



**2nd Grade of Junior  
High School**

**STUDENT'S BOOK**

**Τόμος 4ος**

# 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,**

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ΜΑΘΗΜΑΤΟΣ ΚΑΤΑ ΤΗ  
ΣΥΓΓΡΑΦΗ**

**Ιωσήφ Ε. Χρυσόχοος,**

Πάρεδρος ε.θ. του Παιδαγωγικού  
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**ΥΠΕΥΘΥΝΟΣ ΤΟΥ ΥΠΟΕΡΓΟΥ**

**Αικατερίνη Λιάτσικου,**

Εκπαιδευτικός

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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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Ινστιτούτου

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

**Μόνιμος Πάρεδρος του  
Παιδαγωγικού Ινστιτούτου**

**Γεώργιος Χαρ. Πολύζος**

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

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

## — ΣΤΟΙΧΕΙΑ ΕΠΑΝΕΚΔΟΣΗΣ —

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



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**

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**ΙΤΥΕ - ΔΙΟΦΑΝΤΟΣ**





ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ, ΕΡΕΥΝΑΣ  
ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ  
ΙΝΣΤΙΤΟΥΤΟ ΕΚΠΑΙΔΕΥΤΙΚΗΣ  
ΠΟΛΙΤΙΚΗΣ

**Patrick Mc Gavigan**

**ΑΝΑΔΟΧΟΣ ΣΥΓΓΡΑΦΗΣ**

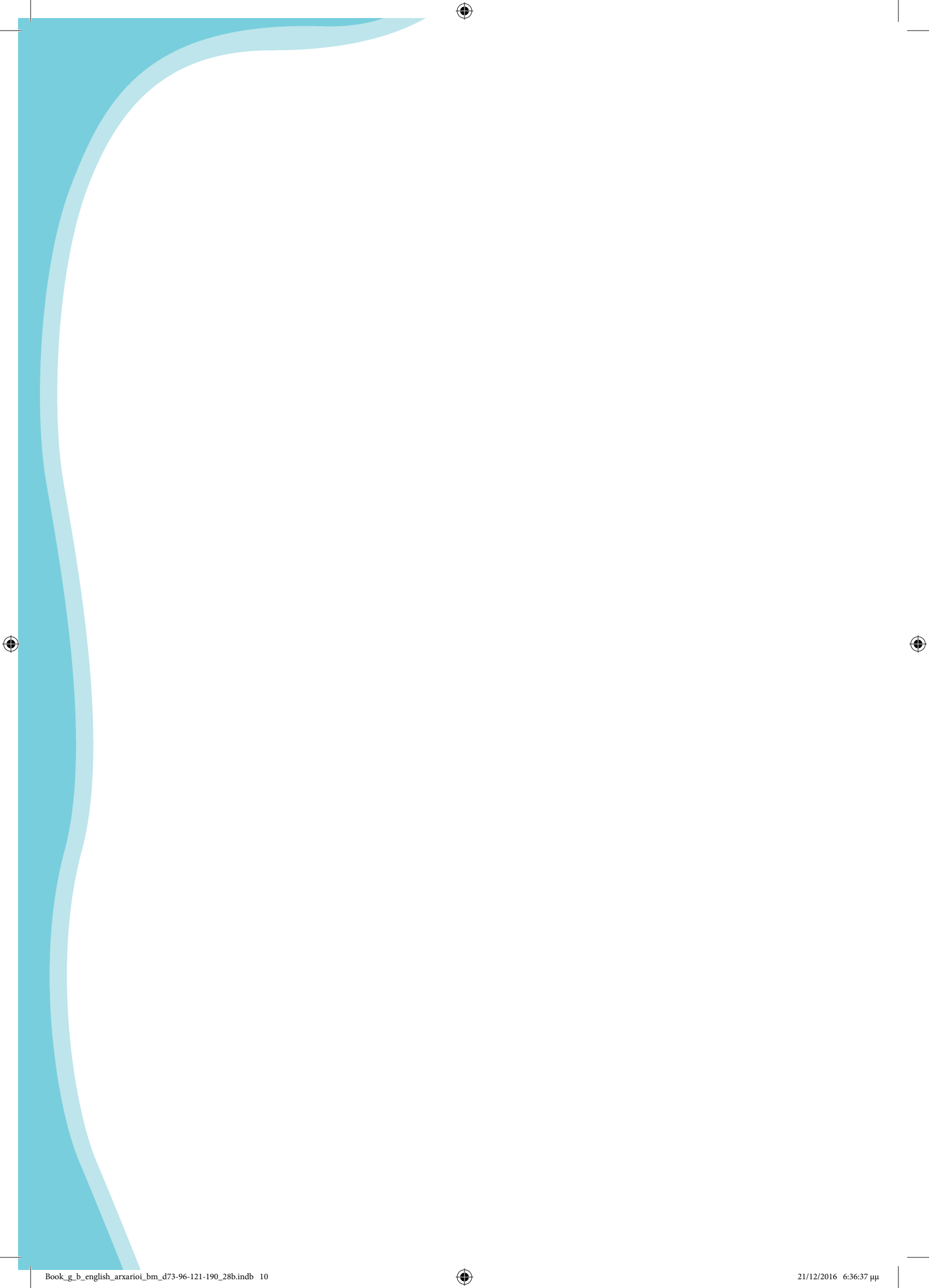
**Μιχαήλ Λέβης Α.Ε.  Linguaphone**

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 7

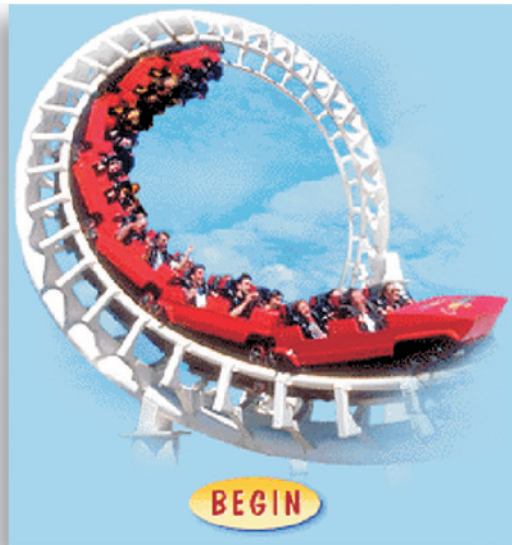
## Magnetism and the world we live in

**A. What do the pictures a, b and c have in common?**

- i) they are all made of plastic
- ii) they involve magnetism
- iii) they are about enjoyment.



**a.**



**b.**



**c.**

## **B. Discuss the following questions:**

- i) Why don't the pieces of the pyramid fall?**
- ii) How do the roller coaster cars stay on the track?**
- iii) How does the item in picture 'c' work?**

**C. Look at the sketch of the world and say how magnetic fields influence our world. Make a list and compare it with your class.**



## **Grammar:**

**Past Continuous**

**Used to**

**Past Continuous vs. Past Simple**

## **Functions:**

**Narrating an event from the past**

## **Vocabulary:**

**Science and explanations**

## **Learning strategies:**

**When I want to remember new words I...**

- **associate new words with similar words in Greek**
- **imagine the words in a context**
- **put the word in a phrase or sentence**
- **repeat the word to myself in my room**

# Lesson 1

## Magnetism and nature

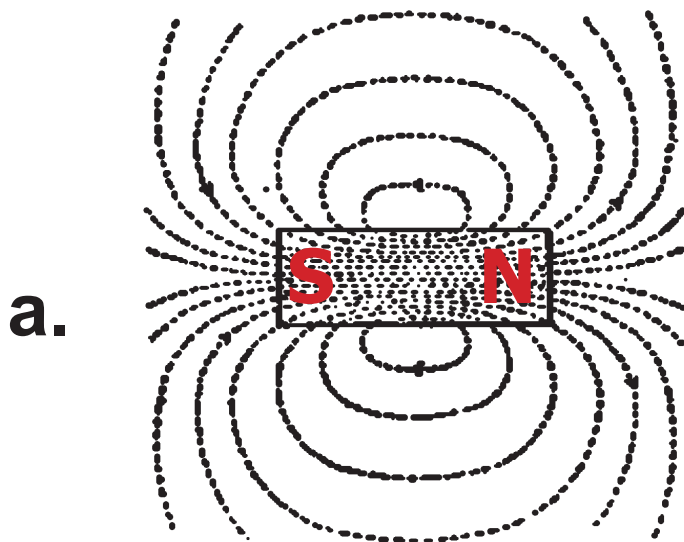
### AIMS

- To listen for implied information
- To guess the main story from headlines

### Lead-in

A. Match the pictures with the words in the box.

migrating animals  
magnetic field  
magnetism





C.

**B. Look at the picture below.  
What do you think the people  
are doing? Why?**







## Listening

**A. Listen to the conversations between some teenagers and find out what the mystery in the picture is. You can find the answer written backwards below.**







**remmus hcae htron dna retniw  
hcae htuos ylf dna etargim yeht  
nehw msitengam esu sdrib**

**B. Listen to the children's conversation again and answer the following questions. You can also read the cartoon script in the Resource Material on pages 154 - 156 / 158.**

- 1. Which of the boys probably lived in another country when he was small? What does he say that tells you the answer?**
- 2. What did the old men in the village use to tell the boys about the birds?**
- 3. Where were the birds going for the winter?**

**C. Think of some examples of people leaving where they live or moving around the world. For example, Africans taken to America for slavery; the Kurds in Iraq; moving to another city because of a job transfer; having to move because of a natural disaster.**

**Who? When? Where? Why?**

**Use the words in the box to ask and answer questions about the migration of people. Bring a photo to the class of a member of your family who has emigrated to another country. Tell his/her story to the class. Use the questions in the box to tell your story.**



## Grammar

### Past Continuous

**In pairs, find an example of something that was happening in the past in the cartoon script in the Resource Material on pages 154 - 156 / 158 in the Appendix.**

**Then use the dialogue examples to help you complete the rules below with the missing words and circle the correct word in italics.**

**Rule 1: We use was/were + verb + \_\_\_\_\_ when we talk about a continuous action in the past.**

**Rule 2: We use the time word \_\_\_\_\_ when we want to talk about an action that was happening at the same time as another action in the past.**

## **Usage rules:**

**In pairs, circle the correct word in the following rules.**

**When is used to say that something never/always happens or happened in particular circumstances.**

**While is used to combine/separate a continuous action in the past with a specific action.**

**Used to**

**In pairs, circle the verb **used to** in the cartoon script on pp. 154 - 156 / 158. Then complete the rules about when we use **used to**.**

**Rule 1: Used to is used to say that something happened regularly /rarely in the past but \_\_\_\_\_ happen now.**

**Rule 2: Used to describes past / present situations.**

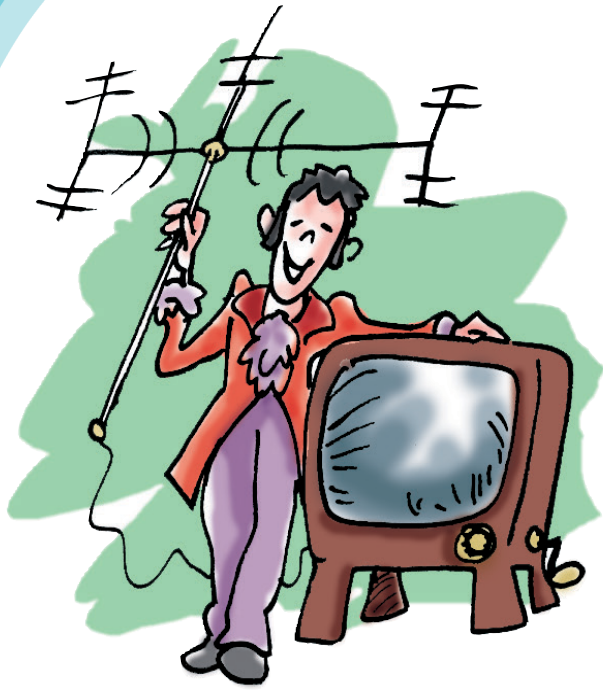


# Game: Fact or Myth?

## Task 1

**In pairs, decide which of the following statements is a fact or a myth. Ask your physics teacher or do a web-search on the internet to check your answers. You can also look up the names at <http://www.wikipedia.org/>.**

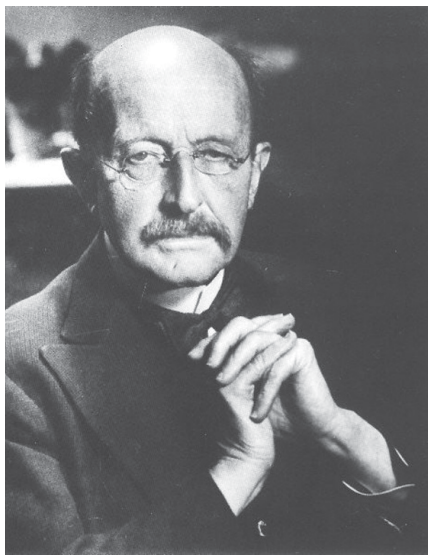
- i) Einstein invented the fridge but the gas leaked.**
- ii) Planck discovered electricity.**
- iii) Newton invented the television.**
- iv) Maxwell discovered magnetism.**
- v) Galileo invented the thermometer.**



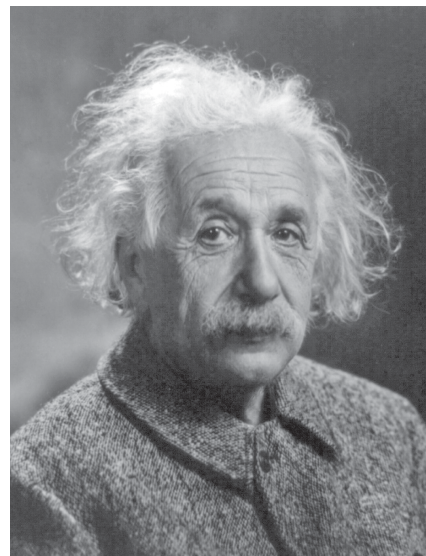
## Task 2

**A. Match the names of the scientists in the box with the pictures below. Use the dates to help you. Then match the scientists with the statements 1 - 5 below.**

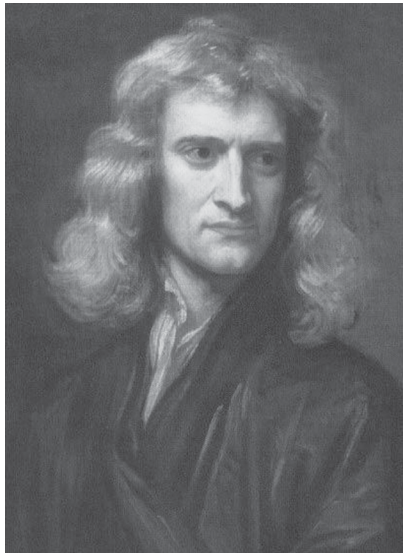
**Galileo  
Newton  
Planck  
Maxwell  
Einstein**



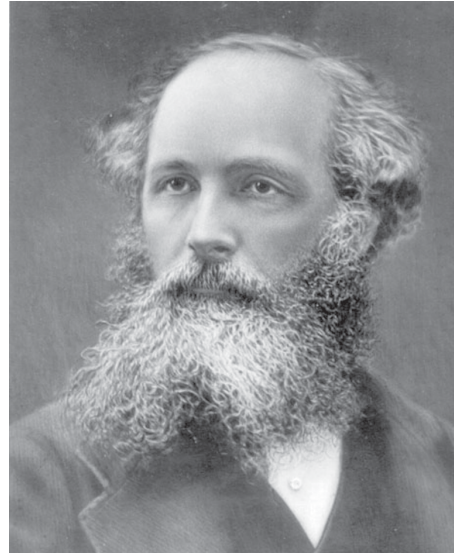
**a 1858 - 1947**



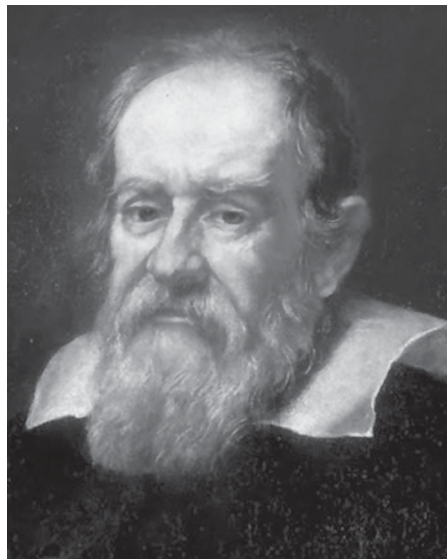
**b 1879 - 1955**



**c 1642 - 1727**



**d 1831 - 1879**



**e 1564 - 1642**

- 1) He used to work in the Patent Office in Zurich before he developed  $E=Mc^2$ . He did not agree with using the atomic bomb.**

- 2) An Italian scientist who used to sing songs to measure short intervals of time. He proved that the earth revolves around the sun.**
- 3) He used to have the nickname 'Dafty' Max when he was at school in Edinburgh. He described the laws of electricity and magnetism.**
- 4) He used to teach in Cambridge before he moved to London in 1696. He invented the reflecting telescope in 1668.**
- 5) He discovered that energy of electromagnetic waves consists of small packets. He used to wear his glasses in bed.**



**B. Listen to the guide in the Planetarium describing the life and work of the scientists and check your answers.**

**Why were these scientists important in world development? Find out how their work changed the world. Use the words in the word bank to help you.**

**WORD BANK**

atomic power

improved telescope

laws of motion

light-bulbs

electric fields

magnetic fields

## Task 3

**Use photos of the scientist you admire most and present them in class. Tell the class where he used to work, where he spent his life, why he became famous.**



### Reading: Facts or Myths?

#### Lead-in

**A. Look at the pictures below.  
What do you think they have to do with magnetism?**

#### **Clues:**

**What did sailors use in the past to find out which direction they were travelling in?**

**a) the sun b) the wind c) compass**



**B. What do you think the story for the following headlines is? Discuss your answers.**

**The Philadelphia Experiment**

**Turtles coming home**

**Plane disappears near Bermuda**

**26 / 76**



**C. Now read the short text below to check your answer for the ship.**

**The Philadelphia Experiment was a secret magnetic experiment by the American Navy on October 28th, 1943. Scientists used magnetic fields to make a ship called The Eldridge disappear. The American government said that the experiment did not happen but sailors on the ship said it did.**

**[http://www.world-mysteries.com/philadelphia\\_e.htm](http://www.world-mysteries.com/philadelphia_e.htm)**

**D. In small groups discuss if you think this story is real or if it is just a myth.**

## **Task 1**

**Read the two texts below quickly and decide which of them is about:**

- i) magnetism      ii) migration**

### **Text A**

**Almost everyone who has used a compass knows that our planet has a magnetic field. On the earth's surface, it is weaker than the typical magnet you find on your fridge door. But even today, most people regard magnetism as a mystery which we know very little about. We see the affect of magnets in our everyday lives. It is common to see a television or computer screen shaking when a mobile phone rings next to it.**

## **Text B**

**Scientists used to believe that animals used their instinct to migrate but now they know that they also use magnetic fields. Although it is a mystery, many scientists now believe that animals like turtles or the simple pigeon have a magnetic sense which they use for navigation to find their way. Cells in an animal's brain contain magnetite, an iron oxide crystal that aligns with magnetic north similar to a compass needle. This guides them when they migrate.**

## Task 2

- A. Tell your partner if you think magnetism played a role in each of these stories. Why?**
- B. Read the two texts again carefully and discuss with your partner which text mentions:**  
**a) the negative effects of magnetic fields, b) the positive uses of magnetic fields, c) an electrical appliance in our kitchens.**
- C. In pairs, decide which of the texts mentions mysterious behaviour.**

**In Appendix I (IT'S YOUR CHOICE) you can find another article about a sea mystery to do with magnetism.**

## Task 3

**Magnetic tapes (such as the VHS tape or a music cassette) use magnetism to record sound or pictures.**

**Look around your house and make a list of all the items that operate because of magnetism. Ask your Physics teacher for information about the magnetic materials used in different household items.**

# Lesson 2

## Magnetic Fields

### AIMS

- To raise awareness of word origins
- To listen and label a diagram

### Task 1



### Vocabulary

**A. Use your dictionary to make a word tree for each of the words: monotony, aeroplane, microscope. In pairs, complete the table:**

<b>-graph</b>	<b>(write)</b>	<b>Photograph</b>
<b>bi-</b>	<b>(two)</b>	<b>Bicycle</b>
		<b>Monotony</b>
		<b>Aeroplane</b>
		<b>Microscope</b>

**Can you guess what scientific words come from Magnesia and Magnes?**

**B. Match the words in the box to the origins.**

physics  
Spartan  
pullover  
house  
irgat  
kasap

araba  
kutu  
aerobic  
mystery  
hooligan  
sandwich

Greek	Turkish	English

**C. Read the text by Xenophon Zolotas (26/9/1957) in Appendix II (p. 157 - 160 / 159) and circle all the Greek words in the text. Then, in pairs, write a sentence in English with 10 of these words. Compare your answers with the rest of the class.**

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## **Task 2 - Useful Words**

**A. Use your dictionary to help you complete the definition of the words in bold with words from the box.**



**attract**

**away**

**closer**

**compass**

**flow**

**force**

**iron**

**needle**

**poles**

**repel**

**magnetism: the (i)..... of substances like (ii)..... or some other metals to (iii)..... or (iv)..... each other because of electric charges.**

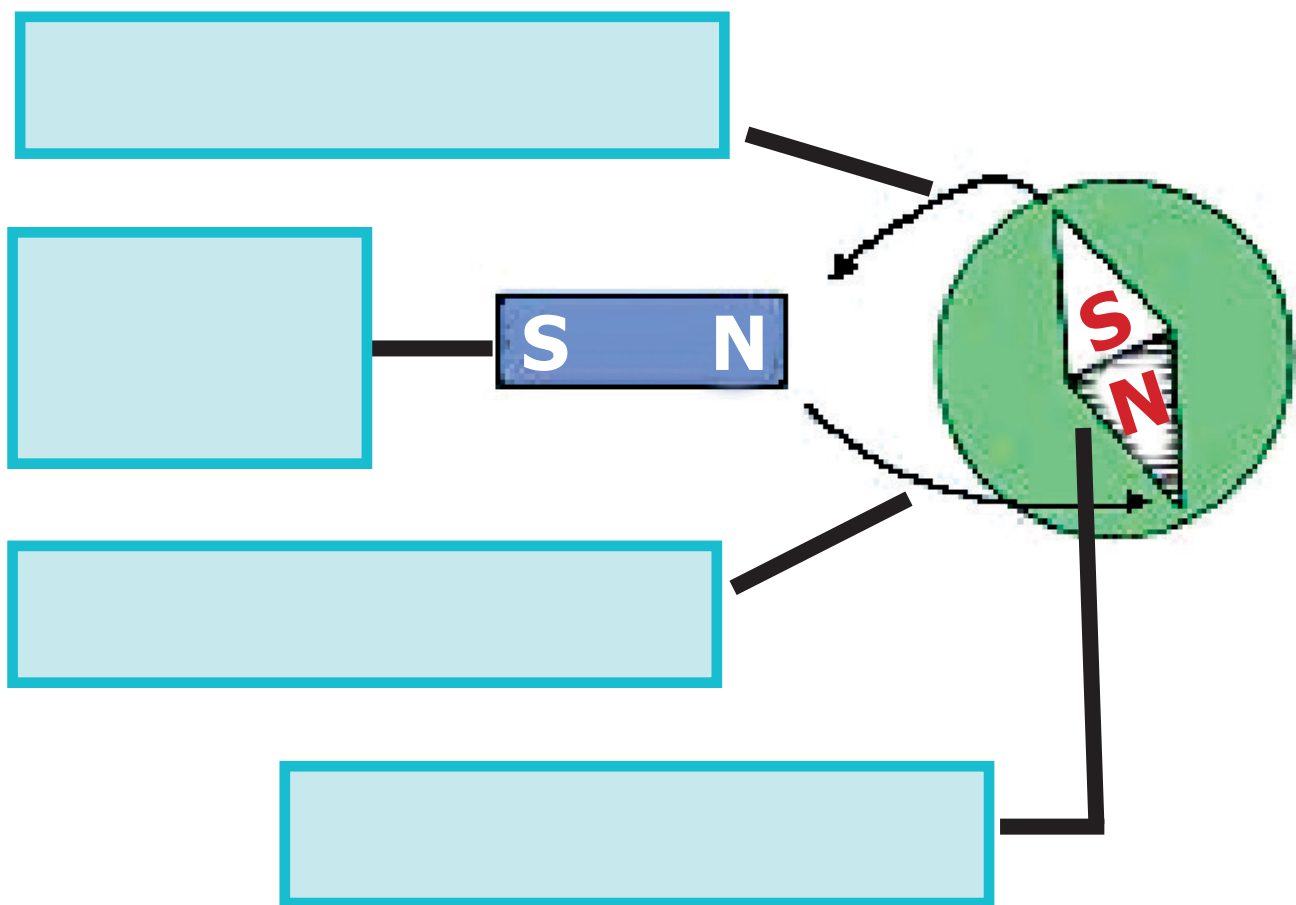
**compass needle: a (v)..... which moves according to the (vi)..... of the magnet field. The (vii)..... needle tells us where north and south (viii)..... are.**

**attract:** to make something come  
(ix) .....

**repel:** to push something  
(x).....

**B. In pairs, label the diagram with the words:**

magnet, attract, repel, compass  
needle.



**C. In pairs, look at the items on the right. Discuss how you can use these items to make a compass.**

**Use your compass to find north. In which direction is your house from your classroom?**





## Listening & Speaking

### Listening 1 - Magnetic Fields

#### Task 1

**A. Match the list of natural phenomena a-e in the box to the pictures 1-5 below.**

- a) magnetic fields in mobile phones
- b) the Aurora Borealis
- c) magnetic balloons
- d) migrating turtles
- e) electricity in hair

1.



2.



3.



4.



5.



**B. In small groups discuss what causes hair to stand up in the morning when people get out of bed. Think of ways to control this static electricity in people's hair.**

## **Task 2 - Static Electricity**

**Listen to the lecture on static electricity and tick the statements as TRUE or FALSE. Use the information in the table to give advice to your partner about static electricity.**

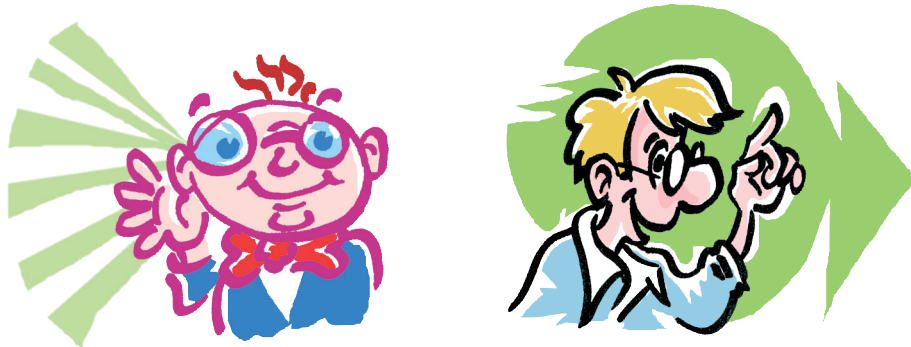
	<b>TRUE</b>	<b>FALSE</b>
<b>1. Because similar charges repel, every hair wants to leave your head.</b>		

	TRUE	FALSE
2. The northern lights are the result of two magnetic fields.		
3. When you separate newly washed clothes that are stuck, they make a popping sound.		
4. The air rubbed around a balloon feels strange.		
5. You can sometimes make a spark when you touch a doorknob.		

## Task 3 - A song

**Listen to a song and, with your partner, decide what the song is about. Is the topic of the song a myth or a fact? How do you know?**

**What does she imply by some of the lyrics in the song?**



## Listening & Speaking

**Sherlock Holmes and Dr. Watson are having a holiday in Cephalonia. They heard about the mystery of the missing turtle eggs on a beach nearby and decided to help the locals.**





## Task 1

**A. Listen to the story and make notes about what each person was doing that day and try to find out who stole the eggs.**

## B. Role Play

### The Missing Eggs

In groups of four take roles for  
i) Sherlock Holmes, ii) the  
Spanish tourist, iii) the stranger,  
and iv) Freddie.

You can use the sketches for  
ideas.



Sherlock asks questions like: What  
were YOU doing when...?



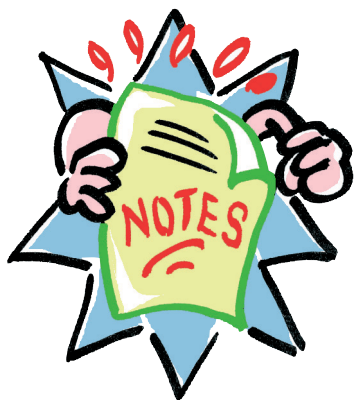
## Speaking - Retelling a story

**Look at the photographs below. In pairs, discuss what you can tell from each photograph about the people, the clothes, the items, the period in history. In pairs, create a short story using the four pictures. Share your story with the class.**





**Tip: Think of when, where, what, who, why, how.**



## Writing

### Task 1

**Discuss in pairs how you think myths begin. For example: was the story of Heracles a myth or a fact or part myth part fact?**

## Task 2

**In pairs, look at the speech bubbles from the sailors of a ship that found the Marie Celeste and find the differences between what the sailors said and the newspaper. Then compare your answers and report to the class.**

**a**

When I entered the captain's cabin, I saw two cups of coffee sitting on his desk

**b**

While I was looking in the hold, I saw that the cargo was oranges and fruit

**c**

The crew's boots and jackets were lying on the deck but everything else was in perfect condition

**d**

The stove was still warm and so I think the cook was preparing lunch when they disappeared

**e**

The compass needle was working perfectly crazy and pointed North

**f**

Some ropes were hanging over the side of the ship. I counted them twice to double check

**g**

The ship's log said that the ship was heading for Italy



**New York Herald  
Feb 26th, 1873**

## **The Ghost Ship: the Mystery of the Mary Celeste**

**According to the captain's log, the ship was heading for Spain when the mystery occurred. It was carrying a cargo of alcohol. The captain liked to drink whiskey and this was probably the cause of the mystery. Reports from the first sailors on board said that there was no food on the ship and that everything was a mess. They said that clothes and books were lying on the deck. Many ropes were hanging over the side of the ship. Another sailor reported that the compass was working properly.**



## **Task 3 - Story writing competition**

**In groups of three, find an unusual story that is reported in the news. Find two newspapers which report the same story. Each member of the group reads a different newspaper. Compare the stories in the newspapers to find the differences and similarities and then combine the facts from them to write your own account of the story for the school newspaper. Present it as a group to the rest of the class.**

# Lesson 3

## Save the turtle

### Task 1

**Look at the map below. In which part of Greece is this place?**

**In groups of three, decide why the following are a problem for migrating turtles laying eggs.**

**beach parties  
sun beds  
seabirds  
tourists  
fishermen**



**1** AMPELOKIPI

**6** ARGASI

**2** MOUZAKI

**7** KALAMAKI

**3** PANTOKRATOR

**8** KIROKASTELO

**4** LAGANAS

**9** ANO VASILIKOS

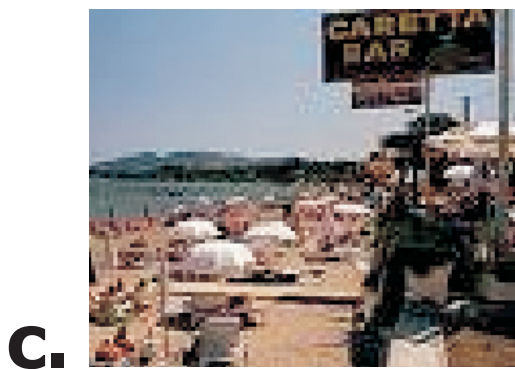
**5** LITHAKIA

**10** KERI

Source: <http://www.archelon.gr/index.htm>

## Task 2

Look at the photographs and decide which pictures show problems and which ones show things that people can do to help the turtles. Add any other ideas you have to help the turtles.



## Task 3

**In your group, decide if the pictures are good for a poster to help save the turtles. Why? Why not?**



**What photographs might be better for this project? Decide with your group and find photographs to make people more aware of the problems turtles face.**

**In what ways could we help the turtles? Make a list of your ideas to help save the turtles then read the ideas below to compare your answers.**

---

## **Task 4**

**In your group read the information in the leaflet on 'How you can help'. Decide as a group how you can make a visual to add to a poster for each point in the**

## **box to attract people to help the turtles.**

- **Adopt a sea turtle**
- **Buy turtle products**
- **Make a donation of €5 each year**
- **Become a volunteer to write articles**
- **Get friends to sponsor a turtle**
- **Tell friends about the problem**

## **Task 5**

**Make copies of the sponsor form in Appendix, p. 161 / 159 and go round your friends and family and ask them to sponsor a turtle. Use your poster to explain to your friends and family the problems turtles face and the solutions.**

**Each group then reports back to class how much money they have raised from sponsors.**



# Self-evaluation

## Activity A

**Put the verbs in parentheses into the past simple or past continuous.**

While we (have).....  
a physics lesson yesterday, the  
teacher (tell).....  
us that it was Einstein who  
(invent)..... the  
fridge. We (think).....  
he (joke)..... and  
that this was a myth. But then  
he (show)..... us  
a page from a web site which  
(prove)..... that this  
was not a myth but a fact. The site

said that Einstein invented the fridge as he (try).....  
to help his student Leo Szilard to make some money. When they (try)..... the fridge, there were problems because the gas (leak).....

\_\_\_/5 points

---

## Activity B

Complete the following sentences with 'invent' or 'discover'.

- a) Newton ..... the telescope.
- b) No one has ..... if the Philadelphia Experiment was fact or myth.

- c) Alfred Nobel .....  
dynamite in 1866.
- d) Max Planck ..... the  
quantum nature of energy in  
1899.
- e) Marconi ..... how to  
use electromagnetic waves to  
send radio signals.

\_\_\_\_/5 points

---

## Activity C

Match the following halves of  
the dialogues.

- i) George used to like History.**
- ii) Is it true that Newton used to play the violin?**
- iii) Did you use to live in Berlin?**
- iv) People didn't use to know much about magnetism.**
- v) People used to think animals used the stars to migrate.**
- a) They do now, though.**
- b) No, we know they use magnetism.**
- c) No, Munich, actually.**
- d) But now he prefers physics.**
- e) Yes, and the piano too.**

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

## Activity D

**Complete the following sentences with words from the box.**

migrate

immigrate

emigrate

immigrants

emigrants

**a) Thousands of Greeks**

..... went to live in  
America in the 1960s.

**b) There are many .....**

who have come to live in  
Greece.

**c) Many animals and birds**

..... each year in  
search of food or to lay their  
eggs.

**d) There are different reasons why people ..... from their country.**

**e) Some people from other countries have decided to ..... into Greece in search of work.**

**\_\_\_\_/5 points**

## Activity E

Match the pairs of words in the two lists:

i. compass

ii. iron

iii. radio

iv. magnetic

v. turtle

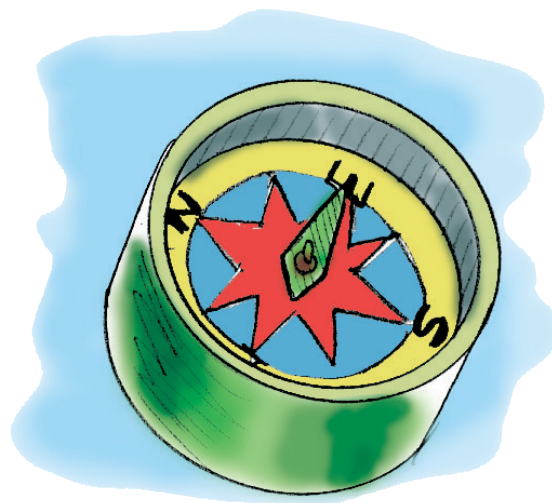
a) eggs

b) field

c) needle

d) message

e) ore



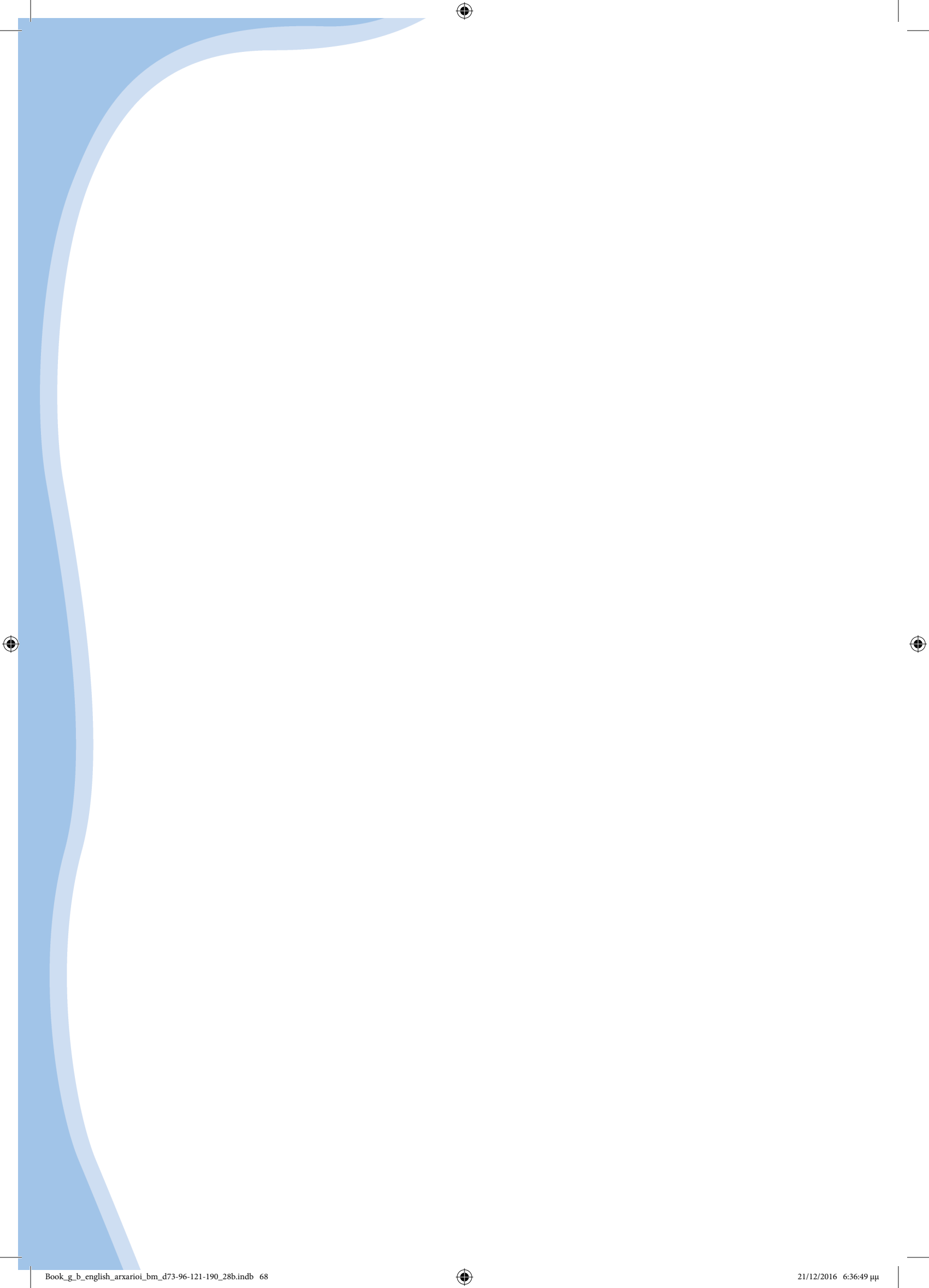
\_\_\_/2.5 points

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

	With difficulty	Quite well	Easily
✓ I can read and understand texts related to magnetism or two versions of the same incident and find differences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ I can listen to and understand scientific talks and stories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



	<b>With difficulty</b>	<b>Quite well</b>	<b>Easily</b>
✓ <b>I can talk about past situations</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ <b>I can write a letter to I can write a report of an incident using facts</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



# UNIT 8

## Getting around

**In which part of the world do you think the people in photograph A live? What can you say about photograph B?**

**A.**



**B.**



**Choose a caption to match the newspaper photograph A and give the reasons for your choice.**

**Can we give you a lift?**

**Room for one more...**

**Standing room only!**

## **Grammar:**

**Question tags**

**isn't it / is he/ she? don't you? does he? doesn't he?**

**Revision of Relative pronouns:**

**who, which, whose, where, when**

## **Functions:**

**Adding extra information using relatives**

## **Vocabulary:**

**Transportation and ways of travelling worldwide**

## **Learning strategies:**

**When I read a text I...**

- **try to imagine I am talking to the writer**
- **imagine that I ask the writer questions**

- **read the text carefully to check for answers to the questions**
- **try to summarize what I read by thinking of headings for each paragraph.**

# Lesson 1

## Getting around

### AIMS

- To read and identify topic vocabulary
- To read for detailed understanding and main ideas
- To raise awareness of idiomatic expressions about 'travel'

### Lead-in

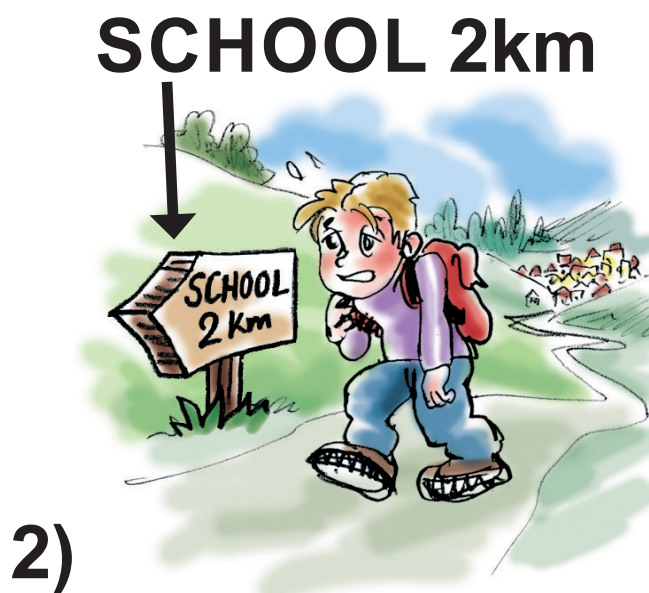
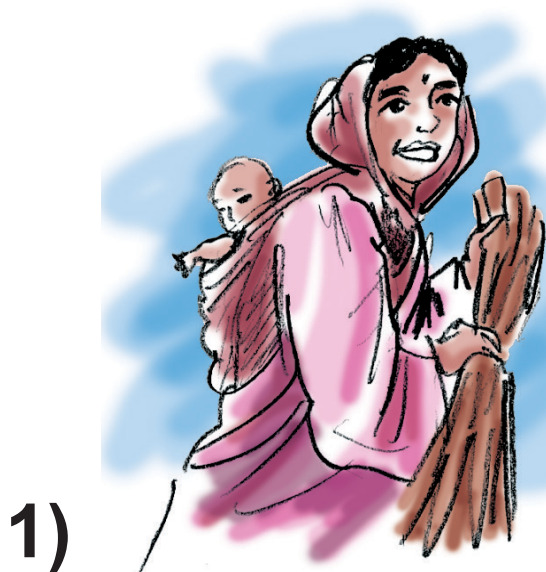
**Imagine you are preparing a speech about people's use of different means of transport in your area.**

**Make a list of four ways people get around in your town or city and write down the main reason why they use this form of transportation.**

Transportation	Reason
1.	
2.	
3.	
4.	

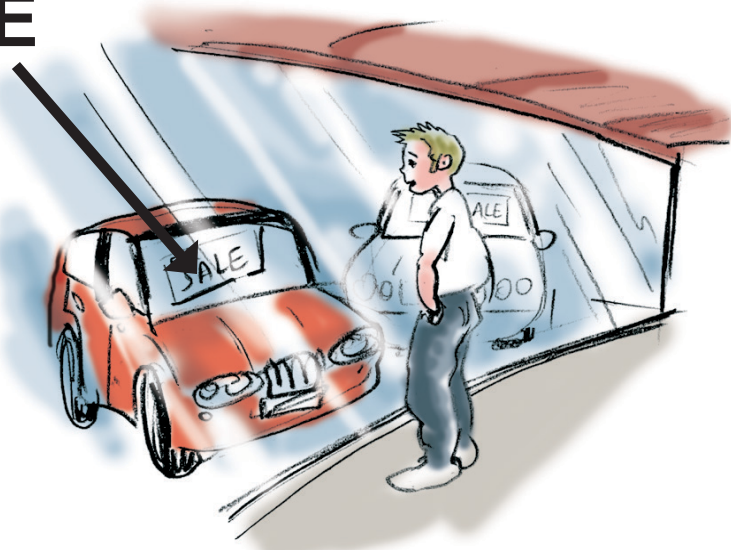
## Task 1

Look at the situations 1-6 below and decide what the best means of transport for each person would be. Match the sketches to the descriptions below.





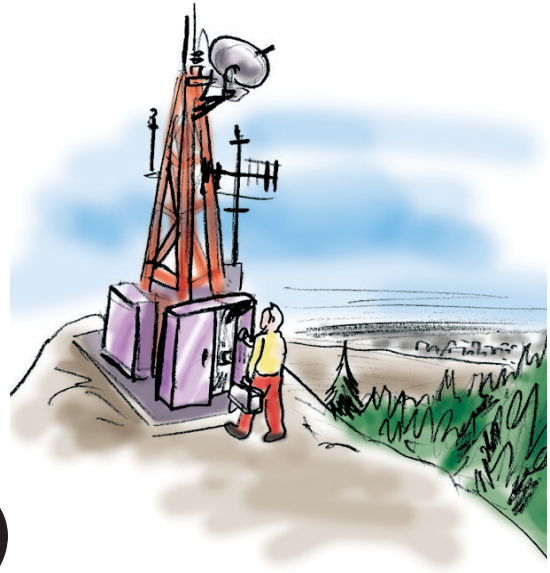
# SALE



3)



4)



5)



6)

- a) a young girl who lives in the centre of a big city**
  - b) a father of three children who lives in a village in Macedonia**
  - c) a young working mother who lives in a place where there are no buses**
  - d) a young man who doesn't know when he will get a car**
  - e) a 13 year old boy whose school is in a village which is 2 kilometres away**
  - f) a man whose job takes him into the mountains a lot**
- 

## **Task 2**

**A. Look at the photographs A-F below and decide what they have in common.**

**Complete the table on the right**

**with examples of means of transport for each category.**

<b>most exciting</b>	<b>most unusual</b>	<b>most useful</b>

**Would you like to try any of these means of transport? Why? Why not?**

**A**



**B**



**C**



**D**



**E**



**F**



**B. Look at the word 'transport'. In pairs, decide what the two parts of the word are. In pairs, make a list of other words with 'port' in them and with the class. What do you think 'passport' first meant?**



## Speaking

### Task 3

**In which countries do people use the means A-F in Task 2 to travel? Tell the class why these means of transport are best suited for each of the countries.**

**Can you find these countries on the map in Appendix VI on p. 192 - 193 / 186?**

**Example: The camel is best suited for the desert because it can travel long distances without water.**

## **Task 4 - The 'principle'**

**A. In pairs, read the following statement and decide what the 'principle' is.**

**Nearly every machine built in the last 250 years involves a single, basic principle.**

**B. Which picture from A-F in Task 2 uses this principle?**

---

## **Task 5 - Mini-project**

**Make your own poster: Changes in means of transport through time**

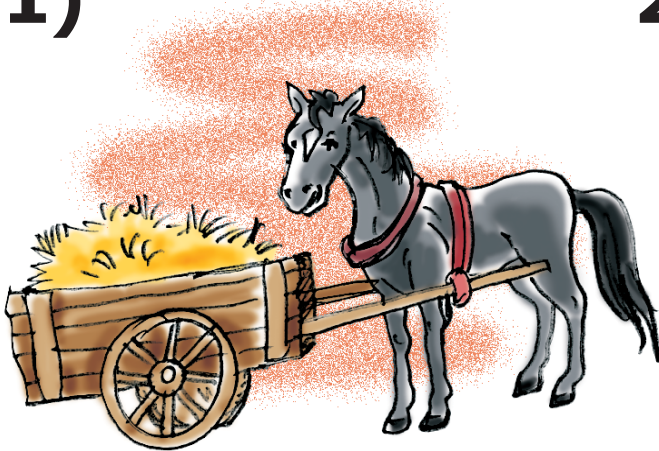
**In pairs, make a list of other means of transport that you can think of. Find photos about different means of transport and**

**make a poster to use to talk about transportation.**

## **Task 6 - Idioms**

**Look at the sketches 1-3 and match each one to an idiom about horses. Then match them to the explanation a-c.**

**1)**



**2)**



**3)**



- 1) Don't look a gift horse in the mouth!**
- 2) Hold your horses!**
- 3) Don't put the cart before the horse.**

- a) Don't rush.**
  - b) Do things in the right sequence**
  - c) Don't waste an opportunity.**
- 

## **Task 7**

**Write a sentence to use each of the idioms and compare your answer with your class.**

**Example: The team management put the cart before the horse when they let Ronaldo go before finding a replacement first.**



## Pre-reading: Getting around

- 1. Complete the chart with three things that you think have been the most important mechanical inventions in the history of mankind (e.g. the wheel). Compare your answers with the most important. Discuss your answers as a class.**

<b>FIRST</b>	
<b>SECOND</b>	
<b>THIRD</b>	

- 2. Answer the following questions:**
  - a) What simple object exists in almost all mechanical devices?**

**b) How would our lives be different without the invention of the wheel?**

**c) In pairs, make a statement about the importance of the wheel to our lives.**

**3. a) Look at the pictures 1-5. Put the wheels into a time sequence. Compare your answers with your partner.**

**1**



**2**





- b) Choose a title for the group of pictures:**
- i) The World Around us.**
  - ii) The History of Man.**
  - iii) The History of the Wheel.**

**c) One of the bicycles is called a Penny-farthing in the UK. Which one and why? Check your answers on the web at: [www.britannica.com](http://www.britannica.com).**

**d) In pairs, complete the time chart using the areas in the box on the right.**

**England  
USA  
Germany  
Mesopotamia  
Rome**

**3,500 BC**

Mesopotamia  
invention of the wheel

**290 BC**

**1818**

**1885**

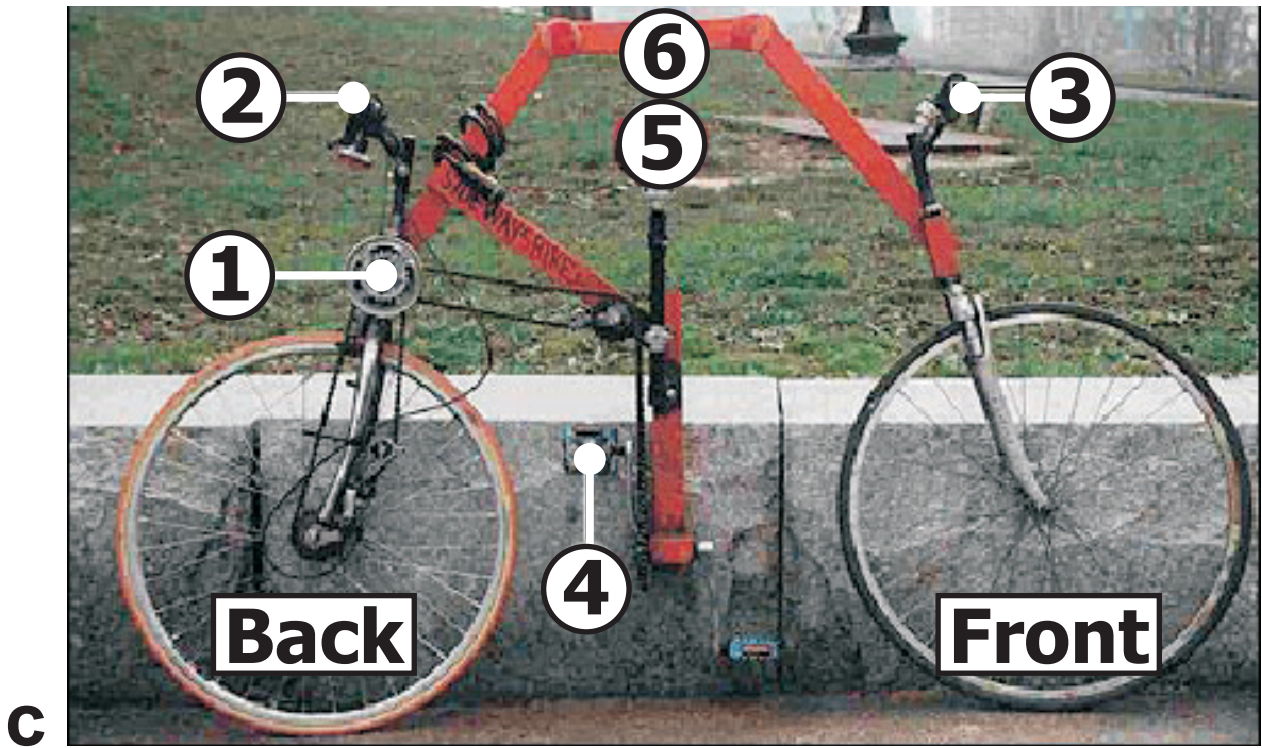
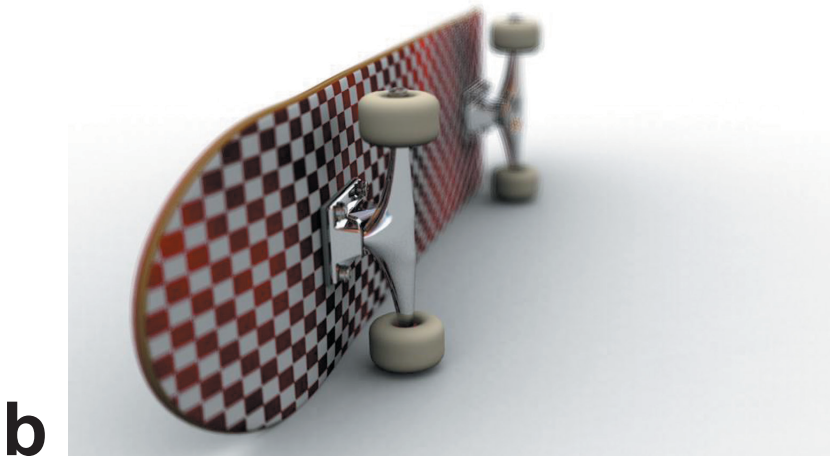
**1975**



## Reading

### Task 1

**Look at pictures a-c. What does each vehicle have in common?  
Would you like to try any of these means of transportation? Why?  
Why not?**



**How is the bike in picture c different from an ordinary bike? In pairs, write down the differences and then read text A below quickly to check your answers.**

### **A The Sideways Bike**

**An inventor has made a bike that travels sideways. It might drive some people crazy when they try to ride it, but they soon get used to it. The cyclist sits sideways and operates a wheel with each hand, and pedalling makes the whole bike travel sideways. But, hold your horses! It's very like snowboarding or sailing, isn't it? "Yes", says the inventor, Michael Killian who is an engineer from Dublin. "And it's not a normal bike, is it?" "No", he replies.**

**Is this the end of the road for the ordinary bike? Perhaps not! It's just that this way of travelling by bike is much more fun. So, don't miss the boat, go and get one now!**

**[http://news.bbc.co.uk/2/hi/uk\\_news/magazine/6375259.stm](http://news.bbc.co.uk/2/hi/uk_news/magazine/6375259.stm)**

## **Task 2**

**Read two more articles about transport and find out which of the three sounds the most exciting. Why?**



# Innovative means of transport

## **B Skateboarding**

The good weather's here and you just want to get the skateboard out and hit the road, don't you? Well, go on! With your skateboard you're free to go wherever you want. You don't have any backseat driver telling you where to go. Another advantage is that you don't need to use public transport and it's good fun and keeps you fit, too. But you don't want to get hurt when you do those flips, do you? So, be careful and not take any risks doing complicated flips and turns at top speeds.

Adapted from: <http://en.wikipedia.org/wiki/Skateboarding>

## **C Biking on water**

**A new water bike which will not rock the boat in the shipping world, but will be a great form of enjoyment to many people, was tested in Portsmouth last week. No, I am not taking you for a ride. It sounds strange, doesn't it, but, a new invention means cyclists do not have to pedal for miles along a river bank looking for a bridge. Italian designers have created a plastic kit which, when attached to any bike, enables it to float and ride. It is not cheap but the invention gives a whole new meaning to treading water. Getting the bike ready for the water is plain sailing. So, next time you go on holiday, ask your travel agent for a beach resort**

with water bikes.

Adapted from: <http://news.bbc.co.uk/2/hi/science/nature/93655.stm>

### Task 3 - Comprehension

Circle the answer for each statement. Right (A), Wrong (B), or Doesn't say (C).

1) The sideways bike is not a normal bike.

A                      B                      C

2) Riding a sideways bike is like riding a horse.

A                      B                      C

3) With the skateboard you go uphill easily.

A                      B                      C

**4) You can take your skateboard on the bus.**

**A**

**B**

**C**

**5) A skateboarder uses the laws of physics to jump.**

**A**

**B**

**C**

**6) With the water bike, an ordinary bike sits on top of a sailing kit.**

**A**

**B**

**C**

**Compare your answers with your partner.**

---

## Task 4

Read texts A, B and C again and complete the table below with the advantages and disadvantages of these innovative means of transport.

	Advantages	Disadvantages
A		
B		
C		

# Lesson 2

## Signs and travel

### AIMS

- To raise awareness of sounds and their effect
- To provide a context for writing a report
- To introduce and teach idioms about travel and means of transport



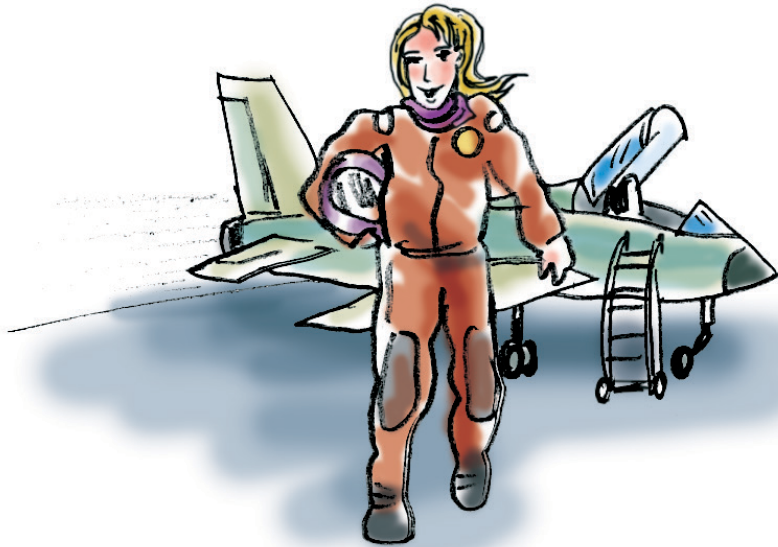
### Grammar

**Relative Pronouns:** who, which, where, when, how

## Task 1

**Complete the following sentences with a suitable word: when, where, how, which, who, whose. Then, match the sentences to one of the sketches a-f.**

1. Mary, \_\_\_\_\_ sister is a pilot, lives in Crete, doesn't she?
2. Joe, \_\_\_\_\_ likes sailing, has got a boat, hasn't he?
3. You'll get the scooter \_\_\_\_\_ is smaller, won't you?
4. You know \_\_\_\_\_ Marcus keeps his car, don't you?
5. He didn't say \_\_\_\_\_ he learned how to roller-skate, did he?
6. Irene doesn't know \_\_\_\_\_ to ride a bike, does she?



**a**



**b**



**c**





**d**



**e**



**f**

## Grammar rule

**In pairs, complete the rule for the use of relative pronouns in the sentences for each of the sketches above.**

### **Rule:**

**We use relative pronouns when we want to add extra information about the \_\_\_\_\_ or the \_\_\_\_\_ of the sentence.**

## Task 2

**In pairs, complete the mini-dialogues 1-6 by writing the questions (A) for each of the responses (B).**

**A**

E.g. Where does Marcus park his car?

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

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

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

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

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

6. \_\_\_\_\_

**B**

I don't know where he parks his car.

I don't know when the bus leaves.

I don't know how to fix a puncture on a bike.

I don't know whose car crashed into the wall.

A bike or a skateboard? I don't know which is faster.

I don't know where Anna goes on holiday.

I don't know who owns the skateboard.



## Grammar - Tag questions

### Task 1

**In pairs, look at the sentences i and ii below from the READING texts and use them to complete the rules for the use of TAG QUESTIONS in the box. Circle the correct option in italics for each rule.**

- i. And it's not a normal bike, is it?**
- ii. It sounds strange, doesn't it?**

#### **Rule:**

- a) When the first part of the sentence is positive / negative, the second part is negative / positive.**

**b) We use a tag question when we expect / don't expect the person we are talking to agree / disagree with what we are saying.**

## **Intonation Rules**

**a) We use falling intonation in question tags when we know / don't know the answer to the question.**

**b) We use rising intonation when we are / aren't sure of the answer.**

---

## **Task 2**

**In pairs, use the tags in the box to complete the following sentences.**

**does he?  
isn't it?  
doesn't he?  
is she?**

- a) This is your bus, \_\_\_\_\_
- b) Your uncle drives a red car,  
\_\_\_\_\_
- c) Your sister isn't a pilot,  
\_\_\_\_\_
- d) Your dad doesn't have a Ferrari,  
\_\_\_\_\_
- 



## Vocabulary

### Task 3 - Idioms of travel

Look at the cartoons and match an idiom to each one. Match each idiom to its greek equivalent.

- \_\_\_ to take someone for a ride
- \_\_\_ drive someone crazy
- \_\_\_ hit the road
- \_\_\_ rock the boat
- \_\_\_ hold your horses
- \_\_\_ miss the boat

i) εκνευρίζω κάποιον

\_\_\_

ii) χάνω την ευκαιρία

\_\_\_

iii) ξεγελώ κάποιον

\_\_\_

iv) συγκρατήσου

\_\_\_

v) δημιουργώ αναταραχή

\_\_\_

vi) ας ξεκινήσουμε

\_\_\_



a



b



**c**



**d**





e



f

## Task 4 - Pre-listening

Look at the picture. What can you see in it? Is it like any means of transport that you have ever seen?



## **Fast Means of Transport**

**This is The Maglev train.**

**What word does 'Mag' in Maglev come from?**

**'Lev' comes from the word levitation which means to raise something from the ground.**



## Listening 1

**Listen to the dialogue between the man and the woman describing the world's fastest train and complete the chart with the missing information.**

<b>Top speed :</b>	
<b>Year :</b>	
<b>Airport :</b>	
<b>City :</b>	
<b>Countries :</b>	
<b>Distance :</b>	



## Listening 2

**A. Listen to the noises from a busy street in a big city. What sounds can you hear?**

**Tick the appropriate box for the sounds that you hear.**

a) car horns	<input type="checkbox"/>	110 dB
b) train horns	<input type="checkbox"/>	140 dB
c) helicopter	<input type="checkbox"/>	75 dB
d) motor scooter	<input type="checkbox"/>	115 dB
e) skateboard	<input type="checkbox"/>	70 dB
f) bike bell	<input type="checkbox"/>	78 dB
g) train engine	<input type="checkbox"/>	125 dB
h) car engine	<input type="checkbox"/>	45 dB
i) tram	<input type="checkbox"/>	75 dB

**Search your Physics book or ask your Science teacher to find out what the decibel level is where we start to feel pain.**

**B. Listen as a class for the different sounds you hear around you and write them down in your notebook. Rank the sounds in order of loudness. Which of these sounds are dangerous? What can you do about them?**



## **Speaking**

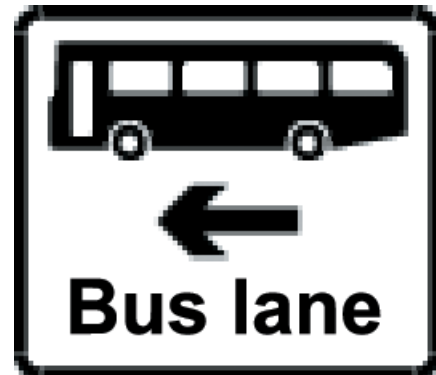
**A. Look at the signs on the right. Do you know what they mean? You can ask your parents or friends to help you.**



**No vehicles**



**Only**



## **B. Complete the description of the signs with words from the box.**

<b>circular</b>	<b>blue</b>
<b>red</b>	<b>triangular</b>
<b>warning</b>	<b>rectangular</b>

- **Signs giving orders are mostly .....**
- **Signs with ..... circles usually tell you what you must do.**
- **Signs with ..... circles usually tell you not to do something.**
- **..... signs are usually triangular.**
- **..... signs usually warn of potential dangers ahead.**
- **..... signs usually contain information.**

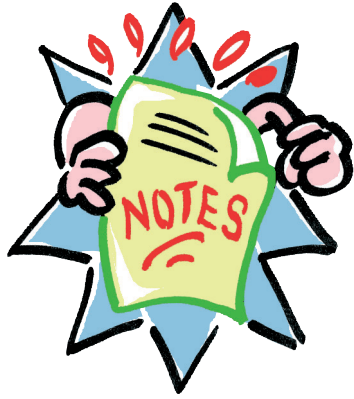
## C. Mini Project

**How many other road signs can you think of? In small groups, share your ideas and then make a poster with signs and their meaning and put it up on the school walls for the other students to see.**



[www.CustomSignGenerator.com](http://www.CustomSignGenerator.com)





## Writing - Find the way

### Task 1

Look at the map below and list the kind of information we can get about this place.

---

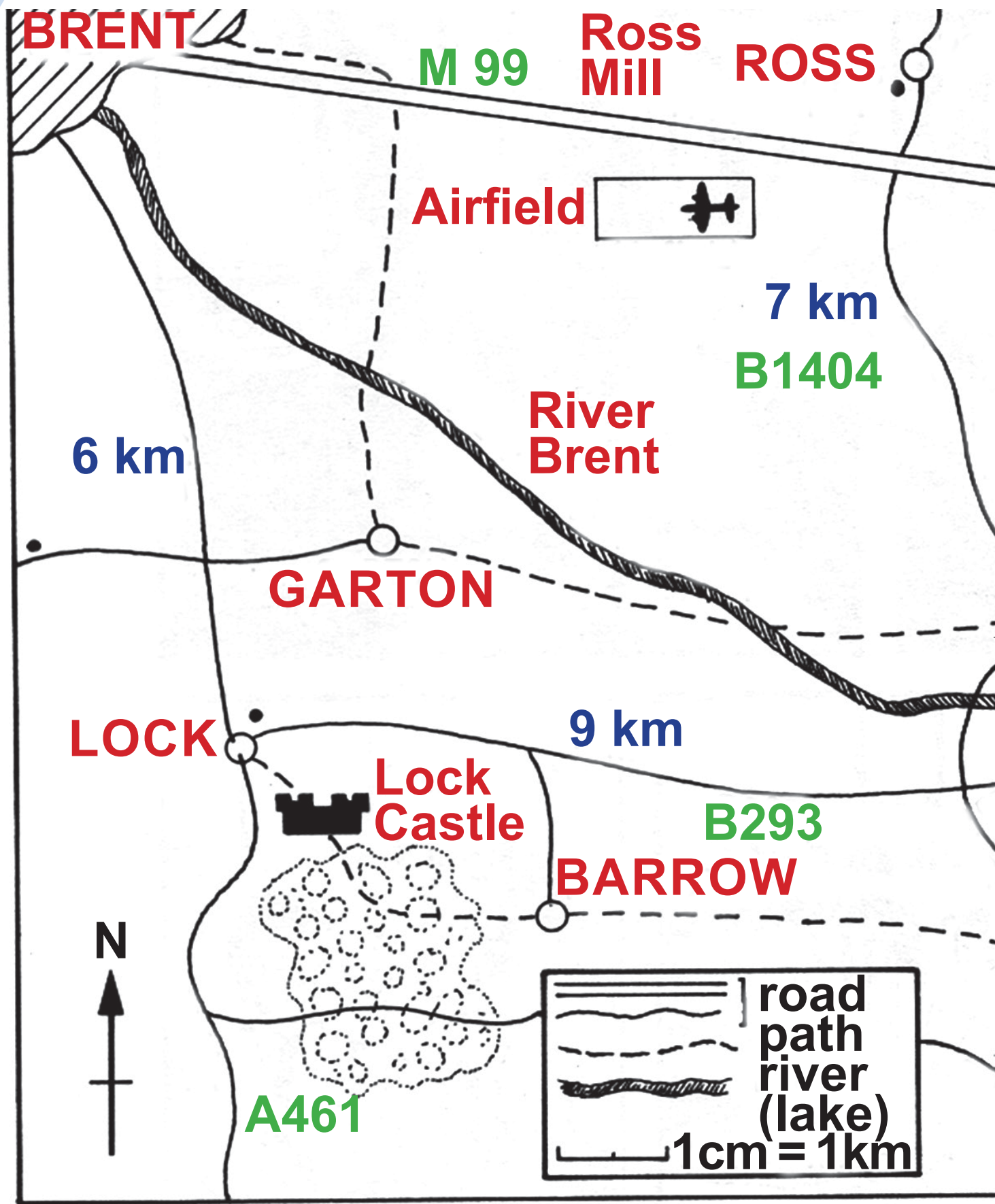
### Task 2

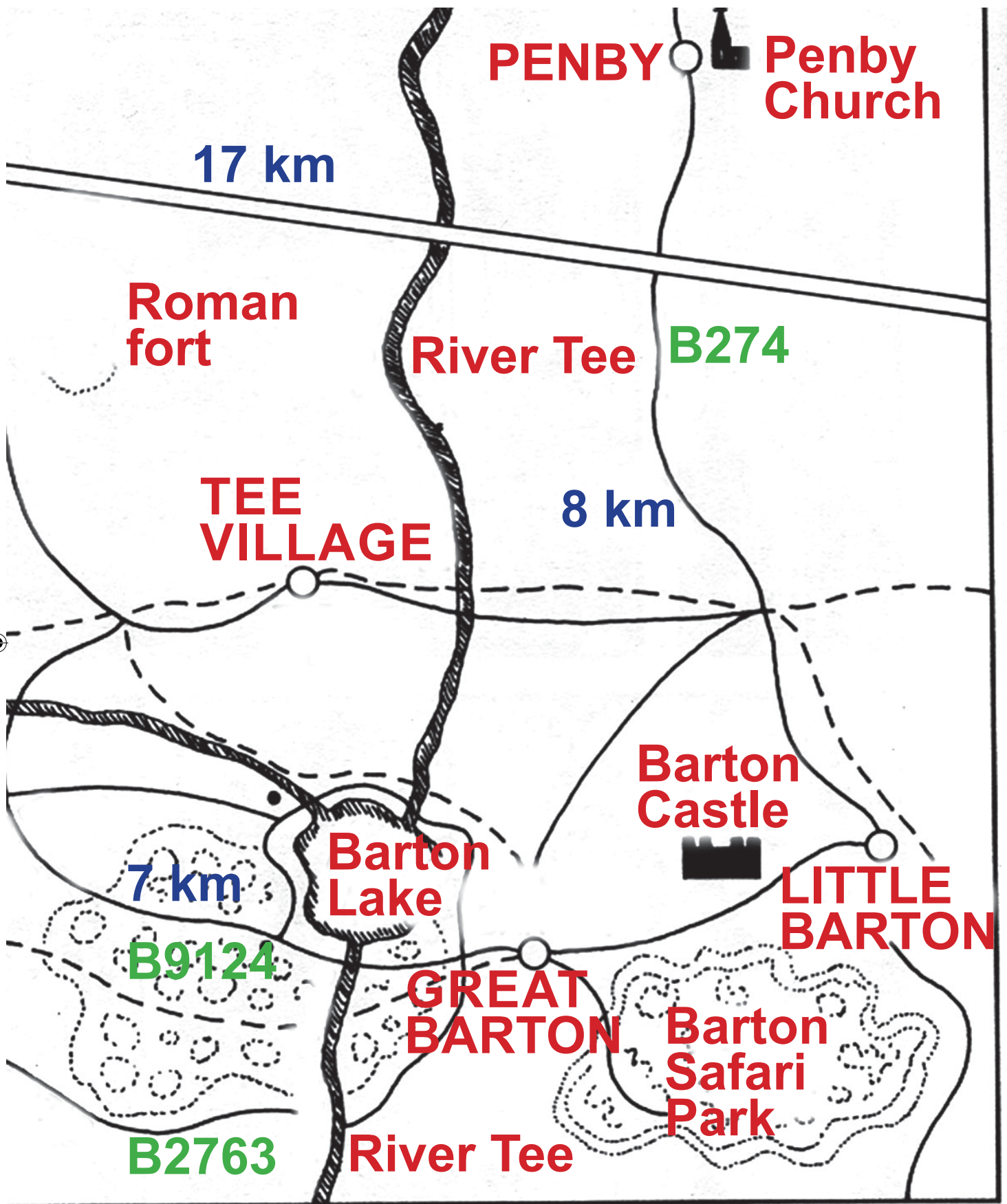
You are a tourist in Britain and you want to visit some places on the map. Mark the routes below:

A. How do you get from the airfield to Lock Castle?

B. What's the quickest way to go from Brent to Penby Church?

C. What's the most interesting route from Brent to Great Barton?





## **Task 3**

**You have recently received a letter from an English teacher who wants help to arrange a day trip for her class. Read the advertisement for a day out, on which you have made some notes.**

**Then using your notes, write a semi-formal letter to her to say why you think this would be a good idea.**



Departs 9 am - daily

Visit: **Barton Casle**  
**guided tour**

Lunch - not included  
in the price

Weather - changeable

Prices - discount for  
groups

Good time;  
fewer people

Learn about  
local history

Take sandwiches

Suitable clothes

Minimum 10  
students

# Lesson 3

## Bikes for the world



### Bikes for the World

Bikes for the World is a simple project that rescues unwanted bicycles and sends them to other countries.

## **Task 1**

**Work in groups and decide how Bikes for the World could help the people in Namibia. Make a list of your ideas (a relevant internet site can be found on page 198 / 190).**

---

## **Task 2**

**Look at the World map in the Appendix and see where Namibia is. Find out as much as you can about Namibia (e.g. language, natural features, currency).**

**People in Namibia face problems similar to those that people face in other countries. What kind of problems does Namibia have?**

**How can a bike help to solve them? For more information and ideas check page 162 / 160.**

**Namibia has a population of 2 million people who live all over a very big country.**

---

## **Project - How can we help people in Namibia to get more bikes?**

**In groups of three, think of the different steps you need to make a plan to get bikes for the people in Namibia. Compare your ideas with the steps below. Do you agree or disagree? Why?**

**Step 1: Create a questionnaire like the example below to ask your friends and neighbours about unused bikes in your area and then write a short report:**



**Name:** \_\_\_\_\_

\_\_\_\_\_

**Circle the answer which best suits you.**

**- Do you have a bike?**

**Yes / No**

**- How often do you use your bike?**

**Everyday / Once a week /  
Very rarely / Never**

**- Would you be willing to give it away for a good cause?**

**Yes / No**

**- How much money can you give to this organisation?**

**€0 / €1 / €2 / \_\_\_\_\_**

## **Step 2: Complete the chart:**

..... people have bikes  
..... people use their bikes  
.....  
..... people would / wouldn't  
give their bikes away  
.....people can give .....  
**Euros to help.**

**Step 3: In your group, write your ideas and present them to the class. Include drawings, posters and photographs to support your project.**

# Self-evaluation

## Activity A

**Complete the sentences a-e with a suitable relative pronoun.**

a) That's the girl ..... won the skating championship.

b) Is that the boy ..... father drives a tram?

c) Do you know ..... the next train leaves for Drama?

d) The place, ..... my dad parks his car, is next to the station.

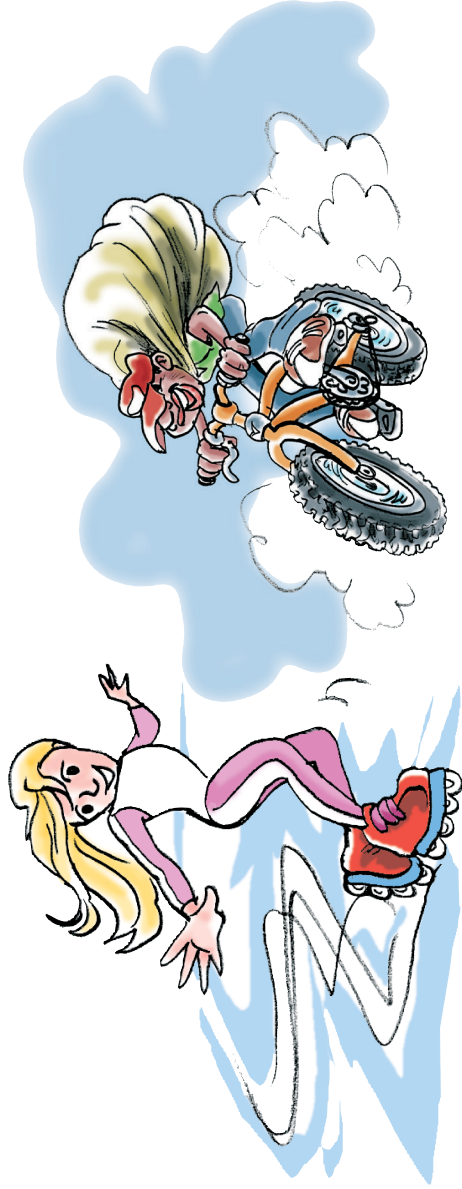
e) Thanassis lives in a village ..... is miles from anywhere.

**\_\_\_\_/5 points**

## Activity B

Match a suitable question tag to the statements.

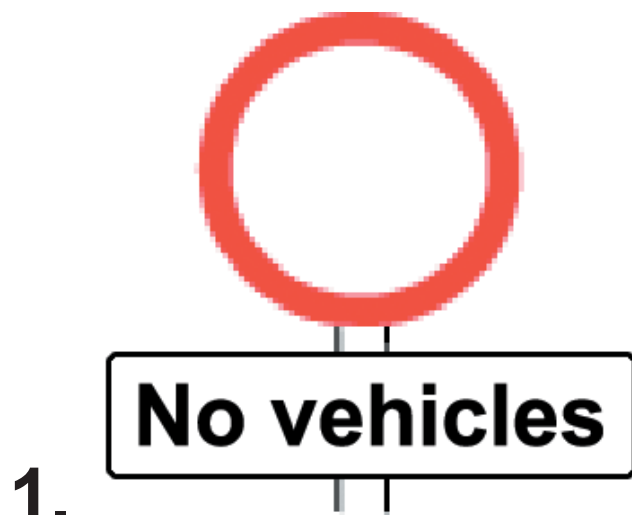
1. You know where she lives,  
a) do you?
2. Marina was here yesterday,  
b) isn't it?
3. Bill got lost in the metro,  
c) don't you?
4. The Maglev is the world's  
fastest train,  
d) wasn't she?
5. You don't know the way,  
e) didn't he?



\_\_\_ / 2.5 points

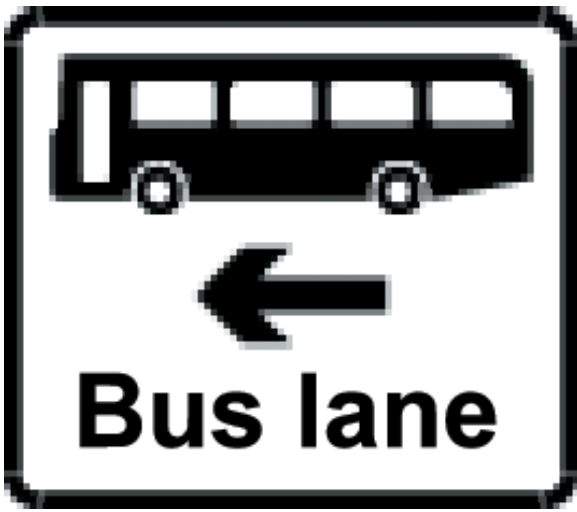
## Activity C

Write what each sign means.





4.



5.

---

---

---

---

---

\_\_\_/5 points

## Activity D

**Match the compound nouns.**

- |              |             |
|--------------|-------------|
| i) picnic    | a) church   |
| ii) historic | b) park     |
| iii) Gothic  | c) lake     |
| iv) scenic   | d) building |
| v) safari    | e) area     |

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

---

## Activity E

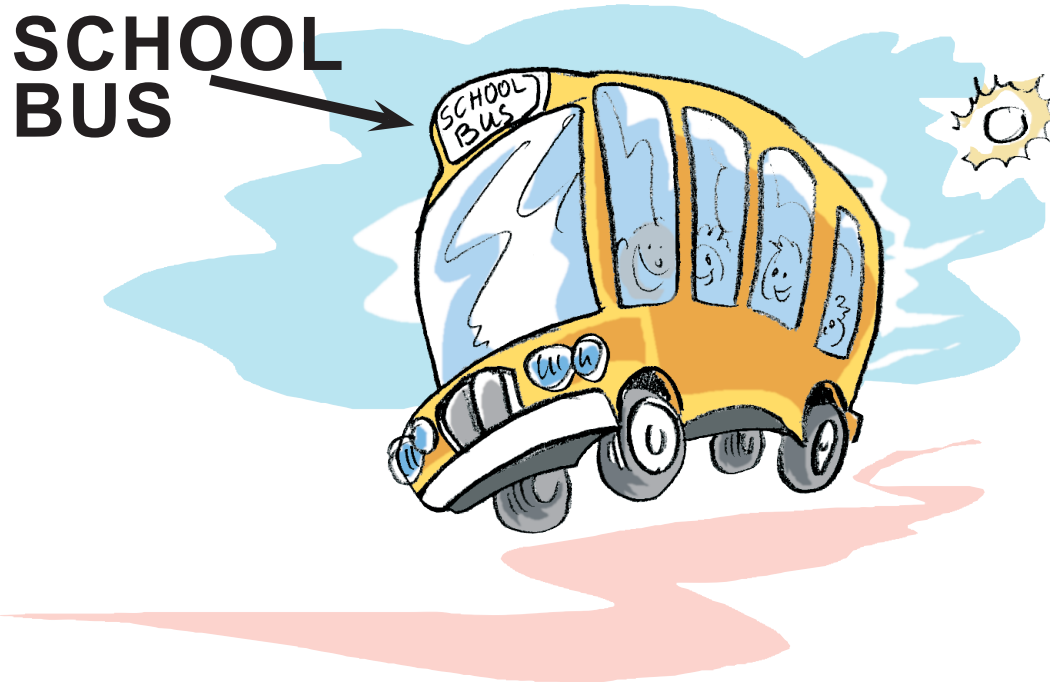
**Complete the idioms.**

- i) **Goodness, we're late!. Let's**  
..... **the road!**
- ii) **Hey wait! Hold your**  
.....**!**
- iii) **The noise from the traffic**  
.....**dad crazy.**

iv) Do it now or you'll miss the

.....!

v) Can you give me a .....  
to school, dad?



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

## Activity F

You would like to go to the following places. How would you travel?





- a) school \_\_\_\_\_
- b) a Greek island \_\_\_\_\_
- c) the local airport \_\_\_\_\_
- d) the mountains \_\_\_\_\_
- e) a foreign country \_\_\_\_\_

**by boat**  
**by plane**  
**by car**  
**by train**  
**by taxi**  
**on foot**

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

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

	With difficulty	Quite well	Easily
✓ I can read texts related to travel and understand travel idioms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ I can listen to descriptions of public means of transport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
✓ I can talk about travel experiences and use tag questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<b>With difficulty</b>	<b>Quite well</b>	<b>Easily</b>
✓ I can write a letter to express my opinion on places to see	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Appendix I

**It's your choice!**

## Unit 7

**Magnetism and the world  
we live in**



### Reading

**A. Read the three texts below and find an example in each of the effects of magnetism. Compare your answer with your partner.**

#### **Text A**

**Our planet has a magnetic field. On the earth's surface, it is weaker than the typical magnet you find on your fridge door.**

**We see the affect of magnets in our everyday lives. It is common to see a television or computer screen shaking when a mobile phone rings next to it.**

## **Text B**

**Scientists used to believe that animals used their instinct to migrate but now they know that they also use magnetic fields. Scientists believe that animals like turtles or birds have a magnetic sense. Cells in an animal's brain contain magnetite that acts like a compass needle. This helps birds to find their way when they fly north or south.**

## **Text C**

**In December 1947 five military planes took off from Ft Lauderdale, Florida at just after 2 pm. An hour later the pilot sent a radio message. He said that the compasses were broken and they didn't know where they were. The mystery is why ships and planes disappear in the area of the Atlantic Ocean near Bermuda. Scientists believe that iron ore under the surface of the earth can cause a false compass reading.**

**B. Read the 3 texts again carefully and discuss with your partner which text mentions: a) the negative effects of magnetic fields, b) something electrical**

**in a kitchen c) animals and magnetism.**

**C. In pairs, decide which of the texts mentions something mysterious.**

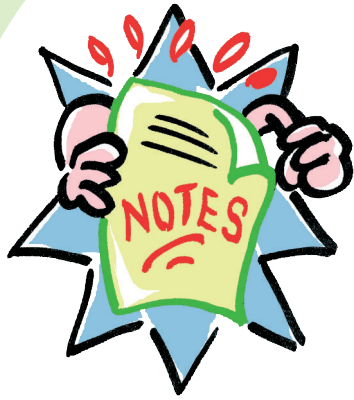
---

## **Task 1**

**In pairs, discuss if you think there are magnets in:**

- a mobile phone
- a car door
- a fridge door
- a music cassette
- a printer
- a speaker

**Check your answers by looking on the internet (you can find more information from a relevant internet site given on p. 198 / 190).**



## Writing - Class Newspaper



**A. Look at the titles of the Greek and English newspapers. What problem does each one refer to?**



**Τουρίστες καταστρέφουν  
την παραλία**

**Χελώνες νεκρές  
στα δίχτυα των ψαράδων**

**Cafeterias open on beach**

**Plastic bags harm turtles**

**B. As a group, write a newspaper article on how we can help the turtles survive.**

**You can help protect sea turtles by telling people not to drive cars or motorbikes on the beach. Tell people to be careful where they walk during the nesting seasons! You can also help by picking up rubbish along the beach. Do not throw junk on the beach and always put your litter in trash cans.**

## **C. Create a class newspaper with different themes.**

**As a class you are going to prepare a class newspaper.**

**Decide who will be responsible for the different parts of preparing the newspaper.**



- **Choose an editorial team of three. The editorial team is responsible for deciding what stories will be in the paper;**

**where each story goes in the paper; what the headlines for each story will be.**

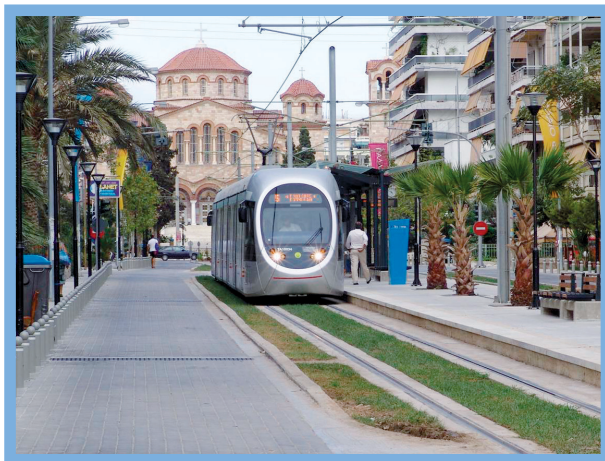
- **Choose an artwork team. The artwork team will be responsible for finding the photographs and the pictures for each story.**
- **Choose 2 sportswriters.**
- **Choose students to find out about fashion likes and dislikes.**
- **Choose students to find out about environmental issues.**
- **Choose students to write about some major events in the local area or city.**
- **Choose students to create and write advertisements.**

# Unit 8

## Getting around

### Public Transport in Athens

**An English speaking friend is going to spend a few days in Athens. Look at the different ways of getting around and write a short note to tell him/her how to use each means of transport. Choose a means of transport you think is friendly for people to use in a city and present it to the class. Give your reasons.**





## Lesson 2



## Listening

### Pre-listening

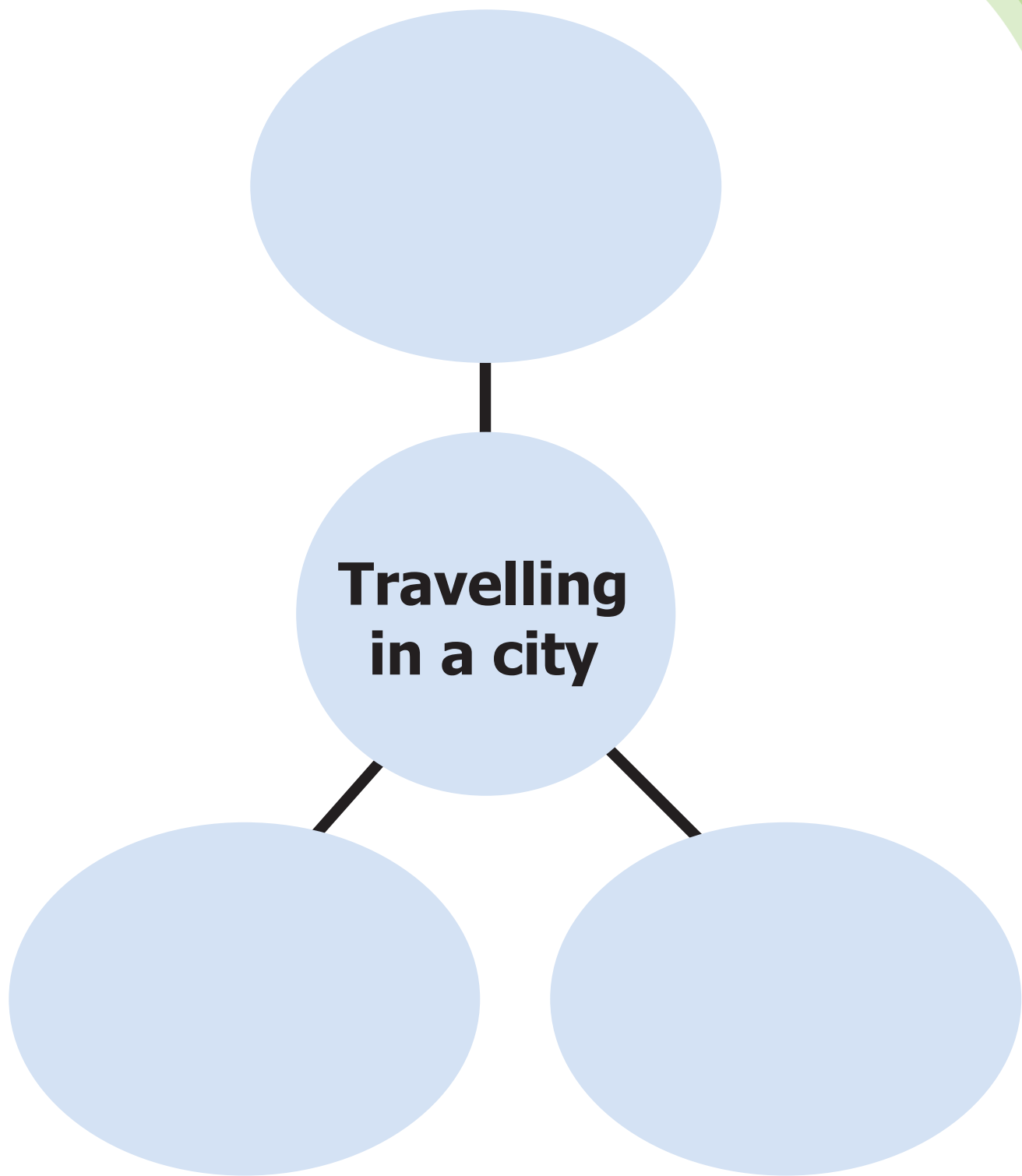
**In pairs, complete the table with the name of a fast train in each country.**



COUNTRY	NAME	SPEED
Greece		
India		
France		
England		
Japan		

## Task 1

**In pairs, look through Unit 8 to find different forms of transport and fill in the spidergram.**



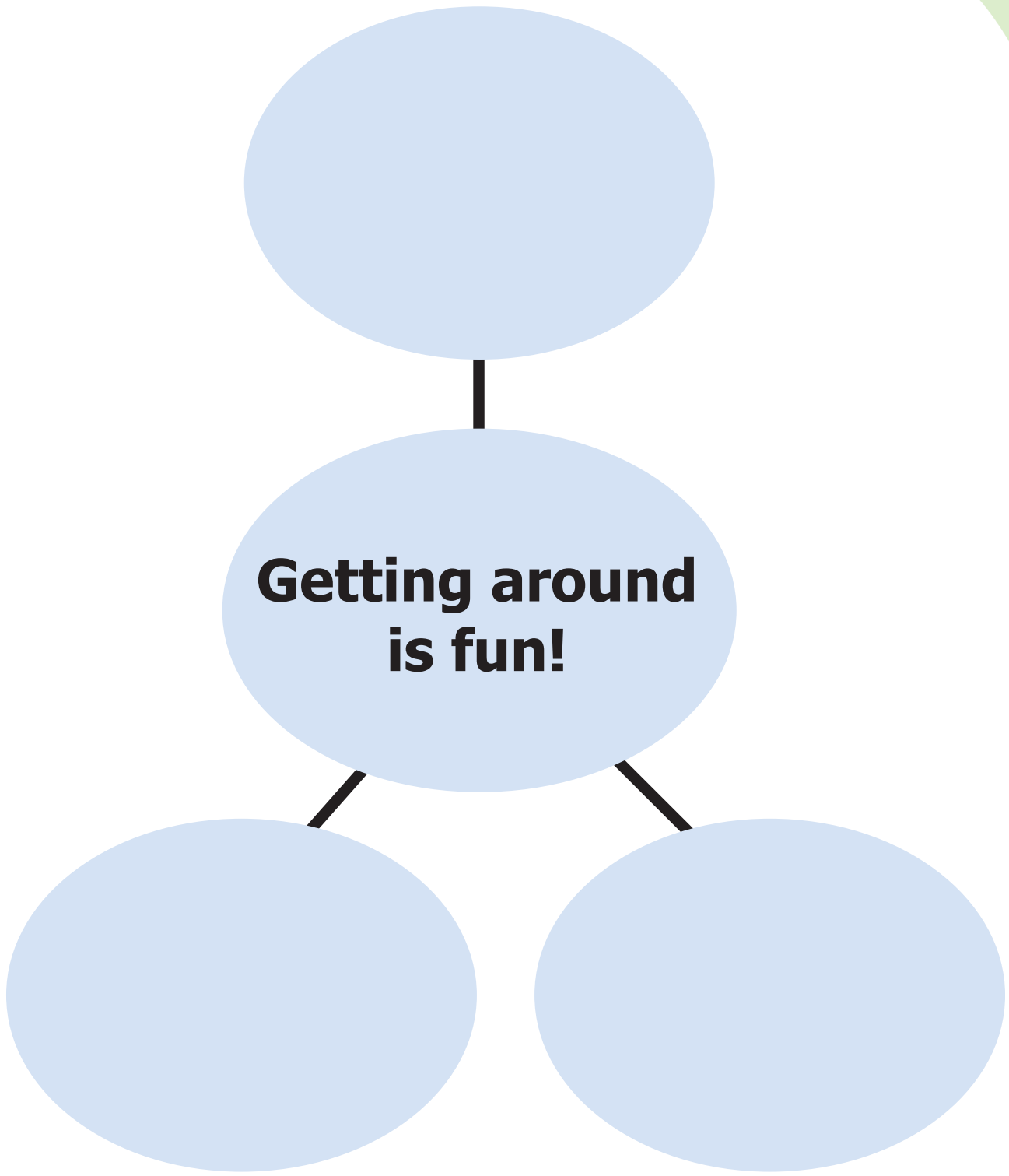
**Now do the same with the following spidergrams.**

**145 / 145**

**Travelling  
in water**

**146 / 145**





## Task 2

Look at the question tags and the idioms of travel on page 104 / 91 and complete the dialogue with the correct word.



**Paul:** Hi, George! How are you?

**George:** Hi Paul! Don't ask!  
My neighbour's really  
1)..... me crazy.

**Paul:** Why? What's the matter?  
You usually get on well  
together, 2).....  
you?

**George:** Not any more. I lent  
him some money and  
he won't pay me back. I  
think he's taking me for a  
3)..... It isn't fair,  
4)..... it? I think I'll go  
round to his house and  
tell him what I think.

**Paul:** Hold your 5) .....  
for a minute, George.  
You don't want to  
6)..... the  
boat, do you? I mean,

**he's your friend. Wait and see. He promised to give you the money, 7)..... he?**

**George: Yes, he did but I gave him the money ages ago. I can't risk losing it, 8) ..... I?**

**Paul: No, of course not. Well I hope you find a solution.  
George: So do I!**

**Now act out the dialogue with a partner.**

## Task 3

**Read the two texts about two teenagers who live in different areas. Circle all the words which refer to transport.**

### Text 1

My name's Michelle and I've lived in a big city all my life. Getting around is very easy because the public transport is good, so I don't have to get lifts in my parents' car. We live near the local underground train station so you can travel into the city centre quickly and easily. There are also high speed trains which go all over the country. My favourite transport in the city is the tram which takes you around the centre. That's how I travel when I go shopping.

## **Text 2**

**I'm Robin and I live in a small village in the heart of the countryside. The public transport is so bad that most people go everywhere by car and my mum has to give me a lift if I want to go outside the village. There's a local bus service but the bus only passes once a day so it's useless. I have to walk to school and when I visit my friends or go shopping in the village I have to cycle.**

---

## **Task 4**

**Complete the table with the words you circled in Task 3. Ask your classmates which means of transport they use and tick the boxes.**

Transport	Number of students
Underground train	

**Optional:** Now make a pie chart showing the information in **Task 4**.



153 / 147

# Appendix II

## Resources

**p. 11 / 74: UNIT 7, LESSON 1:  
Listening**

### Cartoon 1

**A:** Ah! Look at those birds...

**B:** Yea! They are migrating. As it is summer, they are flying south for the winter.

### Cartoon 2

**C:** How do you know?

**B:** When I lived in Africa, we used to see the birds flying over our village at this time of year. They were flying south for the summer.

**A:** Yea. They were going south for the winter.



### **Cartoon 3**

**C:** How do they know it's north?

**B:** It's their instinct.

**A:** No, it's not only that, it's also because of magnetism.

**B/C:** What? [surprised tone].

Magnetism? How do you know?

### **Cartoon 4**

**A:** I was watching a documentary about migration of birds last week and it said it there.

**B:** But the old men in our village used to tell me it was their instinct.

**A:** No, it's not only that. Sure, it's a mystery why, but the birds follow some kind of magnetic field to migrate when they fly south each winter.

## **Cartoon 5**

**C: And what about other animals like turtles and whales and deer?**

**A: Apparently, it's the same for most animals.**

**B: I used to think they were just following the leader bird.**

**A: Yes, people didn't use to know about magnetic fields but now scientists tell us that the fields help the animals find their way when they migrate.**

**B: Wow! I didn't know that! So they know which way is north and south because of magnetism?**

**A: Yes, exactly. They know where to migrate because they can feel magnetic forces.**

**C: Amazing!**

**A: Not really! Just physics!**

## ρ. 34 / 78: UNIT 7, LESSON 2: Vocabulary



Ο λόγος εκφωνήθηκε στο κλείσιμο της 12ης ετήσιας συνεδρίασης της Παγκόσμιας Τράπεζας, τον Οκτώβριο του 1957 στη Νέα Υόρκη, όπου ο Ξενοφών Ζολώτας παραβρέθηκε ως Διοικητής της Τράπεζας της Ελλάδος. Ο Ξ. Ζολώτας ξεκίνησε την ομιλία του στα Αγγλικά, και τη

**συνέχισε επίσης στα «Αγγλικά» αλλά με αποκλειστικά ελληνογενείς λέξεις, αν εξαιρέσουμε κάποιες λίγες αναπόφευκτες αγγλικές, δηλαδή άρθρα, προθέσεις, συνδέσμους και βοηθητικά ρήματα.**

**I always wished to address this Assembly in Greek, but realized that it would have been indeed “Greek” to all present in this room. I found out, however, that I could make my address in Greek which would still be English to everybody. With your permission, Mr. Chairman, I shall do it now, using with the exception of articles and prepositions, only Greek words.**

“Kyrie, I eulogize the archons of the Panethnic Numismatic Thesaurus and the Ecumenical Trapeza for the orthodoxy of their axioms, methods and policies, although there is an episode of cacophony of the Trapeza with Hellas. With enthusiasm we dialogue and synagonize at the synods of our didymous organizations in which polymorphous economic ideas and dogmas are analyzed and synthesized. Our critical problems such as the numismatic plethora generate some agony and melancholy. This phenomenon is characteristic of our epoch. But, to my thesis, we have the dynamism to program therapeutic practices as a prophylaxis from chaos and catastrophe. In parallel, a Panethnic

unhypocritical economic synergy and harmonization in a democratic climate is basic. I apologize for my eccentric monologue. I emphasize my euharistia to you, Kyrie to the eugenic and generous American Ethnos and to the organizers and protagonists of his Amphictyony and the gastronomic symposia”.

**p. 34 / 82: UNIT 7, LESSON 3:  
Task 5 - Sponsor Form for family  
and friends**

## **Donation Form**

**I want to support the work of  
ARCHELON and wish to sponsor:**

**Name:** .....  
.....

- A hatchling (€ .00)**
- A mother turtle (€ .00)**
- An injured turtle (€ .00)**
- A nest (€ .00)**
- I want to become a supporter  
and receive the Turtle Tracks  
(€ .00)**

**TOTAL DONATION:**

**p. 120 / 94: UNIT 8, LESSON 3:  
Ideas to help people in Namibia**

**Read through the following ideas to help the poor people in Namibia. Tick the ways you think you can help and discuss your ideas in a small group:**

- a) send my own bike to Namibia's poor people
- b) use all my pocket money and send it to Namibia
- c) ask my uncle for money to buy a bike for Namibia
- d) ask the local police to give me bikes that they have found
- e) put an advertisement in the newspaper for unwanted bikes
- f) sell my old clothes to raise money



- g) send e-mails to my friends to ask them for their old books**
- h) sell my bike and send the money to Africa**

**Mark Stephen discovers the importance of the bicycle as a global barometer of social, economic and environmental change.**

**Namibia's scattered population faces a huge struggle against poverty and AIDS. A bicycle can provide great freedom - access to healthcare, education and work - that sheer distance often renders impossible. Taking a trip across this vast country, Mark sees for himself the impact that owning a bicycle can have on the lives of Africa's rural poor.**

**p. 107 / 92: UNIT 8, LESSON 2:  
Pre-listening, Task 4**

**Read the short text below about the Maglev train to find out how it is different from the trains in Greece. Check your answer about the meaning of 'Mag'.**

**Is it a Bird? Is it a plane?  
Nope, only Shanghai's flashy new Maglev, the world's fastest train. Way ahead of its time years ago, the still-futuristic magnetic levitation system may soon be the way to travel everywhere.**

# Appendix III

## SELF-EVALUATION

### UNIT 7

#### ACTIVITY A

were having  
told  
invented  
thought  
was joking  
showed  
proved  
was trying  
tried  
leaked

#### ACTIVITY B

- a) invented
- b) discovered
- c) invented

- d) discovered**
- e) invented**

## **ACTIVITY C**

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

## **ACTIVITY D**

- a) emigrants**
- b) immigrants**
- c) migrate**
- d) emigrate**
- e) immigrate**

## **ACTIVITY E**

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

# UNIT 8

## ACTIVITY A

- a) who
- b) whose
- c) when
- d) where
- e) which

## ACTIVITY B

- 1. c
- 2. d
- 3. e
- 4. b
- 5. a

## ACTIVITY C

- 1. No entry
- 2. Dead end
- 3. Men at work/ Road works
- 4. Turn left
- 5. Buses only

## **ACTIVITY D**

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

## **ACTIVITY E**

- i) hit**
- ii) horses**
- iii) drives**
- iv) boat**
- v) lift**

## **ACTIVITY F**

- a) on foot**
- b) by boat / by plane**
- c) by taxi / by car**
- d) by car**
- e) by plane**

# Appendix IV

## GRAMMAR

### UNIT 7

# Past Continuous

## FORM

+	I / he / she	was	watching	TV.
	You	were	working	hard.
-	I / he / she	was	helping	Mary.
	We	were	joking.	
?	Was	he / she	studying	Maths?
	Were	you / they	playing	football?

## USE

The Past Continuous tense expresses an action that happened at a particular moment in the past and it continued for some time.



## EXAMPLES

**I was doing my homework at 6.00 in the evening.**

**They were not playing football at 9am this morning.**

**What were you doing at 10pm last night?**

**Tony went home early because it was snowing.**

## Past Continuous + Simple Past

### USE

**We often use the Past Continuous tense with the Simple Past tense.**

**We use the Past Continuous tense to express a long action.**

**And we use the Simple Past tense to express a short action that happens in the middle of the long action. We can join the two ideas with when or while.**

## We use:

- **when + short action**  
(Simple Past tense)
- **while + long action**  
(Past Continuous tense)

## EXAMPLES

	<b>I was watching TV</b>	<b>when</b>	<b>the telephone rang.</b>
<b>When</b>	<b>the telephone rang</b>		<b>I was watching TV.</b>
	<b>The telephone rang</b>	<b>while</b>	<b>I was watching TV.</b>
<b>While</b>	<b>I was watching TV</b>		<b>the telephone rang.</b>

## Used to...

### FORM

In Ancient Greece, people	used to	wear	linen clothes in summer.
When I was fifteen I			
		listen to	to rock music.

### USE

We use **used to + infinitive** to talk about a past state that is not true now or about an old habit that has now stopped.

## REMEMBER

We can use either **used to...** or **Past Simple** to talk about a past state or habit that is no longer true, but we can only use **Past Simple** to talk about things we did at a specific time in the past.

### Asking for and giving directions / information

When we ask for directions / information we use the following

Excuse me, how can I go / get to...

Can/could you tell me where... is, please?

Can/Could you show me the way to...?

What time...?

How much..., please?

**When we give directions /  
information we use the  
following**

**Go up/down... street until you get  
to...**

**Go straight...**

**Take the bus/ train to...**

**Turn right/left...**

**It's on the corner of...**

**Take the first/second turning...**

**It is near/opposite/behind/in front  
of/ between...**

# UNIT 8

## Tag Questions; Relative Pronouns

### FORM

<b>+</b> <b>Positive statement,</b>	<b>-</b> <b>negative tag?</b>
<b>Snow is white,</b>	<b>isn't it?</b>
<b>-</b> <b>Negative statement,</b>	<b>+</b> <b>positive tag?</b>
<b>You don't like me,</b>	<b>do you?</b>

### Some special cases:

<b>I am right, aren't I?</b>	<b>aren't I</b> <b>(not amn't I)</b>
<b>You have to go, don't you?</b>	<b>you (do)</b> <b>have to go...</b>

## USE

**A tag question is a statement followed by a mini-question. The whole sentence is a “tag question”, and the mini-question at the end is called a “question tag”.**

**We use tag questions at the end of statements to ask for confirmation.**

**They mean something like:**

**“Am I right?” or “Do you agree?”**

**They are very common in English.**

## EXAMPLES

**You have a sister, don't you?**

**You don't know the answer, do you?**

**He went to India last year, didn't he?**

**You can play tennis, can't you?**

## Relative Pronouns

### FORM

relative pronoun	use	example
who	subject or object pronoun for people	I told you about the girl who lives next door.
which	subject or object pronoun for animals and things	Do you see the dog which is lying and things in the garden?
which	referring to a whole sentence	He couldn't swim which surprised me.



relative pronoun	use	example
whose	possession for people animals and things	Do you know the boy whose mother and things is a teacher?
that	subject or object pronoun for people, animals and things in defining relative clauses (who or which are also possible)	I like the dress that Anna is wearing.

<b>relative adverb</b>	<b>meaning</b>	<b>use</b>	<b>example</b>
<b>when</b>	<b>in/on which</b>	<b>refers to a time expression</b>	<b>the day when we met him</b>
<b>where</b>	<b>in/at which</b>	<b>refers to a place</b>	<b>the place where we met him</b>
<b>why</b>	<b>for which</b>	<b>refers to a reason</b>	<b>the reason why we met him</b>

## USE

We use **relative clauses** to give additional information about something without starting another sentence.

## EXAMPLES

The boys lived in a house which was next to the sea.

I don't care where she lives.

The thing that annoys her is his laziness.

# Vocabulary

## unit seven

according to  
brain

cargo

combine

compass

discover

donation

doorknob

emigrants

experiment

fridge

immigrants

instinct

intervals

invent

item

magnet

magnetic fields

magnetism

migrate

natural disaster

needle

nickname

north

pieces

products

roller coaster

ropes

sailors

separate

surface

transfer

volunteer

waves

wind

# **unit eight**

**a lift**

**ahead**

**backseat driver**

**best suited**

**don't look a gift**

**horse in the**

**mouth**

**drive someone**

**crazy**

**engineer**

**hit the road**

**hold your horses**

**inventor**

**levitation**

**miss the boat**

**plain sailing**

**plastic kit**

**population**

**potential**

**public**

**transport**

**puncture**

**put the cart**

**before the horse**

**river bank**

**rock the boa**

**room**

**route**

**sailing**

**sideways**

**take for a ride**

**the end of the**

**road**

**transport**

**treading water**

**wheel**

# 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**

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

# Infinitive      Past Simple      Past Participle

<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>



# Past Participle

# Infinitive      Past Simple

<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>

# Infinitive      Past Simple      Past Participle

<b>light</b>	<b>lit</b>	<b>lit</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>

# **Past Participle**

# **Past Simple**

# **Infinitive**

<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>

# Infinitive      Past Simple      Past Participle

<b>take</b>	<b>took</b>	<b>taken</b>
<b>teach</b>	<b>taught</b>	<b>taught</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





# ENGLAND

194 / 188









**ICELAND**

**EUROPE**

**SWEDEN**

**FINLAND**

**NORWAY**

**RUSSIA**

**ESTONIA**

**LATVIA**

**LITHUANIA**

**DENMARK**

**BELARUS**

**UNITED KINGDOM**

**IRELAND**

**NETHERLANDS GERMANY POLAND UCRRAINE**

**BELGIUM**

**CZECH REPUBLIC SLOVAKIA**

**FRANCE**

**MOLDOVA**

**AUSTRIA HUNGARY**

**SWITZ.**

**SLOVENIA ROMANIA**

**CROATIA SERBIA**

**BOSNIA & HERZEGONINA BULGARIA**

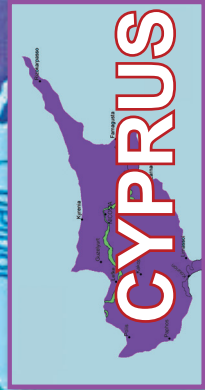
**SPAIN**

**F.Y.R.O.M.**

**ITALY ALB.**

**PORTUGAL**

**GREECE**



# SOURCES AND RELEVANT INTERNET SITES:

## UNIT 7

- **Lesson 1** - Σελίδα 27 / 77, Reading - Προσαρμοσμένο κείμενο για το Πείραμα της Φιλαδέλφεια από: [http://www.world-mysteries.com/philadelphia\\_e.htm](http://www.world-mysteries.com/philadelphia_e.htm)
- **Lesson 2** - Σελίδα 34 / 78, Vocabulary (Resources - p. 157 / 159) - Ο λόγος του Ξενοφώντος Ζολώτα στη Νέα Υόρκη (Οκτώβριος 1957) προέρχεται από: <http://www.maty.gr/Library/Ζολώτας.txt>
- **It's your choice!** - Σελίδα 134 - 136 / 142 <http://www.howstuffworks.com/web-page.htm>

# UNIT 8

- **Lesson 1** - Σελίδες 89 / 88 - 93 / 89,  
Reading - Προσαρμοσμένο κείμενο  
για το The Sideways Bike από:  
[http://www.news.bbc.co.uk/2/hi/  
uk\\_news/magazine/6375259.stm](http://www.news.bbc.co.uk/2/hi/uk_news/magazine/6375259.stm),  
για το Skateboarding από:  
[http://www.en.wikipedia.org/wiki/  
Skateboarding](http://www.en.wikipedia.org/wiki/Skateboarding)  
και για το Biking on water από:  
[http://www.news.bbc.co.uk/2/hi/  
science/nature/93655.stm](http://www.news.bbc.co.uk/2/hi/science/nature/93655.stm).
- **Lesson 3** - Σελίδα 121 / 94  
[http://www.bbc.co.uk/radio4/  
fallandriseofthebicycle/pip/ehip5/](http://www.bbc.co.uk/radio4/fallandriseofthebicycle/pip/ehip5/)

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<b>GRAMMAR</b>	<b>Past Continuous Used to</b>
<b>VOCABULARY</b>	<b>Magnetism and animals</b>
<b>SKILLS</b>	<b>Listening for implied information</b>
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# Think TEEN!

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# Think TEEN!

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