal.com/english/>
- **Lesson 3** - Πληροφορίες από: [http://www.changingminds.org/explanations/behaviors/body\\_language/mehrabian.htm](http://www.changingminds.org/explanations/behaviors/body_language/mehrabian.htm)

## UNIT 5

- **Lesson 1** - Σελίδες 52 / 51 - 52, Reading - Προσαρμοσμένο κείμενο από: <http://www.bristol.gov.uk>
- **Lesson 3** - Σελίδες 75 / 58, Διαμεσολάβηση - Προσαρμοσμένο κείμενο από: <http://www.cinemad.gr>

## UNIT 6

- **Lesson 3** - Σελίδα 118 / 70  
<http://www.redcross.org/news/in/asia/020410aral.html>

<b>UNIT</b>	<b>Four</b>
<b>THEME</b>	<b>Communication p. 5</b>
<b>LESSON</b>	<b>1. Communication p. 8</b>
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<b>VOCABULARY</b>	<b>-ed and -ing adjectives</b>
<b>SKILLS</b>	<b>Matching text with visuals</b>
<b>LESSON</b>	<b>2. Expressing Attitude p. 19</b>
<b>GRAMMAR</b>	<b>Will, won't, should, shouldn't</b>
<b>VOCABULARY</b>	<b>Gestures</b>
<b>SKILLS</b>	<b>Interpretation of dreams</b>
<b>LESSON</b>	<b>3. Clothes and communication p. 33</b>
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