

Think

Teen!

**2nd Grade of Junior
High School**

STUDENT'S BOOK

Τόμος 1ος

ΣΤΟΙΧΕΙΑ ΑΡΧΙΚΗΣ ΕΚΔΟΣΗΣ

ΣΥΓΓΡΑΦΕΙΣ

Patrick Mc Gavigan

ΚΡΙΤΕΣ-ΑΞΙΟΛΟΓΗΤΕΣ

Θεόδωρος Σκενδέρης,

Σχολικός Σύμβουλος

Χαριτίνη Καρλιαύτη,

Εκπαιδευτικός

Βασίλειος Τσελεμπάνης,

Εκπαιδευτικός

ΕΙΚΟΝΟΓΡΑΦΗΣΗ

Θεόδωρος Πιακής,

Σκιτσογράφος - Εικονογράφος

ΦΙΛΟΛΟΓΙΚΗ ΕΠΙΜΕΛΕΙΑ

Γεώργιος Τζανετάτος,

Εκπαιδευτικός

**ΥΠΕΥΘΥΝΟΣ ΤΟΥ
ΜΑΘΗΜΑΤΟΣ ΚΑΤΑ ΤΗ
ΣΥΓΓΡΑΦΗ**

Ιωσήφ Ε. Χρυσόχοος,

Πάρεδρος ε.θ. του Παιδαγωγικού
Ινστιτούτου

ΥΠΕΥΘΥΝΟΣ ΤΟΥ ΥΠΟΕΡΓΟΥ

Αικατερίνη Λιάτσικου,

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Αφοί Ν. Παππά & Σία Α.Ε.Β.Ε.

Γ' Κ.Π.Σ. / ΕΠΕΑΕΚ ΙΙ Ενέργεια

2.2.1 / Κατηγορία Πράξεων

2.2.1.α: «Αναμόρφωση των

προγραμμάτων σπουδών και

συγγραφή νέων εκπαιδευτικών

πακέτων»

ΠΑΙΔΑΓΩΓΙΚΟ ΙΝΣΤΙΤΟΥΤΟ

Δημήτριος Γ. Βλάχος

Ομότιμος Καθηγητής Α.Π.Θ.

Πρόεδρος του Παιδαγωγικού
Ινστιτούτου

Πράξη με τίτλο:

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

Επιστημονικοί Υπεύθυνοι Έργου
Αντώνιος Σ. Μπομπέτσας

Σύμβουλος του Παιδαγωγικού
Ινστιτούτου

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**Αναπληρωτές Επιστημονικοί
Υπεύθυνοι Έργου
Ιγνάτιος Ε. Χατζηευστρατίου**

**Μόνιμος Πάρεδρος του
Παιδαγωγικού Ινστιτούτου**

Γεώργιος Χαρ. Πολύζος

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

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

— ΣΤΟΙΧΕΙΑ ΕΠΑΝΕΚΔΟΣΗΣ —

Η επανέκδοση του παρόντος βιβλίου πραγματοποιήθηκε από το Ινστιτούτο Τεχνολογίας Υπολογιστών & Εκδόσεων «Διόφαντος» μέσω ψηφιακής μακέτας, η οποία δημιουργήθηκε με χρηματοδότηση από το ΕΣΠΑ / ΕΠ «Εκπαίδευση & Διά Βίου Μάθηση» / Πράξη «ΣΤΗΡΙΖΩ».



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

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

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

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

ΙΤΥΕ - ΔΙΟΦΑΝΤΟΣ



ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ, ΕΡΕΥΝΑΣ
ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ
ΙΝΣΤΙΤΟΥΤΟ ΕΚΠΑΙΔΕΥΤΙΚΗΣ
ΠΟΛΙΤΙΚΗΣ

Patrick Mc Gavigan

ΑΝΑΔΟΧΟΣ ΣΥΓΓΡΑΦΗΣ

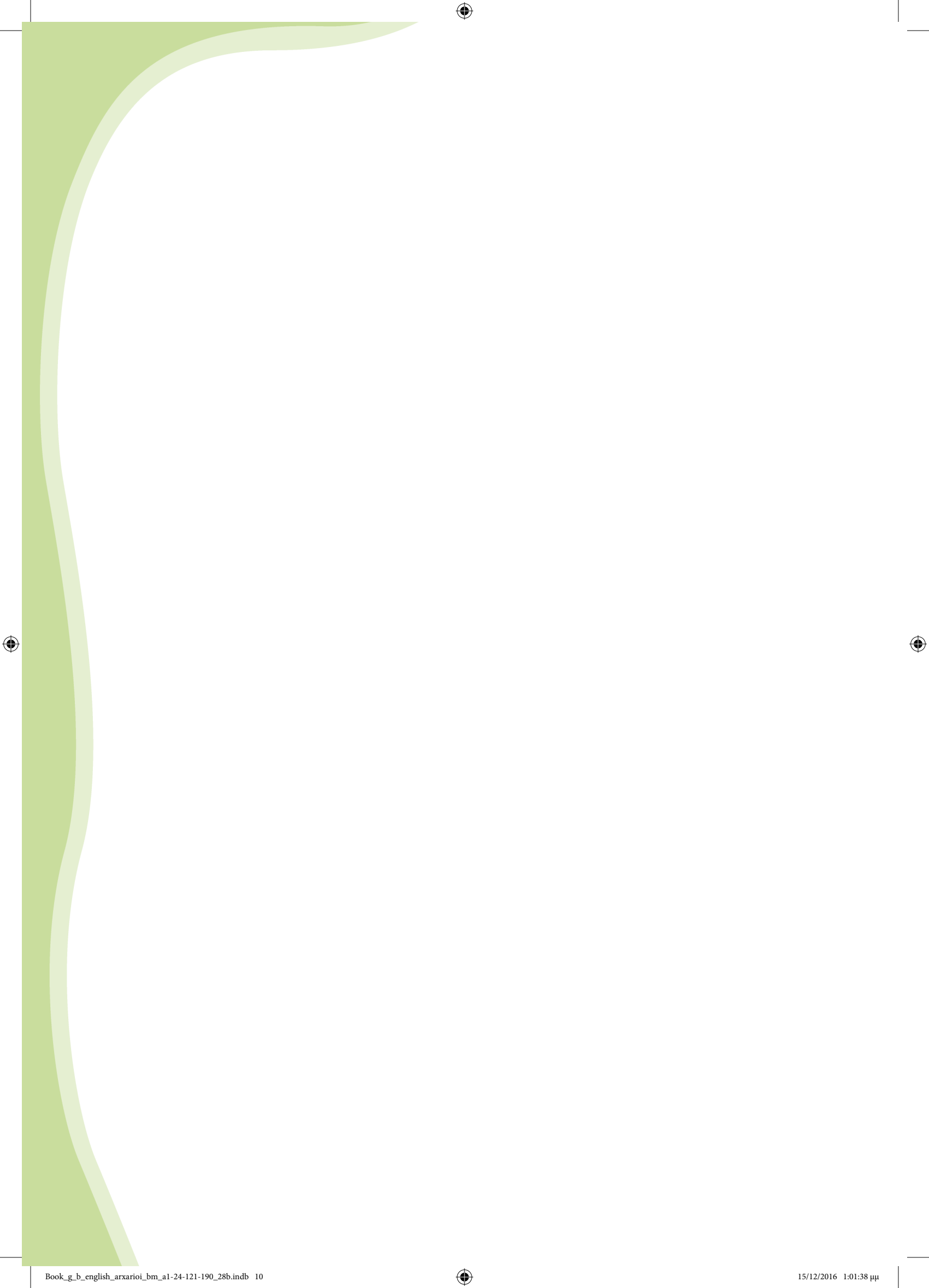
Μιχαήλ Λέβης Α.Ε.  Linguaphone

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

**2nd Grade of Junior High
School**

STUDENT'S BOOK

ΙΝΣΤΙΤΟΥΤΟ ΤΕΧΝΟΛΟΓΙΑΣ
ΥΠΟΛΟΓΙΣΤΩΝ ΚΑΙ ΕΚΔΟΣΕΩΝ
«ΔΙΟΦΑΝΤΟΣ»



UNIT 1

I'm only human



Grammar:

Present Simple and Present Continuous;

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

Infinitive of purpose

Functions:

Describing people and life routines

Vocabulary:

about geography: places, tribal items, lifestyles.

Adjectives: increasing degree; -ing adjectives

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

Linking words: such as, like.

Fixed expressions: to express feelings.

Learning strategies:

When I read or listen I...

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

Lesson 1

Tribes of the forest

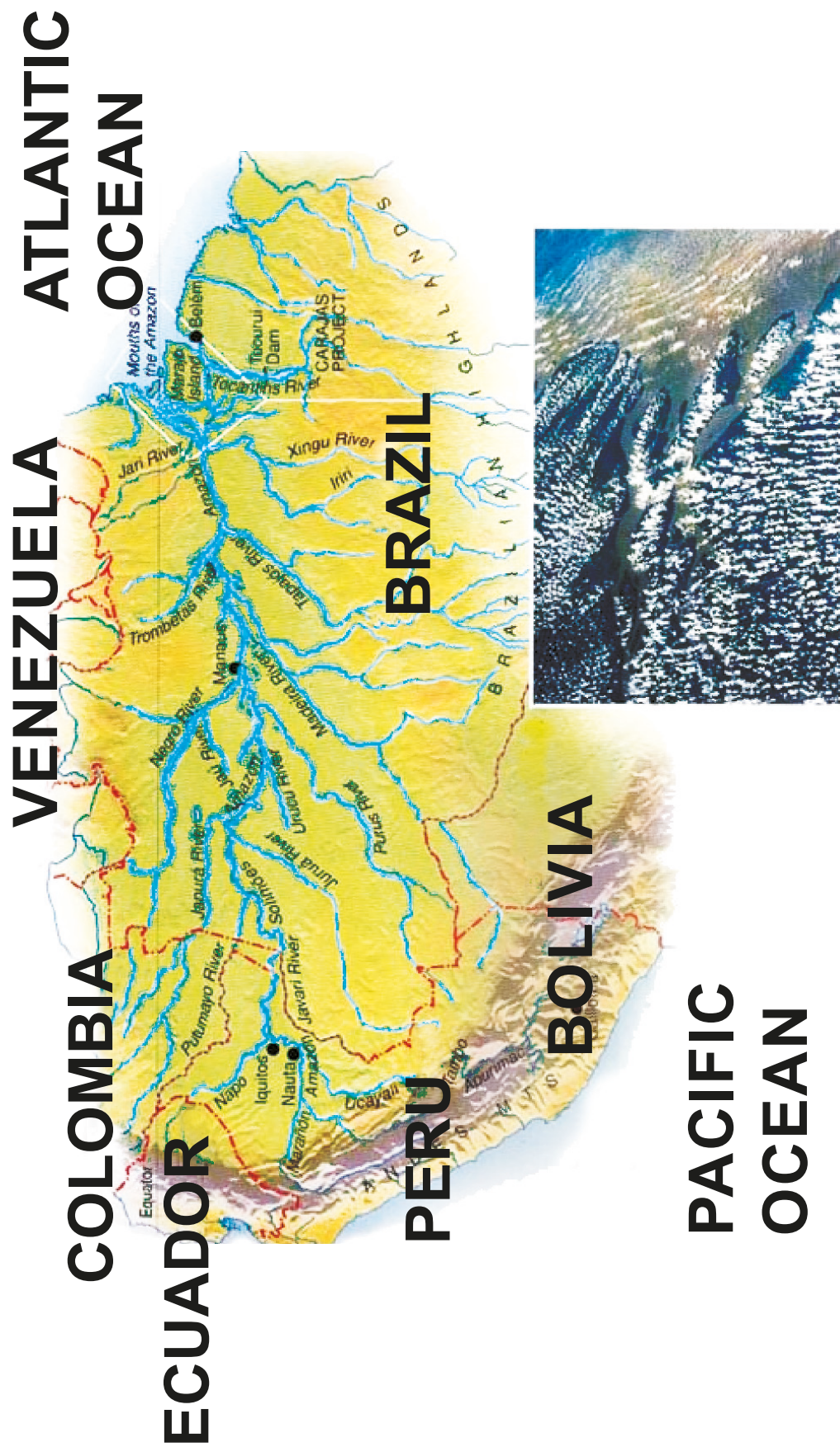
AIMS

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

Lead-in for reading

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

— course of river flows along the border between two countries



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

figs	<input type="checkbox"/>	nuts	<input type="checkbox"/>
tomatoes	<input type="checkbox"/>	pepper	<input type="checkbox"/>
potatoes	<input type="checkbox"/>	sugar	<input type="checkbox"/>
lemons	<input type="checkbox"/>	vanilla	<input type="checkbox"/>
avocados	<input type="checkbox"/>	grapefruit	<input type="checkbox"/>
chocolate	<input type="checkbox"/>	oranges	<input type="checkbox"/>

Where do you think these products come from originally? Check your answers at relevant sites on the internet which can be found on p. 210 of your book.

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

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

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

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

Task 1 - Mini project

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

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

Task 2

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

Use the following verbs:

eat	travel	play
work	wear	do
use	have	sleep

For example:

What is... wearing?

How do they travel?

What kind of food do they eat?



14 / 3



Vocabulary

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

plants

fruit

spears

necklaces

and beads

seeds

fires

vegetation

huts

- 2. In pairs, match a verb from those on the right with the objects above.**

wear

boil

collect

light

plant

build

burn

use

Now, use these pairs to make a sentence with the phrases in the box below.

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

Example:

They use spears to hunt animals.

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

- a) **Cars and factories cause pollution.** _____
- b) **The tribes slash the vegetation with huge knives.**
- _____

c) The jungle is the natural habitat for many wild animals.

d) Many daily products like coffee and sugar come from the forests. _____

e) The Yanomami tribe is unique. They have no contact with others. _____



Reading

Task 1 - Read the text

1. Read the text on page 18 quickly and find the answers to the following questions:

a) Where do the tribes live?

b) What is happening to where they live?

2. In pairs, find the answers to the following questions:

- a. Line 3: who or what does 'they' refer to?**
- b. Line 27: who does 'they' refer to?**
- c. Line 38: what do 'these' refer to?**

TRIBES of the forest

The tropical rain forests of the world play important roles in our daily lives. They help to recycle water and oxygen, and control air pollution around the world. Tropical rainforest plants provide 25% of the medicine in the world. The forest is also home to many different tribes like the Kayapo, 5 10

18 / 3 - 4

Xicrin, Assarini and Yanomami. The Yanomami tribe lives in the rain forests of Brazil and Venezuela. The fact that it does not have contact with the outside world makes it unique. The people in the tribe need the forests to hunt for their food and a place to build their huts to live in, but unfortunately other people destroy their forests every day. They don't wear shoes and have tough skin on their feet. The Yanomami stay in an area until the land does not support them anymore. They use huge knives like swords to clear parts of the forest. They use a technique that they call the "slash and burn" method. This

15

20

25

30

means that they cut down the tall vegetation and trees in a small area. They slash and burn just enough of the forest to plant seeds and make “gardens” for themselves.

35

These provide 70% - 80% of their food and medicine.

They boil plants to make their medicine. Sadly, the tribes are disappearing because of the

40

terrible destruction of their homes and natural habitats

by companies that are cutting down trees to make roads

45

and to use the wood for paper and other products. These

companies do not care about the Indian tribes and are

50

driving them out of the jungle. They need our help. In some

countries children are writing letters to their governments to ask them to stop the companies who are destroying the rainforests. To help raise money, children in the UK buy and sell beads and necklaces that the tribes make.

55

60

Task 2 - Answer the questions

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

- a. Why are the tribes disappearing?**
- b. Find one reason why the rain forests are important for the tribes.**
- c. Why are companies cutting down the trees in the rain forests?**

d. Why do the tribes need our help?

e. What are young people doing to help?

f. Find and underline verbs in the text which

i) talk about something which is generally true;

ii) describe something that is causing a change.

Compare your answers with your partner.



Grammar

Present Simple and Present Continuous

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

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

Which one does the writer use to describe what is happening in the forests?

Compare your answer with your partner.

There are different uses of the PRESENT SIMPLE.

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

Note this difference:

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

Example: The Amazon River flows into the Atlantic Ocean.

We use the Present Continuous when something is changing.

Example: The rain forests are disappearing.

Practice

1. Find a sentence in the text which:

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

Compare your answer with your partner's.

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

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

REMEMBER

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

Examples:

Does Joanna live in Crete?

Where does Joanna live?

She doesn't live in Athens.

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



Speaking

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

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

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

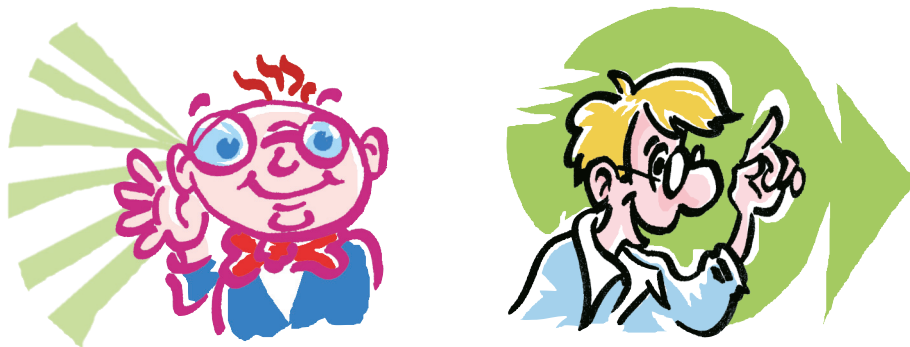


Lesson 2

Way of Life

AIMS

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



Listening & Speaking

Pre-listening

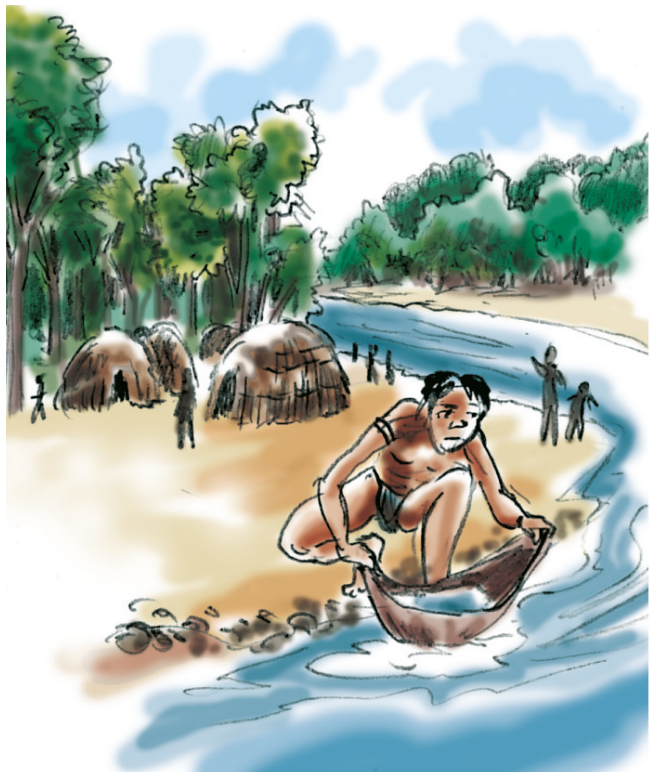
Before you listen, look at these pictures. In which picture can you see the following: an axe, a spear, a hut, a canoe, a loin cloth, a bow and arrow, sticks, a head dress?



1



2



3



4



5

30 / 6

Task 1 - Listen to the radio interview

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

Task 2 - Listening for information

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

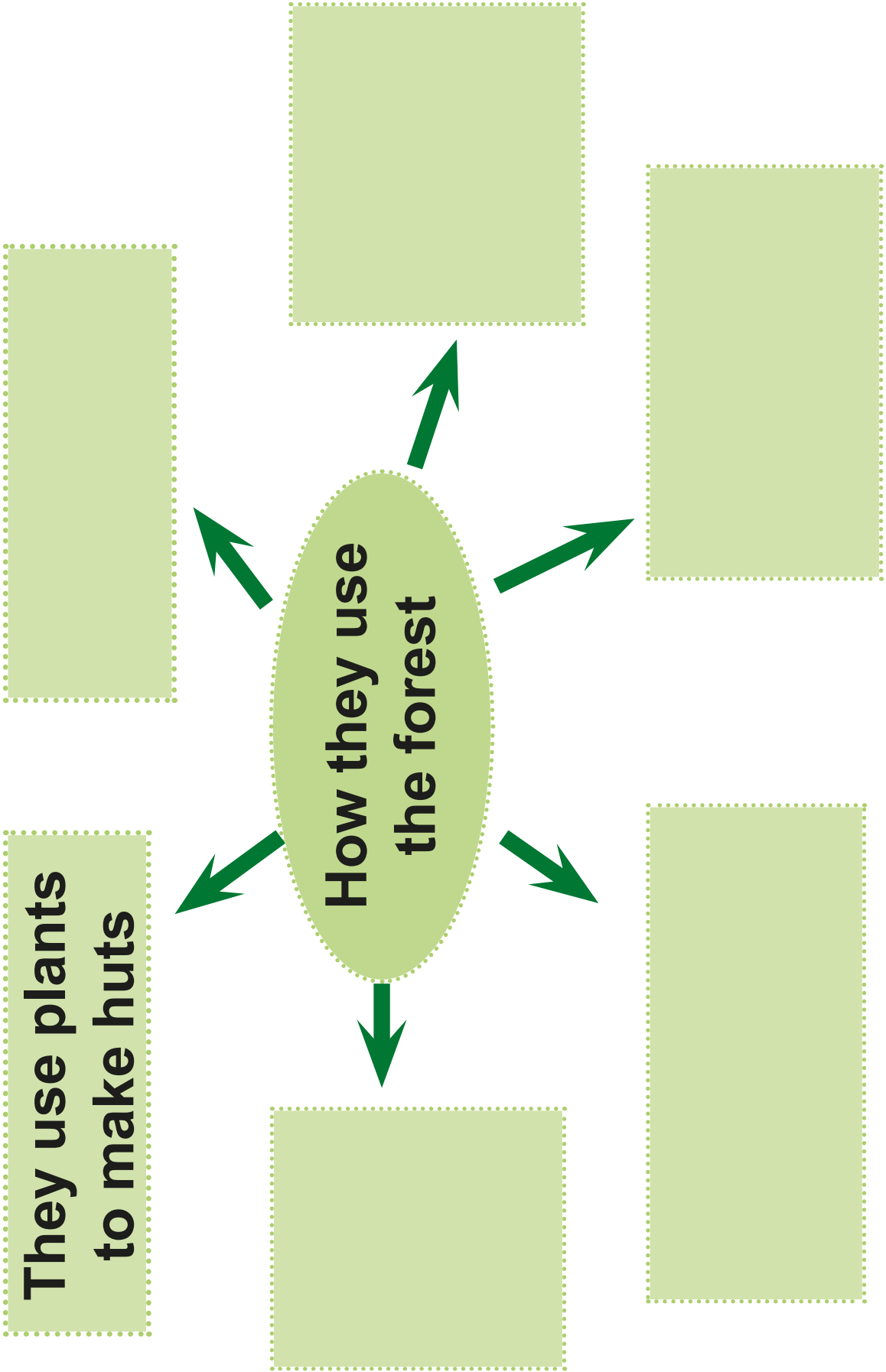
	T	F	?
1. The forest and river are very important in the life of the Indians.			
2. The whole family works together to build the huts.			
3. When the Indians travel long distances they use the Amazon River.			
4. The Indians live in the same house all their lives.			
5. The Indians do not have easy lives.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

Task 3

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

Compare your answers with your partner.





Task 4 - Pair work

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



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



Listening 2



Who's that boy?

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

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

Eleni Oh, who?

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

Eleni Oh, go on!

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

Eleni Is it Marios?

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

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

Lina Sometimes.

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

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

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

Lina He likes Olympiakos.

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

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

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

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

Eleni But I don't like him!

Lina Oh, now you sound angry.

Eleni I am!

Task 1 - Practice

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



- a. Are the girls in the same class at school?**
- b. Does Lina tell Eleni the name of the boy at once?**
- c. Why doesn't she tell Eleni the name of the boy?**

- d. Who is the boy going out with at the moment?**
- e. Is Lina joking about the boy?**
- f. Does Eleni want to go out with the boy?**
- g. How does Eleni know who likes her?**

Compare your answers with your partner.

2. Now, practise the dialogue with your partner.

Task 2 - Phrases

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

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

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

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

Task 3 - Interview

**Go round the class and ask
questions to:**

NAME

i) Find someone who likes Geography.

ii) Find someone who lives near someone from another country.

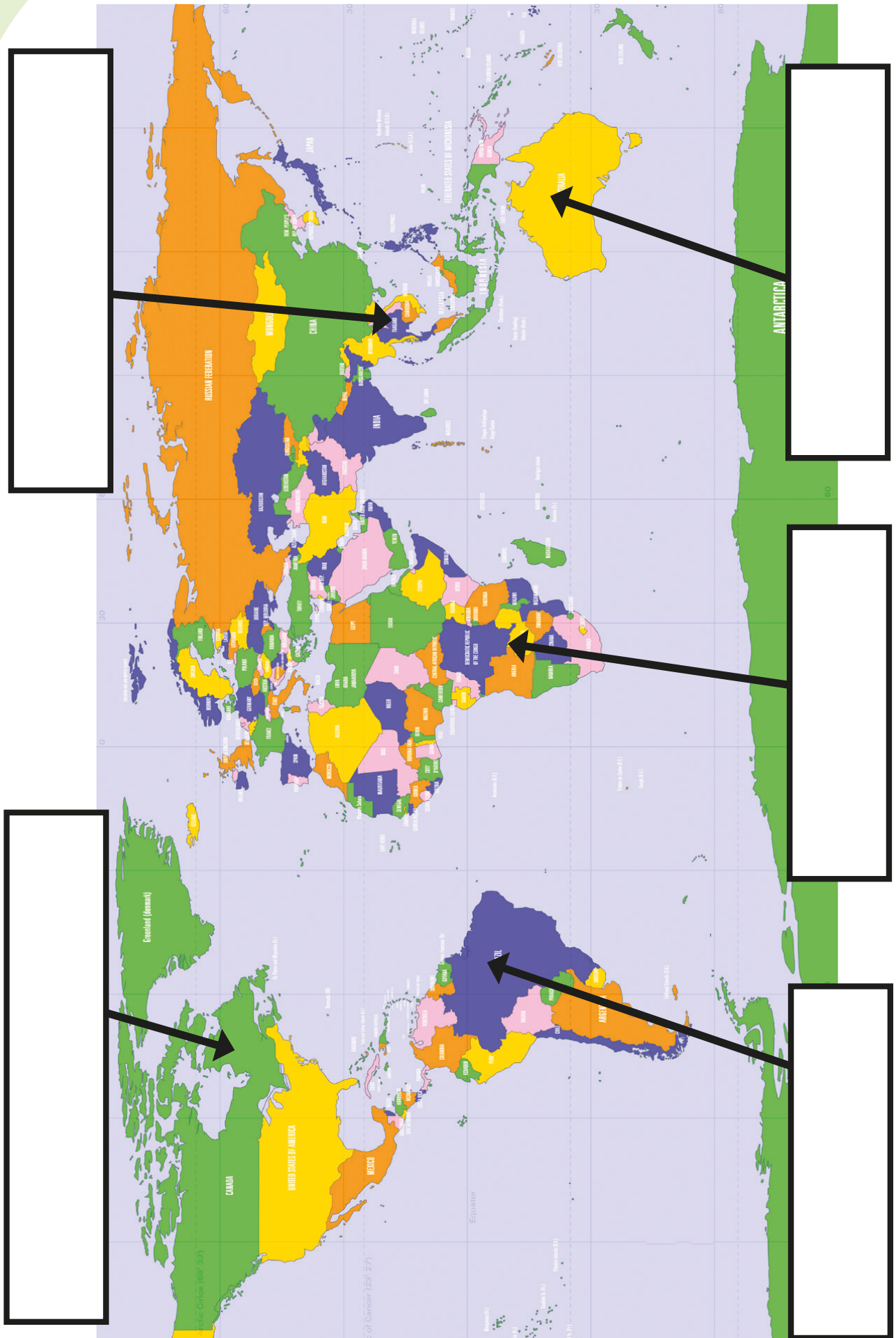
iii) Find someone who knows how to speak another language.

iv) Find someone who has got a friend in another country.

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

43 / 8

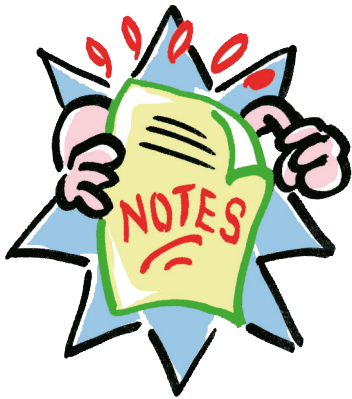
Use your completed chart to tell your partner what you discovered. Collect your findings as a class and make a bar-chart to show your class's preferences.



Mini Project

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

- g. a tribe who believes in the forest gods**
 - h. a tribe who uses boomerangs and paints dream sequences on cave walls**
-



Writing



Lead-in

Christos and Nefeli have a new pen-pal from a Zulu village in Africa. They are reading her letter.

What do you think the pen-pal tells them in the letter? What things does she ask them?

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

Over to you

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

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

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

Because I don't know you, I have some questions I want to ask you. For example, where do you live, and what do you do every day? Do you go to school or do you spend your day in the forest?

Do you have many brothers and sisters? What are they like? Also, what does your father do every day? Does he hunt animals or does he meet with the other men in your tribe in the evenings? Tell me about your mother. Does she collect berries and nuts and plants from the forest near your house? I always help my mother when she goes to the forest. Do you? This means that I am always busy.

I hope to hear from you soon.

Best wishes,
Naraneti

Task 1 - The correct order

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

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

In which order do they appear in the letter?

Compare your answer with your partner.

Task 2 - Write your letter

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

Dear Naraneti,

Thank you for your letter

.....

.....

.....

.....

.....

.....

.....

.....

Lesson 3

Save the tribes

Project work - Jigsaw activity

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



a.



b.



c.

NAME OF TRIBE:

Location

Food

Transport

Problems

Tools / Weapons

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

Yanomami

Aborigines

Zulu

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

4. Decide which tribe seems the most threatened.

Act up - A poster

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

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

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

Self-evaluation

Activity A

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

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

1. Each year a(n) of rain forest the of Greece disappears in Amazonia.

2. The that people throw out causes terrible problems of

3. The natural of many wild animals and the of many tribes are disappearing all the time.

4. Some of the of Amazonia have never met like you.

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



___/5 points

Activity B - Collocations

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

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



____/4.5 points

Activity C

Answer the questions using information from page 18 in the **STUDENT'S BOOK**.

1. Why do the Yanomami light fires?

To _____

2. Why do they plant seeds?

3. Why do they build huts?

4. Why do they boil plants?

5. Why do they burn vegetation?

6. Why do they wear beads?

7. Why do they use spears?

_____/3.5 points

Activity D

Tick the things these three people have.

60 / 11 - 12

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



___ / 4 points

Activity E

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

- 1. My Geography teacher (believe) _____ that it is important to know about indigenous tribes.**
- 2. She (say) _____ that we can learn a lot from these people and their way of life.**
- 3. At the moment, in our Geography class, we (do) _____ a lesson on the Aborigines from Australia.**
- 4. My friend Anna (not find) _____ this to be an**

interesting lesson but I disagree with her.

5. Anna (not believe) _____ that the Aborigines are the original people in Australia.

6. When our Geography teacher (tell) _____ her that she is wrong, she (get) _____ angry and then (not do) _____ her homework for the rest of the week.

_____/3 points

Now tick how well you can do the following:

**With
difficulty**

**Quite
well**



Easily

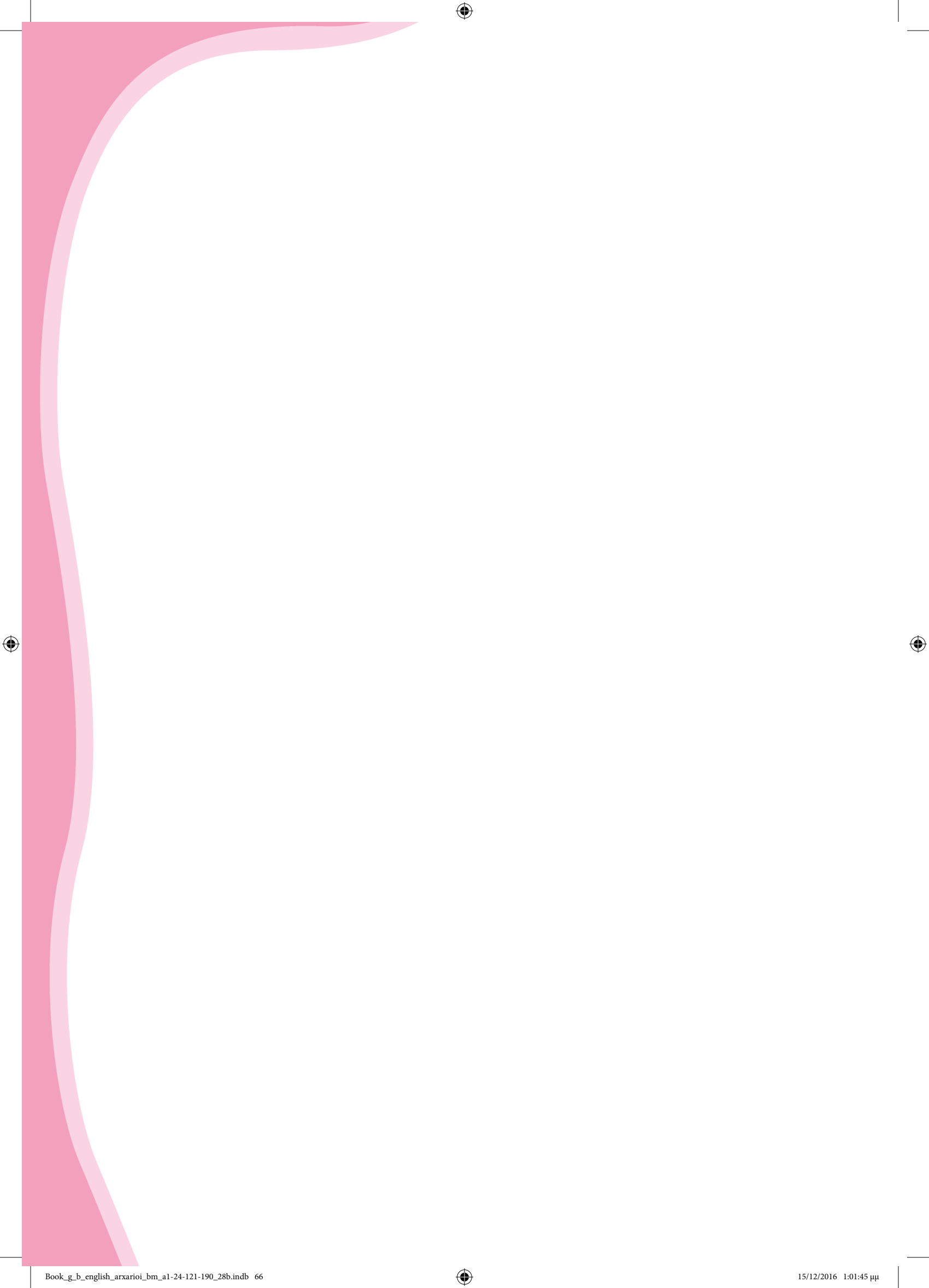
✓ I can read a
text to find
facts



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

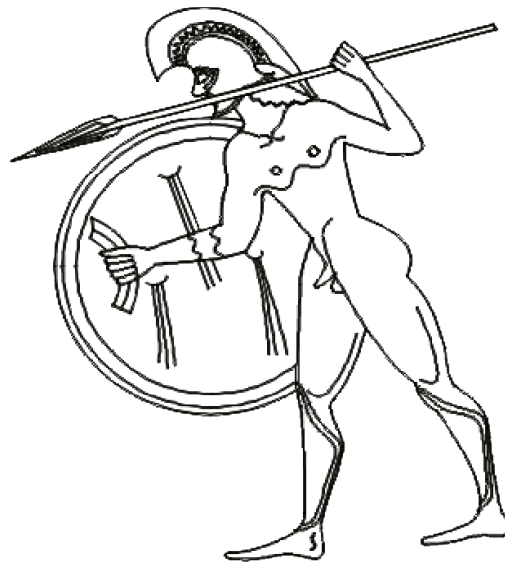
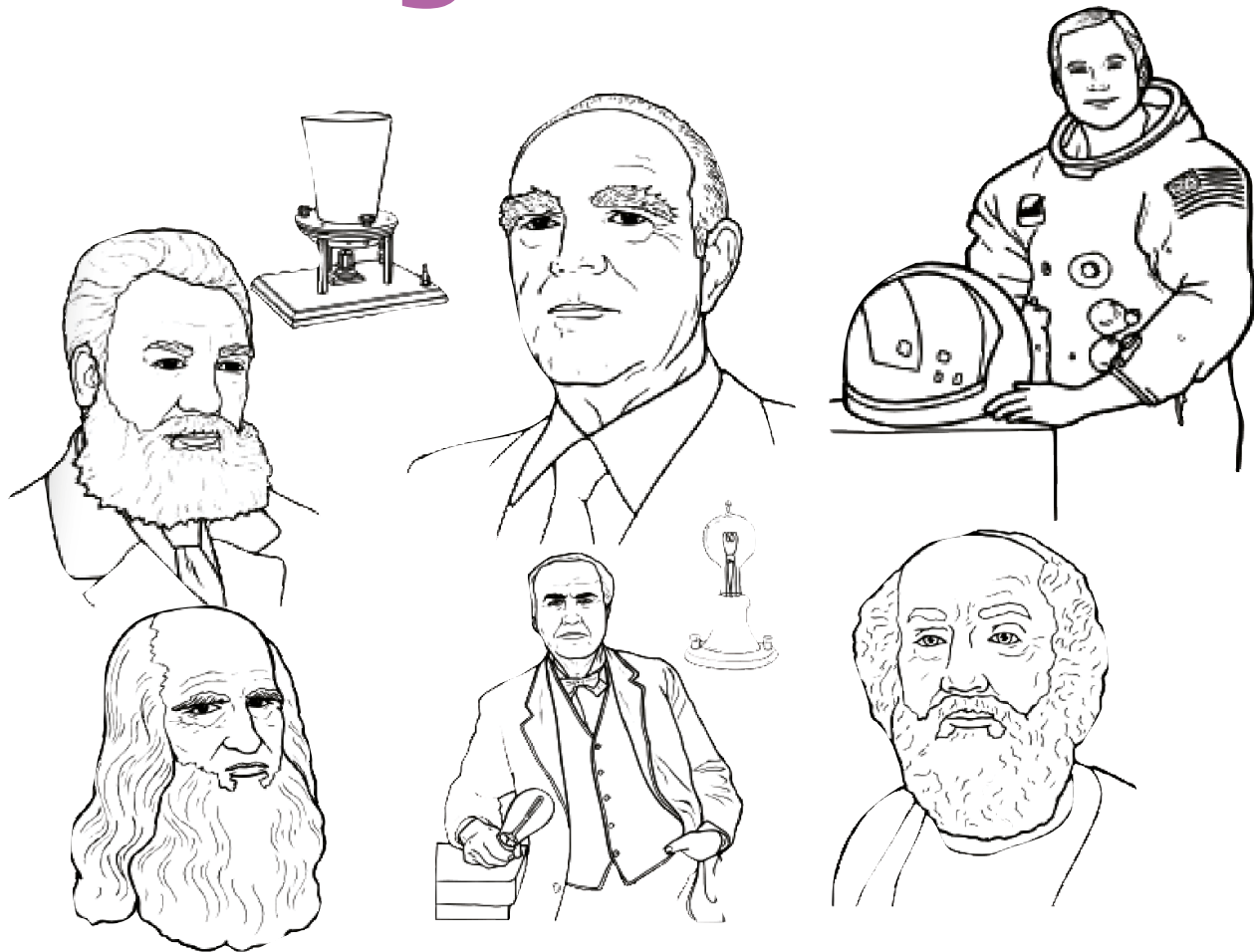


	With difficulty	Quite well	Easily
<p>✓ I can talk about native tribes and the way they live, and compare it with the way we live</p> 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>✓ I can write a letter in response to another letter giving personal details</p> 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



UNIT 2

Making a difference



Grammar:

Past Simple (affirmative, negative and interrogative)

Regular and Irregular verbs

Time words

Functions:

Describing people and their past actions

Vocabulary:

Highly frequent adjectives:

generous, gentle, wonderful, kind, marvellous, lonely, poor, busy, desperate, brave

Learning strategies:

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

- **guess the meaning of adjectives I don't know**

- **use phrases from a listening text to express my own opinion**
- **transfer information from my schoolbooks (e.g. history book) to use it in English**
- **associate adjectives with jobs.**

Lesson 1

Making a difference

AIMS

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

Lead-in

1. Write down the names of three famous people. Compare the names with your partner's list.
2. Choose one of the names and tell your partner what you know about this person.

- 3. Why is this person famous?**
 - 4. Compare the names you have on your list with the famous people below to see if any names are the same.**
-

Task 1

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

A

**Eleftherios
Venizelos
1864 - 1936**



B

**Wolfgang
Amadeus
Mozart
1756 - 1791**



C

**William
Shakespeare
1564 - 1616**

D

**Madonna
1959 -**

E Leonardo
da Vinci
1452 - 1519

F Marie
Sklodowska Curie
1867 - 1934

G Pyros
Dimas
1971 -



1. ___ discovered radium and radioactivity in 1898 when she was _____ years old.

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



Vocabulary

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

scientist
artist
playwright
weightlifter

politician
singer
composer

Compare your answers with your partner.

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

**charity
desperate
marvellous
brave
idea
life**

**lonely
organisation
people
woman
famous
world**

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

**save
feed
pay
become
die
look after
collect**

**a citizen
the sick
the hungry
money
respects
in peace
lives**



Reading

Pre-Reading

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

Task 1 - Read the text

- 3. Now, look at the pictures beside the text on pages 79 - 85 and try to imagine the life of this person. What kind of things do you think she did in her life? In pairs, make a list.**



- 4. Read the text on the following page to find out if you guessed right, and complete your list.**
- 5. Does she deserve to be canonised (declared a saint)? Explain why.**

Her work touched many...

1

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

2

At the age of twelve, she made a decision to become a nun. Her ambition was to help all those in need. Her father agreed that it was a marvellous idea, but explained to her that her life as a nun might mean a lonely life in a monastery. She told him that she didn't mind

this and so, some years later, when she was eighteen, she went to Ireland and became a nun.



3

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



4

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

her as she took care of them in their suffering and pain. Although she was always busy she still made time for everyone.



5

After a few months of training in Dublin, the Church sent her to Calcutta in 1931. When she first went to India, she wanted to work with poor people but the Church

didn't let her. So, she taught in St. Mary's High School until 1946.



6

Though Calcutta was the centre of her charity, and the place she called home, her work reached the four corners of the earth. Throughout her life she has become world famous for the hundreds of centres she has helped to build in 120 countries all around the world.

Wherever people needed help and comfort, she was there, among the hungry in Ethiopia, or in the ruins of Armenia's earthquake where she saved thousands of lives.

7

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

8



This act showed what kind of generous person she was. In 1997 she caught pneumonia and when she died some time later famous

people from all over the world came to pay their respects to a brilliant and brave woman.

9

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

Task 2 - Who's that person?

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

Discuss with your partner what the saying in bold above means?

What kind of person might say this? Why? The nun in the picture said these words. What is her original name? Read the text carefully to find what her family name was before she became a nun.

If you do not know, search on the internet by writing in her original name.

Task 3 - Find the verbs in the past

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

Task 4 - Answer the questions

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

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

- 1. In what year did she become a nun?**
- 2. What did she use to talk to her father about?**
- 3. Did she work with the poor when she first went to India?**
- 4. Where did she start the charity to help the poor?**
- 5. When did she win the Nobel Peace Prize?**

6. Did the Nobel Prize dinner in her honour cost a lot of money? Why do you think this?
7. How did she die?
8. What kind of things did she do to help people?

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



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

Task 5 - Put the paragraphs in the correct order

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

Task 6 - Speaking: Charities

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

Hellenic Red Cross

Doctors Without Borders

Greenpeace

SOS Children's Village

Reto Hellas

Volunteer work Athens



GREENPEACE



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

2. ROLE PLAY

Imagine you want to become a member of one of these organizations. Decide on an organization and ask your partner for information. Your partner can find information about the organisation on p. 168 - 172 of this book to give you the information you need.

Take it in turns to ask and give information about each charity.

Lesson 2

Same or Different

AIMS

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



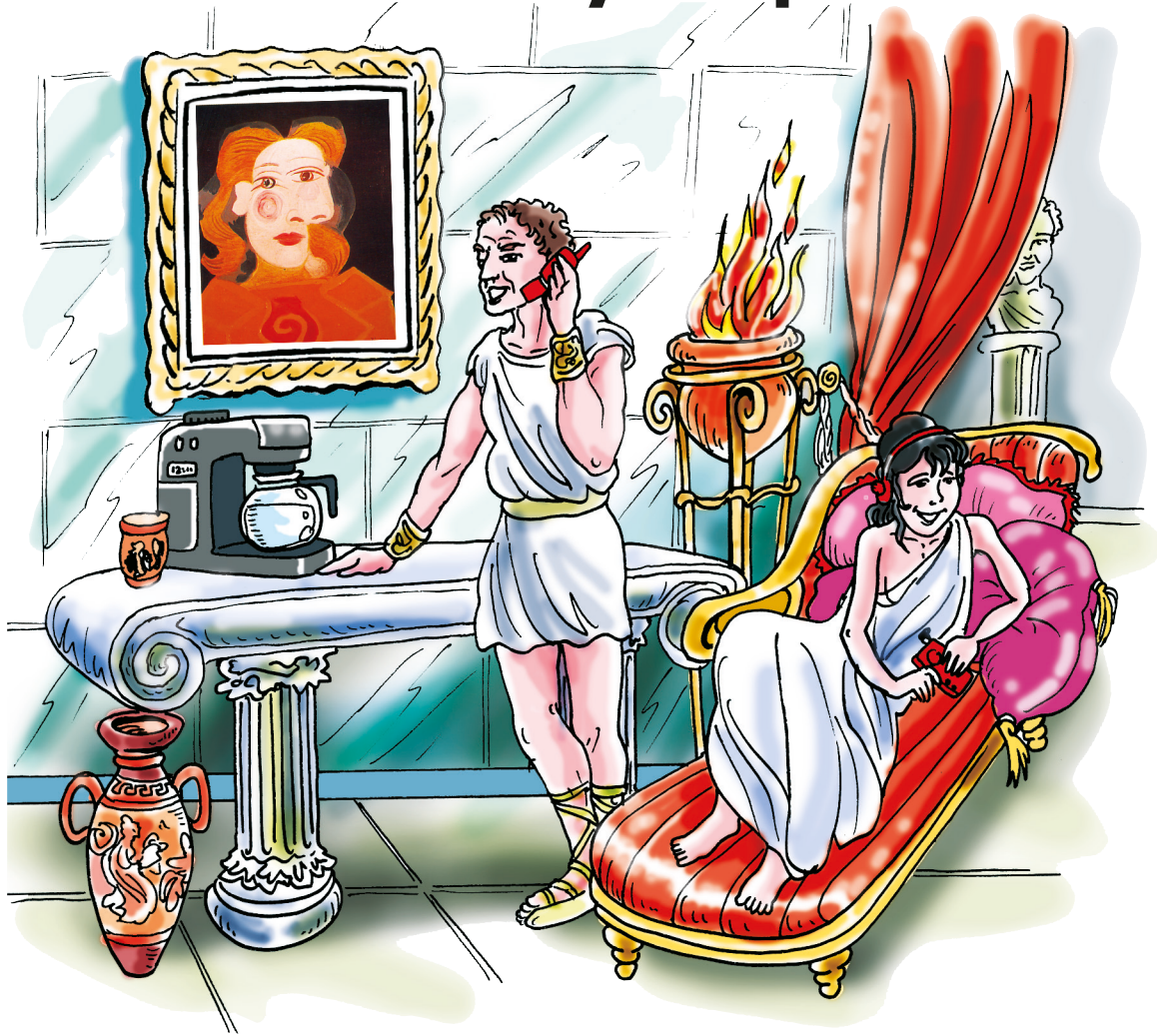
Listening & Speaking

Pre-listening 1

Lead-in

1. Look at the picture taken from a historical film. In which historical period is the story? How do you know? Find unusual things in the

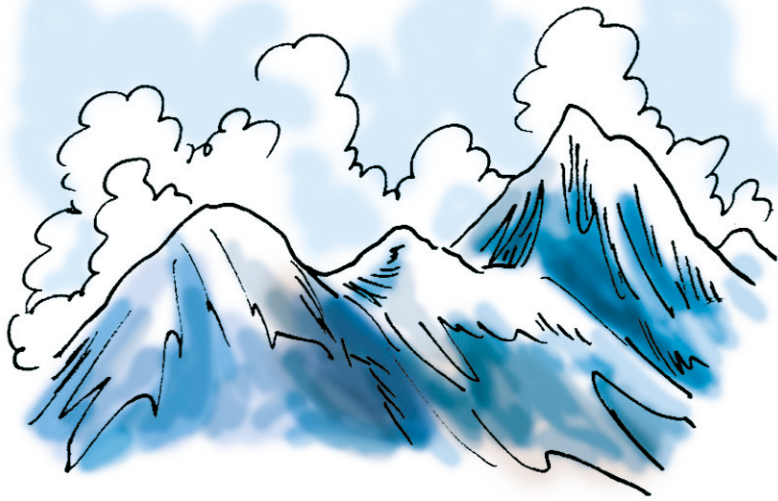
picture and then compare your answers with your partner.



2. Do you know anything about a man called Spartacus? Read the Greek text in Appendix II (p. 170) about the slave revolt in Ancient Rome and summarise it in English (relevant sites can be found on page 210).

Task 1 - Listening for detail

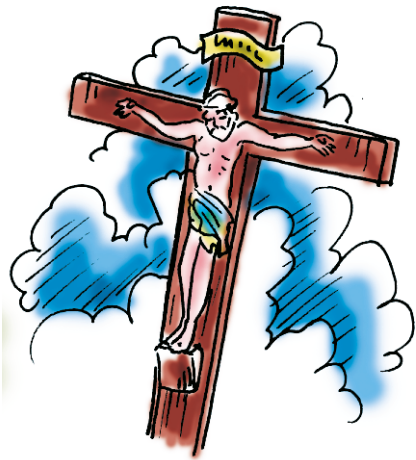
- a) Listen to the monologue about a historical film called 'Spartacus'.
- b) Put a number in the boxes beside each picture in the order they are mentioned.



a



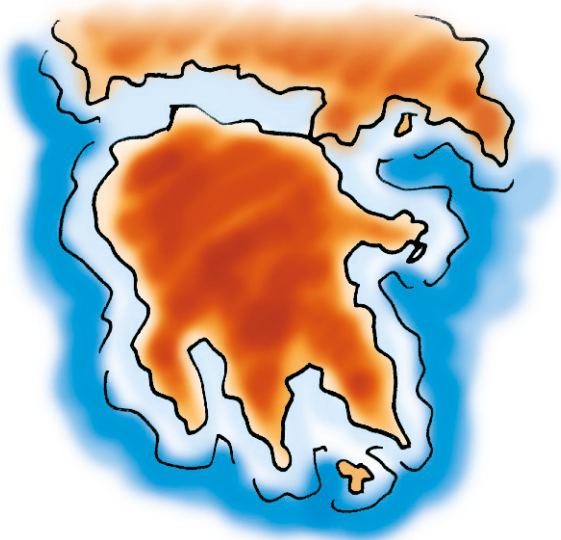
b



c



d



e





f



Task 2 - The differences

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



96 / 18 - 19

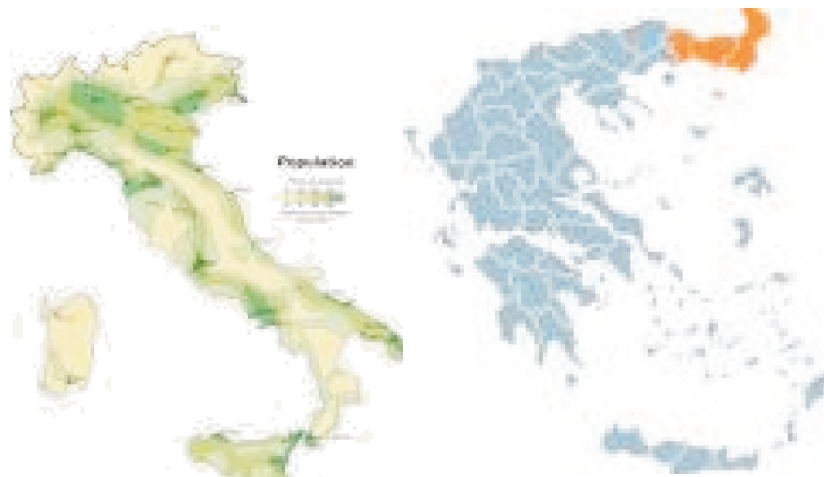


Listening 2 - Answer the questions

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

- Did George like the film or not?**
- What was the film about?**
- What historical period did the film refer to?**
- Was the film exactly like the story in history?**
- How did Spartacus die?**

Compare your answers with your partner.



Task 1 - The missing words

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

1. it wasn't _____ bad
2. you must be _____
3. I can't _____
4. a bit _____
5. far _____ long
6. that's _____ stupid
7. that's _____ wrong
8. you're _____

Compare your answers with your partner and then read the listening text on p. 164 to cross-check.

2. Look at the phrases above and decide with your partner if they are positive or negative.

Put a **P** beside the **POSITIVE** and **N** beside the **NEGATIVE** phrases.

Task 2 - Extension: Using phrases from the listening

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

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

Example:

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

A: Was the food any good?

B: It wasn't that bad!

1. Did you enjoy her biography?
2. I saw 'The Fall of the Roman Empire' ten times!
3. Constantine grew up in Troy.
4. How long did the film last?
5. What do you think of historical films?
6. Was the lecture any good?

Task 3a - The play

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

- place: stadium
- event: Nika Revolt
- fact: Justinian wanted to leave

Constantinople but Theodora persuaded him to stay as required by his role as Emperor.



Task 3b

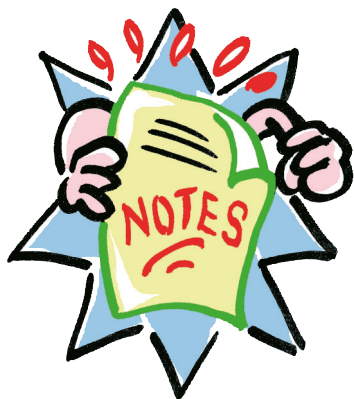
In pairs, imagine you have seen a play about the Nika Revolt. You can read more about it on the internet (a relevant site can be found on page 210). Write a review for your school magazine.

You can find useful material in Appendix II (Resource Material)

Task 4 - The research

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

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



Writing

Report writing

Your school council is organising a cinema night for the students

of your class, but they don't know what kind of film to show.

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

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

1. CHART

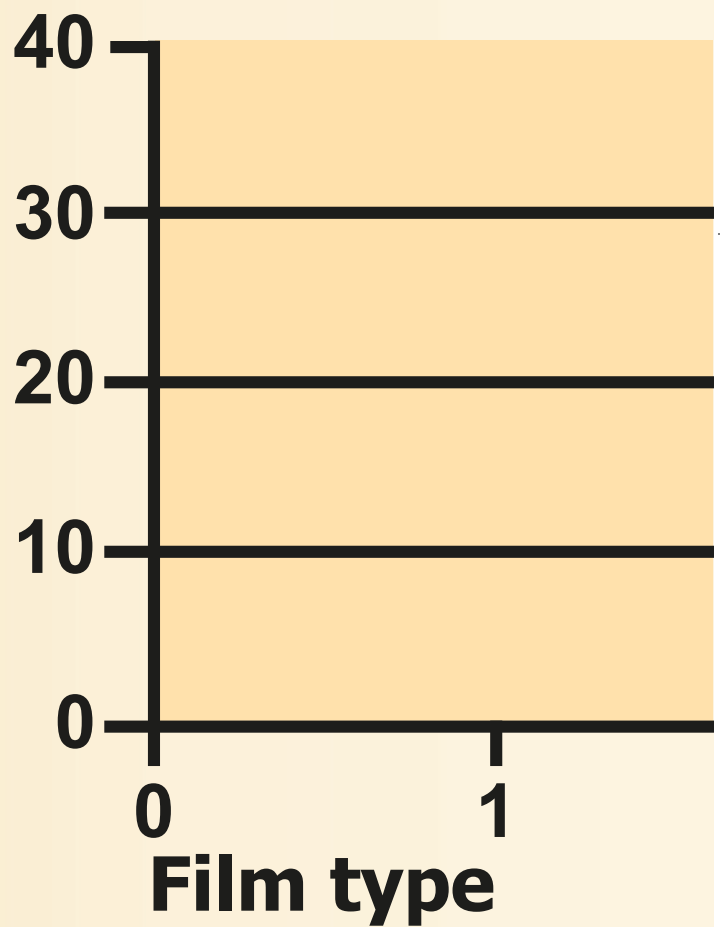
Films	horror	adventure	comedy	historical	other
Number of students					
very good					
Opinion quite good					
not good					
Main actor					

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

2. GRAPH

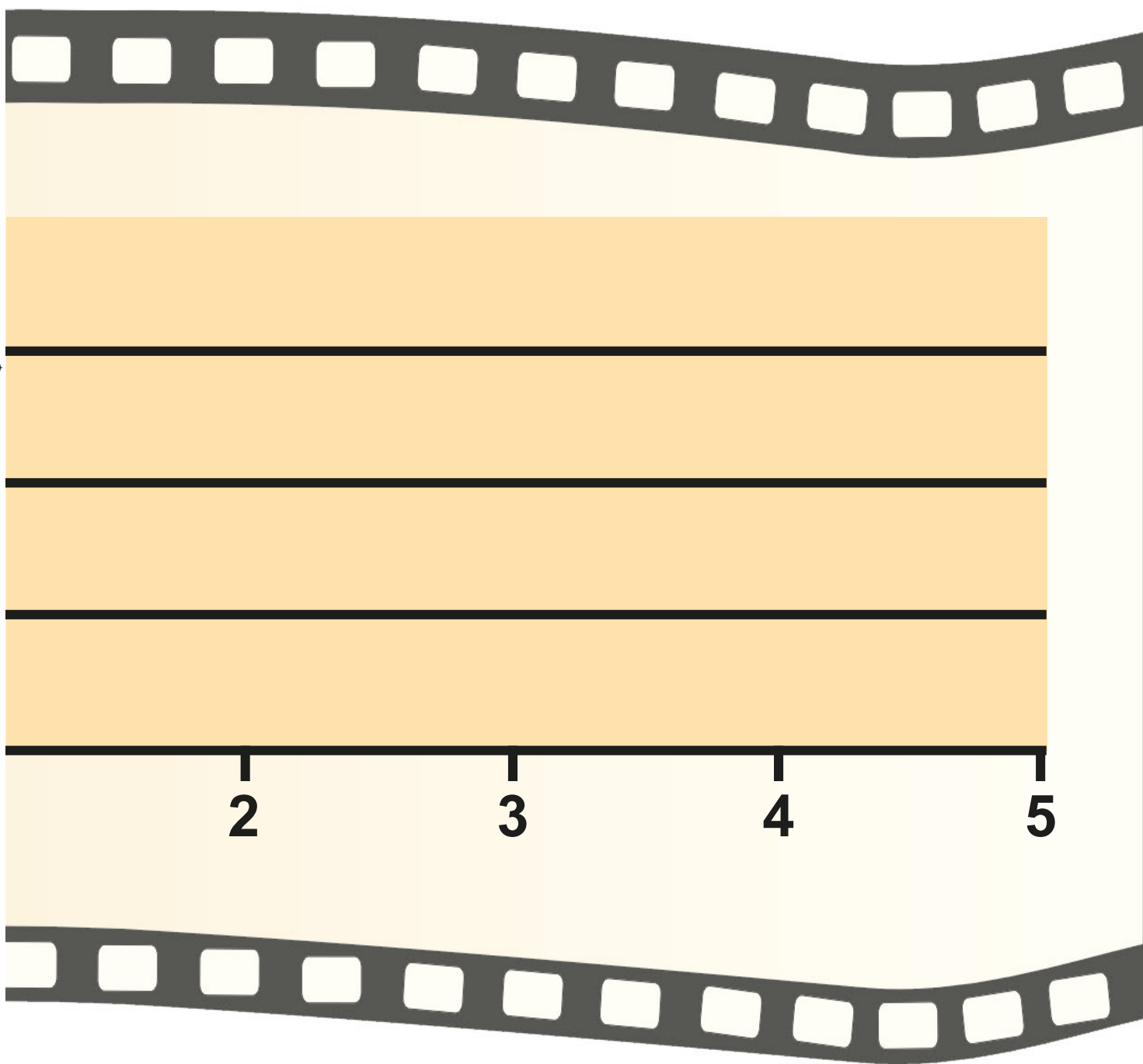
Type of films students watched last month

Numbers of students



0: no film
1: horror
2: adventure

3: comedy
4: historical
5: other



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

Films preferred

To: The School Council

Subject: Films preferred

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

Films seen:

..... saw films and they liked / disliked them very much. saw

films but they didn't enjoy / and they enjoyed them.

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

Main actors:

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

Conclusion:

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

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

Lesson 3

A Show

Project work - A show



- 1. Your school wants to put on a show at the end of term. The theme is 'Famous people in history'. The show is called 'That was his/her life'.**

Your teacher will divide the class into groups of four. As a group, decide which person to have the show on; why he/she became famous, what were his/her talents, his/her special skills.

You might need to know:

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



111 / 22

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

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

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

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

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



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

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

1. Full name

2. Place of birth

3. Childhood

4. Interests

5. Deeds

Self-evaluation

Activity A

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

build
feed
save
make
take
ask
catch
spend
pay

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

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

___/4.5 points

Activity B

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

1. Q. _____

A. Maria? She grew up in Bucharest.

2. Q. _____

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

3. Q. _____

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

4. Q. _____

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

5. Q. _____

A. She died in a plane crash.



____/2.5 points

116 / 23

Activity C

Decide on a historical film and report five differences between the film and the real facts. Ask your family members, friends and teachers in other subjects to help you. Also, you can find information about such differences on the internet site <http://www.libraryspot.com/features/historyinfilm.html>.



1.

.....

2.

.....

3.

.....

4.

.....

5.

.....

___/5 points

Activity D

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

Stars _____

Director _____

Year of release _____

Producer _____

3 main Roman characters

_____/2.5 points

Activity E

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



**Mahatma Gandhi 1.(be)
a political and spiritual leader of
India. He 2.(want) India
to be free from England and he
3.(begin) his campaign
for India's freedom when he
4.(return) from South
Africa. Throughout his life he**

5.(teach) his followers that violence is wrong. He
6.(refuse) to fight even when the British beat him on the ground. He was a student of Hindu philosophy and 7.(live) a simple life. He 8.(make) his own clothes and lived on a simple diet. He 9.(wear) only the loincloth and shawl of the poorest members of society. He 10.(eat) vegetables, fruit and goat's milk. On 30th January 1948, he 11.(die) from a gunshot by a Hindu radical.

___/5.5 points

Now tick how well you can do the following:

	With difficulty	Quite well	Easily
✓ I can read a text and recognize time words or the way it is organized	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
✓ I can listen to understand facts in a historical text	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ I can talk about different historical characters and about the kind of things they did to help people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	With difficulty	Quite well	Easily
✓ I can write sentences using the Past Simple or a short report from data on a graph	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Appendix I

It's your choice!

UNIT 1

I'm only human



Reading

Lead-in

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

- a. What colour are the dresses which unmarried girls wear?**
- b. How old are elephants when they start their training?**

- c. What colour are the dresses which married women wear?**
- d. What colour are the trousers which the men wear?**
- e. How many years do elephants usually work?**

Compare your answers with your partner.

Task 1

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

The Karen hill tribes live in the mountains of Thailand. They live in bamboo houses and their farm animals, pigs, chickens and buffaloes, live under the houses.

The Karen are very skilled at farming in difficult areas.

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

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

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

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

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

TRUE FALSE

a. In Karen villages, the farm animals live near the houses.

b. Padaung men and women wear rings around their necks.

c. Tigers often bite people in the forests.

d. Elephants start to work when they are about ten years old.

e. Elephants can lift very heavy things.

f. Tourists rarely visit Karen hill tribe villages.

Task 2

Complete the dialogue by underlining the correct word in italics.

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

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

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

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

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

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

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

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

A: Great idea!

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

Task 3

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



Reading

Lead-in

Quickly read the text and find out the following:

- a. How tall are these people?**
- b. Which part of the world do they live in?**
- c. How do the children spend their time?**
- d. What does 'Ba' mean?**
- e. What is 'Jengi'?**

Compare your answer with your partner.

The Children of the Forest

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

Who are they?

Some people call the Pygmies 'The Children of the Forest' because they are very short. Usually they grow to between 120 and 130 centimetres tall. They are very kind and gentle and you see this in their music, dances and songs. Their songs describe life and their survival. They live in the forests of central and western Africa. There

are many different Pygmy groups such as the Bambuti, Batara, Bayaka and Bagyeli. The beginning of each name 'Ba' means people. Although they all speak different languages, one word which is the same in the different tribes is the name of the forest spirit - Jengi.





Task 1

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



How do they live?

The Pygmies are nomads and move from place to place on foot. They take the important things with them and build a new village in another part of the forest. As nomads, they move to another part of the forest when the area where they are living becomes dirty. It becomes dirty because they do not

clean anything and instead they move away from the rubbish. They live in huts, which they make from branches and leaves of trees. All Pygmies live in groups of families. They do not live in villages but their homes are near farming villages. This allows them to sell or exchange the forest plants and wood for crops which they eat, and other goods they use to live on. The male hunts animals such as pigs, and monkeys. He uses a spear and bow and arrows to hunt. The female looks after the children and she gathers honey, wild berries and other plants. The family eats the food at once because it does not have a way to keep it fresh. The children help their parents and do not go to

school because the family does not stay in one place very long.

What problems do they face?

The Pygmies face three problems.

First, big companies are cutting down the trees and the

Pygmies do not have anywhere to

live. The second problem is that

the government in each country is taking the forests to make national parks for tourists. Also, many

foreign people are coming into the areas where the Pygmies live and

they are building houses on the

Pygmy land.

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

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

Task 2

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

The Pygmies

LOCATION	FOOD
TRANSPORT	PROBLEMS

TOOLS / WEAPONS

Task 3

Work with a partner. Talk about the following:

- What you do at school**
- What you do at home**
- What you would like to do in the future**



141 / 124 - 125

Task 4 - Pairwork

Student A reads the text about children's lives in ancient Athens. Student B turns to p. 147.

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

Most boys of rich families in Athens went to school where they learnt to read and write and do mathematics. Some boys also had the chance to discuss philosophy and learn public

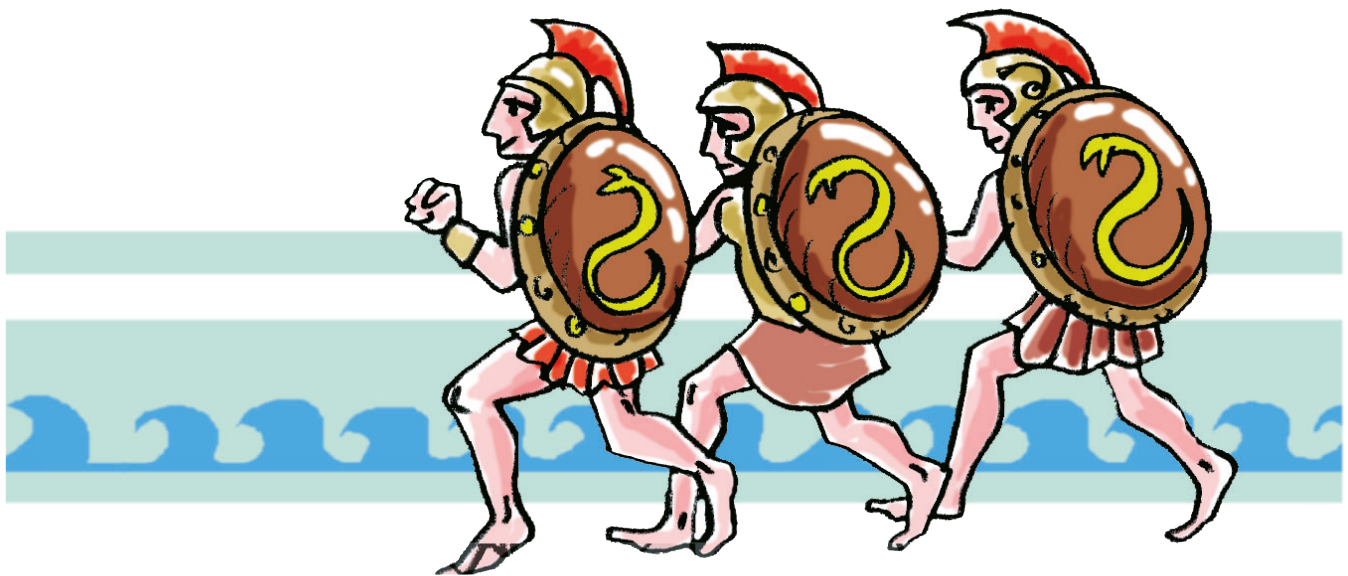
speaking. Sometimes, the boys also learnt to dance and play a musical instrument. Games and athletics were also important in all schools.

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

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

a. go/ did/ school/ Spartan/ to/ girls?

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



Task 5

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

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

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

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

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

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

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

Life was very difficult for Spartan boys. At the age of seven boys had to leave their family to live in a kind of school. They had to collect plants from rivers to make their beds, their clothes were not

warm enough and they did not wear shoes. Their food was horrible and, because they didn't have enough to eat, they had to steal food from farms. If someone found them when they were stealing, they were punished.

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

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

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

Task 6

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

	morning	afternoon
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Unit 2

Making a difference

Task 1 - Pairwork

Complete the biography of Laskarina Bouboulina by asking your partner questions for the missing information. Student B turn to page 155.



STUDENT A

The Life of Laskarina Bouboulina

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

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

She married twice, first at the age of seventeen to (5) (Who?), and again at the age of thirty to Dimitrios Bouboulis. Life though was very cruel to Bouboulina, and both her husbands, captains of their own ships, died (6) (How?) who were then raiding the coasts of Greece.

By 1811 Bouboulina the mother of (7) (How many?) was twice widowed, but at the same time she was extremely rich from the fortunes of ships, land and cash she inherited from her husbands. The cash alone which she inherited from Bouboulis, was over (8) (How much?) - Spanish golden sovereigns of those days. She managed not only to keep this fortune intact

but also to increase it due to her good management and (9) (How?). She became partner in several Spetsiot vessels and soon managed to build three of her own.

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

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

whole of her fortune during the first two years of the war, which lasted for nearly seven years.



STUDENT B

The Life of Laskarina Bouboulina

Laskarina Bouboulina was born in a prison in (1) (Where?) on May 12 1771. Soon afterwards, her mother returned to the island of Hydra, where

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**they lived for almost four years and then they moved to (2)
..... (Where?).**

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

**She married (4)
(How many times?), first at the age of seventeen to Dimitrios Yiannouzas, and again at the age of (5) (How old?)
to Dimitrios Bouboulis. Life though was very cruel to Bouboulina, and both her husbands, captains of their own ships, died in sea battles**

with the pirates who were then raiding the coasts of Greece.

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

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

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

Appendix II

Resources

CARD ONE
(Student A: BROCHURE)

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



One night only 8th October

Odeon Theatre

All tickets £5

**Starring : Ornalado Gloom
as Justin**

**: Melinda Sweet
as Theodora**

Time : 8.30pm - 11.00pm

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CARD TWO

(Student A: INFORMATION)

Justinian **[Byzantine Emperor]**



Born : AD 482
Lived : Constantinople
**Famous for: uniting the East
and West churches**
Married : Theodora
Died : AD 565

p. 100: UNIT 2, LESSON 2: Task 3b - The Play

CARD ONE

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

The Play

Name of Theatre:

Name of Play:

Place of story:

Time:

Price:

Story:

Cast:

CARD TWO

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

Justinian

Born:

Home:

Famous for:

Wife:

Died (when):

(where):

p. 92: UNIT 2, LESSON 2: Listening 1

Recording script

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

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

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

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

**p. 96: UNIT 2, LESSON 2:
Listening 2**

Recording script

(G: George, N: Natasha):

N: Hi George. Seen any good films recently?

G: Yea, I saw one last night and it wasn't that bad. N: Oh, what was that?

G: It was called Spartacus.

N: Spartacus? You must be joking!

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

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

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

N: Why'd you say that?

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

N: Yea, many films are like that.

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

N: Oh God! Boring!

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

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

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

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

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

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

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

N: Oh, you're impossible.

p. 85: UNIT 2, LESSON 1: Task 6 - Charities

Hellenic Red Cross

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

Doctors without Borders

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

Greenpeace

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

SOS Children's Village

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

Reto Hellas

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

Volunteer Work Athens

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

ρ. 92: UNIT 2, LESSON 2

ΙΤΑΛΙΑ, το 73 π.Χ., η μεγαλύτερη επανάσταση δούλων της αρχαιότητας. Το κίνημα, με αρχηγό τον δούλο από τη Θράκη Σπάρτακο, πήρε γρήγορα μεγάλες διαστάσεις. Ο στρατός των δούλων, στον οποίο φαίνεται ότι είχαν προσχωρήσει και πολλοί φτωχοί Ρωμαίοι, κυρίως αγρότες, νίκησε πολλές

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φόρες τις ρωμαϊκές λεγεώνες. Δεν μπόρεσε όμως τελικά να κρατήσει τη συνοχή του και διασπάστηκε, γιατί τον αποτελούσαν άνθρωποι από διάφορες εθνικότητες και γιατί παρουσιάστηκαν διαφωνίες σχετικά με τον τρόπο δράσης.

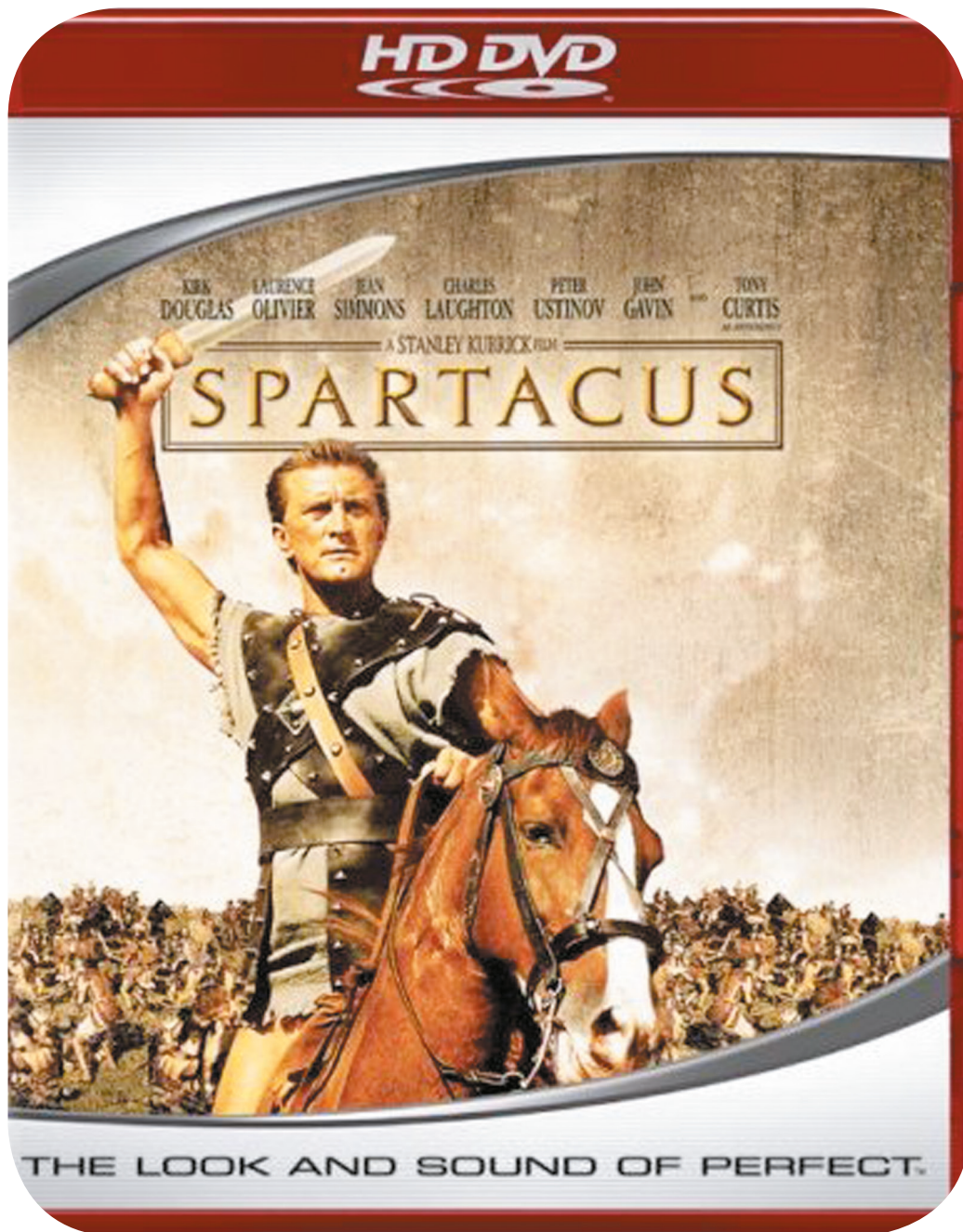
Τέλος, η Ρώμη έστειλε εναντίον των δούλων τον Μ. Κράσο με πολύ στρατό. Σε μια σκληρή σύγκρουση που έγινε στην Απουλία (Νότια Ιταλία) το 71 π.Χ., ο Σπάρτακος σκοτώθηκε και ο στρατός του διαλύθηκε. Τον ίδιο χρόνο, ο Πομπήιος, επιστρέφοντας από την εκστρατεία του στην Ισπανία, όπου είχε καταστείλει το κίνημα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



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Appendix III

SELF-EVALUATION

UNIT 1

ACTIVITY A

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

ACTIVITY B

a - iv

b - vii

c - viii

d - iii

e - ii

f - i

g - ix

h - v

i - vi

ACTIVITY C

- 1. To burn vegetation.**
- 2. To make “gardens” for themselves.**
- 3. To live in.**
- 4. To make their medicine.**
- 5. To plant seeds.**
- 6. To look pretty.**
- 7. To hunt animals.**

ACTIVITY D

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

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

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

ACTIVITY E

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

UNIT 2

ACTIVITY A

Built centres

Fed the hungry

Saved lives

Made a difference

Took care of

Asked for permission

Caught pneumonia

Spent her life

Paid their respects

ACTIVITY B

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

4. Why did she become famous?
5. How did she die?

ACTIVITY C

Suggested answers:

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

ACTIVITY D

Stars:

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

Director: Stanley Kubrick

Year of release: 1960

Producer: Kirk Douglas

3 main Roman characters:

**Lentulus Batiatus, Crassus,
Sempronius Gracchus**

ACTIVITY E

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

Appendix IV

GRAMMAR

UNIT 1

Simple Present

FORM

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

SPELLING RULES

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

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

Exceptions

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

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

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

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

USE

We use the Simple Present tense when:

- something happens regularly
- something is true in general

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

It comes before the verb in the Present Simple.

When we have the verb 'to be' we put the adverb after it.

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

Do you often play football at school?

My brother is always early for school.

EXAMPLES

I **live** in Patras.

The Moon **goes** round the Earth.

John's father **drives** a taxi.

He **does not drive** a bus.

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

Do you always play football on
Saturdays?

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

EXAMPLES

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

Present Continuous

FORM

+	I am	speaking	to you.
	You are	reading	this.
-	She is	staying	in
	We are	playing	football.
?	Is he	watching	TV?
	Are they	waiting	for John?

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SPELLING RULES

We add **-ing** to the main verb:

work + ing = working

Exceptions

**a. If the main verb ends in consonant + stressed vowel + consonant, we double the last letter:
stop + p + ing = stopping / cut+ t+ ing = cutting**

**b. If the main verb ends in ie, we change the ie to y:
die = ~~die~~y + ing = dying**

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

USE

We use the Present Continuous tense to talk about:

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

EXAMPLES

Look! The bus is coming!

Are you learning French or English?

We are not having breakfast at the moment.

UNIT 2

Simple Past

FORM

+	I			worked	very hard.
	You			went	to school.
-	He / she		did	go	with me.
	We			work	yesterday.
?	Did		you	go	to London?
			they	work	at home?

USE

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

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

EXAMPLES

I lived in that house when I was younger.

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

What **did you eat** for dinner?

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

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

**PAY ATTENTION TO THE
IRREGULAR VERBS**

Vocabulary

unit one

attractive

avocado

beads

berries

boil

collect

companies

contact

control

cover

destroy

disgusted

drive out

fascinated

feathers

foreign

grapefruit

habitual

hut

insects

leaves

light

loincloth

mud

natural

habitat

necklace

nuts

pollution

raise

money

recycle

role

sequence

slash and burn

species

**straight
support
threatened
tough
transport
tropical
use
vegetation
weapons
wear**

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unit two

brave

charity

childhood

citizen

comfort

composer

deeds

desperate

discover

earthquake

emperor

famous

feed

freedom

gentle

interests

kind

lecture

lonely

make a decision

make a difference

make a promise

make an impression

make time

marvellous

permission

pet

play

playwright

radioactivity

respects

save

slave

weightlifter

Appendix V

IRREGULAR VERBS

Infinitive	Past Simple	Past Participle
be	was/were	been
begin	began	begun
blow	blew	blown
break	broke	broken
bring	brought	brought
buy	bought	bought

Past Participle

Past Simple

Infinitive

catch	caught	caught
choose	chose	chosen
come	came	come
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten

Infinitive Past Simple Past Participle

fall	fell	fallen
feel	felt	felt
fight	fought	fought
fly	flew	flown
forget	forgot	forgotten
get	got	got
give	gave	given
go	went	gone

Past Participle

Past Simple

Infinitive

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

Infinitive Past Simple Past Participle

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

Past Participle

Past Simple

Infinitive

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

Past Participle

Past Simple

Infinitive

take

took

taken

teach

taught

taught

throw

threw

thrown

wake

woke

woken

wear

wore

worn

write

wrote

written

Appendix VI

MAPS

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WORLD MAP





ENGLAND







ICELAND

EUROPE

SWEDEN

FINLAND

NORWAY

RUSSIA

ESTONIA

UNITED KINGDOM

LATVIA

LITHUANIA

DENMARK

IRELAND

BELARUS



NETHERLANDS GERMANY POLAND UCRRAINE

BELGIUM

CZECH REPUBLIC SLOVAKIA

MOLDOVA

FRANCE

AUSTRIA HUNGARY SWITZ. SLOVENIA ROMANIA

CROATIA SERBIA

BOSNIA & HERZEGONIVA BULGARIA

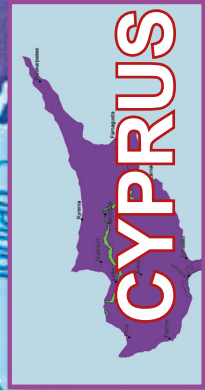
F.Y.R.O.M.

ITALY ALB.

GREECE

SPAIN

PORTUGAL



standard parallels 40° N and 56° N

SOURCES AND RELEVANT INTERNET SITES:

UNIT 1

- **Lesson 1 -**
<http://www.Amazonia.com>
[http://www.en.wikipedia.org/wiki/
Spartacus](http://www.en.wikipedia.org/wiki/Spartacus)
[http://www.en.wikipedia.org/wiki/
Nika_riots](http://www.en.wikipedia.org/wiki/Nika_riots)
- **It's your choice!**
Σελίδες 125 & 132 - 135,
Reading 1 & 2 - Προσαρμοσμένα
κείμενα από:
[http://www.peoplesoftheworld.org.](http://www.peoplesoftheworld.org)

Contents

Think TEEN!

UNIT One	
THEME	I'm only human p. 5
LESSON	1. Tribes of the forest p. 8
GRAMMAR	Present Simple and Present Continuous
VOCABULARY	-ed and -ing adjectives
SKILLS	Reading for specific information

Contents

Think TEEN!

UNIT One	
LESSON	2. Way of Life p. 28
GRAMMAR	Infinitive of purpose 'to'
VOCABULARY	huts, sticks, necklaces, vegetation, seeds, spears
SKILLS	Listening for sequence
LESSON	3. Save the tribes p. 52
GRAMMAR	Present Tense Question forms
VOCABULARY	Collocations and tribal problems
SKILLS	Writing a letter

Contents

Think TEEN!

UNIT	
TWO	Making a difference p. 67
THEME	1. Making a difference p. 70
LESSON	Past Simple affirmative
GRAMMAR	Jobs and professions
VOCABULARY	Understanding coherence in texts
SKILLS	

Contents

Think TEEN!

UNIT	
Two	
LESSON	2. Same or Different p. 92
GRAMMAR	Past Simple interrogative
VOCABULARY	Expressions of attitude
SKILLS	Listening for attitude
LESSON	3. A show p. 110
GRAMMAR	Past Simple questions with: where and what.
VOCABULARY	Films and theatre
SKILLS	Writing a report

Contents

Think TEEN!

Appendix I:	It's your choice! p. 125
Appendix II:	Resources p. 159
Appendix III:	Self-evaluation (basic key and answers to selected activities) p. 177
Appendix IV:	Extensive grammar presentation, vocabulary list p. 183
Appendix V:	Irregular Verbs p. 196
Appendix VI:	Maps p. 203





Βάσει του ν. 3966/2011 τα διδακτικά βιβλία του Δημοτικού, του Γυμνασίου, του Λυκείου, των ΕΠΑ.Λ. και των ΕΠΑ.Σ. τυπώνονται από το ΙΤΥΕ - ΔΙΟΦΑΝΤΟΣ και διανέμονται δωρεάν στα Δημόσια Σχολεία. Τα βιβλία μπορεί να διατίθενται προς πώληση, όταν φέρουν στη δεξιά κάτω γωνία του εμπροσθόφυλλου ένδειξη «ΔΙΑΤΙΘΕΤΑΙ ΜΕ ΤΙΜΗ ΠΩΛΗΣΗΣ». Κάθε αντίτυπο που διατίθεται προς πώληση και δεν φέρει την παραπάνω ένδειξη θεωρείται κλεψίτυπο και ο παραβάτης διώκεται σύμφωνα με τις διατάξεις του άρθρου 7 του νόμου 1129 της 15/21 Μαρτίου 1946 (ΦΕΚ 1946,108, Α').

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