


Think Teen

2nd Grade of Junior High School

TEACHER'S BOOK

(ΙΙΡΟΧΩΡΗΜΕΝΟΙ)

ΣΥΓΓΡΑΦΕΙΣ	Αλεξία Γιαννακοπούλου , Εκπαιδευτικός Γεωργία Γιαννακοπούλου , Εκπαιδευτικός Ευαγγελία Καραμπάση , Εκπαιδευτικός Θεώνη Σοφρωνά , Εκπαιδευτικός
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Γ' Κ.Π.Σ. / ΕΠΕΑΕΚ II / Ενέργεια 2.2.1. / Κατηγορία Πράξεων 2.2.1.α:
«Αναμόρφωση των προγραμμάτων σπουδών και συγγραφή νέων εκπαιδευτικών πακέτων»

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Πράξη με τίτλο:

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

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

ΥΠΟΥΡΓΕΙΟ ΕΘΝΙΚΗΣ ΠΑΙΔΕΙΑΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ
ΠΑΙΔΑΓΩΓΙΚΟ ΙΝΣΤΙΤΟΥΤΟ

Αλεξία Γιαννακοπούλου
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Ευαγγελία Καραμπάση
Θεώνη Σοφρωνά

ΑΝΑΔΟΧΟΣ ΣΥΓΓΡΑΦΗΣ:



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ΟΡΓΑΝΙΣΜΟΣ ΕΚΔΟΣΕΩΣ ΔΙΔΑΚΤΙΚΩΝ ΒΙΒΛΙΩΝ
ΑΘΗΝΑ

Introduction

Think Teen - 2nd Grade of Junior High School (Προχωρημένοι) is a course in English, which corresponds to Threshold B1 level. The design and construction of the material was based on the specifications of the “Cross-thematic Curriculum Framework for the Teaching of English in Junior High School” (ΔΕΠΠΣ) and the “English Language Curriculum” (ΑΠΣ) as well as the “Common European Framework of Reference for Languages: Learning, Teaching, Assessment” (CEF). These documents reflect a new order of reality in English Language Teaching as they focus on three main principles for the teaching of foreign languages: a) literacy, b) plurilingual/multilingual competence and c) pluricultural/multicultural competence.

The aims of this course

• Developing communicative competence

Language is, first and foremost, a medium of communication, therefore, the primary goal of this course is the development of Ss' communicative competence (sociolinguistic, linguistic, pragmatic). This means that the focus is on the teaching of the language not as an end in itself but rather as a means by which Ss can function as social individuals and can communicate effectively in real-life situations.

• Developing cultural awareness

Language is much more than simply a medium of communication, though. It is connected with our identity as individuals and as members of a community, as well as with our culture, our values and our interpretation of the world. Real communication, therefore, does not only mean using the same words as other people but also understanding their culture, values and interpretation of the world. Consequently, another major goal of this course, is to prepare Ss to use English not only as a contact language, but also as a means of discovering the culture of other people and appreciating their diversity.

• Developing lifelong learning strategies

Another basic aim of this course is to develop Ss' general competences, e.g. their knowledge of the world, the ability to learn, skills and know-how, as well as learning strategies. Knowledge relating to everyday living, specific knowledge in a scientific field and knowledge of values and beliefs all clearly enhance Ss' understanding of the language. Moreover, learning strategies (e.g. memory, cognitive, compensation, metacognitive, affective, social etc.), knowing how to discover new areas of knowledge, and knowing how to manipulate computer media as learning resources are not just classroom activities but life activities. Consequently, the English classroom is no longer a place where Ss learn the language per se; it is a place where Ss use the language as a tool for learning and thinking.

• Integrating English with other subjects

Young people today need to develop a high level of competence and knowledge in a variety of subjects in order to prepare themselves for a rapidly changing environment and the increasing demands of our modern technological society. English (the language of globalisation) is linked to a variety of fields (e.g. Computers, Music, Cinema, etc.) and undoubtedly constitutes a powerful tool for learning. Therefore, another major goal of this course is to provide a rich variety of themes and topics from which Ss can learn about the world and which they can link with other school subjects.

The approach adopted in the course

All the above goals are combined in a topic-based course, which emphasises the integration of skills and the integration of the EFL material with other areas of the school curriculum. The approach adopted in this course is a sociocognitive one insofar as it promotes learning by doing and learning through interaction. In other words, Ss are treated as independent and interdependent, as individual and social learners, who construct meaning through experience and through interaction and collaboration with their teacher and

peers. Thematic work forms the basis for such active and interactive experiences and provides opportunities for rich exposure to natural language as well as motivation and purposeful involvement, all of which lead to successful learning.

The materials are based on authentic language sources and have been adapted for the purposes of teaching. They take 14-year-old students into real life by asking them to discuss everyday issues as well as more complex issues of sociocultural and psychological interest to them (e.g. unity in diversity, friendship, caring for others, change). Discussing such issues with a partner, a group or the whole class becomes a central part of the classroom experience.

Ss interact with the different themes in many different ways – by reading, listening, speaking and writing. They also develop learning strategies such as working independently, collaborating with others, taking on responsibilities, making decisions, solving problems, and learning how to learn.

Cross-thematic activities and tasks feature in the book in a number of different ways. The materials have been carefully chosen to show people, places, situations, etc. from different backgrounds and different environments. The protagonists in the communicative tasks are not all English and come from different ethnic and cultural backgrounds in order to stress the diversity of the world in which Ss are growing up and, at the same time, the need to approach the Other.

The components of the course

Think Teen - 2nd Grade of Junior High School (Προχωρημένοι) consists of the Student's Book, the Workbook, the Teacher's Book and the Audio CD.

The Student's book is divided into eight Units, each of which comprises three lessons. Each Unit focuses on a central topic or theme, which links

the three lessons and leads to an extended project. This topic or theme functions as an “umbrella”, under which relevant topics or sub-themes come together to form the contents of the Unit.

Each lesson is designed to cover approximately three teaching periods. It follows a specific structure, which includes activating Ss' prior knowledge, discussing concepts, exploring the topic through a variety of activities integrating the four main skills, reinforcing language, practising new forms with guidance and then more independently, assessing and presenting work.

The development of skills is very important within the cross-thematic approach. A typical lesson is arranged into the following main sections: reading, listening, writing, speaking, language focus, and a project (not necessarily in a linear order). Ss engage in communicative language activities involving reception, production, interaction and mediation. The activities provide opportunities for Ss to work individually, in pairs, in groups or as a whole class.

All these components are combined in various proportions. At the beginning of the book, there is a Table of Contents presenting the language skills, functions, notions, learning strategies, structures and vocabulary dealt with in each Unit. The Cover page at the beginning of each Unit informs Ss about the content and objectives of the learning material so that they become aware of what they are learning and why they are learning it.

More specifically, there is one table at the bottom of each Cover page, which includes the main goals of the Unit regarding the four skills and another table, which contains the functions Ss will practise in the Unit. These statements are closely connected to the “Can-Do” statements at the end of each Unit (see self-assessment p. 13).

At the end of the Student's book, there are Appendices containing Differentiated Learning Material called "It's up to you", a Grammar Reference section, word lists, a list of irregular verbs, learning tips, maps, diagrams for organising information, and the key to the self-assessment of each Unit.

The **Workbook** consists of eight Units also comprising three lessons each, which contain vocabulary and grammar activities as well as supplementary reading, listening, speaking and writing activities. In the workbook there is language work based on the reading texts from the Student's Book in order to deepen Ss' knowledge of the language. The extra reading, listening, speaking and writing tasks are intended to enhance Ss' reception and production skills.

The **Teacher's** book offers suggestions and options about instruction, but the ultimate decisions about how to teach the materials belong to you and will be determined by what works best for your Ss. The Overview Grid at the beginning of each lesson presents the goals and objectives of the lesson with reference to specific skills, functions, and structures. The Teacher's Book also includes a wealth of information and interesting facts about the topics, as well as resources for more information. Moreover, it contains a wide variety of optional tasks for additional project work, supplementary activities or further practice. Last but not least, there is a Test Pack at the end of the Teacher's Book with sample tests for each Unit.

The **Audio CD** contains all the listening texts, some reading texts read aloud, pronunciation and intonation activities, as well as songs and poems. Most of the speakers are native speakers of English, but there are also speakers of other languages, depending on the nature of the listening task. In this way, Ss are exposed to and familiarised with a wide variety of speakers, types of accents and styles of speech.

Reading

In the Student's Book, there is strong emphasis on the content of the input material in order to create interest in the theme and promote discussion and other kinds of work on the relevant topic. As a result, the information content of a text is of primary importance. The reading texts explore topics from authentic sources (e.g. literature, reference books, magazines, newspapers and the Internet) and are used as vehicles of information (TAVI approach), that is, as tools for learning about particular topics. They are also vehicles for training Ss in different reading approaches and related skills and strategies.

The texts are authentic or adapted from authentic texts with a view to reducing the complexity of the language whilst trying to maintain the original content and discourse structure. Ss are encouraged to explore the texts, discuss their content and work individually or with their peers in order to carry out a variety of reading tasks. To teach the process of reading, there is emphasis on three main types of tasks: those which precede the presentation of the text (pre-reading), those which accompany it (while-reading) and those which follow it (post-reading).

In the pre-reading stage, there are tasks which activate Ss' existing knowledge of both language and topic, explore their opinions on the topic or motivate them to read by giving them a purpose for reading. The pre-reading stage is often a cocktail of activities which explore the topic by eliciting information related to the content of the text (e.g. Ss contribute what they know about a topic by brainstorming ideas), create a need in the Ss to match the ideas they generated with the ideas in the text (e.g. Ss predict the content of the text from its title and read to find out if they were right) and create a purpose for reading (e.g. Ss are asked questions to which answers are found in the text).

In the while-reading stage, there are tasks which help Ss to develop appropriate reading skills (e.g. skimming the text for its global meaning, scanning the text for specific information, or practising a more intensive approach to reading) and strategies (e.g. skipping unnecessary words, guessing the meaning of unknown words from context, making inferences from the title, using their knowledge of the world). Some tasks offer opportunities for Ss to make use of webs, charts or other graphic organisers in order to build up mental schemata and organise the content of the text. Such tasks are also likely to encourage storage of knowledge and language.

The post-reading tasks explore Ss' personal responses to the text (e.g. exploring ideas from the text, discussing the opinions of the writer, relating the content of the text to other areas of knowledge, and using the new knowledge to do something).

Listening

Ss are given plenty of opportunities to function as listeners by fulfilling two roles in the classroom: that of eavesdroppers and that of participants. They are eavesdroppers when they listen to a conversation without any speaking role. In such cases, they restrict their attention to listening. They are participants when they take part in a conversation with their partner, the teacher or their group. When they are involved in such conversations, they have to use both listening and speaking skills in handling the tasks. They have the chance to ask for repetition and indicate difficulty, thus controlling the pace and the delivery of the language they have to interpret.

The listening texts (e.g. narrations, interviews, broadcast conversations, radio announcements, telephone conversations etc.) are authentic in nature, clearly possessing features typical of real world oral discourse, such as hesitations, fillers and false starts, rephrasing, and turn-taking devices.

Like Reading, Listening can be analysed in terms of pre-, while- and post-listening. The pre-listening tasks provide Ss with a purpose for listening and activate existing knowledge to help Ss make predictions about the situations. The while-listening tasks are intended to develop both global and fragmentary understanding. Ss listen to the texts for gist, specific information, detailed understanding, implications etc. Post-listening tasks provide opportunities for integration with other skills. All the listening texts are transcribed and the transcripts can be found in the Teacher's Book.

Speaking

Speaking is involved in two processes:

- a) speaking to learn (developing accuracy)
- b) learning to speak (developing fluency)

The tasks are communicative in the sense that they provide a task environment in which Ss know to whom they are going to talk and about what. Even in more controlled communicative tasks, there is a purpose for communication and Ss are put into the position where they have to use the spoken language to transmit information to their interlocutors. The tasks incorporate both the interactional and transactional functions of oral discourse with the focus clearly on the latter. More specifically, there are

- a) tasks for the presentation of new language
- b) tasks for communication practice and
- c) tasks for freer production of spoken language.

In the first category belong tasks which are intended to elicit the desired language (e.g. modals / making suggestions) with the help of examples. The second group of tasks creates links between the language forms and their functional meaning. These tasks are constructed in such a way that they are likely to elicit a variety of structures or functions for additional practice. In the third category belong tasks which contribute significantly to the development of oral

skills and fluency, since they do not focus only on the language per se but on the on-going interaction with other speakers.

It is hardly necessary to stress the significance of pair and group work. The underlying principle is that Ss learn to speak by speaking. Since communication involves interaction, the techniques used to promote interaction include pair work, group work, roleplay and discussion. In such tasks, the transmission of a message is an essential component of the task and Ss are free to use any language structures available to them. Moreover, these tasks exhibit features encountered in genuine interaction, such as management of interaction and negotiation of meaning, and have features that characterise communicative activities, such as roles, outcomes and split information.

Suggestions for effective group work

How can you put Ss into groups?

One way to put Ss into groups is to give each seat a number, write the numbers on a piece of paper and have Ss draw the number of their seat. If the seating arrangement is not convenient, ask Ss to move their desks when they work in groups so that they can easily address each other. Have Ss change seats regularly so that they all have an opportunity to interact with everybody.

What do you do with Ss who are not willing to cooperate?

Find out why the specific Ss are not willing to cooperate. If they have difficulty participating in a specific task, tell them to do something they can do, e.g. a shy child can take down notes. If they lack social skills, (e.g. they don't know how to make friends, how to reach an agreement, how to be sensitive to the needs and feelings of the others, how to initiate a conversation, how to take turns, how to reinforce others, etc.) teach them or encourage them to work with Ss who have good social skills.

How do you promote effective group management?

Encourage Ss to take on specific roles within the group. For example, Ss can choose one of the following roles: the noise level monitor, the time keeper, the praiser and the recorder. The noise level monitor has to reduce the noise level in the group or discourage bad behaviour. The praiser has to encourage and motivate the others to speak, stress positive ideas and provoke thought. The recorder has to take down notes but also think and participate at the same time. The time keeper has to time the activity. It is obvious that some roles are more demanding than others and require different skills and abilities. For this reason, allow Ss to decide who is going to do what, based on their personality, skills, interests and abilities but also encourage them to rotate roles in the group so that they have the chance to be exposed to all of them.

How do you deal with Ss' errors?

When it comes to error correction, it is better to provide delayed feedback, that is, errors should be noted for subsequent correction. Moreover, feedback should be focused, that is, it should focus on particular aspects of language or interaction. Also, it makes more sense to correct errors which are widespread rather than individual. There is no point in correcting all errors either, only those structures or functions that would make Ss' performance more efficient. In conclusion, feedback should provide information to Ss so that they can improve their future performance and it should raise awareness of aspects of spoken language so that they can monitor their own performance.

How do you encourage Ss to speak English?

Ss are very often involved in pair and group work in order to exchange ideas, compare their answers or share information on a topic. Ss who share the same mother tongue will tend to revert to using it, especially when the teacher cannot hear them. Even if they feel motivated to communicate, they are likely to do so using the

natural vehicle of communication, their mother tongue.

One way of dealing with this problem might be to help Ss realise that they cannot learn to speak English unless they speak English. Praise Ss when they speak English even if they make mistakes. Give them rewards, e.g. extra credit.

Another way might be to select certain groups to perform the tasks in front of the class. This kind of public performance might motivate them to use the target language.

It is equally important to set a good example with your own performance i.e. by only speaking English. Also encourage each student to speak at least once in each lesson.

Writing

The purpose for teaching writing in this course is learning to write rather than writing to learn. Learning to write at this level involves writing detailed descriptions, stories, simple essays, summaries, brief reports, informal letters, and e-mails.

Writing instruction centres on six objectives:

1. Ss should develop a variety of competences and skills

The successful performance of communicative writing tasks depends on the development of a variety of complex skills and subskills as well as other competences, i.e. sociocultural and strategic competences. Students should know that a reasonable degree of grammatical accuracy is necessary but there are also other criteria which constitute a good text, such as appropriacy, sufficiency and organisation of information. The writing tasks in this book aim at training Ss to develop this system of necessary skills and competences.

2. Ss should write on a variety of tasks and for different audiences

Ss are expected to understand that language is socially situated and therefore, people communicate in different ways and use different kinds of linguistic forms to express different purposes. For this reason, Ss are provided with tasks which encourage the production of texts addressed to specific audiences. As there are many types of discourse and text types, these are classified and their main characteristics are described. Being aware of the features which characterise different discourse types helps Ss write more effectively and evaluate whether their text is well-written.

3. Ss should write for a variety of purposes

Ss need to write in three different modes: expressive, poetic and transactional. Writing in the expressive mode means writing about topics that have immediate connection to their everyday lives, social environment and interests. Poetic writing covers both narratives and poetry. Finally, writing in the transactional mode means performing real-world transactions, e.g. persuading, describing, explaining, giving directions, advising etc.

4. Ss should plan, draft, revise and edit ideas and forms of expression in their writing

The writing process involves exploring and generating ideas on a subject, getting started, making continuous decisions about what to write and how to express the intended content, constantly reviewing what has been written, reformulating and thinking about what comes next, and perhaps revising. The writing process is roughly divided into three stages: prewriting, writing and rewriting. Students are provided with enough opportunities to be involved in all the phases of the process but not necessarily in every writing task.

5. Ss should write in a supportive environment

Students are well aware that the assumed audience is in fact their teacher. You should, therefore, help your Ss feel that what they have to

say is important to you. The sense of success and satisfaction that Ss experience when a caring reader, i.e. the teacher or peers, appreciates their texts is a key factor in sustaining motivation. Moreover, the use of final publication contributes greatly to a sense of achievement as real writers.

6. Ss should be exposed to a variety of stimulus materials

There is substantial evidence that reading and writing are complementary activities and that students learn about written language by being exposed to it. In the Student's Book, there are reading models belonging to different genres. These models should be used as resources in order to build an awareness of discourse organisation and patterns, which can be practised and reviewed within the context of the students' own texts. In the Writing section of each Unit of the Student's Book, there are also writing tips which draw Ss' attention to the social conventions which seem to dictate a text and show them which strategies are likely to be successful in writing.

Suggestions for more effective feedback

Ss need to learn how to revise their writing. Help them revise their work with guidance and focused feedback.

- The feedback should be structured so that you have a clear idea of what you are looking for in trying to judge if the writing is good. The feedback can be structured around three main areas: a) content b) organisation and c) language.
- The feedback should begin with praise or a comment pointing out something positive about the student's work. This positive comment can be general or specific, stating the reason why. Such evaluative comments show respect for the writer and appreciation of his/her effort. They also make writers understand that some parts of

the paper can be more successful than others. Again it should be remembered that with praise and encouragement, Ss' self-confidence may be increased even in instances where they feel they have not succeeded completely.

- The next step would be to comment on higher order aspects of the text, pointing out what should be expanded, changed or left out. You can achieve this goal through a series of questions (e.g. What do you mean by that? Can you give me an example?) or prompts about content (e.g. I would like to know more about this person; This part is not very clear). Such questions and comments help the writer see a reader beyond himself/herself and are fairly easy to internalise as guides for the next task. As the time progresses, your comments can change focus and incorporate new concerns that are being discussed in class, e.g. introductions and conclusions, effective use of cohesive devices etc.
- You need to be explicit about the problems in a text and the solution to these problems so that Ss know what action to take. In other words, you need to replace vague and abstract responses (e.g. be careful, write more) with text-specific, explicit and substantive comments, which support Ss in making more effective revisions (e.g. "I think your story would be more interesting if you wrote more details about what happened. For example: Where was the police officer? How did he catch the thief? What happened after that? Did he take him to the police station? How did the passers-by react?")
- Although Ss are concerned with error correction, your focus should not be on an error free text. Instead of providing highly detailed feedback on language errors, fewer errors could be addressed, particularly, errors which are likely to recur in the student's next paper. If you want Ss to discover and correct their own errors, ask them to correct only the mistakes which are part of a rule-governed

system, whereas errors based on their own interlanguage sense of how English works should be corrected by you. The wrong forms corrected by the Ss should be clearly shown on the text (e.g. underlined) so that they cause less frustration and take less time to locate. Moreover, if students are misusing words or structures that will clearly recur in their next paper, it makes more sense to make limited corrections on their first draft instead of having students rewrite incorrect versions of these features in their second draft.

- While your feedback will stimulate some students to respond, it might not have any effect on others. Ss need time and training to overcome their anxieties and initial hesitations before they can explore what they have observed or learnt about revision. Many students will find it hard to deal simultaneously with all the writing constraints at the linguistic, cognitive and discourse level and thus they will eventually take only what they can or want from your comments. However, even if they are not yet in control of the revision process, they will set in motion mechanisms which sooner or later will help them revise in a more mature way, and their abilities will unfold.

Mediation

In this course, there is at least one mediation task in each Unit. Mediation tasks are intended to make communication possible between people who are unable to communicate directly. For example, the language user acts as an intermediary between two or more persons who cannot communicate directly by reformulating a text for these persons, e.g. paraphrasing, summarising, or interpreting it. Given the multilingual and multicultural nature of our community, mediating language activities play an important role in the EFL classroom.

Language focus

The Student's Book moves, in the familiar way, from the Present tenses, through the Past Tenses to Future Tenses and so on, mainly through the language focus sections. In these sections, Ss are presented with examples of grammatical items in context and are asked to work out the rules. There is always a task for immediate practice and opportunities for more practice in the Workbook. The language content moves in a cyclical way, being related to previously taught language and then expanded. In the Appendices, there is a Grammar Reference section, with a more detailed description of the structures, their uses as well as examples illustrating them.

In order to develop Ss' accuracy of the language, we suggest you try out different language awareness activities in class. Language awareness activities guide Ss into noticing useful language forms in the text used in a specific lesson or in texts read in previous lessons.

Examples of language awareness activities

- Ss underline in the text words that end in -s or -'s and put them into categories e.g. plural nouns, simple present, is, has, genitive
- Ss underline in the text words that end in -ing and put them into categories
- Ss underline in the text phrases with the preposition 'in' and put them into two categories: time and place
- Ss underline in the text the adjectives that are used to describe the nouns
- Ss underline in the text words and phrases related to the topic of the text
- Ss underline in the text all the phrases containing the verb 'have' and discuss its meaning in each case
- Ss underline in the text all the phrases used to express disagreement

Pronunciation

In each Unit of the Workbook, there is pronunciation practice. The pronunciation activities deal with specific sounds as well as stress and intonation. When you do the pronunciation tasks, play the recording of the model words and have Ss practise the sounds by repeating the words or phrases. However, it must be remembered that pronunciation is best dealt with in the context of learning new words, structures, etc. rather than in isolation.

Alternative assessment

Modern assessment is seen as an ongoing process which describes Ss in terms of what they know and what they can do rather than what they cannot. There is a wide range of assessment approaches that can be matched to particular learning objectives. These include weekly routines, class observations, portfolios, conferences and journals. In this specific course, there are suggestions for self-, peer- and portfolio assessment. These types of alternative assessment are a much more direct and efficient way of getting information from Ss themselves about:

- their expectations and needs
- their problems and worries
- how they feel about their own progress
- their reactions to the materials and methods being used
- what they think about the course in general

Self-assessment

At the end of each Unit, there is a self-assessment section, which includes Can-do statements. Can-do statements help Ss evaluate themselves in relation to how much they have learnt or to the process of learning. They indirectly get information on their language skills, grammar and vocabulary. Moreover, self-assessment helps them think about 'how they learn' and 'which strategies' they can use to facilitate learning. They

also think about how well they worked, what problems they faced and how they can do things better next time.

There are no right or wrong answers for the Self-assessment section, since it is intended to raise awareness. For example, Ss question themselves: "When I work in a group, do I always finish my part of the work? Do I speak English most of the time?", etc. All the prompts in Self-assessment implicitly reflect positive attitudes and provide Ss with an idea of what they should do to become more effective learners.

Review

Furthermore, formative assessment is carried out at the end of each Unit for the purpose of providing feedback to Ss and teachers on how well students are progressing in learning what has been taught. The Review section provides Ss with self-tests.

Before Ss do the Review page, you can ask them to revise what has been taught in the Unit. Once they have done the Review in class, they self-correct their work based on the answer key provided in the Appendices (see pp. 163-166). Ss give themselves points for each correct answer and then count their points to see how well they have done. There are some suggestions for self-correction of the Writing, but if you wish you can give Ss other guidelines or correct their paragraphs yourself.

Portfolio

The portfolio is another vehicle for engaging Ss in the process of self-evaluation and goal-setting. Using a portfolio as an additional means of assessment provides a way of evaluating not only the product but also the process of learning. We suggest that you encourage Ss to have a folder in which they keep their writing. They can keep their first drafts, their brainstorming notes, their webs and charts, the teacher comments, their drafts showing revisions as well as illustrations and mini-project reports. Some of the processes of

learning to read can also be shown in a portfolio, e.g. predicting the content of the text or how the story is going to end. The portfolio can also function as a journal, in which Ss write down things that do not have to be evaluated by the teacher. They can write about what they liked, didn't like or found difficult in a story, an activity they did and so on. Portfolios make Ss independent and autonomous learners because they provide them with opportunities to look back at their work, evaluate it and set goals for improvement. Most importantly, the portfolio functions as a self-assessment tool that encourages Ss to reflect upon the learning strategies they used or they could use from now on. For this purpose, teachers can use the 'Ευρωπαϊκό Portfolio Γλωσσών' (http://www.pi-schools.gr/lessons/french/portfolio_gymnasiou.pdf).

Differentiated learning – It's up to you

Ss have different needs, attitudes and interests. They have different abilities and learning styles. Some of them learn better when they think in images, others when they use their hands. Some learn as they read and write and others as they communicate with their peers. Some are self-motivated, others need to be challenged. Some Ss need extra help and support, others work independently. Some require more practice than others or work at a different pace than others.

For this reason, differentiated learning activities are given at the end of the Student's Book and at the end of the Workbook. The differentiated learning material offers opportunities for Ss to choose what is linguistically or cognitively appropriate for them. At the same time, it offers opportunities to choose what is appropriate for their learning styles and interests. The specific material allows for choice and student involvement in their learning. It allows Ss to approach the English language in a combination of ways and learn in their preferred style. More specifically, the differentiated learning material contains:

- a) activities that reinforce key functions and structures,
- b) activities that vary the ways Ss learn or like to work with the language and
- c) activities that challenge more competent and motivated Ss

Closed tasks, i.e. tasks that can take only one correct answer e.g. 'multiple choice', 'true/ false', 'matching' or 'put the verb in the correct tense' etc. are turned into 'tiered tasks', that is, versions of the task that are of different levels of difficulty for the Ss to choose from.

Ss can work in groups of similar competence level (homogeneous groups) when doing 'tiered tasks', that is, when Ss are provided with two or three versions of the same task that vary in terms of difficulty and can choose which version to do. In this way, all Ss are engaged in work which is most suited to their level.

Open-ended tasks, i.e. tasks that allow for multiple right answers, such as 'predict the content of a text from its title', 'write a paragraph', 'role-play', 'put the items in order of importance or preference', 'projects' etc. are particularly appropriate for mixed-ability classes because Ss can produce language at their own level. However, it is necessary that you adjust your expectations of task performance from each student according to the student's competence level.

You can choose what works best for your Ss but also encourage them to make their own decisions. The symbols next to the tasks correspond to varying levels of difficulty and will help Ss in their decision making.

Projects

At the heart of the book lies the project, which adds another dimension to Ss' understanding of the theme. The projects in this book range from relatively short tasks (mini-projects), which can be

completed in a few hours, to highly demanding tasks (extended or large-scale projects), which constitute a major component of the course. There is an extended project in each Unit, which encourages Ss to go beyond the coursebook material and explore a topic in more depth, and involves the production of an end product of some sort, e.g. a report, a leaflet, a play or some kind of real-world action. There are also mini-projects throughout the book which engage Ss in independent purposeful activities in order for them to explore different aspects of a specific theme. When assigning mini-projects, you can ask groups to work on them on a rotating basis. This way, Ss can do those tasks which are of interest to them.

Extended projects generally enable Ss to:

- explore a particular topic in depth
- integrate what they have learnt with other subjects
- develop basic research skills, time-management and project-management skills
- develop general team skills, effective leadership skills or other role skills
- use their initiative and develop their creative powers
- become more competent writers by producing a well-structured report
- make effective oral presentations
- become independent and autonomous learners

There are individual projects and group projects. Individual projects are those that the Ss carry out alone, without collaboration with any of their peers. Group projects, on the other hand, are carried out by teams of Ss, who are collectively responsible for carrying out the work. In group projects, Ss should be assigned distinct roles and they should know in advance who is going to do what, e.g. direct the group, record the data, report to the class etc.

The Teacher's Book offers guidelines about how to tackle the projects and help Ss work more effectively. These guidelines can be summarised as follows:

- Provide Ss with an appropriate role.
- Teach them the basic strategies and methodologies of research.
- Help them to find suitable material, addresses on the Internet, other people who might be able to help them, and so on.
- Help them to make their plans for their project programme.
- In the case of large-scale projects, establish a regular pattern of supervision, by organising weekly or fortnightly meetings with them.
- Encourage your Ss and show them that you care about them and their work.
- Help them to become autonomous learners, e.g. by helping them to develop effective time-management and project-management skills.
- Give them whatever help is appropriate, e.g. by providing feedback on their first drafts.
- Help them to prepare for the presentation of the project.
- Help them to display their projects on the classroom bulletin-board or wall, read them out in class or put them together in a class anthology.

A change of roles for teachers and students

The revised curriculum is different from what we have been implementing until now. Our ultimate hope is that by the end of this course we will have managed to produce users of the English language, who think independently and critically, who want to challenge and to be challenged, who are eager to discover more about themselves and the world around them, who are ready to consider different points of view, draw conclusions and make decisions.

It must be understood that the new reality also demands new skills on the part of the teacher.

We are still assistants, facilitators, advisors, supporters, coaches, coordinators, caring readers and evaluators but it is also our responsibility to help Ss to develop skills; not only the skills connected with using the language but also skills of thinking and learning. It is our duty to encourage Ss to become

independent and responsible learners as well as critical thinkers and evaluators of their own learning. Our stance is highly important in helping to develop a cooperative, learner-centred environment in the classroom, which should function as a community of independent, lifelong learners.

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Unit 1: Unity in diversity

Overview of the Unit

Unit 1 is built around the theme “Unity in Diversity”. The theme is exploited through the following sub-themes: people and their characteristics, cultures, countries, cities and monuments. The materials and the tasks are intended to heighten Ss’ awareness of the rich cultural diversity of the world in which they are growing up but also stress the idea of unity and appreciation of other people.

Cover page, p. 9

The cover page of Unit 1 shows pictures from the three lessons of the Unit and tries to create interest in the content of these lessons. You can ask Ss to do Task 1 in two stages. First, ask them to work in pairs and make predictions about the content of the lessons. Encourage them to share their predictions with the whole class. Next, allow them time to locate the pictures in the Unit and discuss what each lesson is about.

1. The pictures are found on pages (from left to right 14, 21, 16, 12, 11, 17, 15). Lesson 1 is about people and their characteristics, Lesson 2 is about different cultures, and Lesson 3 is about amazing buildings around the world.

Task 2 includes questions connected to the topics covered in this Unit.

2.

- The largest country is Russia (17,075,400 km²)
- The most populous country is China with just over 1.3 billion people in 2008
- The least populous country is the Vatican: 911 inhabitants. It is also the world’s smallest country.

Finally, Task 3 invites Ss to analyse the general theme into sub-themes and make crosscurricular connections.

3. Although there are many differences in terms of customs and traditions, architecture, sports and entertainment, education, arts, food and eating habits, relationships and attitudes all over the world (diversity), yet people everywhere are fundamentally the same, with the same needs, fears and hopes for the future (unity).

Lesson 1 – People and Places

Objectives:

- Reading: interview with an anthropologist; for gist and specific information
- Listening: a child’s daily routine; for specific information
- Speaking: about physical appearance and personality
- Writing: description of a person

Language focus:

Simple Present, Present Continuous,
(question / negative)
Adverbs of frequency

Vocabulary:

terrain, altitude, barren, plains, marshes, scorching desert, evolve, surroundings, substance, rays, insulation, absorb, adaptation, frostbite, survive, harsh weather, layer of fat, regions, vocabulary for describing physical characteristics and personality

1. You and me, p. 10

1.1 Ask Ss to look at the pictures of the children and guess where they come from. Encourage them to justify their guesses. Draw their attention to facial characteristics, skin colour and clothes. If they have difficulty talking about people and their characteristics, tell them they can find words and expressions for describing people in their wkb, p. 6.

1.2 Ask Ss to talk about similarities and differences between themselves and the children in the pictures. Ss use the examples for guidance.

2. The way we look, pp. 10-12

2.1

Nuru:

1. He lives in Africa.
2. He isn't wearing many clothes - just a loin-cloth around his waist.
3. It's sunny and hot.
4. He is walking over the dry, cracked earth with his brother to collect water from a spring.

Tikki:

1. He lives in Alaska.
2. He is wearing thick clothes and a heavy parka with thick fur around the hood.
3. It's snowing and it's freezing cold.
4. He is fishing with his father in the Arctic Sea.

2.2 Ask Ss to read the interview in order to find out how scientists explain the fact that people's characteristics are different in various places in the world. Ask them to transfer the relevant information to the table provided.

1. dark skin / hair - offer protection against the sun and the heat
2. fair skin - allows vitamin D to be absorbed
3. flat faces / noses - offer protection against the cold
4. tall and thin bodies - offer protection against the heat
5. sturdy bodies - offer protection against the cold

2.3

1. The factors that affect people's different characteristics around the world.
2. To adapt to their surroundings and to the climatic conditions of the place where they come from.

3. Language focus, p.12

3.1 The Language focus in all three lessons of this Unit is intended to revise structures from the previous level. Therefore, Ss are not expected to

have difficulty recognising the two present tense forms and the differences between them.

Present Continuous: an action happening now.

Simple Present: a habit / routine.

If you wish to draw Ss' attention to language form, write some examples of the interrogative and negative forms of Simple Present and Present Continuous on the board and ask them: "*Which auxiliary verb is used in the Present Simple? Which auxiliary verb is used in the Present Continuous? What happens to the order of words? What happens to the verb when we use 'does'?*".

3.2 Elicit that the Present Continuous is also used to express future arrangements and situations in progress. The Simple Present is also used to talk about general truths and scientific facts, as well as timetables.

Go through the examples with the Ss and ask them to match the sentences with the corresponding use. If necessary, write more examples on the board or refer Ss to the Grammar Reference, p. 167.

1c, 2d, 3a, 4b, 5f, 6e

3.3 Remind Ss that the words *usually* and *often* are adverbs of frequency. Ask them to look at their position in the sentence and to circle the right word in order to complete the rule. If necessary, write more examples on the board.

... **before** the main verb

... **after** the auxiliary verbs

You can ask Ss if they know any other adverbs of frequency. If not, refer them to the Grammar Reference, p. 167.

4. Talking about us, p. 13

4.1 Ask Ss to think of someone in the class and to describe him / her (physical characteristics, actions, habits) so that the rest of the Ss can guess who it is. Repeat with as many Ss as possible. Ss use the example for guidance.

4.2 Point out that there are other expressions that show frequency, and go through the note with the class. Have Ss work in pairs to ask each other questions about their habits. Make sure they take turns. Encourage them to use the expressions in the box or the adverbs of frequency.

5. A child's life in ..., p. 13

5.1 Tell Ss they are going to listen to an African girl describe her daily routine. Ask them to read through the table and make reasonable guesses about the missing information. Ss listen to the text twice and complete the table.

TRANSCRIPT

Hello everyone. I'm Imani and I live in Malawi, a small African country with my 3 brothers and 2 sisters. My day starts very early, much earlier than yours! **We get up at 4 o'clock in the morning**, before the sun comes up. It's nice and cool in the morning and doing chores is easier then. We prepare our breakfast and then we have to **carry last night's dishes out to the lake where we wash them** so we can use them again. Thankfully, the lake is nearby, so we don't have to walk long. My friends and **I arrive at school at about 7:00**, but before classes begin, we have to sweep the school grounds. Everyone pitches in; it's really quite fun! **Classes begin at 7:30**. There are lots of pupils in each class, many times more than 50 – some classes even have 100! All ages are in one class too! **We have one break at 10:30** when we rest and play games, skip rope or play ball. **School is over at 1:15**. The walk home from school takes about one hour. When we get home, **we have to cook**

our lunch and then we do our homework.

We don't usually have much to do, so **at about 4:30 we are free to go down to the lake**. All the village children gather there to play or dance. We really have lots of fun. When we get back home there are more chores waiting for us. Sometimes we have to repair the walls of our hut with sand and water – everyone has to help. Or we help with the meal preparation for the next day by pounding corn to make flour. **8:45 is bedtime**. If that sounds early to you, remember that we have to get up really early in the morning, so we don't have much of a choice!

1. 4:00
2. wash dishes / carry dishes to the lake to wash them
3. arrive at school
4. 7:30
5. have a break / play games, skip rope, play ball
6. 1:15
7. cook lunch
8. (free to) go to the lake
9. 8:45
10. bedtime

5.2 Ask Ss to complete the clock diagram with the most important parts of their daily routine. Then ask them to compare and contrast their day with Imani's day, and comment on the aspects of her life they particularly like or dislike.

6. Writing a description, p. 14

6.1 Ask Ss to read the description and take down notes about Olga concerning the specified areas. Ss compare their notes with their partners'.

1. not very tall / slim / fit
2. long, fair hair / brown eyes / friendly face / beautiful smile

3. dad has got a business / mum works in a supermarket / brother is called Alex
4. lived in Kiev, the Ukraine
5. maths / music
6. boys made fun of her but she still talks to them
7. friendly / understanding / helpful / shy
8. she's great

You can ask Ss to read the letter again and discuss what kind of information is included in each paragraph.

- par. 1: name, age, physical appearance, body
 par. 2: how they met, family background
 par. 3: things they do together, interests
 par. 4: an incident (boys make fun of her), character, personality
 par. 5: general opinion

6.2 Read the title of the competition entry with the Ss. Ask them what they have to write (the description of a person), for what purpose (a competition) and who the reader(s) of their writing will be (the judges of the competition).

Discuss the characteristics of a good description with them. Elicit the strategies they have acquired from L1. Make sure that some of the following points are covered in class discussion:

- the more interesting the details the Ss use, the more interesting their description will be.
- it is important to put the information they want to include in a logical order and in different paragraphs.
- their beginning and ending should attract the reader's attention.
- examples of specific incidents make their description more realistic.

Point out that it is very important to plan their writing before they get started. The 'Useful tips' summarise the most important points Ss should have in mind when writing a description. Stress the fact that before they hand in their work, it's a good idea to reread their text to see if they have

left out other ideas that might interest the reader, and to check their work for spelling and grammar mistakes. For more guidelines on teaching writing as a process, see Introduction, pp. 10-12.

Lesson 2 – Joined in our Differences

Objectives:

- Reading: speeches; for specific information
- Listening: monologue; for specific information
- Speaking: about the theme of a painting
- Greeting and introducing people

Language focus:

Stative verbs

Vocabulary:

customs, bow, greet, body language, traditional dish, chopsticks, mats, slippers, thrive, shake hands, cuisine, celebrate, appreciate

1. Different but alike, p. 15

1.1 Invite Ss to complete the spider diagram around the word 'culture'. Discuss with them the kind of traits that define a culture. Write their ideas on the board.

Suggested answer:

customs/habits, architecture/religion, music, sports, holidays, celebrations, homes, clothes, art, family structure, lifestyle, etc.

1.2 Ask Ss to find the four words. These are: Unidad, Tolerancia, Diversidad, Armonía. If Ss are familiar with the English equivalents, they won't have difficulty guessing the meaning of the four Spanish words.

Unity, Tolerance, Diversity, Harmony

1.3

The element of diversity is portrayed by the different physical characteristics of black and white people, which, in turn, reflect the

diversity in cultural heritage, origin, identity, ideology, customs, habits, religion and so on. Unity is reflected by the two joined hands and the fact that people from diverse cultures can share the same space and live in harmony, by developing tolerance and an understanding of the differences among them.

1.4 Mini-project: Cultures on my street

Tell Ss that the borders within Europe are slowly fading, people from different cultures and backgrounds are coming together, trying to communicate and understand each other. Point out that each one of these people has a story. Ask Ss to interview one or more of these people and write their story. If possible, ask them to add photos to their work. Allow enough time for all Ss to prepare and present their work in class.

Optional:

Ask Ss to make a poster of their own entitled "Unity in Diversity".

favourites are **golf** - there are about 200 courses around the country - and of course football which has thousands of fans! Music is very important to the Spanish and is a vital part of daily life. More than 200 festivals are celebrated all over Spain every year. We enjoy many forms of music and dance but the one most often associated with my country is **flamenco**. Flamenco artists are famous all over the world. Before I finish, I mustn't forget to mention the **museums** and art galleries where you can admire works by famous Spanish artists like Goya, Picasso and Dali.

1. Spain
2. 'Hola' / shake hands / exchange two kisses
3. 'tapas'
4. wine
5. restaurants
6. golf
7. flamenco (dancing)
8. museums

2. Welcome to my world, p. 16

Ask Ss to look at the table before listening. Point out that if Ss know the areas they need to focus on while listening, it is easier to carry out the task. Ss listen to the text twice and complete the table.

TRANSCRIPT

Hello everybody – or, **as they would say in my country 'Buenos días' or 'Hola'**. My name is Maria Dolores and I'm very happy to be given the chance to **talk about Spain**. Spanish people greet each other by shaking hands or exchanging two kisses, one on each cheek. As you might all know, Spanish food is delicious and spicy – and I guess the most famous dish is 'paella' – made with rice, chicken, seafood and lots of vegetables. We also love to eat tasty bite-sized snacks which **are called 'tapas'**. Spain is also famous **for its wine** which we drink with our food. Entertainment? Umm... Let's see... Of course we often go out to cafés or **restaurants** to meet our friends. And we enjoy sports; two of our

3. A glimpse into my country, pp. 16-17

3.1

NOTE:

The reading text is included in the CD.

They both mention how people greet each other in their country, their traditional food and the things they do to entertain themselves.

3.2

1. Y, 2. B, 3. B, 4. P, 5. Y

3.3

Possible answers

French: Allô
 German: Hallo
 Italian: Ciao
 Danish: Hej (hi)
 Turkish: Merhaba
 Spanish: Hola
 Dutch: Hoi
 Polish: Zesc

3.4 Ask Ss to get into groups and make a list with the word ‘thank you’ in other languages. A competition to see which group will come up with the longest list will make the task more motivating.

Possible answers:

French: Merci
 German: Danke
 Italian: Grazie
 Danish: Tak
 Turkish: Tessekur ederim
 Spanish: Gracias
 Dutch: Dankuwel
 Polish: Dzienkukje

4. Language focus, p. 17

4.1 Read the examples in class. Point out that stative verbs are used only in **simple tenses** because they refer to a permanent **state**, not an action. Refer Ss to the Grammar Reference, p. 167, for more stative verbs.

want, prefer, understand, believe, belong, seem, need, etc.

4.2 Point out that some stative verbs can be used in continuous tenses but with a difference in meaning. Ask Ss to explain what the sentences mean in order to identify these differences. Elicit that stative verbs can be used in continuous tenses when they **refer to a temporary activity**. For more examples of stative verbs that have a continuous form, see Grammar Reference, p. 167.

- 1.a. έχουμε
 b. θα φάμε (expression)
- 2.a. νομίζουμε, πιστεύουμε
 b. σκέπτεται
- 3.a. έχει ... γεύση
 b. δοκιμάζει, γεύεται
- 4.a. φαίνονται
 b. κοιτάζουμε

5. In my country..., p. 18

Ask Ss to write true sentences about their country using stative verbs.

Ss' own answers.

6. Mini-project: A song for us, p. 18

6.1 Ask Ss to look at the picture in order to discuss the message it conveys and how this message is connected to the title of the CD.

The picture and the title both imply that all the people of the world belong to one common ‘world tribe’.

6.2 This is a mini-project which engages Ss in carrying out a piece of creative work over an extended period of time. Encourage them to do this project because the final outcome can be amazing! However, if the majority of your Ss are not musically inclined, ask them to bring in pieces of music that feature a variety of musical instruments and sounds.

Optional:

You can play Loreena McKennitt's song “Caravansarai” from the CD “AN ANCIENT MUSE” to show your Ss how a multitude of diverse instruments can result in a harmonious blend. The musicians participating in this song come from a variety of countries (including Greece) and play 18 different instruments.

NOTE:

R&B: Rhythm and Blues

**Lesson 3 – Different Places
 – Different Buildings**

Objectives:

- Reading: article; for specific information
- Speaking: about buildings, materials
- Writing: description of a building
- Making comparisons
- Doing research on countries
- Making a presentation

Language focus:

Comparative – Superlative degree
(not) as ... as
Irregular comparatives

Vocabulary:

foundation, brick, marble, pillar, shallow dome, pier, arch, be accustomed to, awe-inspiring, storey, construction, vertical, lean, install, halt, declare, stable, distinctive, spectacular, concrete, granite tiles, interior, multitude, breathtaking

1. Built to last, p. 19**1.1****Suggested answers:**

Materials: stone, brick, marble, granite, glass, cement, concrete, steel

Factors:

Climate, availability and durability of materials, style of architecture, tradition, etc.

1.2 Point out that many buildings were built for a specific reason in the past, but are used today for a different purpose. Ask Ss if they know why the specific buildings were originally built and how they are used today.

The Erectheion was a temple built in honour of the ancient Greek goddess Athena. Today, it is one of the most glorious monuments in Greece.

The Taj Mahal was a palace, a present from a great emperor to a wife who died when she was very young. Today, it is a famous tourist attraction in northern India.

The Colosseum was a stadium in ancient Rome, which was used as an arena for gladiators to fight in. Today, it is one of Rome's major landmarks.

1.3 Ask Ss to research a landmark and make a poster about it. Encourage them to find pictures and write captions with interesting information about this landmark. Ss present or display their work in class.

Useful sites:

www.wikipedia.org

www.greatbuildings.com

2. Amazing structures, pp. 20-21

2.1 Read the 'Useful tip' with the Ss and point out that when they are reading for specific information, they need to look for key words and phrases, such as names, dates and places. They need not focus on all the details and they should not worry about unknown words.

NOTE: Agia or Aghia Sophia

- **Agia Sophia**

- a. Constantinople / Istanbul
- b. \cong 1,500 years old
- c. Greek architects (Anthemios and Isidoros)
- d. Its huge, shallow dome

- **The Tower of Pisa**

- a. Italy
- b. \cong 800 years old
- c. Unknown
- d. It leans

- **The Sydney Opera House**

- a. Australia
- b. \cong 30 years old
- c. Jorn Utzon
- d. Its spectacular roof

2.2

Despite their obvious differences (architecture, materials, location) these buildings share man's desire to make his mark upon the world he lives in by building beautiful monuments that will last throughout the years.

2.3 Ask Ss to read the answers. First they have to find which building each one refers to. Tell them to go back to the texts, locate the information that appears in the answers and then write the relevant questions.

1. Which is Agia Sophia's most striking feature?

2. How tall is Agia Sophia?
3. Where is the Leaning Tower of Pisa?
4. How many steps has the Leaning Tower of Pisa got?
5. Where is the Sydney Opera House located?
6. What does the roof of the Sydney Opera House look like?

3. Language focus, p. 22

3.1 Write the adjectives 'tall' and 'impressive' on the board and elicit from Ss how the comparative degree is formed. Do the same for the words 'old' and 'famous' and elicit how the superlative degree is formed.

Comparative degree:

1 or 2 syllables: adjective + er than
More than 2 syllables: more + adjective + than

Superlative degree:

1 or 2 syllables: the + adjective + est (of / in)
More than 2 syllables: the most + adjective (+ of / in)

More examples from the text:

- Of all its fascinating the most remarkable is its huge, shallow dome.
- There are also smaller half domes around the largest
- Today we are sometimes even larger.
- The latest attempt was completed
- ... and is one of the most distinctive

Have a student read aloud the irregular forms of the adjectives and ask Ss to find an example in the texts.

The tower sank even **further** into the soil.

For more details on comparisons, refer Ss to the Grammar Reference, pp. 167-168.

3.2 Ask Ss to look at the examples again and elicit the rule.

The **comparative** is used to compare 2 people / things.

The **superlative** is used to compare 1 person / thing with more than one person / thing in the same group.

Read the **NOTE** in the box and stress that the word 'very' is replaced by the word 'much' when the adjective is in the comparative form.

3.3 Elicit that when we compare two things and we find them equal, we use the structure as + adjective (*positive form*) + as.

Answer: b

3.4

Answer: b

3.5 Elicit that there is no actual difference between these two sentences.

4. Modern and old, p. 23

Ask Ss to look at the pictures and the tables in order to compare the two stadiums using the words in the box. Encourage them to look back at the Language focus, in order to use as many of the structures as they can.

Suggested answers:

1. The Maracanã Stadium is much more impressive than the Panathinaic Stadium.
2. The Panathinaic Stadium is not as modern as the Maracanã Stadium.
3. The Maracanã Stadium is larger than the Panathinaic Stadium.
4. The Maracanã Stadium is not as old as the Panathinaic Stadium.
5. The Panathinaic Stadium can seat fewer spectators than the Maracanã Stadium.

5. Mini-project: Story competition, p. 23

Read the title of the competition entry with the Ss. Ask them what they have to write (the story of a building), for what purpose (a competition) and

who the reader(s) of their writing will be (the judges of the competition).

Ask Ss to make a list of important details about the building. Stress that the more details they use, the more interesting their story will be. The questions provide an opportunity for brainstorming ideas but they are not restrictive. Ss should feel free to use their imagination to write their story, and not worry about finding answers to all questions.

Explain how important it is to organise the information they want to include in a logical order and in different paragraphs (e.g. Par.1 – where is it / how old is it, Par.2 – who made it / for what purpose, etc.).

Encourage them to use the new vocabulary they have come across in this lesson (e.g. amazing, awe-inspiring, famous, distinctive, breathtaking, spectacular, etc.).

Remind Ss that before they hand in their work, it's a good idea for them to reread their text to see if they have left out other ideas that might interest the reader, and to check their work for spelling and grammar mistakes.

NOTE:

This picture actually shows the old school in Spokane, Washington State, from the previous century. The school and several other old buildings are on public land and may be freely visited.

www.rosyinn.com

Project time: Our multicultural fair, p. 24

The aim of this project is to broaden Ss' perspectives of other cultures, and allow them to explore cultural differences as well as similarities. It provides opportunities to locate different geographic and cultural areas and learn about other people through an exploration of other cultures.

Get Ss into groups of three and allow them time to select the country they would like to present. Go through the tips on 'How to prepare your project' with them.

1. Encourage Ss to decide who is going to do what, depending on their interests and abilities. For example, they could each research one area of the topic, explore resources and take down notes. Then, they could work together to decide what will be included in the presentation and how it will be presented. Alternatively, they could each choose one role. For example, one of them could look for the information, the other one could write the report and the third one could make the actual presentation. Encourage them to make equal contribution to the task.

2. You can set a general time framework for the completion of the project and then Ss should decide on how much time they need for the collection of the material and for its presentation. For example, they might spend a week on their research, collaborate with their partners over the weekend in order to write the report and then spend two days in practising their presentation.

3. Give the groups enough time to decide where they can find the information they need. They can use their school library, reference books, articles, the Internet, etc. Point out that Ss can find suitable material in the sites provided.

NOTE:

In the case of a research project, it would be sensible to discuss methods, approaches and sources of information with your Ss. Are they used to finding information? Do they know how to look for information on the Internet? Do they know how to give references to show where they found the information? Provide help if necessary.

Encourage them to use the language provided in the box when working with the members of their group. Once they have finished their discussion,

ask them to reflect on how effective their collaboration was. For example, you can ask them: *“Did everybody in your group give his/her opinion? Did you encourage everybody to speak? Did you reach an agreement?”*.

4. Encourage Ss to discuss things such as ordering the information they have collected, writing a report, illustrating it and presenting it. If necessary, organise a meeting with them to monitor their work and provide feedback.

5. Stress that the use of visuals is essential for a

presentation. For example, they could make a poster, show slides or make a power point presentation.

6. Encourage Ss to practise their presentations and monitor their language. Provide help if necessary.

7. Ss present their project to their class or other classes.

For more guidelines on Project work, look at the Introduction, pp. 14-15.

Unit 2: Echoes of the past

Overview of the Unit

Unit 2 focuses on the theme of ancient civilisations and mysteries of the past. Lesson 4 is about the mystery of the lost city of Atlantis, Lesson 5 is about the destruction of Pompeii and Lesson 6 is about the ancient civilisation of Egypt.

Cover page, p. 27

The cover page of Unit 2 shows pictures from different civilisations. Ask Ss to discuss what the pictures illustrate (**Answer:** aspects of the daily life of people in the past). Ask them to name the civilisations and share what they know about them.

Pictures:

1. Ancient Greeks: gathering olives
2. Ancient Romans: a butcher cutting meat
3. Maya: eating
4. Ancient Egyptians: tending their crops

Tell Ss that they are going to read some information about Helike (Ελίκη), an important ancient Greek city and its destruction. After reading, ask Ss questions to check if they have understood the information.

e.g. *Why was this city important?*

How was it destroyed?

Draw Ss' attention to the question about the famous myth that might have been inspired by the destruction of Helike.

The destruction of Helike is believed to have inspired the famous myth of Atlantis.

Lesson 4 – Mysteries of our World

Objectives:

- Reading: interview with an archaeologist; for global and specific information
- Listening: radio programme; for specific information
- Speaking: about a world mystery
- Doing research on world mysteries
- Developing team skills
- Developing time management and project management skills
- Developing presentation skills
- Developing mediation skills

Language focus:

Simple Past, Present Perfect (question / negative) Time words, expressions

Vocabulary:

varied, researcher, location, excavate, eruption, beneath, ash, preserve, wealth, advanced

civilisation, seek (sought), challenge (v), proof, existence

1. The legend of Atlantis, p. 28

1.1 Before starting the discussion, you could ask Ss to describe what they see in the picture of Atlantis. Draw their attention to the alternating rings of sea and land. Ask them to say what they know about the possible location of Atlantis, its inhabitants, and the reasons for its disappearance.

1.2 Before listening, ask Ss to go through the notes to see what kind of information is missing.

1. Egypt
2. gold
3. horses
4. earthquake
5. waves

TRANSCRIPT

Presenter:

Good evening Ladies and Gentlemen and welcome to the fourth and final part of our mini-series dedicated to Lost Cities.

Atlantis. A mythical name, a city lost in time. Yet, no one has proved to this day that Atlantis really existed. The earliest known records of this mythical land appear in Plato's dialogues *Critias* and *Timaios* around 370 BC. Critias tells the story of Atlantis, a lost island or continent, which had been destroyed by earthquakes and sank into the sea 10,000 years before his time. Plato repeats several times in his dialogues that the story of Atlantis is genuine. Plato himself learnt the story from an ancestor, the Athenian lawmaker Solon. Solon had been told the story by a priest **during his visit to Egypt**.

The story says that Atlantis was named after Atlas, Poseidon's eldest son, the ruler of this beautiful island. The island was described as a place with alternating rings of sea and land.

The capital city of Atlantis was a marvel of architecture. In the very centre there was a hill, and on top of the hill a temple dedicated to Poseidon. Inside the temple, **there was a gold statue** of the God of the Sea driving **six winged horses**.

When the people of Atlantis became corrupt and greedy, the Gods decided to destroy them. A violent **earthquake** shook the land, **giant waves** rolled over the shores, and the island sank into the sea never to be seen again. Scientists and researchers around the world still don't know...

2. A myth or not, p. 29

2.1 Ask Ss to work in pairs and complete the first **two** columns of the KWL chart.

Suggested answers:

What Ss know:

- Plato first spoke about Atlantis in his dialogues *Critias* and *Timaios*.
- No one has proved that Atlantis really existed.
- Atlantis had been destroyed by a violent earthquake.
- Plato learnt the story of Atlantis from Solon.
- Atlantis was named after Atlas, Poseidon's eldest son.
- Atlantis was described as a place with alternating rings of sea and land.

What Ss would like to know:

- What was the exact location of Atlantis?
- Is there any evidence that Atlantis really existed?
- Why are so many people interested in finding Atlantis?

2.2 Ask Ss to read the interview and complete the 'L' column with new information. Ask two or three pairs to share what they have written in class.

Suggested answers:**What Ss learnt:**

- Plato said that Atlantis lay in the Atlantic Ocean, near the Rock of Gibraltar.
- Some researchers think that Atlantis was in the Mediterranean Sea.
- Some people think Thera could be Atlantis.
- Plato described Atlantis as a land of wealth, beauty and advanced civilisation.
- Many explorers sought its location.
- There is no archaeological proof that Atlantis really existed.

A Maths problem for you, p. 29

(1 foot=0.30m)

4,5 metres

3. Language focus, p. 30

3.1 Draw Ss' attention to the verbs in bold. Elicit that these are examples of the Simple Past and the Present Perfect tense. Ask Ss if these actions happened in the past (**Yes**). Ask them if they know the exact time they happened (**only in the first two sentences – in 1967 / thousands of years ago**). Write more examples on the board or use the examples in the Grammar Reference, pp. 168-169. Elicit the rule.

Simple Past: to talk about an action that happened at a specific time in the past.

Present Perfect: to talk about an action that happened at an indefinite time in the past.

3.2 Point out that there are other uses of the Simple Past and the Present Perfect. Ask Ss to read the examples and draw their attention to the time clause '*when he was 35 years old*'. Ask them which of the two sentences means he still works as an archaeologist. Elicit the rule.

Answer: b

Simple Past

Present Perfect

Revise the interrogative and negative forms.

Remind Ss that in the Simple Past tense, the auxiliary verb is '*did*', and the main verb appears in the infinitive form.

Refer Ss to the list of irregular verbs on p. 179.

4. Found!, pp. 30-31

4.1 Go through Mr. Brown's notes in the box and explain any unknown words. Draw Ss' attention to the beginning of the e-mail. *What tense is used? Why?* (the Present Perfect tense / an action that happened at an indefinite time in the past). Encourage Ss to add any interesting details to describe the artifacts Mr. Brown has found (e.g. *I've found ancient gold coins*).

4.2 Point out that Ss should use the Simple Past both for the questions and the answers since the time framework is definite. Encourage them to exchange roles so that both Ss practise the interrogative and affirmative forms. Ask one or two pairs to act out the interview for the rest of the class.

5. Mini-project: A natural disaster, p. 31

Ask Ss to answer the questions in class and then encourage them to do a mini-project on tsunamis. Allow them two days to collect the information and ask them to report back to their class. Encourage them to use an atlas, a map or a globe to show the areas where this phenomenon is more frequent. Provide relevant vocabulary if necessary.

Useful vocabulary: earthquake, tidal waves, natural disaster, wash away, coasts, survivors, evacuate

The giant tidal waves caused by earthquakes are called **tsunamis**. They usually occur in Southeast Asia, the Pacific and generally in areas with great seismic activity.

Optional:

Ask Ss to research the tsunami disaster in

Southern Asia in 2004, one of the worst in recent history.

On December 26th 2004, an earthquake in Indonesia sent huge tsunamis along the coastlines of at least a dozen countries in the Indian Ocean and washed away the coastal areas. Nearly 150,000 people were reported dead and about 1,000,000 were made homeless. The places hit by the deadly tsunami were completely destroyed.

6. Project: unsolved mysteries p. 32

1. This is an extended project on unsolved mysteries. These specific mysteries are connected with the construction of great monuments. Go through the list of monuments with the Ss and ask them if they are familiar with any of them. Divide Ss into equal-sized groups and ask them to choose the monument they would like to work on. Ss should be given clear instructions on what they have to do, when they have to do it, etc. They will probably need a week or so to collect the information and the visuals, and prepare for the presentation of their work. Agree with them on the date of the presentation.

2. Ss can collect information from the sources suggested in their book. It is necessary to check if such sources are available e.g. access to a school or municipal library, specialised books or DVDs, encyclopaedias, an overhead projector, computers, etc.

3. On subjects like this, the sheer volume of information is overwhelming and intimidating. How will the Ss know what to concentrate on and how to assess the importance and/or relevance of the information they come across during their research? How will they divide the work and assign responsibility? Ask each group to divide the topic into various subtopics, subjects, or headings and write a paragraph or chapter on each. The questions are intended to help Ss focus their research on specific elements and limit the amount of information they are looking

for. Explain to the Ss that an artifact (or artefact) is “an artificial product, something made by humans”, e.g. a simple tool or weapon of archaeological interest.

4. Stress the importance of having relevant pictures or visual aids to go along with their project.

5. Encourage all Ss to participate in the presentation of their work.

Lesson 5 – Across the Ages

Objectives:

- Reading: story; for global and specific information
- Listening: interview with a geologist; for global and specific information
- Speaking: about life in the past
- Comparing and contrasting
- Describing the process of natural disasters
- Relaying a message from Greek into English

Language focus:

Simple Past, Past Continuous, ‘used to’ (question / negative form)

Vocabulary:

at the foot of, volcano, commercial, shopkeeper, potter, metalworker, glassblower, passer-by, socialise, gladiators, collapse, break out, destruction, harden, turn into, dust, pour, plaster, make out, beware

1. What was life like in the past?, p. 33

1.1 Ask Ss to discuss what kinds of items from people’s everyday life in the past are likely to be found in a museum. Ask them if there is such a museum in their town or in the area where they live.

Models of what people’s houses and shops looked like, furniture, tools, utensils they used, etc.

1.2 Ask Ss to read the questions before they listen in order to prepare themselves for the content of the listening text. Suggest that they listen once to get the general gist and answer the questions as they listen again.

1. He is talking about Pompeii, Italy.
2. It was a city full of life, with busy, active residents. It had a mild climate, fertile land, paved streets, beautiful homes, etc.
3. It was completely destroyed by the eruption of Mt. Vesuvius, in AD 79.
4. You can see plaster casts of the people's and animals' bodies as they were found under the ashes of Pompeii.

NOTE:

Pompeii, a town in Western Italy, near Naples, was destroyed by the eruption of Mt. Vesuvius in AD 79. The town, which was buried under the ashes and preserved as it was, offers us a glimpse into life in the ancient Roman Empire.

TRANSCRIPT

Presenter (Celia):

Good evening ladies and gentlemen and welcome to the second part of our programme "Vanished Cities". I'm Celia Adams and with us today is Mr. Dino Vabriani, a leading geologist who has recently returned from **an excavation site in Pompeii, Italy**. Mr. Vabriani, it's a pleasure to have you with us again.

Mr. Vabriani:

Thank you Celia. I'm delighted to be here.

Celia:

All right then Mr. Vabriani. For those of our listeners who weren't with us yesterday, would you mind telling us again – very briefly – a few things about Pompeii and the way it was 2,000 years ago?

Mr. Vabriani:

Of course, Celia. Well, as you all know, Pompeii is in Italy. It was a very **lively city** – just **bustling with life!** It was **near the sea**, with a **mild, gentle climate** and **very fertile**

land – farmers could grow almost anything. The **sea was full of fish** and **the residents were busy and happy**.

Celia:

Was it a **modern city** then?

Mr. Vabriani:

Oh yes! Pompeii had **20,000 residents, a large amphitheatre, theatres, bars and taverns, there were temples, a courthouse and a bank, too. The streets were paved and there were many beautiful homes.**

Celia:

So, what went wrong, Mr. Vabriani?

Mr. Vabriani:

Well, Pompeii was built at the foot of Mount Vesuvius. Now, very few of the residents knew that Vesuvius was a volcano, an active volcano, so they had no reason to worry.

Celia:

That sounds incredible! How could they not have known?

Mr. Vabriani:

Because the mountain hadn't been giving many signs that could have been considered dangerous. There had been an earthquake some years before, but nothing too serious.

Celia:

I see. What about the day of the eruption. What happened then?

Mr. Vabriani:

Well, in the early hours of **August 23, in AD 79**, the volcano began to show some suspicious signs, but, as I said, nothing too serious. At one o'clock, however, there was a tremendous crack, and **the volcano erupted with unbelievable force. Boiling lava, stones and hot ash rained down on Pompeii for the next hours, burying it. No one really had much time to run – only a few lucky ones managed to escape.** Some were caught by the lava as they were running. You can actually **see plaster casts of their bodies in the museum in Pompeii today.**

Celia:

What do you mean 'plaster casts'?

Mr. Vabriani:

Well, scientists managed to reproduce in plaster, the shapes of people's bodies exactly as they were when the lava covered them. There are also casts of animals – like a dog with his collar, food – like bread and eggs, and many more things.

Celia:

That is really shocking Mr. Vabriani. Wow! Now what about the excavation site? Can you tell us a bit about the

Adapted from: "Lost Civilisations: Pompeii, The Vanished City", Time-Life Publications

1.3 Point out that the pictures illustrate some of the plaster moulds found at the museum of Pompeii today. Ask Ss to discuss exactly what they see in the pictures.

A man sitting down, covering his face to protect himself from the heat, a mother sleeping with her child and the father climbing up onto the bed to waken them, a basket of olives, a basket of eggs, a dog wearing a collar.

2. It was an ordinary day..., p. 34

2.1

Suggested answer:

When the volcano erupted and the lava buried everything, time stopped forever in Pompeii.

Optional:

Ask Ss to suggest another title for the text.

Suggested answer: *Pompeii: A city frozen in time.*

2.2 Allow Ss a few minutes to skim the text again in order to match the sentences with the corresponding paragraphs.

1. III, 2. II, 3. I, 4. IV

Optional: Present Ss with the following task:

"Archaeologists found artifacts under the ashes of Pompeii that reveal many things to us about the civilisation of that era. Work in groups of 4 to make a list of modern objects that you feel represent our civilisation best and give reasons for your choice".

Before deciding which objects represent modern civilisation best, it might be a good idea to ask Ss to find the artifacts mentioned in the text and say what they reveal about the civilisation of that period. For example, archaeologists found a loaf of bread. This probably means that they grew wheat or corn. From other findings, we know that they kept domestic animals such as hens or dogs, they used fire to cook on, etc. Then, encourage Ss to work in groups to find modern objects which are most representative of our time and give reasons for their choices. You could do this activity with the whole class and write all the ideas on the board. Then Ss can decide which ideas are the most representative of modern civilisation.

A science problem for you!!!, p. 35

Ask Ss to explain how volcanoes are created. It is important to provide them with some relevant vocabulary (e.g. *plates, grind, earthquakes, heat, melt, magma, push upward, etc.*). If they don't know the answer to this question, encourage them to work with their Science teacher for the answer or do research of their own. Since they might have difficulty in describing the process accurately (e.g. *using passive structures*), focus on the informational value of the output rather than grammatical correctness.

Volcanoes are usually created near a place where one section of the Earth's surface is being pushed down below another section. These sections are called plates. When plates grind against one another, two things can result - earthquakes and volcanoes. Volcanoes begin to form when the rocks of the

lower plate get pushed deep into the Earth. There they are heated until they melt, forming magma, a kind of liquid rock. Because magma is less dense than the solid rock around it, it is pushed upward. If this magma finds a weak place in the Earth's surface, it may break through and form a volcano.

3. What do you think?, p. 35

Ask Ss to describe what the pictures illustrate.

Pictures (from left to right):

- A group of scientists studying moving images of the atmosphere that have been processed by computers and which are used to predict weather patterns.
- Meteorological airplanes, which collect information on wind velocity, atmospheric pressure and humidity.
- A satellite which is in orbit around the earth and monitors temperature, clouds, the wind and humidity, and relays the information back to earth.

Then, Ss discuss the topic of natural disasters in relation to modern technology. Elicit ideas related to the prediction and prevention of natural disasters by means of modern electronic systems. The technological resources (e.g. *satellites*) we currently have at our disposal can predict natural disasters such as hurricanes and tsunamis and help us protect ourselves against their disastrous consequences. Technology will play an even more critical role in the future by allowing us to design cities and buildings that will be able to withstand even the most disastrous phenomena.

4. Language focus, pp. 35-36

4.1 Ss read the examples and match them with the appropriate use. To help them, you can ask the following questions and elicit the right answers:

"When were people screaming?" – at the time of the eruption (an action in progress at a specific time in the past)

"When were the children playing?" – when the earth started to shake (the second action [started – Simple Past] interrupted the first)

"When were the people running?" – while others were riding away... (while another action was happening at the same time)

Then, ask Ss to identify the tense and complete the rule.

1b, 2a, 3c
Past Continuous

Refer Ss to the Grammar Reference, p.169 for more examples of the Past Continuous tense and the time words used with it.

4.2

Answer: a
Simple Past

4.3 Draw Ss' attention to the expression 'used to' + infinitive. Ask them if it is used to describe a habit in the past or the present (**Answer:** a). Tell them that the question and negative of 'used to' is formed like that of the Simple Past (e.g. *Did you use to sleep early? I didn't use to play football*).

4.4 Elicit from Ss that when we talk about **past habits**, there is no real difference in meaning between a Simple Past form and a 'used to' form.

5. What were the people doing?, pp. 36-37

5.1

Suggested answers:

1. Children were playing with small stones.
2. A woman was buying fruit at the market.
3. A baker was putting loaves of bread into the oven.
4. A shopkeeper was selling drinks.
5. Men were talking.
6. Some people were reading the news written on the walls.

5.2 This is a mini-project which invites Ss to use initiative and develop their creative powers. The

final product should be a drawing or a collage, but Ss can also write a short paragraph to go with it. Decide together with the Ss how much time is available to carry out the project. You can organise an actual competition and award prizes to the 3 best pieces of art.

6. What did they use to do? p. 37

Suggested answers:

1. The Greek women used to weave.
2. The Egyptians used to gather grapes and make wine.
3. The Aztecs used to take their children to school.
4. The Maya used to play football.
5. The Romans used to watch gladiators fight.

7. Mini-project: The Roman calendar, p. 38

Ask Ss to research the month they were born in to find out where its name comes from according to the Roman calendar.

Useful sites:

www.calendar-origins.com

Suggested answers:

January: Named after the Roman god Janus, whose head had two faces looking in opposite directions. His festival month was at the beginning of the year, when he could look both backwards at the old year and forwards to the new one.

February: Comes from old French 'fevrier' and Latin Februarius (a derivative of Februa which, in the language of the Sabine people of Italy, designated a festival of purification held on 15/2).

March: From Latin Martius, the 'month of Mars, the god of war'.

April: Unknown origin.

May: From Latin 'Maius' meaning 'of Maia'. Maia was a Roman goddess and her name may go back to the same source as 'magnus' (large), denoting growth.

June: The month of Juno, Roman goddess of

women and marriage, wife and sister of Jupiter.

July: The month in which Julius Caesar was born. Originally, it was called Quintilis ('fifth month') but after the death and deification of Caesar, its name was changed.

August: Named by the Romans after their emperor Augustus (63BC – AD 14), which was an honorary title.

September: Etymologically the 'seventh' month from Latin 'September', a derivative of 'septem' which means seven. (The Roman year started with March).

October: The 'eighth' month, from Latin word 'octo' meaning eight, or its close Greek relative 'okto'.

November: The ninth month, from Latin 'novem', which means 'nine'.

December: The tenth month, from Latin 'decem', which means 'ten'.

Optional:

Present Ss with some famous sayings about Rome. Ask them if they can guess what they mean.

"When in Rome, do as the Romans do" = When you are in an unfamiliar situation, it's best to behave like others around you.

"Rome wasn't built in a day" = It takes a long time to complete a great task, so be patient.

"All roads lead to Rome" = No matter which method one chooses to follow, the result will be the same.

"To fiddle while Rome burns" = We say this when someone is doing nothing or is enjoying himself when he should be helping in a difficult or dangerous situation.

Useful sites:

www.worldofquotes.com,

www.en.wikiquote.org

8. A city under water, p. 38

Explain to Ss that in a mediation task they act as intermediaries between two or more people who are unable to communicate directly, or they process information from a text and relay it from one language into another. Ask Ss to focus on the questions in the e-mail. Then, ask them to scan the Greek text in order to find the relevant information which they will summarise in English to complete the reply.

Suggested answer:

(The most important artifacts) found in Dispilio were figurines of people and animals, bone flutes, clay vessels, bottles and utensils, jewels, beads and shells, as well as an inscription on a wooden tablet. These findings show that there was some kind of civilisation where people lived together, were artistic, musical, and expressed themselves with a primitive type of writing. Water played an important role in the development of their civilisation, since it was easier for them to obtain food, feed their animals and water their crops.

Lesson 6 – Life on the Water

Objectives:

- Reading: article; reading intensively / identifying textual organisation
- Listening: TV programme / guided tour; for specific information
- Speaking: about ancient civilisations
- Writing: story

Language focus:

Simple Past, Past Perfect (question / negative)

Vocabulary:

sophisticated, superb, accountant, surgeon, hieroglyphics, tomb, decay, spirits, in the afterlife, internal organs, wrap, linen bandages, accompany, valley, overflow, recede, mud, fertile, cranes, imposing, owe

1. The dawn of civilisation, p. 39

1.1

Suggested answer:

Civilisations began when people settled down in one place and built villages and cities, when they started making laws, doing different jobs, learning to farm and grow crops, learning to write, making works of art, etc.

1.2 Ask Ss to read through the table and find what kind of information they should focus on as they listen.

1. 300m
2. 1989
3. glass / metal
4. 2720 BC
5. stone

TRANSCRIPT

... legends, full of mystery and well-kept secrets that have lasted over the centuries. We know that man made some of them, nature made others... some were even built using mountains as a foundation!

... Now, we usually think of pyramids as something exclusively Egyptian, but nothing could be further from the truth! Pyramids have been found everywhere!

Let's take a look at Egypt: 90 pyramids there, 100,000 men worked for 20 years to complete the largest one, the one that was King Khufu's tomb.

What about China? Believe it or not, there are pyramids there, too. One of them – the White Pyramid – **is the largest in the world: 300m tall!** Wow! Now, these pyramids were made of dirt, and some even had trees planted on them – from far away you might think they were mountains! They were used as royal tombs or as observatories from which the Chinese could study the skies and the stars.

Let's move on to Europe now. One of the newest – maybe the newest – pyramid is in France! Very modern and very impressive. It's at a height of 22m and **it was constructed in 1989**. What strikes visitors about this pyramid is that **it is made of glass and metal!** You can see right through it! Now, where exactly is it? Well, if you visit the Louvre, you can't miss it – it's right in front of the main entrance.

Greece is a country well-known for its beautiful classical structures, lovely ancient temples, white marble, you all know the Parthenon. What if I told you that there are also 16 small pyramids in Greece? Unbelievable? Well, it's true! Now, as I said they're not big, just about the size of a house. One of them is very old, **built in the year 2720 BC!** Even older than King Khufu's pyramid in Egypt! **These pyramids are made of stone** and unfortunately most of them are not in very good condition.

In nearby Turkey, high up on the peak of Mount Nemrut, a pyramid of 50m exists ...

NOTE:

Point out to Ss that pyramids existed in ancient Greece, but were on a much smaller scale.

Keeping cities safe was necessary, so sentries may have been posted there. Some may also have been used as communication 'posts' from which messages were sent by smoke. Pausanias mentions that the oldest one in Argolida (2720 BC) was built as a memorial of a battle in which shields were used for the first time.

2. A glance back in time, pp. 39-41

2.1

1. a pyramid 2. the Sphinx 3. a mummy

All three pictures come from the ancient Egyptian civilisation.

2.2 This activity is intended to draw Ss' attention to the organisation and coherence of a text. In

order to put the mixed paragraphs in the right order, Ss need to look for clues that will help them. They need to look for reference words (e.g. *words that point backwards or forwards in the text*) as well as how information is presented in the text (e.g. *old and new information*). Point out to Ss that they should not worry about unknown words in order to carry out the task.

Correct order: 1, 3, 5, 2, 4, 6

Clues:

Paragraph 2: *...one reason for this...* (one reason why the Egyptian civilisation lasted so long was Egypt's location)

Paragraph 3: This paragraph contains new information, e.g. the pyramids are mentioned for the first time

Paragraph 4: *...How did they build them?...* (the question refers to the pyramids in the previous paragraph)

Paragraph 5: *...tombs...* (it refers to the tombs mentioned in the previous paragraph)

2.3

NOTE: The Reading text is included in the CD.

2.4 Go through the statements with the Ss. Ask them to find the parts in the text where the answers lie and underline them. This way they can check more easily if the information is true, false or not mentioned. You can also ask them to correct the false statement.

1.NM, 2.T (par.2), 3.T (par.3), 4.F (par.4), 5.NM, 6.NM

A Science problem for you, p. 41

Suggested answer:

Using salt is one of the oldest ways of preserving food. Salt absorbs the humidity from food and thus protects it from developing harmful organisms.

3. What do you think?, p. 41

1.

Suggested answer:

Although the ancient Egyptians lived in a desert, they were among the first people who learnt how to farm. The river Nile played an important role. The water pouring through the Nile is from the monsoon, or tropical summer rains, falling in Ethiopia. The Nile begins high in the mountains of central Africa, travels north for thousands of miles and reaches the desert. Once a year, the river overflowed its banks. After it flooded, for about ten miles along either side of the river, the soil turned a rich black colour. The silt (mud) left behind turned the earth around the river so dark that the Egyptians called it 'black land', to distinguish it from the 'red land', the desert. The soil became full of minerals and other substances that helped crops grow.

In ancient times, warm breezes blew seeds into the soil and food crops sprang from the ground. Later the Egyptians began planting seeds on their own along the banks of the Nile. When they grew crops they could eat, they didn't have to hunt so much. They began to stay in one place in order to be near their crops and take care of them. They began to build villages and cities, they began to build a civilisation.

The Nile also made it possible for the Egyptians to travel south from where they brought back gold, ebony, ivory, rare stones and wild animals that they tried to domesticate. Also, protected by sand and sea, Egypt had natural defences against possible invaders.

2. Ask Ss to explain how location affects their own way of life. Encourage them to compare how things are different today thanks to technology and other factors, such as telephones, satellites, TV, radio, means of transport, etc. that have annihilated distances.

4. Language focus, pp. 41-42

4.1 Draw Ss' attention to the verbs in bold. Elicit that '*had used*' is an example of the Past Perfect tense and that it is formed with '*had + past participle*'. Ask Ss which of the actions happened before the other. Elicit the right answer: **The pharaohs used these things during their lives.**

4.2 Ss read the example and reflect on the tenses used. Elicit that the **Past Perfect** is used to describe an action that happened before another action in the past, whereas the **Simple Past** is used to describe the action that happened second. Point out that the Past Perfect tense (first action) does not necessarily appear at the beginning of the sentence.

Answer: c

Refer Ss to the Grammar Reference, p.169, for time words used with the Past Perfect tense.

5. How did they do it?, p. 42

Ss practise the use of the Past Perfect / Simple Past by writing short paragraphs about activities in the ancient world. Point out that the time words in brackets are important for the choice of the right tense. Encourage them to use details of their own.

1. The Egyptian farmers cleared away the stones and branches from their fields after the floods had gone down. They made sure they had cleared the soil before they ploughed it. After they had ploughed the soil, they scattered seeds.
2. Thera artists had already thought carefully about what images to draw before they began a wall painting. After they had rubbed the plaster walls with pebbles to make them smooth, they drew ideas directly onto the wall. They had made sure all the details were accurate before they used colours to fill in the sketches.

6. A trip down the Nile, p. 43

1. over 6,600
2. a human
3. a lion
4. 23 (twenty three)
5. (more than) 2 million (heavy)
6. (fragrant) spices
7. (special) oils
8. (the pharaoh's) servants
9. Valley of the Kings
10. 1922
11. archaeologist

TRANSCRIPT

Guide:

"Welcome to Egypt. I am so pleased that you could join us on this trip! Everyone get on board. Are you ready? Mind your step! All right, let's begin our tour! Everyone knows of course that this is the Nile. Right? Did you know that it's the longest river in the world? **It's over 6,600 km long!**

Tourist A:

Wow! Look over there! What is that enormous statue with the **head of a human** and the **body of a lion**?

Guide:

That's the Great Sphinx. In ancient Egypt the pharaoh was like the Sphinx: he ruled as a man and he was as powerful as a lion.

Tourist B:

And look over there, near the Sphinx. Those are the Pyramids, aren't they? Which is the biggest one?

Guide:

The one built by Cheops or Khufu as he was usually called. You know, it took thousands of men **23 years** to build it and they used more than **2 million heavy stone blocks**. Some of them weighed 15 tons!

Tourist A:

Wow! Why were the Pyramids built?

Guide:

They were the sacred tombs of most of the Pharaohs.

Tourist C:

Why did the Egyptians go to all that trouble just to bury someone?

Guide:

For the ancient Egyptians, what was important was how the pharaoh lived *after* he died. The Egyptians believed that their spirits kept on living. The bodies had to be well-preserved, because the body was the spirit's home after death. Priests prepared the bodies of dead pharaohs in a special way. They washed and cleaned the body with **fragrant spices** and rubbed it with **special oils**. Then, they wrapped it in rolls of white cloth to make a mummy.

Tourist B:

So a mummy was a home for the pharaoh's spirit.

Guide:

Yes, if a mummy was damaged, the spirit could not live. So the mummy had to be kept safe. That's why the pyramids were built. They were safe places to protect the mummy.

Tourist A:

And why did the pyramids have to be so big?

Guide:

Oh, there was more in the pyramid than just the mummy. The spirit of the pharaoh needed everything he had used in his earthly life – food, furniture, jewellery, personal items, make-up, toys, even statues that represented **servants**! One of the most well-known pharaohs was King Tutankhamen who died when he was only 18 years old! He wasn't buried in a pyramid.

Tourist C:

Why wasn't he buried in a pyramid?

Guide:

Well, the pharaohs weren't using pyramids anymore because robbers used to break into them and steal all the treasures. So King Tutankhamen was buried in a tomb hidden underground in a place called **the Valley of the Kings**. His tomb was discovered after thousands of years **in 1922** by the British **archaeologist** Howard Carter. Carter had been searching for it for many years ...

7. Writing a story, p. 44

7.1 Ask Ss to read the story and answer the questions. The questions serve as a plan for the kind of information that should be included in a story.

Answers:

1. Minoas, a young boy from Malia, Crete.
2. A disaster / The village was flooded and destroyed but the two children were saved.
3. In 1470 BC
4. In Malia, Crete
5. The earth started shaking and giant waves crashed upon the coast.
6. A volcanic eruption on another island had caused an earthquake.
7. Life was very tough. They had to rebuild their village.
8. Shocked, frightened, anxious.

7.2

Answer:

1. In the opening paragraph the boy mentions when and where the incident took place and gives background information on the story. In the closing paragraph he states his feelings.
2. He uses his mother's words to make his story sound real and the characters come alive.
3. Time expressions: *it was a little after noon, suddenly, before, at the very last moment, a few days later, in the days that followed.* They are used to describe the sequence of events in the story.

7.3 Read the topic of the competition entry with

the Ss. Ask them what they have to write (a story), for what purpose (a competition) and who the reader(s) of their writing will be (the judges of the competition).

The 'Useful tips' summarise the important points Ss need to bear in mind when they write a story.

7.5 Refer Ss to p.162 of their book and go through the list of questions that will help them evaluate their partner's work. Point out that they should first focus on content, purpose and organisation and then language. The questions act as guidelines and should not be restrictive.

Use one teaching period to train Ss in the process of giving peer feedback. You can show them a sample text on the overhead projector and ask them to answer the questions pointing out good points of the text as well as problematic areas. Encourage them to suggest possible changes and improvements. Use their ideas to write a sample commentary on the board. Always stress that when giving peer feedback, Ss should be polite and respect their partner's ideas and work. After this teaching period, ask Ss to exchange their work and make comments on their partner's writing.

7.6 Ask Ss to rewrite their story in order to improve it. They can add an idea or cross out a phrase or write a more interesting beginning. They can look for mistakes they might have made in punctuation, spelling, vocabulary or grammar. Tell them to take into consideration their partner's feedback but also point out that they are free to decide which comments to use and which to ignore.

Unit 3: Time out

Overview of the Unit

Unit 3 is built around the theme of holidays, entertainment and sports. Lesson 7 is about adventure holidays, Lesson 8 about a theme park and Lesson 9 about the sport of curling.

Cover page, p. 47

The cover page of Unit 3 contains pictures from the Unit and four 'Did you know?' statements that relate to the content of the next three lessons. You can ask Ss to do the task in two stages. First

ask them to match the titles of the lessons with the pictures and make predictions about the content of these lessons. Next, give them three minutes to look through the Unit to find out what each lesson is about. Invite them to discuss what they have found.

Get on Board! - Lesson 7 is about travelling (picture 4, p. 49)

What an Experience! – Lesson 8 is about entertainment (pictures 1, 5, pp. 52, 53)

... **Let the Games Begin!** – Lesson 9 is about sports and games (pictures 2, 3, pp. 57, 62)

Lesson 7 – Get on Board

Objectives:

- Reading: advertisement; for general and specific information
- Listening: dialogue between friends; for the speakers' feelings, dialogue with a travel agent; for specific information, tour guide; tracing the route on a map
- Speaking: about holidays and travelling
- Writing: leaflet
- Asking for and giving directions
- Expressing likes and dislikes

Language focus:

Gerund; verbs that express preference

Vocabulary:

destination, bargain, sledge, hike, raft, experience, rapid streams, maze, reject, package holiday, satisfy, confident, spirit

1. On the road, p. 48

1.1 Ask Ss to look at the picture and tell you what they see (a group of people who are getting ready to board a plane). Ask them to mention some of the reasons why people travel (business, shopping, holidays, studies, medical reasons, family events, sports events, concerts, etc.). You can ask them what factors affect the choice of their holiday destinations, for example, how much money they can afford to spend, what sights they want to see,

what their friends want to do, what activities they can do there, what kinds of facilities there are, etc.

1.2

1. (On an adventure cruise) to the Greek islands.
2. He had an amazing time. It was probably the best trip of his life.
3. She sounds a bit jealous because she probably wanted to go with him / she sounds upset because he didn't invite her to go with him.

TRANSCRIPT

Anne:

Why Tom!...Hello!...Look at you! You've got quite a tan!... And...what...I thought you said you had to work this summer...

Tom:

Well, believe it or not, my boss did give me those two weeks off, after all. So, I packed my bags **and ran off to Greece** before he could change his mind! Ha! Ha! Ha!

Anne:

You didn't go to Greece...

Tom:

Actually, it was an adventure cruise in Greece! **Really amazing! Probably the best trip of my life!**

Anne:

Well, you never mentioned anything to me...

Tom:

It happened so fast, I didn't...

Anne:

... and you couldn't tell me? Anyway, what did you do?

Tom:

Well, we visited all these beautiful islands, Paros, Naxos, Tinos, Mykonos, Santorini...

Anne:

Mykonos? You went to Mykonos?

Tom:

Yes, I did some waterskiing there and wakeboarding and paragliding in Paros! It was the best!

Anne:

Really...well, where did you get the money?

Tom:

It isn't as expensive as it sounds! You should try it next summer!

Anne:

Well, I just might!...You didn't learn any Greek words did you?

Tom:

As a matter of fact I did! "Kalimera sas" which means "Good morning" and "Efharisto" which means "thank you".

Anne:

Yeah, ... well ... **'efharisto' to you for letting me know all about your lovely trip! ...**

1.3 Ask Ss to match the pictures with the activities. Explain any unknown words.

Picture 1: canoeing, rafting

Picture 2: ice-skating, sledging

Picture 3: climbing, hiking

Picture 4: sailing, sunbathing

Picture 5: bargaining, shopping

2. Anchors away!, p. 49

1. rafting – Ladonas, sailing – the Aegean Sea, climbing – the Himalayas, bargaining – Morocco, shopping – Canada, sledging – Alaska.

2. Because more and more people are turning down the traditional package holiday and searching for something more adventurous.

3. What do you think?, p. 50

1. You can ask Ss to locate the places on a map.
Kenya – Africa
Madagascar – an island off the southeastern coast of Africa
Ladonas – Greece
The Aegean Sea – Greece
The Taj Mahal – India
The Himalayas – Asia (stretches across six countries: Bhutan, Tibet, India, Nepal, Pakistan and Afghanistan)

Morocco – Africa

Canada – North America

The Great Wall – China

Alaska – USA

The Far West – USA

The Atacama desert - South America

4. Language focus, p. 50

4.1 Read the examples with the Ss and draw their attention to the words in bold. Ask them what the position of the gerunds in the sentences is (they come before and after the verb). Elicit that they function as subject or object, and they can be used as **nouns**. Ss complete the rule.

Then read the next set of examples with the class and draw Ss' attention to the verbs in bold. Point out that these verbs are used to express general preference. Ask Ss *'What comes after these verbs?'* (an **-ing form**). Ss complete the rule. Refer Ss to the Grammar Reference (p.170) for more verbs or expressions (e.g. enjoy, dislike, can't stand, don't mind, etc.).

Ask Ss to read the note. Point out that the verbs in bold are used to express specific preference. Ask Ss what comes after them and elicit that *'would like'* and *'would prefer'* are followed by an infinitive (to + verb), whereas *'fancy'* is followed by an -ing form.

4.2 Ss read the examples. Elicit that there is no actual difference in meaning (they express specific preference, but there is a difference in form. *'Would prefer'* is followed by a full infinitive (to + verb), whereas *'would rather'* is followed by a bare infinitive (verb). Draw Ss' attention to the negative forms of these verbs in the box. You can ask Ss to make more sentences using these structures.

5. What would you like?, p. 50

Go through the example with the Ss. Ask them to get into pairs and have them go through the advertisement in order to find the activities they would like to ask their partners about. Encourage

them to use any of the structures of the language focus to act out short exchanges. You can give them one more example:

– *Would you like to go walking alongside the Great Wall of China?*

– *No, I'd rather explore the haunted ghost towns of the Far West because I'm keen on mysteries.*

Monitor your Ss and ask one or two pairs to act out their dialogues in class.

6. Project time: Fun with friends, p. 51

Ss get into groups and plan their work. Allow them time in class to brainstorm ideas about what to include in their leaflet. Encourage them to think of as many ideas as possible and then have them organise their ideas in the order they would like to present them in their leaflet. Tell them that the outline of the leaflet can help them, but they are free to make their own adjustments. Provide them with feedback on their leaflets and ask them to edit their errors before publication. Refer them to p. 24 for general guidelines on project work if necessary.

Optional:

Organise a competition and ask Ss to vote for the most informative and attractive leaflet.

Lesson 8 – What an Experience!

Objectives:

- Reading: leaflet; for gist and specific information
- Listening: dialogue between friends; for specific information
- Speaking: about entertainment; roleplay
- Writing: informal letter
- Making, accepting and refusing suggestions
- Making future plans and predictions

Language focus:

'going to', Simple Future tense

Vocabulary:

theme park, sensational, spectacular, thrills, dimension, giggles, await, breathtaking, spin, slides, unlimited, admit

1. The time of your life, p. 52

1.1

rock climbing
skateboarding
canoeing
mountain biking / cycling
riding on amusement park rides
horse riding
windsurfing

1.3 Explain to the Ss that a theme park is a park that provides entertainment, games, rides and attractions, restaurants, etc., all based on specific themes (e.g. Allou Fun Park, Disneyland). Ask them to read through the list before they listen in order to focus on the specific information while listening.

Answer:

Tick: 1, 2, 3, 4, 6, 7

TRANSCRIPT

Alex:

Come on George! Haven't you ever been to a theme park before? You don't need a huge list of things to ...

George:

Stop it, Alex! I always feel better if I'm well-prepared and organised. Now be quiet or I'll make a mistake... where's my list? Oh, here it is. Let's see, **sunscreen** – tick, can't go out all day in the sun without sunscreen ... um ... **sunglasses** - tick, oh! sandwiches! We'll get hungry and...

Alex:

Oh come on! Don't tell me you're bringing food. They've got everything there!... Everything!!

George:

Yes, but it could be dirty, who knows?... plus it's expensive. So... **sandwiches** – tick - and **bottles of water** – tick!

Alex:

Oh dear God!...

George:

Now, I've heard that we may get wet on one of the rides. Is that true?

Alex:

Oh yeah! The water rides – they're really great! You whoosh down the slide and SPLASH! You get all wet...

George:

OK, then **an extra T-shirt to change into** – tick – can't catch cold!... Now there's a pet farm there so I'll need my **allergy medicine**. I can't be around animals long so ...allergy medicine - tick – oh... and lots of change for the rides!

Alex:

No, no, don't worry - you don't need extra change - you only pay once for all the rides, so don't bring change.

George:

Oh ... OK... so no change,...OK

Alex:

Are we done? Please, George enough planning! Let's just go and have fun! It's 11 already...

George:

Let me just put my list in my...

1.4

- a. the water rides
- b. the pet farm

2. Where the magic never ends... pp. 53-54

2.1

riding a rollercoaster
going on water rides / slides
riding on rubber rafts
visiting the animal farm
listening to live music
seeing shows
exploring a 'tropical' playground

Explain that 4D is short for 4-dimensional, the 4th dimension being time. The other three dimensions are length, width and height. For more on the 4th dimension, refer Ss to www.en.wikipedia.org

2.3 Encourage Ss to justify their answers and to correct the false statements.

1. T, 2. NM, 3. NM, 4. T, 5. F, 6. NM, 7. T, 8. F

3. Language focus, pp. 54-55

3.1 Read the '*be going to*' examples and the rule with the class. Elicit that the first example talks about a planned activity, and the second one shows prediction based on evidence.

1a, 2b

Point out that the Simple Future tense has many different uses, some of which are presented here. Ss read the next set of examples and match them with the uses of the Simple Future tense. Other uses of the Simple Future include: making promises, expressing threats, making requests, expressing hopes, etc.

1d, 2b, 3a, 4c

3.2 Read the examples with the Ss. Elicit that in the first set of examples, the first speaker uses '*going to*' because he is talking about a fixed plan, whereas the second speaker uses '*will*' because he is making a decision at the moment of speaking. Ask Ss to look at the second and third examples. Elicit that in the second example, '*will*' is used to make a simple prediction, whereas in the third example, '*going to*' is used to make a prediction based on evidence (the boy can see the clouds now).

3.3 Read the examples with the class. Elicit that the Simple Present tense is used to talk about future events that are part of a **timetable** or programme. Ss complete the rule.

Point out that with these time words we do not use the Simple Future; we use the **Simple Present** (or Present Perfect) tense. Refer Ss to the Grammar Reference, pp. 170-171 for more time words. Ss complete the rule.

Revise the use of the **Present Continuous** to talk about future arrangements, e.g. *I'm leaving for Tokyo the day after tomorrow*. Ss complete the rule.

4. A summer camp adventure, p. 55

This is a mediation activity, which is intended to practise the use of the future tenses in context. Ask Ss to read the leaflet and make sentences as in the example.

5. Writing a personal letter, p. 56

5.1

1. To inform her friend about her travel arrangements, to ask about her friend's plans, to request something and to express preference.
2. Dear (name) / Lots of kisses (name)
3. 1st par: travel arrangements
2nd par: asking about plans, saying what she would like to do
3rd par.: inquiring more information, closing the letter
4. It's an informal letter: Dear (first name), contracted forms, informal expressions, signing off with 'Lots of kisses', (first name)

5.2 Ask Ss what they have to write (a letter to a friend), for what purpose (to reply to the letter, giving relevant information) and who the reader of their writing will be (their friend).

Discuss the layout of the letter and talk about the conventions of informal letters. Stress the importance of planning before beginning to write. Ask Ss to plan their letters in note form and organise their notes so that their letters are well-structured and coherent.

Lesson 9 - ...Let the Games Begin!

Objectives:

- Reading: interview with an athlete; for gist and specific information
- Listening: story of ancient Greek athletes; for gist, monologues; for the speakers' feelings
- Speaking: about sports
- Making a connection between the title and the content of the text
- Doing a project on sports, athletes, and the Olympic Games

Language focus:

so / such
too / enough
question tags

Vocabulary:

curling, slide, alleys, lane, concentric, handle, grip, strategy, teammate, broom, referee, demonstration sport

1. Ready ... Set ... Go ..., p. 57

1.1 Ask Ss to look at the pictures and name the sports they see. Elicit that what they have in common is that they are all Winter Olympic sports. You can ask them if they know any other Winter Olympic sports.

Pictures (from left to right):

1. **Bobsledding**: developed in Switzerland (1897) when runners were put on a toboggan (like a sledge) to achieve greater speed. There is 2-man and 4-man bobsledding. Athletes slide down special ice chutes.
2. **Luge**: a type of small sled on which one or two persons, lying face up, slide feet first down snowy hillsides or banked curving ice chutes (like those for bobsledding).
3. **Ice-hockey**: similar to regular hockey, but played in a rink, with hockey sticks and a flat 'puck' instead of a ball. Players are on skates.
4. **Ice skating/Speed Skating**

5. Alpine skiing

Other **Winter Olympic Sports**:

- **Biathlon**: It began originally as a tactic of survival rather than a sport. It combines skiing and shooting, two very contradictory disciplines which confront an athlete with a very demanding challenge.
- **Figure skating**: A single skater performs required elements and is judged on how clearly and artistically the motions are executed.
- **Ice dancing**: A type of figure skating. Two partners carry out a choreographed dance routine to music. Similar to figure skating in pairs but does not allow lifts, throws or other strength moves. Couples stay together at all times.

Optional:

Ask Ss the following questions:

1. Which 2 Winter Olympic Sports do only men compete in?
Answer: bobsledding and ice hockey.
2. In which do men and women compete together?
Answer: paired figure skating and ice dancing.

2. A sport on ice, pp. 57-59

2.1 Draw Ss' attention to the title of the text. Ask them to skim the interview to find out what is so unusual about curling that justifies this title.

Suggested answers:

- One shoe has a rubber sole and the other is covered with a smooth material.
- Curlers must not touch the stone.
- Curling games have no referee.
- Curlers use a broom.

NOTE:

A 'demonstration sport' is a sport introduced in the Games for the first time. Athletes who participate in it get no scores or medals.

2.2

1. Because the players must use strategy in order to play well / it's very demanding.
2. The curling stone, special shoes, special brooms and gloves.
3. To clear the path of the stone and make it travel further.

Optional:

Ask Ss why it is so important for players to use brooms in order to make the stone travel faster.

Answer: to reduce **friction**. Friction is a force that appears whenever two things rub against each other. Although two objects might look smooth, microscopically, they're very rough. As they slide against each other, their contact is anything but smooth. They both grind and drag against each other. This is where friction comes from. No matter which direction something moves in, friction pulls it the other way. Move something left, friction pulls right. Move something up, friction pulls down. Without it, we wouldn't be able to walk, sit in a chair, climb stairs, or use a mouse to surf the web. Everything would just keep slipping and falling all over the place. Bear in mind that there is a relevant project at the end of the lesson.

2.3

- | | |
|------------|---------|
| 1. three | 5. two |
| 2. 19 kgr. | 6. 1500 |
| 3. two | 7. 1998 |
| 4. four | |

3. Remarkable athletes, p. 59

1. Protesilaus – discus
Chionis – long jump
2. The fact that the records they set remained unbroken for over 2,000 years.
3. Modern equipment and methods would help them perform to the best of their abilities and break the records they set.

TRANSCRIPT

About 2,600 years ago two Greek athletes **set records at the Olympic Games that no one managed to break until the 20th century!**

The record – makers were **a discus thrower named Protesilaus and a long jumper called Chionis**. Both of these athletes set their records in the same Olympiad, in 656 BC.

Protesilaus's throw was so amazing that he would have won the gold medal at all the modern Olympic Games until 1928! And Chionis' long jump record was broken in 1900. Now that may seem like a very long time ago to you, but just think... their records lasted for more than 2,000 years! And what would happen if we could transport these athletes in a time-machine to a modern Olympic Stadium? Protesilaus could easily break his own record by using a modern discus. The discus he used was probably also heavier than the discus used by Olympic athletes today.

And when he amazed the ancient Greeks with his performance, he would have made his throw while standing still. **By using the modern style of throw, he would certainly break the record he set all those centuries ago. The same is probably true for Chionis, too.**

These were two phenomenal athletes that could have competed against any modern day contender.

*Adapted from "Did you know?"
Reader's Digest*

4. The true meaning of sports, p. 59

4.1

The prize for Olympic winners was usually a wreath or 'crown' of leaves. This modest prize was the greatest possible reward, because it guaranteed its holder honour and respect from everyone. It was a simple symbol of the qualities

that, according to Plato, made up the Olympic spirit: modesty, courage, determination, perseverance and fair-play. Thankfully, even today, there are great athletes who are shining examples of true sportsmanship; proof that Plato's values are and will always be an integral part of the Olympic spirit.

4.2

The prizes awarded today have enormous material value. Sports are a tremendous 'industry', and winning an Olympic medal or breaking a world record means automatic fame and wealth. This proves irresistible to some athletes who, in their desire to excel, may not play a very fair game (e.g. by using performance-enhancing drugs).

5. Language focus, p. 60

5.1 Read the example with the Ss and draw their attention to the words in bold. Elicit that *so* is followed by an adjective, whereas *such* is followed by a noun. Point out that they are both used to express result.

so + adjective

such + (a/an) + (adjective +) noun

5.2 Read the example with the Ss and elicit the right **answer (b)**. Point out that 'it' should be omitted at the end of the sentence. Ask Ss to circle the right words to complete the rule.

Too comes **before** an adjective. It has a **negative** meaning (something is more than is wanted).

Ss read the next set of examples and circle the right words to complete the rule.

Enough comes **after** an adjective and **before** a noun. It has a **positive** meaning (something is as much as is necessary).

Point out that *too* and *enough* are followed by a full infinitive.

5.3 Allow Ss some time to look at the examples of question tags and point out that they are used for checking information or asking for confirmation. They are formed with the auxiliary or the modal verb of the main sentence and the appropriate subject pronoun. If the first part of the sentence is positive, the question tag is negative. If the first part of the sentence is negative, the question tag is positive. Point out that the intonation of the question tags rises when we are not sure of the answer and falls when we are fairly sure of the answer. In the Workbook, p. 51, act. 2 there is listening practice on the rising and falling intonation of question tags.

Draw Ss' attention to the note, for a few exceptions to the rule. Refer Ss to the Grammar Reference, p.171 for more examples.

6. Let's talk about sports, shall we?, p. 61

Ask Ss to work in pairs to act out a dialogue between a snowboarder and a reporter. Point out that the reporter already knows a lot about the athlete, but wants to check if this information is true. Encourage Ss to use question tags as in the example. Ask a few pairs to act out their dialogues in class.

Suggested answers:

- You started training at the age of 7, didn't you?
- Yes, I did but only for an hour a day.
- You train more hours now, don't you?
- That's right. I train 5 hours a day.
- You enjoy training, don't you?
- Oh, yes I like it a lot. I really love snowboarding.
- It's too difficult to train and do your schoolwork, isn't it?
- Yes, it is actually quite difficult, but it's not impossible.

- You have enough free time left don't you?
- No, I don't have enough free time to go out with friends.
- You participated in a national event last month, didn't you?
- Yes I did. I was very nervous, but I won the gold medal.
- Congratulations and good luck for the future.
- Thank you.

7. Sports quiz, p. 61

1. b / Suleiman Ali Nashnush (National Team of Libya in 1962)
2. a / Brazil won 5 times in 1958, 1962, 1970, 1994 and 2002.
3. c / In Scotland, in 1885.
4. a / 100.66 km/h by Gary Hardwick, in 1998.
5. c / at Les Arcs, France, in April 23, 2002.
6. b / Lance Armstrong.
7. a / by Andy Roddick (USA)

Project time: More about sports, p. 62

Ask Ss to work individually to do one of the mini-projects in order to make a booklet entitled "More about Sports" combining the work of all Ss. Point out that they can choose any topic they want, but a variety of topics would make their booklet more interesting. Tell them they should write a short text on their topic (e.g. 100-120 words) and bring in photos, pictures or their own illustrations. Read their drafts and provide them with feedback so that they can revise and correct their work before the final version goes into the booklet. Once Ss have written their final drafts, assign a few Ss to collect all the papers and the photos and decide how these will fit into the booklet. You can make photocopies of the booklet and distribute it to the Ss.

Unit 4: Let's change our schools

Overview of the Unit

Unit 4 focuses on the theme of Change in relation to education and technology. Lesson 10 invites Ss to explore the schools of today and schools of the past. Lesson 11 looks at the schools of tomorrow which will feature modern technological equipment and Lesson 12 traces the development of writing throughout the centuries and how we have moved from Linear A to Google and e-books.

Cover page, p. 65

1. "Nea Pedagogiki", p. 65

1.1 The short extract on the cover page, which comes from "Nea Pedagogiki" (Nikos Kazantzakis, "Anafora ston Greco") is found in the Modern Greek Language and Literature book for the 1st Grade of Junior High School. Ask Ss to read the paragraph and discuss what the 'new' teaching approach was about. Elicit answers which reflect ideas such as learning by doing, hands-on experience, students' involvement in the learning process, etc.

1.2

Suggested answer:

The teacher's methods did not really reflect a change of attitude since he was authoritative and inflicted strict punishment. He did not encourage freedom and learner involvement in the learning process.

1.3 Ask Ss to compare Kazantzakis's classroom reality with their own. Elicit answers such as: nowadays school is learner-centred rather than teacher-centred, teachers are not authoritative, they are friendly; instead of imposing their opinions on the students, they encourage them to express their ideas, to be more independent and take control of their own learning. Moreover, corporal punishment is not allowed today.

1.4 Ask Ss to research schools of the past century. They can interview their parents, grandparents or other people they know, about different aspects of school life. Ask Ss to present

their findings to their classmates. Encourage them to find photos that show the differences between now and then.

Lesson 10 - Looking at Other Schools

Objectives:

- Reading: extract from literary text; for gist and specific information / reading between the lines
- Listening: video conference; for gist and detail
- Speaking: about schools, curricular activities, facilities, interpersonal relations, attitudes and behaviours, feelings
- Writing: journal entry
- Developing critical skills
- Organising information in a diagram

Language focus:

Modals: must, mustn't, have to, don't have to, had to, should, shouldn't, ought to, had better

Vocabulary:

overcrowded, depressing, extra-curricular, jumpy, mob, keep sb in line, pick and choose, elect, campus, disturb, break rules, tear apart, strict discipline, grateful, spend a fortune, underestimate, experiment (v)

1. A school is ..., p. 66

Ask Ss to brainstorm ideas about the qualities that make up a school and complete the picture with their ideas.

Suggested answers:

facilities, feelings and emotions, community, interpersonal relations, attitudes and behaviours, rules and regulations, (extra) curricular activities, social conduct

2. A completely different experience, p. 66

This extract comes from a story entitled 'MVP' by Joan Benoit. Tell Ss a few things about the writer of this text and explain its title.

NOTE:

MVP: the Most Valuable Player on a team, determined by team members, sportswriters or other experts.

Olympic runner and winner **Joan Benoit** reflects on some things that were important to her in junior high and high school. She had always dreamt of becoming a skier until she broke her leg when she was 15 years old. That's how she came to be a marathon runner and she worked so hard that she became known as the "greatest woman runner in history". She ran and won in the 1984 Olympic trials, just 17 days after she had surgery on her knee!

Ask Ss to read the extract in order to answer the questions. Draw their attention to the differences between the two schools and the writer's feelings about them.

1. In Junior high school, the building was old, there were no extra-curricular activities, the Ss were bored. The writer felt her school was dull and depressing. She didn't find anything interesting about it.

In high school, Ss had choices, were independent, had control of their time. There were mini-courses to choose from. Ss had free periods to do whatever they wanted as long as they didn't break the rules. The writer was grateful she was given the opportunity to make the best use of the freedom she was offered and to act as a responsible person.

2. The building in junior high school was overcrowded, dark, old and depressing. As a result, the writer felt depressed and unhappy in it. The building in High school was new and obviously beautiful, so the writer felt happy and relaxed in it.

3. The students turned from a jumpy, bored

mob into a group of disciplined and responsible students because they were learning in a pleasant environment and were free to make choices and decisions.

4. In junior high school, it was very difficult for the teachers to maintain discipline because the students did not have any respect for the school itself or its rules. In high school, however, things were different. The new school facilities, the friendly school atmosphere and the learning opportunities motivated the students to respect the school rules.

5. The headmaster was right in his decision to trust the Ss because it turned out that it was very important for them to have choices and autonomy. Another factor that played an important role in their positive attitude was that they did not want to betray the trust and confidence the headmaster had shown in them. The result was that they respected the school rules and behaved in a responsible, mature way.

3. Mini-project: My school now and then, p. 67

3.1 Tell Ss that they can research the history of their school building by using school archives, newspaper cuttings or articles, old school photos, interviews from former students of the school, etc. Ask them to get into groups and assign roles: who is going to look for photos, who is going to search other resources, who is going to interview former students, who is going to be responsible for the poster and the captions under the photos, etc. Tell them how much time they have in order to complete their work (e.g. one week). Ss display their posters in class or on a school bulletin board.

3.2 Ask Ss to write a journal entry about how their school makes them feel. Tell them to consider aspects such as the ones mentioned in the text.

Optional:

If you have Ss from different countries in your class, encourage them to talk about their school experiences from their country.

4. A school from Finland, p. 67

4.1 Before listening, ask Ss to read through the text about the Strömberg school and guess the missing information. Then ask them to listen to the recording and fill in the gaps.

After listening, you can ask Ss to discuss interesting aspects of school life or facilities in the Strömberg school.

- | | |
|----------------------|-----------------|
| 1. their first names | 5. workshops |
| 2. cooperate | 6. recreation |
| 3. memorise | 7. sports field |
| 4. Finnish | 8. chores |

TRANSCRIPT**Coordinating teacher:**

Hello everyone! This is Mrs Frieda Jansen from the Strömberg School talking to you direct from Finland! With me today are four Strömberg students who will be telling you about our school. Our first speaker is Olaf. Olaf?...

Olaf:

Um... Yes... Hello everyone, ... I'm Olaf and I'm going to start with the beginning of our school day. We come to school at about 8. We all take off our coats, hats and boots and the caretaker lights a warm fire in the fire place in the hall to cheer up the pupils. Everyone shouts 'hello' along the corridors. We all know each other and **we call our teachers by their first names**. We have a great relationship with our teachers and we **cooperate** with them and other students. We also work with the cleaning staff, the kitchen staff, the secretary and the caretaker when we have chores to do.

Coordinating teacher:

Thank you Olaf! Now Kristen is going to tell

you about classes and lessons in our school. Kristen?...

Kristen:

Hello, this is Kristen speaking! Um... well we don't have many books and we don't have to **memorise** much! **Finnish** and mathematics are taught in the classroom but many other lessons are done outside the classroom. For example, we have lots of **workshops** for magazine making, handicrafts, music, drama and science where we learn by doing things ourselves.

Coordinating teacher:

That's right Kristen! Now Anna, could you tell us about the gym and other facilities of our school?

Anna:

Of course! There is a well-equipped gym where we exercise and train and there is also a large library where we can go to look up information for our assignments or projects. There's also a winter garden, where we grow vegetables and plants and there are special rooms for **recreation** with sofas for reading and chess tables for games. The cafeteria serves free hot meals to all the students everyday and there's also a specified area where we can do our homework or play when the school day is over, until our parents come to pick us up! Oh!... and outside there's a large **sports field** that pupils are free to use for football in the summer and skating in the winter.

Coordinating teacher:

Thank you Anna. And last but not least, Jan, tell us about the responsibilities the students have.

Jan:

Well, we have quite a few **chores** to do, like taking care of the school plants, the aquarium and the fish, and of course our pet turtle, Pertsu! There is also the recycling programme, collecting wastepaper and working in the library. The school staff guide us in all these chores.

Coordinating teacher:

You certainly have your hands full Jan!

Jan:

Yes, indeed. I'd like to add that our school is open to the local community. Parents often come and talk to us about their jobs. We also visit places of interest or go on field trips and excursions.

Coordinating teacher:

Thank you Jan! Now let's listen to what our Greek friends have to tell us about their school...

4.2 Tell Ss that if a task involves examining the similarities and differences between two or three items, an appropriate type of graphic organiser to use is the Venn diagram. The Venn diagram is made up of two or more overlapping circles. It is often used in mathematics to show relationships between sets. Explain that the middle area of the diagram should be used for the things the two schools have in common.

Ss can copy the diagram and complete it in note form with similarities and / or differences between the Strömberg school and their own school.

4.3 Go through the box with the expressions used to talk about similarities and differences. Write some examples on the board illustrating how these expressions can be used. Allow Ss a few minutes to prepare their talk and have a few of them present it to the class.

5. Language focus, pp. 68-69

5.1 Read through the examples with the Ss and ask them to match the modal verbs with their use.

1c, 2a, 3c, 4b

Point out that 'have to' and 'must' have basically the same meaning. They express the idea that something is necessary (e.g. *I have a very important test tomorrow. I have to study tonight. / I must study tonight*). 'Have to' is used much more frequently than 'must' in everyday speech and

writing. 'Must' means that something is absolutely necessary; there is no other choice. 'Must' is a strong word.

Point out that modal verbs do not appear in all the tenses and do not change in the third person singular with the exception of 'have to' (e.g. *I must go on a diet. He must study more*). Change the pronoun 'you' in the third and fourth examples into 'he' to elicit the forms **has to / doesn't have to**. Also stress that the Simple Past of both *must* and *have to* is *had to*.

5.2 Ask Ss to read the sentences and match the two halves (**Answer: 1b, 2a**). You can also ask them to look back at the examples in activity 5.1. Elicit that there is a difference in meaning in the negative form: **mustn't** indicates that there is no choice – it is an obligation, whereas **don't / doesn't have to** shows that there is a choice – it isn't necessary.

Point out that although modal verbs are also auxiliary verbs, the verb 'have to' takes 'do/does' to form the interrogative and the negative form.

5.3 Go through the examples with the Ss and write some more examples on the board if necessary. Elicit that 'should' and 'ought to' are used to show that something is a good idea; it is the right thing to do (**Answer: 1a, 2b**). Like all modal verbs, **should** and **ought to** are followed by a bare infinitive and are used to give advice.

5.4 Read the examples with the Ss. Elicit that there is a difference in meaning since 'mustn't' expresses 'prohibition', whereas 'shouldn't' shows that 'this is not the right thing to do'.

5.5 Ask Ss to read the note and the short dialogue and draw their attention to 'had better'. Tell them that 'had better' (not) + bare infinitive is not a modal verb but an expression which is also used to give advice.

For more details on modal verbs refer Ss to the Grammar Reference, pp. 171-172.

6. School rules, p. 69

6.1 Discuss with the Ss in what ways the children in this class are misbehaving. Then ask them to make a list of the rules these children are breaking.

Suggested answers:

- Ss mustn't throw paper planes.
- Ss mustn't talk on mobiles.
- Ss mustn't eat.
- Ss mustn't sleep.
- Ss mustn't listen to music.
- Ss mustn't laugh / giggle / talk to each other.

6.2 Elicit that the students in this class could be misbehaving for a variety of reasons, e.g. they feel bored, they are not interested in the subject matter, rules are often broken in this class, etc. Ask them to suggest ideas for improving classroom behaviour.

Optional:

- Ss work in groups to make up a list of 'new', funny rules for their school.
- e.g. We must have longer breaks.*

Lesson 11 - Change through Time

Objectives:

- Reading: advertisement; for specific detail
- Listening: monologue; for specific detail, interview; for inferences about the identity of speakers / intensively for the main points
- Speaking: roleplay; reaching a joint decision / interview for a job
- Writing: report
- Making predictions about school changes
- Making suggestions
- Comparing and contrasting
- Arguing, counter-arguing, agreeing, disagreeing, negotiating, reaching conclusions

Language focus:

Modals:

- could, may, might (for possibility), can, could, may (for permission),
- can, could (for requests)

Vocabulary:

- trend, tech devices, gadgets, tablet PC, projector, interactive whiteboard, lifelong learning, innovative, motivate, reduce, touch-sensitive, digital

1. Moving forward..., p. 70

1.1

The writer is talking about two changes:

- a. Today's students are different from students in the past because they have a wide range of electronic gadgets at their disposal.
- b. Technological devices are not only aimed at college students as they used to be. More and more young students are starting to use them today.

1.2 Ask Ss to guess which electronic gadgets the writer is referring to.

Suggested answers:

- mobile phones, Discmans, MP3s, flash drives / disks, electronic games, cameras, laptops, calculators, etc.

Then ask Ss to talk about the gadgets they have and what they use them for.

Suggested answers:

- **a mobile phone**, for speaking to parents, friends, for exchanging text messages
- **a camera**, for taking digital photos
- **a computer or a laptop**, for searching for information / for storing things in files / for typing
- **a flash drive**, for storing information / files / pictures from their PC
- **a calculator**, for using in Maths
- **an MP3**, for listening to music

1.3 Ask Ss to look at the pictures and compare and contrast students from the past and the present. Encourage them to use structures such as 'used to' for past habits and expressions used for comparison / contrast (see p. 67). Provide relevant vocabulary if necessary: *cap, school uniform, mobile phones, etc.*

1.4

3. (projector), 4. (computer), 5. (tablet PC), 6. (interactive whiteboard)

TRANSCRIPT

Can you imagine using an electromagnetic pen to take notes from the lesson on your laptop computer? A friend of mine who is a student in a high school in Ohio, is using a **tablet PC** in her school instead of notebooks. And to make us more jealous, there's no such thing as a chalkboard in her school. They're using **interactive whiteboards** connected to a **computer** and a **projector**! They can have lessons straight from the Internet! Oh, well, I guess we might be using laptops and interactive boards in our school some day, too ... who knows?

Adapted from: www.edweek.org

2. The challenge of change, p. 71

2.1 Tell Ss they are going to listen to three people talk to a journalist about school technology. Look at the photos with the class and ask them who the people are and what they do. Then Ss listen and match the speakers with the photos.

PHOTO A: Speaker 2

PHOTO B: Speaker 1

PHOTO C: Speaker 3

TRANSCRIPT

Journalist:

It is our second day here at the forum on 'Technology in Education' and the auditorium is absolutely packed! Let's look around and see if we can talk to some of the people here

... er ... hello sir. Are you enjoying the forum so far?

Jason:

Oh, yes... it's been very informative! I'm really glad I came. **I missed some important classes today, but luckily my teachers gave me permission to come.**

Journalist:

Well, what impressed you the most?

Jason:

Well, for one, all the new computer software and interactive CD-ROMs. They are amazing! Some of the world's best educators are working on new material as we speak! Of course **we don't have this kind of thing in our university yet, but I'm hoping that we will ... at least before I graduate!**

Journalist:

Well, good luck with that! Schools that avoid new technology will probably just fade away, won't they?

Jason:

Of course! Our schools must prepare us for a new environment in which information grows 200,000 times faster than the human population! It's unbelievable, isn't it?

Journalist:

It certainly is! ... Thanks for speaking to us... now, let's see ... Ah! Here's someone else... Hello! ... Could we speak to you for just a moment?

Mr. Newton:

Oh... yes, of course ... Hello!

Journalist:

Lots of amazing things here today!

Mr. Newton:

Oh, yes... yes... Just look around you! ... All these new technologies have the power to change traditional education completely! Technology can offer the opportunity for learning to occur anywhere, at any time, for anyone. Isn't that something?

Journalist:

You're absolutely right! Just bring along your laptop and you're ready for anything! ...

Mr. Newton:

Yes, hmm,... of course it sounds a bit more simple than it is, really. Unfortunately, most students – **even my students** - are still sitting in a classroom with a teacher who does most of the talking.

Journalist:

Very boring...

Mr. Newton:

Yes, it most certainly is... We must all embrace technology. **I tell my students every day that technology** is what will prepare them for lifelong learning!

Journalist:

And you're right of course! Lifelong learning ...

Well, thank you for talking to us...

Let's talk to one more person before we go...

Hello there sir... Sir?

Mr. Brown:

Are you talking to me? Oh, hello, hello.

Journalist:

Good evening! We're just going around here talking to people from the forum... Would you like to tell our us about it?

Mr. Brown:

Well, it certainly does seem interesting. Take a look around you... Technology at its best everywhere... **As a father of three – two of which are in High School** – I'm very worried about what the future holds for our children.

Journalist:

Worried? Why? What do you mean?

Mr. Brown:

Well, our children are entering a world today in which many of the careers they will choose do not yet exist! Can you imagine? Even so, knowing how to use new technology will give them an advantage. It will help them to promote teamwork skills, critical thinking and creativity – the skills that will prepare them for success in tomorrow's world.

Journalist:

I see what you mean... Of course... being able to work well with others and being creative! No matter how far we go, these are skills that

everyone will be needing. Well, it was very nice talking to you – thank you very much indeed!

Now moving on to ...

Adapted from: Futurist, "Renewal: Education", Nov.-Dec 1996

2.2 Ask Ss to listen to the interview again in order to complete the spider diagram with the benefits of technology. Point out that this time they should listen more intensively in order to extract relevant information.

Suggested answers:

lifelong learning, learning outside the classroom, new fields of knowledge and experience, new careers, teamwork, critical thinking, creativity, keeping up with the fast growing rate of information, working with new computer software

3. What do you think?, p. 71

Possible disadvantages of technology:

Technology can lead to isolation and addiction, it can be costly, and it is not always easily accessible to all.

4. When the answer is only a click away..., p. 72

4.1 Ask Ss what the main characteristics of an advertisement are (e.g. vivid colours, the name of the product, a catchy slogan, choppy sentences, punctuation). You can also ask Ss what the purpose of an advertisement is (it tries to convince potential customers that the specific product is worth buying).

Ask Ss to read the advertisement in order to find what this new kind of board is and how it can be used in the classroom.

This new kind of board is called an **interactive whiteboard**. It can be used to:

- make presentations

- display the image from the computer screen onto the board
- search the Internet and use web pages in class
- save work and notes

4.2 Ask Ss to work in groups of 4. Two Ss take role A and the other two take role B. Tell them to prepare arguments to support their point of view and write them down in note form. Explain that each pair should try to persuade the other one that their suggestion is the best choice. Ask them to support their opinion with reasons based on their notes. Point out that, although they have a conflict of interest, they should come to an agreement about what piece of equipment their school needs the most. Encourage them to interact with each other taking turns.

Go through the expressions in the box with the Ss. Give examples of how they can be used if necessary. Encourage Ss to add any other expressions they know to the list.

Optional:

Work in groups. Decide on a product you want to sell. Agree on the target group you are addressing. Make an advertisement for the product and display it on the bulletin board.

5. Language focus, pp. 73-74

5.1 Go through the examples with the class and elicit that it is possible that these things will happen (**Answer: b**). Draw Ss' attention to the verb form that appears after the modal verbs and ask them to complete the rule.

The modal verbs **could**, **may** and **might** are followed by a **bare infinitive** and express **possibility** / **likelihood** in the present and future.

5.2 Read through the dialogues with the Ss and draw their attention to the fact that **can**, **may** and **could** change meaning according to their

function. Here '**Can I ...?**', '**Could I ...?**' and '**May I ...?**' are used to ask for **permission**. '**May I ...?**' is used to ask for permission in very formal situations.

5.3 Go through the dialogues with the Ss and elicit that '**can**' and '**could**' are also used in questions to make **requests**. Point out that '**could**' is more formal and polite than '**can**'.

6. Future changes, p. 74

6.1 Ask Ss to look at the pictures and talk about the changes that might take place in these schools in the future. Encourage them to use modal verbs to express possibility. You can present Ss with more visuals showing schools in order to provide more opportunities for discussion.

Suggested answers:

Picture 1

- The classrooms may be bigger.
- There might be enough desks for the Ss.
- There could be a computer in the classroom.
- Ss may not wear uniforms.

Picture 2

- Students might have laptops.
- There may not be a chalkboard. There could be an interactive whiteboard.
- Teachers might send homework to absent students by e-mail.
- Students could be using e-books instead of textbooks.

6.2 Ask Ss to discuss the changes they expect to see in their school in the near future. Encourage them to make a drawing of what their 'new' school will look like.

7. Writing a report, p. 75

7.1 Tell Ss that a report is an informative semi-formal piece of writing. Ask them to read the model report and answer the questions.

1. 'After School Clubs'
2. To make suggestions for 'after school clubs'
- 3.

Par.1: Introduction / The purpose of the report

Par.2: The present situation

Par.3: Suggestions for 'after school clubs'

Par.4: Conclusion

With regard to question 3, you may wish to mention that a report can also be written using separate headings which summarise the main idea of each paragraph.

7.2 Draw Ss' attention to the underlined words.

Ask: *Are these words / phrases used to introduce an idea, to add an idea, to sum up ideas?* Elicit that they are used to link ideas together or help the report 'move along'.

The purpose of this report is... to state the purpose of the report

To begin with: to introduce an idea

Furthermore, in addition: to add to an idea

We would like to suggest ... / it would be a good idea ...: to make suggestions

Finally: to sum up an idea

7.3 Ask Ss what they have to write (a report), for what purpose (to describe what technological equipment their school currently has and to suggest what other equipment their school should get, justifying their suggestions) and who the reader of their report will be (the headmaster of the school).

The questions and the 'Useful tips' are intended to draw Ss' attention to aspects such as appropriacy and sufficiency of information, organisation and register. Stress the importance of planning before beginning to write. Ask Ss to plan their reports in note form and organise their notes so that their reports are well-structured and coherent.

Lesson 12 – Change: An Ongoing Process

Objectives:

- Reading: article; for global and specific information / organising information
- Listening: dialogue between student and teacher; for detail
- Speaking: debate; discussing for and against a topic
- Assessing performance based on a set of criteria
- Developing team, argumentation and critical thinking skills

Language focus:

Relative clauses: who, which / that, whose, when, where

Vocabulary:

advance, at a rate, unthinkable, carvings, limestone, estimate, scribe, cuneiform, spread, script, isle, time-consuming, goldsmith, movable, convert, durable, revolutionary, mankind, rush forwards, revolutionise, digital format, view (v), illustration, deliver, convenient, conventional, alternative, consumers, undoubtedly

1. From linear A to e-books, p. 76

1.1

- a. 1100BC (Linear A)
- b. 600 BC (ancient Greece)
- c. 10,000 BC (prehistoric man)
- d. AD 1300 (Byzantium)
- e. 21st century (ATM library)
- f. AD 1500 (Gutenberg – printing)
- g. 2200 BC (Egyptian scribe)

1.2

1b, 2b, 3a, 4c, 5a, 6c

TRANSCRIPT

Michael:

Em... Mr. Andrews ... you wanted to see me?

Mr. Andrews:

Yes Michael, come in. It's about your test... you didn't do very well. Look here ... all these mistakes ... Didn't you study?

Michael:

I studied, I really did ... honest ... Can I see my test?

Mr. Andrews:

Here, look at this. The oldest writing comes from the Middle Ages? Come on...

Michael:

Is that what I wrote? Oh, dear... I know the right answer... **it's 3500 BC.**

Mr. Andrews:

Of course! And look at this question. The first writing in horizontal lines came from Mesopotamia? Is that right? Think ... horizontal lines...

Michael:

Oh ... right, that's Crete ... isn't it?

Mr. Andrews:

Yes, Crete, that's in ...?

Michael:

Greece...

Mr. Andrews:

OK, now, let's see... you remembered that movable letters were used **after the 15th century**, and that handwritten books were rare and very **expensive** ... but you've still got quite a few mistakes. I think you need to pull up your socks and hit the books, Michael!

Michael:

You're right, Sir... I promise to do better next time. Oh... and while we're on the subject of books, I've just finished reading my very first e-book: "David Copperfield".

Mr. Andrews:

Is that so? Is it easier to read an e-book than a regular book?

Michael:

It's about the same... well, of course an e-book **is read on a screen. It doesn't have paper pages** like the books we know... Would you like me to send it to you?

Mr. Andrews:

Er, I don't think so Michael, ... At my age, I think I'll just stick to ordinary paper books...

2. Just put it in writing, pp. 77-78

2.1 Ask Ss to look at the table on p. 78 before they read the texts. Tell them to underline the parts of the texts where the relevant information is found and then complete the table.

cuneiform /kjuːnɪfɔːm/: σφηνειδής γραφή

Time period

- a. 2500 BC
- b. (1500 BC)
- c. 15th c. / Middle Ages
- d. in our days

Area / Region

- a. (Mesopotamia)
- b. Crete
- c. Germany
- d. —

Invention

- a. writing
- b. linear A / linear B
- c. (printing)
- d. e-books

Who

- a. the Sumerians
- b. the Minoans
- c. Johann Gutenberg
- d. —

NOTE:

Printing: a Chinese inventor, Bi Sheng, actually invented moveable type, using ceramic characters, in the 1040s. This system was abandoned, however, because Chinese books require many thousands of characters and it was simpler to make woodcuts. Gutenberg probably knew nothing of Bi Sheng's experiments and can therefore be credited with independently inventing movable type.

e-books: early versions of e-books appeared

in the late 1990s. By 2000, thousands of books were being digitised. E-books can be circulated much more easily and cheaply, and with no distribution costs the books are priced at about half the cost of their paper counterparts. Some software has smart features that allow you to highlight, bookmark, make notes and even look up words in a built-in dictionary.

2.2 Point out to Ss that they may skim a section quickly in the beginning in order to locate the answer but then they will have to read that section intensively before they decide whether a statement is True, False or Not Mentioned.

1. F, 2. T, 3. F, 4. T, 5. F, 6. NM

3. What do you think, p. 78

1. Mesopotamia is mentioned in the text because the oldest known writing in the world was found there. Its name comes from Greek (μέσσην – ποταμός). It is located between two rivers that surround it. One of the reasons that writing started there was that its civilisation was very advanced because of its location (see Egypt, Unit 2).
2. Because printing allowed books to become cheaper and more accessible to everyone. Books could reach a great number of people and people's thoughts were spread around the world.
3. Because computers are playing an increasingly important role in our society.

4. Texting: An alternative way of writing, p. 78

4.1 Explain that texting is the common term for the sending of short text messages from mobile phones using the Short Message Service (SMS). It is also used by young people to communicate with each other when speaking in chat rooms or sending e-mails.

4.2 Ask Ss to look at the table with acronyms and

emoticons. Ask them: *'Do you know what these symbols are?'*, *'Do you use such symbols when you text your friends?'*. Tell them to look at the message on the screen of the mobile phone and guess what this message means.

Hi! Don't be late for school tomorrow! See you.

4.3 Ask Ss to work in pairs in order to match the acronyms with their meanings. Then, ask them to write a short message to another pair using some of these acronyms and emoticons. Once they have written their messages, they should exchange them and write a reply.

1e, 2g, 3h, 4f, 5a, 6d, 7b, 8c

5. Language focus, p. 79

5.1 Draw Ss' attention to the underlined relative clauses and elicit that relative clauses refer to the noun that precedes them giving more information about it. Ask Ss to look at the next set of examples and underline the relative clauses.

- ...who don't like carrying around heavy books...
- ...which are the most popular among children.
- ...that the teacher read to us...
- ...that I talked to you about?

5.2 Ask Ss to circle the relative pronouns and underline the nouns that precede them. Elicit the rule.

We use **who** to refer to **people**.
We use **which** to refer to **things**.
We use **that** to refer to **people / things**.

5.3 Ask Ss to look at the relative clauses and decide if the relative pronouns are used as a subject or as an object in the clause.

who won: **Subject**
who we met: **Object**

which were sold: **Subject**
which we bought: **Object**

Elicit that we can omit the relative pronoun when it is used as an **object** in the clause.

Point out that we have other relative words such as **where**, **whose** and **when**. Write the following examples on the board:

'Do you know this bookstore? I usually go there.'

'He is an author. His last book won an international prize.'

'I can't remember the date. The exhibition started then.'

Ask Ss to look at the examples in the box. Stress that when we use the relative word '*where*' we omit the word '*there*', when we use '*whose*' we omit the possessive adjective (e.g. '*his*') and when we use '*when*' we omit '*then*'. Elicit the rule.

We use **where** for place, **when** for time and **whose** for possession.

For more details on relative clauses, refer Ss to the Grammar Reference, p. 172.

6. Forward to a paperless school, p. 79

1c, 2e, 3b, 4a, 5f, 6d

7. Time for debate, p. 80

Ask Ss what a debate is (*a discussion in which two opposing speakers or groups each make speeches to support their side on a specific issue*), why it is important (*it examines the pros and cons of an issue*) and what sorts of people debate for a living (*lawyers, news reporters and/or politicians*). Continue the discussion by describing some of the terms that are frequently used in debate. There are two sides in a debate, known as the **Proposition** and the **Opposition**. The terms '**pro** and **con**' and '**for** and **against**' often come up in a debate. The subject to be discussed is known by a number of terms: the **resolution**, the **proposition**, or the **issue**.

Ask Ss to read the resolution, decide if they are for or against this opinion and form groups in order to prepare to debate this issue.

NOTE:

Debate often involves two teams of two people speaking in a specific order, but, depending on the circumstances, debates may work better if you use groups of 3, 4 or more Ss. You will have to consider the maturity of your Ss, the time available and the size of the class.

Go through the tips on how to prepare for a debate. Ask Ss to do research in order to prepare their speeches using 'strong reasons'. Point out that a 'strong' reason has the following qualities:

- it logically supports the opinion.
- it is specific and states the idea clearly.
- it is convincing to a majority of people.

Advise Ss to predict the other team's arguments. Each group brainstorms a list of 'strong' reasons that their opponents could use.

Tell Ss that supporting their arguments should be based on evidence. They can use:

- **examples** from their own experience or from what they have heard or read (*For example / For instance / Let me give an example*).
- **common sense**, things that they believe everybody knows (*Everyone knows that... / If...then / It's common knowledge that...*).
- **the opinions of experts**, opinions found through research or by interviewing experts (*To quote... / The book... says... / According to...*).
- **statistics**, numbers found through research or by conducting surveys.

Encourage Ss to prepare an outline summarising their position and a set of questions for the other team.

Go through the debate structure with the Ss and explain every stage. Point out that the final speeches are very important because they are the last opportunity for each team to convince the judges. Tell Ss that they should state the argument

that they are about to refute so that the judges can follow easily. Also tell them to take down notes during their opponents' speeches so they will be clear about what the other team has argued. Encourage them to use words and expressions such as: *'The other team said that...'*, *'But I disagree...'*, *'That may be true, but...'*, *'...because...'*, *'Therefore ...'*, etc.

Before the actual debate, you can meet with each group and review their arguments and final speeches, challenging Ss to question their reasoning.

Ss who will be the judges will have to fill in the special judging form on page 160 of their books. Go through the form with them in class and make sure they understand the criteria before they listen to the speeches. After the debate, Ss add up the scores on their judging forms and announce the winners.

NOTE:

Visit <http://iteslj.org> for more details on debate.

Suggested arguments for the proposition team

Advantages of teachers

- A teacher is a person who can understand his students' needs and their weak points

and strong points in depth.

- A teacher knows how to help Ss when they are facing problems.
- A teacher is flexible and can motivate, organise and manage the whole class depending on the circumstances.
- A teacher knows who is following the lesson and who is not, makes humorous comments and gives relevant examples during the lesson to keep the class interested in the subject.
- A teacher can give students the essence of education by nourishing his students' hearts and opening their minds.
- A teacher has got a unique human brain that allows him to teach in a way that is personally tailored to each one of his students.

Suggested arguments for the opposition team:

Advantages of computers

- A computer helps Ss become acquainted with technology.
- A computer is an amazingly useful tool that can, in almost no time, perform sophisticated tasks, solve difficult problems and answer difficult questions, which even a teacher cannot.
- A computer provides endless information.
- A computer is available any time you need it.

Unit 5: The arts

Overview of the Unit

The purpose of this unit is to explore the theme of the arts through the sub-themes of painting, music and the theatre. Lesson 13 is about Picasso's famous painting 'Guernica' and different styles of painting. Lesson 14 is about music and famous composers. Lesson 15 is about drama and the theatre.

Cover page, p. 83

Ask Ss to read the quotations about art and allow them time to brainstorm ideas before they report their ideas to their classmates. Accept all meaningful interpretations. You can also give them some information about the people who these quotations belong to. Ss can also look for works by these artists and share them in class.

Joan Miro says that he uses colours as an instrument to create his works of art, in the same way that poets use words and composers use notes.

Pablo Picasso says that we shouldn't attempt to understand works of art, just as we don't attempt to understand the beauty of nature around us. We simply appreciate it.

Oscar Wilde contends that art imitates the world around us to a certain degree, but it is ironic that much more often, life is more 'inspired', unexpected and 'original' than any work of art.

Victor Hugo says that music expresses emotions and feelings that must be expressed, but can in no way be conveyed through words.

Vincent Van Gogh imagines inspiration to be like a dream which comes to him and which he then turns into a work of art.

Plato tells us that every one of us has a secret place in his soul which can be touched by music and rhythm.

Ralph Waldo Emerson shares his opinion that all artists start out as beginners and slowly evolve and perfect their craft throughout the course of their lives.

Edgar Degas contends that a successful artist is not someone who simply produces a work of art, but one who, at the same time, manages to convey a vision which can be interpreted by others in many different ways.

The cover page also includes the picture of a flag used to promote an Annual High School Art Show in the spring of 2008. Ask Ss to say which arts are represented in the flag.

music, drama, painting and dance

Lesson 13 – Quite an Art!

Objectives:

- Reading: article; for global and specific information
- Listening: to a guide in an art gallery; for global and specific information
- Speaking: about artists, paintings and styles of art
- Making inferences from visual stimuli.

Language focus:

Passive voice – Present tense

Vocabulary:

suffering, civil war, government, bombard, reveal, massacre, eyewitness, stunned, mural, immense, depict, violence, brutality, helplessness, pierce, trapped, cramped, cubist, interpret

1. Art is ..., p. 84

1.1 Tell Ss that different people may be inspired by the same theme, but they express themselves in completely different ways, for example, by writing music, poems or literary texts, painting a picture, etc. Ask Ss to look at the painting, read the poem and listen to the music in order to decide which common theme was the source of inspiration for the artists. Ss then complete the gaps with the missing word.

Spring

1.2

Suggested answers:

Jean-François Millet evokes the idea of change through the contrast of dark and bright colours and his use of light. His painting conveys the idea of regeneration.

Frank Asch stresses change, the bright, vivid colours of the flowers and trees, and a sense of freedom and happiness.

The first concerto of **Vivaldi's** *Four Seasons* is called *Spring*. If we listen closely, the wonderful violin sounds will remind us of tweeting birds flitting around in trees that have bright, new, green leaves.

The introduction to the *Rite of Spring* by **Stravinsky** is a very different interpretation of spring. In fact Stravinsky was a very controversial composer because he didn't follow traditional melodies and ways of writing music. Experts say that this piece reminds us of the sounds the world makes as it comes out of a cold winter, sometimes quiet, sometimes excited.

1.3

painting, music, dance, architecture, sculpture, engraving, drama / the theatre, cinema, photography, comics

2. Puzzle it out!, p. 85

2.1 Ask Ss to work in pairs to put together Picasso's painting. Encourage them to use the expressions provided in the box in order to negotiate meaning and reach an agreement on the final position of the pieces of the painting.

2.2

The painting is called '**Guernica**'. /gern'ika/.

You can tell Ss that Guernica is a mural painted by Pablo Picasso in 1937 and it is displayed in the Reina Sofia, Spain's National Museum of Modern Art.

3. The story of a painting, pp. 85-86

3.1 Invite students to guess the missing words. Then, they listen and fill in the gaps.

- | | |
|------------|------------------------|
| 1. France | 4. 'The Times' |
| 2. village | 5. May 1 st |
| 3. 1,600 | 6. black and white |

TRANSCRIPT

It was 1937. Spain, Pablo Picasso's home country was suffering from a civil war while he was living in **France**. On April 26th, the Spanish government in cooperation with the Italian and German forces sent planes to bombard a small **village** in northern Spain called Guernica. At the time of the attack, the town had a population of about 5,000. There were, however, a much larger number of people in the town on the day of the attack; there were undoubtedly numerous war refugees present in the town, and the day of the attack was a Monday (a market day then as now), so there would also have been many people from the surrounding areas. The attacks destroyed nearly the entire town. Three quarters of the city's buildings were completely destroyed, and most others were damaged. Guernica burned for three days. There are no generally accepted official figures as to the number of casualties. The government of the time gave **1,600** as the minimum number of dead. The victims appear to have been mostly the elderly, women and children.

The extent of the damage, death and destruction in Guernica was first revealed the next day - April 27, 1937 - by George Steer, a reporter for '**The Times**', covering the Spanish Civil War. By **May 1st**, news of the massacre at Guernica reached Paris. Eyewitness reports filled the front pages of Paris papers. The bombardment of Guernica rapidly became a world-renowned symbol of the horrors of war. It shocked the world and outraged Picasso, who was stunned by the **black and white** photographs. He rushed to his studio, where he quickly sketched the first images for the mural he called Guernica. The display of this painting at the Spanish Pavilion during the 1937 World's Fair in Paris reflected the symbolic significance of the event.

3.2

Suggested answer:

The artist wanted to depict the horror of war as he felt it when he saw the photos of the bombarded village.

4. Picasso's 'Guernica', p. 86

4.1

Suggested answer:

The painting shows the suffering people and animals experience in the violence and chaos of a war. It sends an anti-war message.

4.2

Suggested answers:

1. Because he felt that everyone who looks at his painting should interpret the symbols in his own, individual way.
2. Ss' own answers.

5. Mini-project: War in Art, p. 87

5.1 Ask Ss to look at the painting of Delacroix and discuss what the painting shows and what feelings it evokes.

Delacroix's painting of the Massacre at Chios shows sick, dying Greek civilians about to be slaughtered by the Turks. One of several paintings he made of this contemporary event, it expresses sympathy for the Greek cause in their war of independence against the Turks, a popular sentiment at the time for the French people.

You can ask Ss to work individually or in groups in order to do research and find pieces of art which were inspired by violence or war. Encourage them to bring a picture of these works of art to class and talk about them. Hold a class discussion about the kind of feelings they evoke.

Suggested answers:

- Θεόδωρος Βρυζάκης (1814-1878) – Η έξοδος του Μεσολογγίου, 1855, Μουσείο Αλεξάνδρου Σούτζου

- Eugène Delacroix (1798-1863) – Liberty Leading the People, 1830, Louvre, Paris
- Albrecht Altdorfer (1480-1538) – The Battle of Issus / Alexander, 1529, Alte Pinakothek, Munich
- Paolo Uccello (1397-1475) – The Battle of San Romano (a set of three paintings, 1455-1460, National Gallery, London / Galleria degli Uffizi, Florence / Louvre, Paris)
- Francisco Goya (1746-1828) – The Third of May 1808: The Execution of the Defenders of Madrid, 1814, Museo del Prado, Madrid

5.2 Having discussed their feelings about the artwork inspired by war and violence, Ss can work individually or in groups to create posters or slogans that reflect these feelings.

6. Language focus, p. 87

6.1 Ask Ss to look at the examples and elicit the rule. The Passive voice in the Simple Present tense is formed with subject + **is / are (verb 'to be') + past participle**. Explain that we use the passive when the **action** is more important than the person who does it, when we describe a **process** or when we talk about **rules**. Ask Ss to read the examples again and match them with an appropriate use from the box. Ss can look at the Grammar Reference, p. 173 for more details. If you think it is necessary, have them revise the irregular past participles.

1a, 2c, 3a, 4b

6.2

... whose body is pierced...,
... to be crammed together...,
... they are trapped...

7. At the art centre, p. 87

1. Children under 12 are not admitted without an adult.
2. Tickets for concerts are booked in advance.
3. No food or drink is allowed.
4. Exhibition books are sold at the entrance.
5. Taking photos is not permitted.

8. In a gallery, pp. 88-89

8.1 Go through the styles of art with the Ss and explain difficult words if necessary. Ss are expected to be familiar with the different styles of art since there are frequent references to them in their Art books even from primary school. Ask Ss to identify the elements that characterise each style and do the matching.

1c, 2d, 3a, 4b, 5e

8.2 Ask Ss to listen to the text in order to match the paintings with the appropriate style of art. There is one extra style they do not need to use.

A 3, B 2, C 1, D 5

Extra: Pop Art

TRANSCRIPT

Teacher:

OK class, let's all stop and gather round here. Is everyone here? ... Um ... Tony, ... are you going to join us? Come on ... all right then, ... Let's take a look at this interesting painting, which belongs to a modern art style called cubism. It's called '**The Ladies of Avignon**'. Now, what is the first thing you notice about this painting? ... Anyone? OK, then, let's all look at it more carefully... Look here ... and here ... see the faces with the triangular noses? ... The long ovals for faces and these small dashes for mouths? See? Well since the figures look as though they are made up of cubes and triangles, this style came to be known as **Cubism**. This painting was painted by the famous artist Picasso who uses geometric shapes to show what he is trying to paint.

All right, we can move on now towards the window here ... OK, here we have something quite different. Everyone look at this now ... **EVERYONE** ... Now, I'm sure you've all had dreams with all sorts of crazy things happening. Well, some people think this painting looks like something from a dream.

Look at it. It's an abstract painting by the Russian painter Marc Chagall, called '**I and the Village**'. What do you see? ... Of course, you can recognise some of the things in this painting, look ... a woman milking a cow here, ... or a man and a woman walking near a group of buildings right here, but how are the things in this painting arranged? Some of them are upside down like this here ... and some are much bigger than others. Some, like the woman milking the cow are in very strange places. This style of art is called **Surrealism**. Surrealist paintings are generally based on dreams. They are filled with objects we all know, which are painted to look strange or mysterious. Why did surrealists paint like this? Well, they hoped their odd paintings would make people look at things in a different way, ... change the way they felt about things. They thought that their paintings might stir up feelings in the back of people's minds and make them think.

OK kids, ... moving on over here ... OK ... Look at the paintings hanging on this wall over here. They are painted in a completely different style. Look at this one. Has anyone ever seen this painting before? It's quite well-known ... No one? All right then, this painting, by a French artist called Claude Monet, is called '**Water Lily Pond**'. Monet's paintings of water lilies are some of his most famous works and belong to a style of art called **Impressionism**. As you can see, the painting doesn't have a lot of detail. If you stand close to it you will see a blurred image. If you stand at arm's length from it, like this ... let's all move back a bit ..., the blurred image turns into water lilies floating on the pond. See? Isn't that amazing? The secret lies in the way the painter applies the paint. It's painted as if the artist just took a quick look at what he was painting. Paintings in this style are usually outdoor scenes like landscapes and they're painted to look like they are shimmering, see the water here?

OK, now, ... over here, at the end of the room everyone ... Now, when a work of art shows objects with almost all the exactness and detail of a modern photograph, we say it is realistic, and belongs to a style called **Realism**. Realistic works can be very powerful. When you look at them, they remind you of people, things or events in your own life. Here is a realistic painting that was painted by Nikiphoros Lytras, a Greek artist. Now, even if no one told you what the painting was about, it would be easy to imagine a story by looking at it. Don't you think? And it probably doesn't surprise you that the painting is called '**Awaiting**'. Realism began in the 18th century, but the greatest Realist era was in the mid-19th century. Most Realists were from France, but there were some famous American painters who were realists too. Now, having seen all these paintings, let's move on into the next room where we can ...

8.3 Ask Ss to look at the paintings and match them with the right title. Discuss in class what helped them reach their decision. Ask them if they know any of the artists. You can ask them to identify what school of art each painting belongs to.

1b, 2d, 3f, 4a, 5c, 6e, 7g

9. Game, p. 89

To play this game you need pictures of paintings, (approx. the size of an A4 sheet of paper) one for every four students (depending on the size of the class). You can use the paintings on this page, or choose your own. Make copies and cut the paintings into 4 irregular pieces each to make it easier for the Ss to carry out the task.

Give each student one piece of a painting. Ask Ss to find their classmates with the other three pieces to complete their painting. In order to do this, they must ask details about the pieces their classmates are holding. Tell them that they must not show their pictures to each other. Remind them that each painting has 4 pieces.

When they have found the other members of their group, they all work out how their pieces fit together to form the complete picture. The group to finish first is the winner.

Suggested paintings:

Diego Riviera (1886 – 1957)

- 'The flower carrier'



Nikos Eggonopoulos (1910-1985)

- "Self portrait"



Paul Cézanne (1839 –1906)

- "Still life with plate of cherries"



Mary Cassat (1844-1910)

- "The boating party"



Optional:

Ask Ss to guess what the title of their painting is. Give them the actual titles and some information about each painting.

Lesson 14 – It's Music to my Ears**Objectives:**

- Listening: radio programme; for gist and specific information, monologue; identifying types of music, song
- Speaking: about music, musical instruments and famous musicians
- Developing research skills and information handling skills

Language focus:

Passive voice – Past tense, by-agent

Vocabulary:

pose a question, committee, launching, greeting, instrument, harmony, lyrics, rhythm, tune, compose, rehearse, analyse, distinctive, tranquillity, universal, percussion / wind / stringed instruments, longest-lasting

1. Music is feeling, p. 90

1.1 Ask Ss to listen to 8 pieces of music and to number them in the order they hear them.

- | | |
|--------------|-----------|
| 1. classical | 5. techno |
| 2. disco | 6. latin |
| 3. reggae | 7. folk |
| 4. jazz | 8. rap |

2. Music is communication, p. 90

2.1 Ask Ss to work in groups and discuss why music is considered to be a means of communication. Ss share their ideas in class (see 2.2 for suggested answers).

2.2**Suggested answers:**

- the structure of music is based on numbers

- musical harmony is easily analysed in mathematical terms
- mathematics is the most universal of languages
- music expresses human feelings better than anything else
- it represents the variety of human cultures best
- every society has its own distinctive music to express its sadness and pain, its happiness and tranquillity

TRANSCRIPT

Good evening ladies and gentlemen and welcome to our daily programme "Reaching Beyond". Tonight's talk is the first of a series of three entitled "The Sounds of Earth". Narrating is Mr. James Shawnessey.

Mr. James Shawnessey:

"How could you make an alien understand what it is like to be a human being on the planet earth?" This was the question posed to a committee of experts in 1977 before the launching of Voyager 1 and 2. The two American spacecraft were going to carry messages of greeting to any intelligent life form they might meet.

To many people's surprise, experts decided that one of the best ways to communicate with an alien would be with music. So, they devoted 87 minutes of the Voyager video message discs to a selection of "the earth's greatest hits".

Why choose music? Firstly, because the **structure of music is based on numbers** and **musical harmony is easily analysed in mathematical terms**. The scientists argued that **as mathematics is the most universal of languages, aliens were more likely to understand the mathematical structure of our music** than anything else about us. But the experts also felt that **music expressed**

human feelings better than anything else and could represent the variety of human cultures best. There has never been a **society without its own distinctive music to express its sadness and pain, its happiness and tranquillity.**

The committee chose among other pieces, Aborigine songs from Australia, the Navaho Indians' *Night Chant* and panpipes from Peru. They added Javanese music, bagpipes from Azerbaijan, a raga from India, bamboo flutes from Japan and percussion from Senegal. There were songs from Georgia, Zaire, Mexico, New Guinea and Bulgaria. There was also the jazz trumpeter Louis Armstrong performing *Melancholy Blues* and rock'n'roller Chuck Berry singing *Johnny B. Goode*. From the western classical tradition, they chose Renaissance music, three examples of Bach, two of Beethoven, an aria from Mozart's *The Magic Flute* and Stravinsky's *The Rite of Spring*.

Were these really the earth's greatest hits? At least they are some of the longest-lasting. The disc, which was made of gold-plated copper, was built to last one billion years...

*Adapted from: "Did You Know?"
Reader's Digest*

Optional:

Ask Ss to find some of the musical pieces mentioned in the text and play them in class.

2.3

1.F, 2.F, 3.T, 4.T, 5. F, 6.F

3. Music is culture, p. 91

1. Ask Ss to brainstorm ideas about factors that influence the music of a country.

Suggested answer:

The country's history, economy, status, religion, even climate and indigenous flora and fauna, e.g. musical instruments made of coconut shells, reeds, animal skins etc.

2. Ask Ss to talk about the types of music and the musical instruments which are common to their culture. Provide useful vocabulary if necessary (e.g. clarinet, bouzouki, traditional or folk songs).

3. Initiate a discussion about current musical trends and/or hits and encourage Ss to express their opinions of them.

Useful site:

www.allmusic.com

4. Language focus, p. 91

4.1 Ask Ss to read the examples. Draw their attention to the verbs in bold. Elicit the rule.

The Passive voice in the Past tense is formed with **subject + was / were (verb 'to be' in the past tense) + past participle.**

4.2 Write some examples of the passive voice in different tenses on the board. Draw Ss' attention to the fact that the verb 'to be' changes but the past participle always remains the same. Ask Ss to complete the table by putting the verb 'to be' in the appropriate form. For more examples refer Ss to the Grammar Reference, p. 173.

1. has been
2. will be

4.3 Ask Ss to underline the passive verbs. Elicit that we use 'by + person' after a passive verb to indicate the **agent**. Point out that 'by' is used for people and 'with' is used for instruments, e.g. *The cake was cut with a knife.*

5. Famous people, p. 92

1f, 2e, 3b, 4a, 5d, 6c

1. The 'Mona Lisa' and 'The Last Supper' were painted by Leonardo Da Vinci.
2. The role of 'King Lear' was performed by Emiliios Veakis.
3. More than 100 sonnets were written by Shakespeare.

4. 'Carmen' and 'Madame Butterfly' were sung by Maria Callas.
5. The song 'Imagine' was composed by John Lennon.
6. 'Hermes' was sculpted by Praxiteles.

6. Great composers, pp. 92-93

6.1 The listening text refers to some famous classical compositions and their composers. During the first listening, Ss should focus on the composers and match them to their musical pieces.

1d, 2c, 3a, 4e, 5b

TRANSCRIPT

The **Baroque period** of classical music lasted from 1600 to 1750. **Music was written for and heard only by kings and the church.** Few common people had the chance to hear this new sensation. Venice, Italy was an important centre for Baroque music. The famous St. Mark's Cathedral in Piazza San Marco is a good example of how the art and architecture of the period inspired the music. The Church wanted to dazzle everyone with the splendour of its art – the paintings, sculptures and the architecture of its buildings – and the music heard within had to be just as awesome as the buildings themselves.

But Italy was not the only place where music was being made during the Baroque period. **Johann Sebastian Bach** lived in Germany, and even though he is one of the most important composers of all time, the music he composed was mostly unknown until after his death. Listen to the first prelude from Bach's **Well-Tempered Clavier**. Much of the music that Bach wrote, perhaps including this piece, was intended to be practice exercises for his students but it's such beautiful music, people enjoy it still. And you'll notice that as hard as you may try, you can never hum it!

The **Classical Era** lasted for about 60 years, from 1770 until 1830. Composers started writing music **that was simpler to play and intended to be beautiful to common people, not just kings and queens.** This, after all, was the period in which electricity was discovered and the music heard from the orchestras reflected what would come to be known **as the Age of Reason. Common people began to attend concerts** and this meant that composers like Mozart and Beethoven were able to work for rich people who wanted to patronise the arts.

Mozart was a child prodigy, a musical genius. He played the violin well by the age of five and even composed small musical works. He mastered the piano and wrote orchestral music at a very young age. He could even sit down and write from memory a work that he had composed entirely in his head! Listen to the second movement from Mozart's **Eine Kleine Nachtmusik**. The title means "a little night music" in German. Imagine, as you listen, that you are in a garden in the moonlight – and remember that Mozart wrote this music imagining just that.

While Mozart was certainly important to the music of his time, **Ludwig van Beethoven** was important not only because of his talents but because his music reflected the reasonable art of the Classical Era. Beethoven fit the description of the eccentric composer perfectly with his flashing eyes and wild hair. And he was totally deaf by the time he wrote his last symphony. You'll hear part of one of his most famous pieces of music ever written. You might recognise it. It's the first movement of Beethoven's **Fifth Symphony**.

The **Romantic Era** rolled around from 1805 until 1910. Composers in the Romantic Era took music in a totally new direction, **filling it with passion and exciting drama.** They **used**

music to overwhelm their listeners with emotion, writing sad, sweeping pieces about love and heartbreak and magical fantasies about fairies, witches and swans. Russian composer Pyotr Ilich **Tchaikovsky** wrote music about fanciful stories. Listen to part of Tchaikovsky's **Sleeping Beauty**. Along with the 'Nutcracker' and the 'Swan Lake', this music was written for the ballet.

The **Modern Era** is **a mix of many kinds of music. It borrows from popular music like jazz, blues and folk but also creates new ideas and techniques** that did not exist before the turn of the century. Frenchman **Claude Debussy** is one of the first modern composers. His work was inspired by the work of impressionist painters like Monet and Renoir, the poetry of his friend Edgar Allan Poe and the exotic music from a tropical island in Indonesia. Debussy invented an entirely new musical language. The pianist plays every other key from start to finish. Although the music is played on the piano, it creates a harp-like sound. This music is often used on TV when a character is having a dream. Listen to Debussy's romantic **Arabesque No. 1** to get this feeling.

6.2 Allow Ss time to read the descriptions of these periods before you play the CD again. Ss match each period with its main characteristics.

1b, 2a, 3d, 4c

6.3 Memory quiz

- | | |
|----------------|------------|
| 1. Tchaikovsky | 4. Mozart |
| 2. Beethoven | 5. Debussy |
| 3. Bach | |

6.4. Ask Ss to find representatives of classical music in Greece. Encourage them to bring some classical pieces by Greek composers to listen to in class.

Suggested answer:

Μίκης Θεοδωράκης, Δημήτρης Μητρόπουλος

7. Project time: Art throughout time, p. 93

Arrange with an Art and / or Music teacher to give a short talk to your Ss about some distinguished artists. After the Ss have heard about the artists in the teachers' presentations, they must work in groups and decide which artist they would like to work on. They can choose one of the artists presented in class or any other artist.

One of the main reasons for undertaking this project is for them to do research. There is a wealth of information available in print media, the Web or CD-ROMs and videos, but make sure Ss have access to such information. Allow Ss enough time to search for and collect the information in order to make an effective presentation (e.g. one week).

Draw Ss' attention to the fact that they should present about five works from different periods of the artist's life. Remind them that throughout history, artists have been influenced by important political events and cultural movements of their time and as a result, their style sometimes changes during their lifetime.

By now, Ss should have acquired the necessary skills to sift through the information they find on the artist of their choice and select the most relevant, basic and interesting pieces. You can help them focus their research by giving them a few questions. For example, if Ss undertake research on a painter, they should concentrate on the following areas:

- Who he was, date and place of birth, what he did, where he lived, his background, family, etc.
- His paintings: how many he painted, what other painters inspired him, how his work reflects the places, people, or events in his life, etc.

They should also write very brief descriptions or story outlines to accompany the paintings they have chosen to present.

After they have finished their research, Ss must present their work on a timeline. A timeline gives them the opportunity to make a synthesis of their findings that will illustrate the artist's life and works **in sequence**.

Remind Ss that how they handle and present the researched information is also very important. Ask them to use poster paper and encourage them to think about layout, headings, and use of colour. Alternatively, they can create a power point presentation of their timeline. Also encourage them to write the descriptions in their own words.

Set a maximum time limit of 10 minutes per presentation, and let Ss know this time limit beforehand so they can plan accordingly. This will allow all groups to present their work.

Useful sites:

www.library.thinkquest.org

www.cultureguide.gr

www.allmusic.com

www.artcyclopedia.com

Optional:

Ss work with their Computer Science teacher to draw their own version of a famous painting on their computer.

Lesson 15 – Acting Up!...

Objectives:

- Reading: story; for gist and specific information
- Listening: monologue; for global and specific information
- Speaking: dramatising a scene, roleplay; mediation
- Writing: biography

Language focus:

Turning Active voice into Passive voice

Vocabulary:

noble, hatred, feast, in disguise, catch sight,

stunned, misfortune, confess, despair, playwright

1. Greek drama, p. 94

Point out that the word 'drama' comes from the Greek word 'δρῶ', which means 'do' or 'act'. It does not necessarily imply 'a sad story'.

1.1

- | | |
|------------------|----------|
| 1. Dionysus | 4. masks |
| 2. orchestra | 5. male |
| 3. amphitheatres | |

Hidden word: drama

Optional:

You can also ask Ss to work in groups to write down any other information they know about ancient Greek drama and use it to make puzzles for their classmates to solve.

1.2 Ask Ss to work in groups in order to write down as many ancient Greek playwrights as they know in 2 minutes. The group with the most correct answers is the winner.

Aeschylus,	Sophocles,	Euripides,
Aristophanes,	Menandros,	Pratinas,
Phrynichos, etc.		

2. Elizabethan drama, pp. 94-95

Read the information about William Shakespeare with the Ss and ask them if they know anything else about him or any of his plays.

William Shakespeare (1564 – 1616) was an Elizabethan playwright who was known as the greatest dramatist and finest poet who has written in the English language. He was born on April 23, 1564, in Stratford-upon-Avon.

In November, 1582, Shakespeare married Anne Hathaway. They had three children, their daughter, Susanna and a set of twins, Judith and Hamnet. No evidence has been found of Shakespeare between the years of 1585-1592.

These years were called “The Hidden Years.” He left London in 1611 and retired. He died at the age of 52. The cause of his death is unknown.

Shakespeare had great influence on culture throughout the world. He influenced literature and is looked up to for his great works. His writing is still studied today. His plays are still produced to this day, and most have been made into successful movies.

Some of Shakespeare's plays:

‘Hamlet’, ‘King Lear’, ‘Romeo and Juliet’, ‘Othello’, ‘Macbeth’, Julius Caesar’, ‘Anthony and Cleopatra’, ‘A Midsummer Night's Dream’, ‘Twelfth Night’ etc.

2.1 Before listening, ask Ss to read the statements about William Shakespeare and guess if they are true or false.

2.2 Ss listen to the text in order to check their answers.

All the statements are TRUE

2.3

- | | |
|-----------|----------------|
| 1. 1616 | 6. London |
| 2. John | 7. 37 |
| 3. Mary | 8. died |
| 4. market | 9. Queen |
| 5. 18 | 10. male / men |

TRANSCRIPT

William Shakespeare was born on St. George's day in 1564 and died in **1616 on that very day**. The town he was born in is called Stratford-upon-Avon. He was the third child of a wealthy tanner (*), **John**, and his wife **Mary**. It's a miracle he survived, for in the year of his birth, a terrible plague broke out in England killing thousands.

As a child he lived a very disciplined life:

getting up at 3:00 or 4:00 am in the summers and at 5:00 in the winters. On Thursdays he helped his father in the **market**, but otherwise he would go to school. Elizabethans believed that education was very important and school was quite difficult. Children had to learn how to speak **Latin by the age of eight!**

At the age of eleven, young William attended a festival in honour of Queen Elizabeth and was extremely impressed and influenced by the magnificent performances he saw there. When **he was about 15 he withdrew from school** and became an apprentice to his father. A few years later, **at the age of 18**, he met and married Anne Hathaway, a girl **eight years older than William**. They had two girls and a boy, but their marriage was probably not a very happy one, for a few years later, William left his family to try his luck as an actor and playwright in **London**. This is where his remarkable career began.

He wrote sonnets, poems, historical plays, comedies and tragedies. His work was well-written and very popular. In 20 years he wrote many plays, **37** of which exist today. The topics of almost all his plays were borrowed from stories he had read elsewhere. Some of them take place in Italy; one – “A Midsummer Night's Dream” – **even takes place in Athens!**

He worked hard, rehearsing in the mornings, acting in the afternoons, writing in the evenings. He didn't see his family much. Then, in August 1596, disaster struck. The cruellest, most terrible event of his life. Eleven-year-old Hamnet, his son, **died** during another plague. William was grief-stricken. He would never be the same again. Nevertheless, some of his best plays were written following the child's death.

People flocked to the theatres to see his plays and even the **Queen** was an avid theatre-goer.

In those days, all parts were performed by **men** in broad daylight, without much scenery. The audience had to imagine the situation...

Shakespeare wrote immortal scenes which reflect human nature timelessly. Four centuries later, his plays still have the power to transform people's lives. He wrote about love, death, joy, grief, jealousy and hatred, speaking to us all. He was a great poet and even a greater storyteller.

Perhaps his contemporary Ben Jonson says it best with his famous phrase:

"He was not of an age,
but for all time".

NOTE:

(*) tanner: a person whose job is making animal skin into leather by tanning.

Optional:

Ss answer the questions:

1. What was the 'turning point' in Shakespeare's life that helped his career begin?
(His moving to London shortly after his marriage)
2. How did his son's death affect him?
(He was never the same person, yet he went on to produce some of his best work afterwards)
3. How was the Elizabethan theatre different from that of today?
(Plays were performed in broad daylight, there was not much scenery or special effects, all roles were performed by men)

3. The story of Romeo and Juliet, pp. 95-96

3.1 Allow Ss time to share the information they have but do not confirm or reject their answers at this point, as they will have to read the text to confirm their answers.

3.2 Ss skim the text to find out if they were right in their guesses. They can also make a chain of events chart with the main events in the story. Point out that the end of the story is revealed in the listening activity that follows.

3.3

1. So that no one would know who he was.
2. Because their families were bitter enemies.
He was very unlucky to have fallen in love with the daughter of the 'enemy'.
3. Because he wanted to see her.
4. So that they could be together and no longer be enemies.

3.4

Both characters die at the end of the story.

TRANSCRIPT

The next day, Juliet was found lifeless in her bedroom. When Romeo heard the bad news, he believed Juliet was really dead because the priest's letter had not reached him by an unfortunate accident. He could not live without her. The only thing he wanted was to die next to Juliet. He drank a deadly poison, kissed his beloved Juliet goodbye and died. A few minutes later, Juliet woke up and realised what had happened. She took Romeo's dagger and stabbed herself. When the true story of Romeo and Juliet was made known, their families decided to put an end to their hatred.

You can play the CD again and ask Ss to listen for more detail. You can ask the following questions:

How does Romeo die?

How does Juliet die?

How do their families react to their children's death?

4. Language focus, p. 96

4.1 Ask Ss to look at the active sentences and identify the subject, the verb and the object. Then, ask them to look at the passive sentences.

Ask: *What happens to the object of the active sentence?* (It becomes the **subject** of the passive sentence). *What happens to the active verb?* (It becomes passive by using the verb **to be** in the same tense followed by the **past participle** of the active verb). *What happens to the subject of the active sentence?* (It becomes the agent, preceded by the preposition **by**).

4.2 Point out that the use of the passive voice makes discourse sound more formal. If you feel that Ss need more work on the passive voice, refer them to the Grammar Reference, p. 173.

5. The Ancient Greek theatre, p. 96

More than three actors were never put on stage by playwrights.

Both male and female roles were played by men.

Special shoes called 'kothorni' were worn by actors.

Violence was not shown on stage.

Masks were used to show the emotions of the characters.

6. Writing a biography, p. 97

6.1 Ask Ss to read Odysseas Elytis' biography and discuss what they have learnt about his life and his work. Elicit anything else they may know about him.

6.2

1.

Par. 1: information about Elytis' birthplace and date of birth, family background, studies, etc.

Par. 2: an important, influential friend / his first works, poems

Par. 3: his work during and after the war

Par. 4: his greatest work

Par. 5: The Nobel prize and his death

2. after some years, as time went by, in 1935, after the war, in + year.

3. The main characteristics of a biography are:

- it focuses on a real person.

- it covers important events in this person's life.
- it follows a chronological order (expressions like: *when he was young, later, after some years, finally*).
- it contains important facts about a person's life but it may also contain opinions based on these facts.
- it is written in the third person.

6.3 Ask Ss what they have to write (the biography of a famous poet), for what purpose (to be included in the school's English magazine) and who the reader(s) of their writing will be (anyone who reads the magazine). Alternatively, Ss can choose other people who made a difference in their lifetime. Encourage them to consult teachers from other subjects too, so that they choose important figures from a variety of fields.

Go through the 'Useful tips' with the Ss. Remind them that a biography contains important facts about a person's life but it may also contain opinions based on these facts. Ss should decide on the information they think will interest the readers. Stress the importance of writing in a logical or chronological order. Point out that the use of words and phrases that show how one event is related to another is essential for the reader (e.g. *after that, during this time, because of this, since then, as a result, finally*). Remind Ss to make good use of paragraphing.

6.5 Tell Ss that no one produces perfect writing on their first attempt, not even famous writers. Encourage them to reread their work and check aspects such as content, purpose, organisation and language. If they are not satisfied with their writing, they should rewrite it in order to improve it.

7. A tribute to a leading theatre director, p. 98

Karolos Koun (1908-1987) was a Greek theatre director, widely known for his lively staging of ancient Greek plays. He had been praised all over Europe for his colourful staging

of the 5th c. BC political comedies of Aristophanes. In 1942, he founded the experimental *Art Theatre*. He also put on works by avant-garde European playwrights such as Bertolt Brecht and Luigi Pirandello. In 1962, Koun's production of *'Birds'* by Aristophanes won first prize at an international festival in Paris.

8. Stage it, p. 98

This is a large-scale project, which requires 3-4 weeks of preparation outside class time, therefore, it can be extended over a two-month period. The project involves rewriting scenes from the *Iliad* in English and dramatising them. Ss should act out the scenes in the order they appear in the original text, summarising the plot of the story.

Ask Ss to get into groups. Each group should select a scene, or a portion of one, which runs approximately 3-5 minutes reading time. Encourage them to ask their Literature teacher for help. Perhaps s/he can provide a number of scenes they can choose from (see the suggested scenes below). The Ss' first task is to rewrite the scene they have selected in English. In doing so, Ss should preserve the original intent and meaning of the scene. Give Ss a few days to rewrite the scene. Ask all groups to hand in their scenes and help them make any necessary corrections or improve problematic parts. It would be a good idea to have a member of each group either write it out neatly or type it on a word processor and then hand out copies for each role.

When the scenes are ready, ask Ss to choose

which Ss are going to be 'actors' and which ones are going to undertake the rest of the jobs (directing, artwork, music, videotaping, etc.). Ask them to divide the jobs so that each person has something to do, based on his/her interests and abilities. Assign a deadline for the performance. Ss should have three to four weeks to get ready. Give them advice as to how their scene can be best performed or encourage a student to undertake this role. You should oversee parts of the procedure, and give Ss guidance. The 'actors' can rehearse their scene with the help of note cards in the beginning, but they should have memorised the scene by the end. Advise them to use body language and speak with expression and feeling. Emphasise that it is important to behave maturely while on stage.

Part of the production is to find music to accompany each scene with the help of their Music teacher. Explain to them that certain scenes will be emphasised by powerful music and ask them to think about what emotions they would like to arouse with it. They should also make a poster to advertise the play. The poster should include the name of the play, the names of the actors, and a description of the plot. Ss should illustrate it using pictures, drawings and borders. Make arrangements for other classes and parents to see the performance. The final step is to get one or more Ss to videotape the performance.

Suggested scenes:

Ραψωδία Α, στ. 55-188

Ραψωδία Ζ, στ. 369-529

Ραψωδία Ω, στ. 468-677

Unit 6: Healthy living

Overview of the Unit

Unit 6 focuses on healthy living. The sub-themes are food, fitness and environmental issues. Lesson 16 deals with healthy eating at school,

Lesson 17 with the importance of exercise, fitness and 'green' ways of transport and Lesson 18 with 'green' schools.

Cover page, p. 101

The cover page of Unit 6 features a tree whose branches represent the days of a 'green' week. Inform Ss that the word 'green' is used nowadays to mean 'ecologically sound' or harmless to the environment. So, a 'green' week would be a week during which Ss would try to modify their activities in a way that would ensure less of a negative impact on the environment. They would also focus on doing things to benefit their environment. Ask Ss to look carefully at the 'green' tree before they listen, to guess what type of activities the students might have been involved in. Ss listen and fill in the blanks with the 'green' activities carried out during the week.

1. made charts / displayed them
2. made an advertisement
3. planted potatoes and green beans
4. walked or cycled to school / shared cars
5. made musical instruments with recycled materials

TRANSCRIPT

Student 1:

Monday was the first day of our 'Green week'. The first lesson of our day was Maths and we looked at statistics we had collected on climate change. We studied them carefully and **made charts** with the information we got. We **displayed our charts** on the classroom walls.

Student 2:

On Tuesday, our English teacher put us into groups and we worked on **making an advertisement** for a new ecological product. We want all young people to start thinking about buying ecological products. We had tons of fun!

Student 3:

Wednesday was the 3rd day of 'Green Week'. Our Biology teacher had asked us to bring healthy recipes to school and we put them all

together to make a 'Healthy cookbook'. You'd be surprised to see how big it is! We also **planted potatoes and green beans** in our school garden. We hope to grow enough veggies to use in the school kitchen. Everyone participated, even some of the younger students.

Student 4:

Thursday was our campaign day. We had asked all the students of our school to choose a 'green' way to get to school. They could **either walk with friends or cycle if they had bikes**. Ones who lived further away could get together and **come in fewer cars**. It was a great success and getting to school was a lot more fun.

Student 5:

Our last day! ... Friday! We were all sorry to see this week come to an end. For our final day, some of us got together with our Music teacher and **made instruments with recycled materials** we had found in the school dustbins. We used bottles, tins, rubber bands, stuff like that. Our new orchestra is great! Another group of students got together with our Art teacher to paint a mural with an ecological message on one of our school yard walls. It's going to make our school more attractive when it's done. It was a week we will all remember!

Lesson 16 – You are What you Eat

Objectives:

- Reading: article; predicting and organising the content of a text
- Listening: radio programme / interview with a chef; for global and specific information
- Speaking: about eating habits
- Writing: e-mail; summary
- Making suggestions
- Asking for and giving advice
- Making a questionnaire
- Analysing the results of a survey

Language focus:

Conditionals – 'Type 0', 'Type 1'

Vocabulary:

junk food, dominates, nutrients, concentrate, (un)balanced diet, poor nutritional value, launch, slipped, nutritious, disgust, deafening, ban, funding package, dairy, cereals, grains, proteins, fat-free, low-fat

1. A food project, p. 102

Ask Ss to interpret the title of the unit "You are What you Eat".

Suggested answer:

Whatever we eat has an effect on the way we look and our mood. It influences both our appearance and our personality.

1.1 Ask Ss to look at the percentages in the chart to find the three most and the three least popular food choices at school canteens and have them record the information in the table. Then, ask them to look at what canteens should be selling and have them add this information to the table. They can now compare what canteens should be selling (healthy food) with what children are actually eating (unhealthy food) and draw their conclusions.

Most popular choices: ice-cream, soft drinks, fruit juice, toasted sandwiches, cheese puffs

Least popular choices: milk and yoghurt, sweets, chocolate

What canteens are allowed to sell: sandwiches/ toasted sandwiches, bread, raisin bread, cheesepies / spinachpies, cheese, milk, yoghurt, fruit, nuts, tea.

2. School lunches around the world, p. 103

2.1 Ask Ss to read through the menus before they listen to the interview.

- | | |
|---------------|--------------------|
| 1. Norwegian | 5. UK / British |
| 2. milk | 6. chocolate bars |
| 3. fried meat | 7. grilled chicken |
| 4. pancakes | 8. cheese (course) |

TRANSCRIPT

Narrator:

In Britain there has been much debate about the healthiness of school lunches. BBC news takes a look at what students in other countries are eating during their lunch breaks. Our first speaker is Lars Bevanger from Oslo, Norway.

Lars:

There is no system of school canteens here, and all **Norwegian** school children bring a packed lunch to school. It usually consists of open sandwiches with cheese or salami toppings. Most schools also offer **milk** to go with the lunch. Yoghurt or fruit are usually eaten for dessert. The Norwegian school lunch reflects the general focus on healthy eating in this country. Nutrition is part of the national curriculum, and many teachers see it as their duty to encourage pupils to stay away from unhealthy food and drinks which are rich in sugar.

Narrator:

Thank you Lars. Now speaking for Ukrainian students is Galina Pavlova.

Galina:

Chips, pizza or burgers are NOT on the menu in the Ukraine. But that doesn't mean that school lunches are necessarily all that healthy. A typical meal has three courses and a fruit drink. To start, pupils are given an appetizer like borscht, the traditional Ukrainian soup made out of beetroot, vegetables and meat. It's followed by a main course of something like sausages or **fried meat**. That's accompanied by mashed potatoes. The dessert will often be **pancakes** or syrki which is chocolate covered with cream cheese.

Narrator:

That sounds delicious! Mr. Evans, what about British students.

Peter Evans:

School meals **in the UK** are somewhat of a problem. A whole generation, if not two, has

already been brought up to think that chips, burgers, fizzy drinks and **chocolate bars** are a normal lunch that can be eaten every day. To make kids eat proper food, we should not offer a choice. Vending machines should not be allowed in schools at all. Credit should go to Jamie Oliver for tackling this issue and making school lunches a lot healthier with his campaign.

Narrator:

I'm sure we all agree! Miss Marseau will now tell us about French school lunches.

Caroline Marseau:

In a country where food is a national religion, school meals are naturally a subject of great interest, especially because French children are becoming heavier. Many schools already employ their own nutritionist, who works with a parents' committee to ensure that lunches provide a healthy, balanced diet. And there's no encouragement of children's love of pizzas, burgers or chips. On the menu this week in a typical Parisian primary school is a mouth-watering menu: a starter of grapefruit, followed by **grilled chicken** with green beans, then a **cheese** course and rice pudding for dessert. One day a week, chips are on offer but with salmon, rather than sausage or burgers, while Thursday's pizza is served with a healthy green salad. The meal is accompanied by plain water, rather than fizzy drinks. There is no choice, so children must either eat up or go home for lunch...

2.2 Ask Ss to complete the table with the foods that are healthy and those which are not. Encourage them to discuss their ideas in class, giving reasons for their answers.

Suggested answers:

Norway

Healthy food: milk, yoghurt, fruit, cheese sandwiches

Unhealthy food: salami

Ukraine

Healthy food: borscht, mashed potatoes

Unhealthy food: sausages, fried meat, pancakes

Britain

Healthy food:

Unhealthy food: chips, burgers, chocolate bars, fizzy drinks

France

Healthy food: grapefruit, chicken, green beans, cheese, rice pudding, water, salad

Unhealthy food: chips, pizza once a week

2.3 Encourage Ss to think in terms of the level of people's economic and social development, geography, geology, religion, availability of food, climate, tradition, etc.

3. 'Feed me better', pp. 104-105

3.1 Ask Ss if they have heard of Jamie Oliver and have them make predictions about his campaign and whether it was successful. Then ask them to read the text to check their guesses.

You can also ask them some comprehension questions to check their understanding of the text.

1. When did the campaign start?
2. Who started the project and how did he do it?
3. Who else took part in the project?
4. What did the British government do to help?

3.2 Ask Ss to number the sentences in chronological order. Tell them to look for key words and synonyms of the words used in the text. Then ask them to use the sentences to make a summary. They can add more details from the text as well as cohesive devices to make their summary coherent. Ask one or two Ss to present their summary to the rest of the class.

1f, 2a, 3g, 4e, 5h, 6b, 7c, 8d

3.3

Suggested ideas:

1. Ss can write a manifesto similar to Jamie's promoting healthy eating, to be posted on

the school website. The manifesto should be written in a way that catches the reader's attention: short, with clear and concise language and a catchy title.

2. Ss can sign a petition demanding healthy food in their school canteen.
3. Ss can distribute leaflets to other students about healthy eating and its benefits.
4. Ss can design and put up posters promoting healthy eating.
5. Ss can organise a Healthy Eating Week where all students bring homemade lunches to school.
6. Ss can invite experts such as dieticians or doctors to talk to them about healthy eating habits.

3.4 Ask Ss to use a variety of sources to find information about the effects of eating habits on people's health. Encourage them to consult their Biology or Home Economics teachers. After collecting all the information, they can make a 'cause-effect' diagram (Ss' book, p. 162) to organise their findings. They can share this information in class, make posters or visit other classes.

Suggested answers:

1. Consuming plenty of fruit and vegetables
→ reduces the risk of getting cancer.
2. Getting the right amount of calcium → reduces the risk of getting osteoporosis.
3. Consuming foods of low nutritional value
→ stops you from getting taller.

3.5 This is a mini-project to be carried out by the whole class. Tell Ss that they are going to investigate the eating and exercise habits of the Ss in their school by making a questionnaire and gathering information from their answers. This project aims at helping Ss understand the use of a survey questionnaire as well as the basics of data collection and analysis. Go through the steps with Ss and provide help if necessary.

Step 1:

Ss can work together to generate some of the questions, which should be multiple choice questions. Point out that they have to provide intelligent and logical choices for each question. Encourage them to prepare a key for the questionnaire, justifying the correct answers. It may be a good idea to set some of the work as homework. Ask Ss, for example, to bring two questions each, with answers and justification.

Suggested questions:

1. What is the most important meal of the day?
a. breakfast b. lunch c. dinner
2. How many portions of fruit and vegetables do you eat every day?
a. one b. three c. five
3. How often do you exercise?
a. every day b. once a week c. five times a week
4. Which of the following foods contains the most sugar?
a. oranges b. chocolate c. carrots
5. How many glasses of water do you drink every day?
a. about 4 b. about 6 c. about 8
6. Which of the following foods contains the most protein?
a. bread b. peas c. fish
7. How many dairy products (milk, yogurt, cheese, etc.) do you eat every day?
a. a lot b. a few c. none
8. Which of the following foods should you avoid in large quantities?
a. oranges b. biscuits c. beans
9. What should you do if you think you are overweight?
a. keep eating junk food b. go on a diet
c. talk to your parents
10. Which of the following foods should you eat if you feel you need more energy?
a. cheese b. bread c. chicken

Answers:

1. a - Breakfast is the most important meal of the day because it helps us to replace the energy we lose while we sleep.
2. c - Fruit and vegetables are full of vitamins and minerals, which protect the body from illness.
3. a - Doing exercise every day will help you to keep fit and healthy. You could try swimming, tennis or go for a bike ride.
4. b - A 60 gr. bar of milk chocolate contains about 7 teaspoons of sugar!
5. c - You should drink about eight glasses of water every day. It's especially important when exercising or in hot weather.
6. c - Fish contains protein and is good for building and repairing the muscles and cells in our bodies.
7. a - Dairy products contain calcium, which helps to strengthen your teeth and bones.
8. b - Biscuits (as well as crisps, cakes etc.) contain hidden fats, which are unhealthy in large quantities.
9. c - If you are worried, talk to your parents about the things you eat and listen to their advice. Never go on a diet without consulting a doctor.
10. b - Bread contains carbohydrates, which provide you with energy.

Step 2:

When Ss have prepared their questions, read them out in class and choose the most meaningful ones. Ss edit and type out the questionnaire. Have Ss run off multiple copies, enough to hand out to other classes.

Step 3:

Make arrangements with other teachers beforehand and distribute the questionnaires to other Ss. Encourage Ss to visit as many classes as possible, because the more data they collect, the more reliable their results will be.

Step 4:

When the survey is complete, Ss collect the

handouts and start processing the information. This is not as easy as it seems and Ss will need your guidance. Show them how to organise the input from the questionnaires so that they get accurate, reliable data. When they have finished, they can move on to making graphs and pie charts with the results.

Step 5:

Ask the class to evaluate the results and let them draw conclusions from the graphs and charts.

Step 6:

You can ask Ss to inform the other classes about the results and have them take some kind of action concerning this important issue, as part of the unit project (page 118).

4. Language focus, p. 106

4.1 Point out that the word 'if' often introduces conditional clauses. Ask Ss to underline the if-clauses in the examples. Explain that the main clause has a meaning of its own, but the if-clause cannot exist without the main clause. Draw their attention to the verbs in bold, both in the main clause and in the if-clause. Ss identify the tenses and form the rules for 'Type 0' and 'Type 1' conditionals. Point out the use of a comma only after the if-clause. Ss can look at the Grammar Reference, pp. 173-174 for more details.

'Type 0': If + **present**, **present**

'Type 1': If + **present**, **future (will + verb)** / **can + verb / imperative**

4.2

a. 'Type 0'

b. 'Type 1'

5. Talking about food, p.106**5.1**

1. If you don't eat fish or meat, you are a vegetarian.

2. If you skip meals, you won't lose weight.

3. If the label of a product says “low fat”, it is a good choice.
4. If you take vitamins, you don’t have to worry about eating fruit and vegetables.
5. If you are allergic to milk, you don’t / mustn’t / can’t eat dairy products.

5.2

1. Fact

2. Fact: If you skip meals, you don’t get the proper nutrients. You may perhaps lose some weight, although this is not always the case, but you will probably also become sick and weak in the process.

3. Myth: Low fat products may seem like a good choice, but not all fat is bad for you. Some fat is actually necessary for our bodies to function well. Low-fat food often has harmful additives to make it taste and look good.

4. Myth: We don’t eat fruit and vegetables only for the vitamins. They are also sources of valuable minerals and especially fibre – both indispensable to our bodies.

5. Fact

6. Thinking about your health, p. 107

6.1 Ask Ss to look at the food on the plate in the picture. Draw their attention to the types of food and the quantities in the different divisions of the plate. There are some foods which can be consumed in larger quantities, as well as others which, although equally important for a balanced diet, should be consumed in smaller quantities. Allow Ss some time to reflect on the questions and hold a class discussion.

Suggested answers:

1. The Mediterranean diet is based mainly on the consumption of fresh fruit, vegetables and grains, olive oil and dairy products.
2. It is essentially a low-fat diet that relies mainly on fresh produce. There are lots of grains, plenty of fibre, olive oil instead of butter and solid fats, and more fish than

meat. No fatty sweets or desserts. All these contribute to good health.

6.2 Point out that besides a balanced diet, there are other factors that affect our health and reduce the risk of getting a serious disease in the future. Among these factors are getting regular physical exercise, feeling happy and content, and avoiding harmful habits (e.g. smoking, drinking). Ask Ss to make a list of what they eat and all the physical activities they do in one day. Ask them to use their Home Economics book or consult their teacher to find out approximately how many calories they consume and how many they burn in order to estimate whether there is a balance between the two.

6.3 Ask Ss to write down ideas about what they should do if there is no balance between the calories they consume and the calories they burn.

Suggested answers:

Ss can:

- reduce the amount of fatty foods and sugar they consume, while increasing the amount of fruit and vegetables they consume.
- Increase the amount of physical activity they do by joining a fitness club or taking up a sport.

7. Writing an e-mail, p. 108

7.1

1. Matthew
2. Matthew’s friend / you
3. He realises that his diet isn’t healthy and that he doesn’t exercise enough. As a result, he has put on a lot of weight.
4. He wants to get fit.
5. He wanted to get in touch with his friend more quickly.

7.2 Ask Ss to read through the tips and choose some of them to pass on to Matthew. To do that, they have to relay the message from Greek into

English. Provide help with unknown words if necessary.

7.3 Ask Ss to make notes on the kind of advice they want to give Matthew and the expressions they can use to give advice (e.g. *If I were you, I'd ... / You should ... / You'd better ...*). Ss read the 'Useful tips' and decide on an appropriate greeting and ending. Point out that when writing an e-mail, we usually write short sentences and use abbreviations.

Suggested tips for Matthew:

- Try to limit sugary drinks, or soft drinks.
- Find ways to be active every day. Ask your parents to help you do your favourite sports regularly.
- Limit screen time (the amount of time you spend on your computer and watching TV, DVDs, and videos).
- Going on a diet is a good opportunity to try new foods!
- Stop thinking about the food you are not allowed to eat and start thinking about things that are really important!
- Do it for yourself, not for others. You're worth it.
- You're nice, you're fun, you have a great personality. People love you for who you are.

Lesson 17 – The 'Greenest' Way to School

Objectives:

- Reading: leaflet; reading for gist
- Listening: radio announcement; for gist
- Speaking: about the benefits of exercise
- Developing mediation strategies
- Reading a survey
- Analysing the results of a survey

Language focus:

Conditionals – 'Type 2'

Vocabulary:

leaflet, hand out, independent, brainy, alert, muscle tone, safety awareness, congestion, emissions, global warming, resources, ensure, exhausted (run out),

1. Travel to school, p. 109

1.1 Ask Ss to discuss ways of getting to school, e.g. on foot, by bike, by car, by bus, by scooter, by skateboard, by underground, by taxi, etc.

1.2

- While 51% of the children come to school by car, only 29% would prefer to do so.
- While two thirds of the children prefer active modes of travel (66%), less than half travel to school in this way (47%).
- Cycling to school is the most preferred means of getting to school

2. Bike to school, pp. 109-110

2.1

The purpose of the radio announcement is to encourage young people to use their bikes to get to school for one week and to inform them that the local Youth Recreation Centre offers them the use of bikes free of charge.

TRANSCRIPT

Hey, kids! The weather is getting better and it's no time to stay indoors! ... So, ... what do you say? ... 'Let's make next week 'Bike-to-school' week!

Grab your bikes, get together with your pals and 'bike' your way to school! Biking makes you healthier, stronger and even smarter!

And, hey! ... even if you don't have a bike, ... no sweat! Your local Youth Recreation Centre has 500 – yes, that's 500 new bikes to lend you free of charge for one week! That's right! There's a bike waiting for each and every one of you.

So, don't waste time, get a bike, and ... get rolling! And A L W A Y S bike safely!

2.2

Suggested answers:

- It makes children more confident and independent.
- It makes children fitter, more alert and cleverer.
- It helps protect the environment.
- It helps preserve natural resources.

2.3 Ask Ss to think of reasons why young people in their town do not walk or cycle to school.

Suggested answers:

Their school is too far away, they are too lazy, their parents drop them off on their way to work, it's not safe enough, the roads and landscape are unsuitable, etc.

3. Language focus, p. 111

Review the first conditional by writing one or two if-clauses on the board and eliciting ideas from the Ss to finish the sentences. Underline the verbs and ask Ss when we use 'Type 1' conditional (to talk about things likely to happen in the present or the future).

3.1 Read the examples of 'Type 2' conditional and ask Ss to underline the verbs. Elicit the rule.

If + Simple past, would / could + infinitive

3.2 Ask Ss whether the if-clauses in 3.1 refer to the present, past or future (They refer to the present). Elicit that we use 'Type 2' conditional to talk about an imaginary situation unlikely to happen in the present or the future. **Answer:** a

Point out that *would* can be replaced by its short form 'd. (e.g. *If I had more free time, I'd go out with friends*).

3.3 Read the note and point out that *was* / *wasn't* usually becomes *were* / *weren't* for all persons, singular and plural (e.g. *If I were you, I'd buy the red bag*). Ss read the examples. Elicit that there is no difference in meaning and that the form *If I*

were you ..., I would ... is used to give advice. Refer Ss to the Grammar Reference, pp. 173-174 for more details on conditionals.

4. People would walk or cycle if..., p. 111

Ask Ss to brainstorm ideas about what would have to change in their town to make cycling easy and safe for everyone.

Suggested answers:

Cycling would be easier and safer if

1. ... there were more bicycle lanes.
2. ... there were fewer cars.
3. ... drivers were more careful.
4. ... roads were more suitable.

5. Game, p. 111

Ask Ss to follow the instructions and play the game. Encourage them to write clauses in the context of health and fitness.

Variation:

Ask Ss to write full 'Type 2' conditional sentences. Collect their sentences and cut them into two pieces (main clause / if-clause). Put the if-clauses in one pile or box, and the main clauses in another, and ask Ss to choose one main clause and one if-clause at random. Each student reads his / her sentence aloud. The rest of the class decides which is the funniest sentence. Announcing a winner will increase Ss' interest and enthusiasm.

6. Cycling around, p. 112

Point out to Ss the necessity of being able to transfer information from their mother tongue to another language effectively. This is a common real life skill.

Ask Ss to read the German students' e-mail first, and then to try to locate the parts of the survey where the answers to the questions are found. Stress that they shouldn't translate; they should concentrate on communicating the right content. Provide help with vocabulary if necessary.

Lesson 18 – Going ‘Green’

Objectives:

- Reading: interview; organising information in a diagram
- Listening: conversation about an eco-project; notetaking; for gist and detail
- Speaking: about green issues
- Writing: haiku
- Developing team skills, leadership skills, role skills, project management skills, time management skills

Language focus:

Conditionals – ‘Unless’,

Clauses of purpose (in order to, to), clauses of result (as a result, therefore)

Vocabulary:

identify problems, consume, estimate, value, monitor, sensitise, bookmarks, give out, distribute

1. ‘Green’ schools, p. 113

1.1 Ask Ss to think of activities they do which affect the environment, e.g. the temperature they keep their home at, how they get to school, the food they eat, how long they take having a shower, etc., and discuss what kind of impact these activities have on the environment.

1.2

A ‘green’ school is an environmentally friendly school, that is, one which promotes recycling, and saving water and energy. It probably has a garden where Ss can grow organic produce, a school canteen with organic food, solar panels on the roof, etc.

2. Steps towards a ‘greener’ school, pp. 113-114

2.1 Find out if Ss are familiar with the Eco-schools project.

Eco-Schools is an environmental award programme for schools, operating in 23

countries in Europe. Schools taking part in Eco-Schools set up a committee to tackle a range of environmental improvements. The award consists of a Green Flag and a framed certificate to acknowledge the school’s achievement in environmental action.

The European Eco Schools Award aims to engage pupils and teachers in environmental action. Schools address seven key environmental topics: Waste Minimisation, Litter, School Grounds, Transport, Water, Health and Well-being and Energy. There are 3 levels of award: Bronze, Silver and GREEN FLAG. Schools in Europe with a GREEN FLAG Award are recognised as having reached a high level of environmental awareness and action.

Tell Ss that they are going to listen to some speakers talk about the environmental action they took in their schools. Ask them to listen and match the speakers with the area they worked on for their eco-project.

Speaker 1: b

Speaker 2: d

Speaker 3: a

extra: c

TRANSCRIPT

Speaker 1:

To help us carry out our survey, we prepared questionnaires on the exercise taken by pupils outside school time and also on eating habits in and out of school. To encourage healthier snacks, our Eco- School Committee set up a fruit and vegetable tuck shop, which proved very popular with staff and students. A local greengrocer provided produce at a low enough cost for the shop to make a small profit. The committee is also encouraging students to take more exercise by promoting a ‘Walk-to-School’ campaign, and has also started an after-school aerobics club.

Speaker 2:

We asked our school to provide us with special bins so that students could recycle on their own. We then went through our school's dustbins and sorted out the waste into different categories: plastic, paper, metal and glass, which went into the appropriate bins. The more creative students used some of the rubbish to make art! We experimented with composting and were successful in growing a range of organic vegetables in our school garden.

Speaker 3:

We tried to improve our school environment by buying plants for the window boxes we have outside each classroom. Some students painted the window boxes in lively colours to make our school environment brighter. We also developed a butterfly garden and many people from our community donated plants that will attract many species of butterflies. Another group of students planted ground cover plants to make it easier to keep our garden weed free. We all took turns watering and caring for the plants. We hope that the berries we are growing will feed the birds in the autumn and winter.

2.3 Ask Ss to listen to an interview and take down notes on the problems the students found in their school.

1. The heating was kept on, even on warmer days.
2. Students were using the lift for fun.
3. They kept forgetting to turn off the lights when they left the classrooms.
4. The windows were kept open even with the heating on.
5. The photocopiers were turned on all day.

TRANSCRIPT**Reporter:**

Well, I'm here in Komotini with the students of the environmental group and we're going to

talk about the amazing project they did on conserving energy. Let's see ... um ... your name is?

Student:

Marilena.

Reporter:

OK Marilena, can you tell us how you went about tackling this project? I bet it's not as easy as it seems.

Marilena:

Yes, you're right. First, we had to organise our project into steps. The first step was identifying the problems. You can't solve a problem unless you know what it is.

Reporter:

Yes, of course. So, ... were there many?

Marilena:

Quite a few actually. More than we had realised!

Reporter:

Who can tell me some of the problems? How about you? You are?

Student:

Themis. We saw that we were wasting a lot of energy, first of all, by keeping **the heating on, even on warmer days**. Students were **also using the lift for fun** - which apart from being wasteful, was also dangerous!

Lia:

... and we kept forgetting to **turn off the lights when we left the classrooms**.

Reporter:

Was that all?

Lia:

No, **the windows were kept open even with the heating on!** You can air a classroom in about 10 minutes. After that, keep the windows shut!

Vangelis:

And Nasos and I found out that **the photocopiers were turned on all day long**. Even when no one was using them.

Reporter:

Well, I'm really impressed! You really did a thorough job! Great! Now ...

2.4

NOTE: The reading text is included in the CD.

Suggested answers:

Step 2: CONDUCTING RESEARCH

- finding electrical bills
- studying energy consumption
- estimating its value
- making charts and diagrams with results

Step 3: TAKING ACTION

- writing down a report and announcing it
- making sure lights were turned off
- monitoring the use of the lift
- keeping windows closed in the winter

Step 4: INFORMING OTHERS

- organizing a drawing competition
- making and giving out bookmarks with ecological messages
- distributing informative leaflets
- publishing articles in the school newspaper
- giving interviews to a local radio station

2.5 Tell Ss what a 'code of behaviour' is (a 'system' of rules to guide the way we behave). Explain that an eco-code is a code of behaviour which is friendly to the environment. Ask Ss to write down their eco-code using the imperative. You can ask them to print their eco-code on poster paper, decorate it, and put it up on the classroom wall.

Suggested answers:

ECO-CODE

- Keep windows closed when the heating is on.
- Don't use the lift. Take the stairs instead.
- Don't waste electric power. Turn off the lights when they are not needed.
- Don't waste water.
- Photocopiers should be turned on only when in use.
- Don't litter.
- Turn down the heating system when the weather is warm.
- Remind your friends to follow the eco-code.

Useful site: www.eepf.gr

3. Language focus, p. 116

3.1 Point out that there are other words besides 'if' that can introduce a conditional sentence. Ask Ss to look at the example and identify the if-clause. Elicit that **unless** means *if ... not*. Stress that we don't usually use a negative verb with the word 'unless'.

3.2

Suggested answers:

2d – Unless we use public transport, our cities will suffocate.

3b – Unless we recycle paper, we will cut down all our forests.

4c – Unless people use bikes more often, we won't save petrol.

5a – Unless people stop polluting their environment, the world won't become a better place.

3.3 Allow Ss time to look at the examples. Draw their attention to the words in bold. Elicit what they mean from the context and what kind of clause they introduce. For more examples, refer Ss to the Grammar Reference on p. 174.

Answer:

- Clauses of **result**: **As a result** / **Therefore**
- Clauses of **purpose**: **in order to** / **to**

3.4

Suggested answers:

1. ... take advantage of the sun's energy.
2. ... your home will be cooler in the summer.
3. ... our cities are congested and polluted.
4. ... help conserve natural resources and protect the environment.

4. Celebrate the beauty of nature, p. 117

Background information:

Haikus are one of the most important forms of traditional Japanese poetry, beginning from the last years of the 19th century. A Haiku

(/'haiku:/), consists of 3 metrical units or 'lines' of 5, 7 and 5 syllables each.

Read through the rubric and the haiku entitled 'Rain' with the Ss so that they become familiar with the format.

Ask Ss to mark the syllables on the Haiku with their pencil to get a feel of the structure. If they have trouble figuring out the syllables, ask them to clap out the words.

RAIN

Soft / whis / pers / of / rain
fal / ling / from / white / cot / ton / clouds.
They / touch / the / earth's / face.

The next 2 haikus have certain lines missing. Ss can work in pairs to do this task quickly.

Suggested answers:

Cool ocean water
Splashing and pounding the shore,
fills us all with hope.

Yellow sunflowers
tall, proud and bright as the sun,
Moving in the wind.

Now Ss have to write their own Haiku. Make sure that they have understood the 'mechanics' of writing a haiku. Point out that Haiku is not like conventional poetry since it doesn't rhyme and is very brief.

Tell them that they can describe almost anything in a haiku. The themes should **not** be complicated and Ss should deal with them in a way that gives the reader a new "experience" of a common, well-known situation. Haikus often contain a **kigo**, a "season" word, to help the reader understand the season in which the haiku is set. For example, flowers or blossoms indicate spring, ice and snow indicate winter, etc.

'Nature' is a theme that every student can relate to. To get Ss' imagination going, you can hand

out or put up a variety of large, colourful photos of nature from magazines like National Geographic.

After Ss have decided what their theme will be, get them to jot down words as they occur to them – in web form or randomly. They can always discard ones they don't like later. Words can also be brainstormed onto the board in a cloud so that weaker Ss have a 'bank' to work with. Tell Ss to choose their words carefully, using all their senses, keeping in mind that "strong" words help evoke images and feelings in the reader's mind, creating the mental image desired by the haiku poet.

Ss should then be confident enough to venture their own Haiku. Have Ss write out or type their Haikus at home, illustrating them in any way they feel suits them. Ss can display their finished products on a wall after reading them aloud in class.

Optional:

Ss can also have a "Slide Show". Each student chooses a photo to accompany his / her Haiku and all photos are put on a CD. Then the Haikus are read aloud by the 'authors' as the relevant photos are projected onto a screen or wall.

5. Project time: Towards a healthier, fitter and 'greener' school, p. 118

This project emphasises the need for a pleasant, healthy, clean and environmentally friendly school. It encourages action through a series of initiatives and activities in which Ss are deeply involved. They get into groups and work on one of the following areas: health and eating habits, sports and exercise, waste and litter, energy and school grounds. If they want to work on a different area, allow them to suggest ideas according to their priorities.

When Ss get into groups, they must identify a problem in one of these areas, define needs,

objectives and means, and then engage in action. Give them one week to investigate the problem, going round their school and taking photos of the current situation. Give them some time in class for group discussion, during which they will agree on certain proposals for the amelioration of the situation. Then they should agree on an action plan, which can include several activities. Recycling, planting of trees, making compost, and changing snacking habits are just some of the options. They can appeal to teachers of other subjects or to the Municipal Authorities for cooperation and support.

Give them two more weeks to take the action forward. For example, if they decide to engage in recycling, they can classify rubbish according to category (paper, aluminium, plastic, organic etc), sort it out into recyclable or not, and practise recycling for a couple of weeks. If they work on energy, they could suggest how energy at school can be saved, e.g. turning off the lights, not leaving the taps running, going to school on foot or by bicycle, using solar energy, not leaving the computers on when they are not in use, insulating windows and doors, avoiding the pointless use of central heating, etc. If they decide to work on health and well-being, they can carry out a survey on the exercise taken by the students and also on eating habits in and out of school. To encourage healthier snacks, they can organise a 'Healthy Eating Week' and ask the

canteen owner to help by providing fruit and vegetables or ask parents to make healthier snacks. They can also make posters to present healthier alternatives to sweets and crisps.

If your school is already participating in the Eco-Schools Project, there will probably be some Environmental Teams already working on water, energy, waste and other environmental topics implementing various activities. In this case, Ss could present photographs that illustrate the work accomplished during the school year.

Remind Ss that throughout the project it is important to keep a detailed diary of their activities and take photographs that clearly show the steps they are taking to improve the situation. The project finishes with the publication of their initiatives through photos and posters on bulletin boards. Through the posters, they will inform the rest of the school about their work, as well as present their findings and solutions to the problems. The photos must show the situation before and after their intervention. In that way, they can make comparisons and come to conclusions. A good idea would be to publish articles and photographs of their action in their school newspaper or in the local press. They can also produce a CD-ROM with the help of their information technology teacher or they can create a relevant website on the Internet.

Unit 7: Embracing our world

Overview of the Unit

The purpose of this unit is to explore the theme of friendship and caring for other people. Lesson 19 is about a girl who risked her life to save her friend, Lesson 20 talks about a blind boy and the new friend he made and Lesson 21 is about friends from all over the world. At the end of the unit, Ss will be encouraged to participate in an eTwinning project.

Cover page, p. 121

The cover page of Unit 7 features one 'Did you know' activity, a list of the word 'friend' in different languages, a quotation by Isocrates and a Sicilian proverb, all of which are intended to act as stimuli for the theme of friendship.

Answers to 'Did you know' quiz:

1b, 2c, 3d, 4a

Ask Ss to look at the list with the word 'friend' in different languages in order to identify those which remind them of the English word. Point out how closely related seemingly different languages are. Then, ask them to share what they believe the two quotations mean.

Suggested answer:

Real friends are discreet, compassionate, considerate, always there for you, and honest.

Encourage Ss to find two more quotations or sayings to complete the poster.

Suggested answers:

One enemy is too many; and a hundred friends too few.

A friend in need is a friend indeed.

They are rich who have true friends.

Δείξε μου τον φίλο σου να σου πω ποιος είσαι. / Ο καλός φίλος στην ανάγκη φαίνεται.

Lesson 19 - Against the Odds**Objectives:**

- Reading: news story; predicting and organising the content of a text
- Listening: poem / radio show; for specific information
- Speaking: about friends
- Making inferences from visual stimuli
- Expressing opinions
- Evaluating qualities

Language focus:

Direct / Reported speech, (Simple Present, Present Continuous, Simple Past, can, must, Imperative

Vocabulary:

moonlight dip, wade, spin, brief, loosen, grip, paddle, surface (v), glare, tow, petrified, paramedics, qualify

1. Being a friend is..., pp. 122-123

1.1 Ask Ss to brainstorm experiences and activities that they associate with friends and have them write down their ideas on the spider diagram. Accept any ideas describing typical situations they find themselves in or typical activities they do with their friends.

Suggested answers:

school friends: good or sad times in class, at weekends or on holidays together, school trips or excursions, working on projects together, sharing secrets.

e-friends: exchanging e-mails, sharing ideas and opinions, visiting each other, participating in e-projects.

penfriends: exchanging letters and photos, and sharing secrets and experiences.

1.2 Ask Ss to refer back to the point Isocrates makes on the cover page. Ask them to make a list of the qualities, feelings, behaviour and values they appreciate in a friend.

Suggested answers:

- A friend listens to me.
- A friend doesn't put me down or hurt my feelings.
- A friend tries to understand my feelings and moods.
- A friend helps me solve my problems.
- A friend can disagree without hurting me.
- A friend respects me.
- A friend is trustworthy.
- A friend gives me room to change.
- A friend cares about me.

Optional:

Ss work in groups. They use coloured cardboard to make a big flower with six petals. Then they answer the following questions and write down the answers in each petal on the "Flower of Friendship". Encourage them to use a variety of materials that will make each

group's 'flower' unique. Ss display their work in class.

1. What kind of experiences do you share with your friend?
2. Why is friendship important to you?
3. What do you do when your friend is unhappy?
4. What is, above all, a best friend?
5. What do you like doing with your best friend?
6. What was the best experience you had together with your best friend?

1.3 Ask Ss to get into pairs to read the first and last stanzas of Ashley's poem. Then, have them put the remaining stanzas in any order they think represents what is most important in a friend. Finally, have Ss listen to Ashley's original poem and compare it with their own version.

1.4 Ss discuss what qualities Ashley's friend has.

Ashley's friend:

- listens to all her problems, even when they are not so serious
- is self-confident
- likes Ashley for who she is and doesn't ask her to change
- calls her on the phone regularly to talk to her
- talks about things that matter to both of them
- knows exactly how Ashley feels and listens to her patiently
- never judges what Ashley does or says
- is always there for her when she needs help
- shares her dreams and hopes with her
- is trustworthy, never gives away Ashley's secrets

TRANSCRIPT

I HAVE A FRIEND
by Ashley

I have a friend
Who is perfect for me
She listens to all my problems
No matter how dumb they may be

She likes herself for who she is
And never tries to change
She tells me to be myself
And that I should never change

She was shy on the phone
But she would still call
And we would talk for hours
About nothing at all

We would talk about love and life
And discuss what we wanted to be
She knew just how I felt
And how happy I could be

She listens to me patiently
But never judges what I do or say
She helped with all my problems
And never went away

I never once felt judged by her
How much that meant to me
That I could tell her all my dreams
And she would listen to me

My friend never goes and tells
What is dear to me
She keeps it all bottled up inside
And doesn't spread it like a bee

I am thankful for that friend of mine
Our friendship will never end
And she will always be there
For she is my best friend

1.5

Suggested ideas:

Book: "Tom Sawyer" / "Huckleberry Finn"
(Mark Twain), "White Fang" (Jack London)

Film: E.T. (S. Spielberg), Stand by Me (Rob Reiner)

Song: “Stand by Me” (Nat King Cole), “Bridge over Troubled Water” (Simon and Garfunkel)

2. Helping a friend, pp. 124-125

2.1 Draw Ss’ attention to the background of the photo and the clothes the girls are wearing. Do not confirm their guesses at this point, as they will have to read the text to find out.

2.2

The text is about the story of a very brave girl who risked her life to save her best friend from the jaws of a deadly alligator.

NOTE:

Ninth graders: 14-year-old students who are in their 3rd year of junior high school.

2.3 Allow Ss time to look back at the text and complete the ‘chain of events’ diagram with the main events of the story in chronological order. Ask them to underline the ‘events’ given in 2.3 in the text. This will help them focus on the specific parts of the text they can find the missing information in.

2. A shark grabbed Edna’s arm.
4. Everybody except Amanda ran out of the water.
5. Amanda rescued Edna.
7. They took Edna to hospital.

Optional:

Ask Ss to make a 5 Ws chart analysing **Who**, **When**, **Where**, **What**, and **Why** of the girls’ story. This will help them evaluate and understand the major points of the story.

2.4 Ask Ss to reflect upon Amanda’s reaction when her friend found herself in danger. Encourage them to discuss what kind of person they think Amanda is to have done such a brave

thing. Then ask them to put together Amanda’s profile and share their ideas in class.

Suggested answer:

Although Amanda’s biggest fear was being attacked by a shark or alligator, she didn’t hesitate to risk her life to save her friend. She’s a very brave, courageous person, who is committed to her friends.

3. Language focus, pp. 125-126

3.1

Edna’s actual words: **(a)**

This is **Direct speech**.

(You can point out that in the text the sentence is in quotation marks).

Someone reporting what Edna said: **(b)**

This is **Reported speech**.

3.2 Ask Ss to circle the changes they can see in the two sentences in 3.1 (there is an introductory verb: *she said*, ‘*we*’ becomes ‘*they*’, ‘*are*’ becomes ‘*were*’). Draw Ss’ attention to the reporting verb: ‘*said*’. Point out that when the reporting verb is in the Simple Past, the tense of the verb of the reported speech sentence changes (see act. 3.4).

NOTE:

At this point, you can make a note of the following:

There is no change in the verb tense in reported statements when:

- the introductory verb is in a present tense (Simple Present, Present Perfect).
- the verb of the direct statement expresses a general truth or law of nature.
- it is in the Past Perfect tense.
- the verb is in the Past tense (Simple or Continuous) in time clauses for habitual past actions and incomplete past actions.
e.g. *She told us that she wore long dresses when she was young.*

The policeman said he was putting the money in the bag when they caught him.

- it is in unreal past: *It's time..., I wish...*
- we have 'Type 2' conditionals.
- the verb of the direct sentence is: *had better, could, would, might, should, ought to.*
- the statement is still up to date. However, in this case, it is also possible to change the tense.
e.g. *You said you like (or you liked) walking.*

3.3 Allow Ss time to find the examples in the text and complete the sentences in the direct speech column.

- | | |
|---------------|----------------|
| 1. qualifies | 4. can't leave |
| 2. is playing | 5. must |
| 3. took | |

3.4 Draw Ss' attention to the reported speech verbs in bold and ask them to notice what changes occur in the tenses and forms. Write some more examples on the board if necessary.

- | | |
|--------------------|-----------|
| a. Past Continuous | c. could |
| b. Past Perfect | d. had to |

3.5 Elicit that in the reported speech **we omit the quotation marks, we use an introductory verb, we change personal pronouns, ('I' / 'she',) possessive adjectives ('my' / 'her') and some other words which will be presented in the next lesson ('here' / 'there', etc.).** At this point, you can mention that there are other introductory verbs apart from 'said' (e.g. 'thought' - see next lesson).

Read the note in the box with the Ss. Explain that 'said' is not used when there is an object pronoun. Point out that the word 'that' can be omitted.

3.6 Allow Ss time to locate Edna's exact words in the text.

Answer:

"Come back"

"Please, don't leave me"

Write the two sentences on the board. Ask Ss which sentence **tells** somebody to do something ("Come back"). Explain that this is a command and is introduced with the verb 'tell'. Ask Ss which sentence **asks** somebody to do something. ("Please, don't leave me"). Explain that this is a request and is introduced with the verb 'ask'. Stress the use of 'please' in a request.

Ask Ss to look at how the verbs change in reported orders and requests. Elicit that affirmative imperative changes into **'to + infinitive'** and negative imperative into **'not to + infinitive'**. Point out that the pronouns also change in reported commands and requests (e.g. 'me'-'her').

4. What a night!, p. 126

... he was not a very good swimmer and he had panicked. Mary, another one of her friends, asked me to leave her alone and told me that she couldn't talk to me because she was still trembling. Jason said that he was sorry he had left her alone. Helen said they had to tell her father what had happened.

For help and more details on the reported speech refer Ss to the Grammar Reference, pp. 175-176.

Lesson 20 - Seeing through a Friend's Eyes

Objectives:

- Reading: extract from literary text; for global and specific information, a poem; discussing the main idea / transferring information from a text to a visual
- Listening: story; for global and specific information
- Speaking: about relationships
- Writing: poem
- Discussing the topic of people in need and caring for others
- Making inferences
- Expressing opinions about social issues

Language focus:

Reported speech: Present Perfect, will, may, words that change, introductory verbs

Vocabulary:

tap, dime, curb, cart, crib, folks, grope, observation, satisfy, approach, sturdy, bawl, tusk, spear, eager, seize, dispute, stiff

1. Sounds of a day, p. 127

1.1 Ss listen to some sounds from the transcript of act. 1.2 and try to guess what is happening. The sounds are: the slamming of kitchen drawers, the banging of pans, people talking while having breakfast.

1.2

The boy is blind and he experiences the world around him by using his other senses: hearing and touching.

TRANSCRIPT**Sound of Sunshine, Sound of Rain**

by Florence Parry Heide

Now I am awake, and I **listen to the voices**. My mother's **voice** is warm and soft as a pillow. My sister's **voice** is little and sharp and high, like needles flying in the air. I do not listen to the words but to the sound. Low, high, low, high, soft, hard, soft, hard, and then the sounds coming together at the same time and making a new sound. And with it all, **the sharp sounds of my sister's heels putting holes in what I hear**.

Then I hear the **slamming of kitchen drawers and the banging of pans and there is no more talking**. My bed is in the living room. I **reach out to feel whether my mother has laid my clothes** on the chair beside my bed. They are there, and I **feel the smoothness and the roughness of them**. I **reach under the chair** to find which shoes my mother has

put there. They are my outside shoes, not my slippers, so today must be a warm day. Maybe I can go to the park. I tap my good luck song on the wall beside my bed. I put my feet on the floor and **feel the cool wood and curl my toes against it**. Then **it is four steps to the table**, then around the table, **touching the chairs**, and then **seven steps to the window**. I **put my cheek against the window**, and I **can feel the warm sun**. Now I am sure I can go to the park, if my sister has time to take me on her way to study.

I take my clothes into the bathroom, and I wash and dress there. Hot water, cold water, soapy water, plain water, loud water, still water. Then I make sure I have turned the faucets tight. I make sure I have buttoned all of my buttons the right way, or my sister will be cross, and maybe not have time to take me to the park. I tap my good luck song against the door before I open it.

1.3

His life is quite different from that of most children because he can't see and he has to depend on all his other senses and on other people. Sounds and touching are his way of understanding the world around him.

2. Making a new friend, pp. 127-128

2.1 Have Ss read along silently as they listen to the recording. Allow them time to reflect on it and hold a class discussion about how Abram and the boy meet and become friends.

The boy is in the park when Abram, the ice cream man, comes. The boy wants to buy an ice cream and that's how they meet. Abram gives the boy an ice cream bar and decides to keep him company. They talk about the park and he promises to meet him again the next day.

2.2

1. Abram seems caring, kind, considerate, thoughtful, optimistic, and patient.
2. Abram sees the bright side of things and seems to be a positive person, whereas the boy's sister sees only the negative side of things. She doesn't try to make the world around him any more attractive than it really is.
3. He probably prefers Abram's description because it reflects an image of the world as he would like it to be.

3. What do you think?, p. 128

3.1 Ss use the story and the pictures as a starting point for a discussion on people who need help and what Ss could do to help them. Allow them a few minutes to complete the table and then hold a class discussion.

Suggested answers:**PEOPLE IN NEED**

single parents, working parents, the elderly, the disabled, the poor, the homeless, etc.

TYPE OF HELP

doing volunteer work, going shopping for them, babysitting, collecting money, running errands, etc.

Optional:

Brainstorm a list of people you care about most. How do you show them you care about them? List 2 or 3 ways in which you could be more considerate of your family and friends. Tick the one thing that you could start doing immediately.

3.2 Ss discuss friendship between people and animals and share personal stories and experiences they may have involving pets or other animals.

4. Language focus, p. 129

4.1 Ss look back in the text to find Abram and the boy's exact words and complete the table.

1. "I have made a good friend"
2. "I will come back and look for you tomorrow"
3. "I may dirty my clothes"

4.2 Ask Ss to circle the changes they can identify in the sentences in 4.1 (there is an introductory verb, there are no quotation marks, pronouns, time words and verb tenses change). Elicit that the Present Perfect becomes Past Perfect, will – would and may – might.

4.3 Remind Ss that they can use introductory verbs other than 'say' and 'tell'. This will help them give a more specific idea of the intention of the speaker, as well as avoid repetition.

You can add more verbs to the list, giving examples, so that Ss can see how these verbs can be used. For example:

*"You **should get** inside. It's really cold outside"*
*His mother **advised him to get** inside as it was really cold outside.*

Go through the note with the Ss to see how certain words and time expressions change in reported speech.

Refer Ss to the Grammar Reference section on pp. 175-176 for more details.

4.4

1. Abram explained that every tenth kid won an ice cream bar.
2. Abram added that he was the lucky one that day.
3. Abram thought that the park was just for lucky people.
4. His sister warned him that he would catch cold lying there.

5. What do you think?, p. 130

5.1 Ss read the poem and try to guess the missing word. Stress that the missing word is the same for all the gaps as well as the title. If you

want to provide extra help, draw their attention to the clues in the poem: animal, tusk, trunk. Play the CD so that Ss can check their answers.

Missing word: elephant

5.2 Point out that in poetry we do not have to understand every single word in order to appreciate its beauty or get the message(s) the poet is trying to convey. If necessary, explain a few words you think might help the Ss' understanding.

Answer:

In the poem, six blind men want to satisfy their curiosity about what an elephant is. Naturally, each blind man assumes the whole elephant resembles the part he felt. As a result, each man interprets the elephant in a different way. Since the blind men had not examined the whole elephant, it is not surprising that they jumped to conclusions based on their limited experience and first impressions.

The poet is trying to tell us that each person interprets the world around him in his own way based on his senses, his personal perspective and the information he gets from his surroundings. He writes, "each was partly in the right and all were in the wrong". With this line, he wants to convey the message that we shouldn't assume we have the whole truth just because we know part of the truth. We shouldn't rely only on first impressions to tell us all we need to know. If we share our perspectives, we may come to a more complete understanding of the truth. Working together is more effective than working alone.

Something similar happens in our story with Abram and the boy's sister. They have contrasting views of the park because of the kind of person each one is and the different ways they perceive things. But neither of them is completely right or wrong.

5.3 Ss use the information they get from reading the poem to create their own rendition of the elephant mentioned. Ss can see a sample sketch on page 161 of their book.

6. Play a game, p. 130

Bring items such as perfume, rubbing alcohol, a lemon, sandpaper, cotton, chocolate, cheese, chips, etc to class. You can also bring items which are not too easy to identify with your eyes closed, e.g. flour and powdered sugar. Have a scarf or a thick piece of cloth on hand to blindfold the students with. Ask each student to put on the blindfold (or close their eyes) and have them smell, touch or taste something.

Provide Ss with useful vocabulary beforehand, e.g. salty, sour, bitter, sweet, spicy, hard, soft, smooth, rough, fluffy, stiff, greasy, sharp, sticky.

Ss reflect on how easy or difficult it was to use their other senses to identify the items they were given. Ask them to share their experience with the rest of the class. Make a point of the fact that people who have an impaired sense often use their other senses with greater efficiency.

Lesson 21 – Friends Without Frontiers

Objectives:

- Reading: e-mails; for implication about the identity and purpose of the writers
- Listening: interview; for specific information
- Speaking: about making school partners
- Writing: e-mail
- Thanking someone and accepting thanks
- Participating in an eLearning programme
- Learning how to enter a European programme
- Learning how to make e-friends

Language focus:

Reported questions

Vocabulary:

vibrant, bustling, fortnight, creative, imaginative, well-informed, make an impact

1. A different kind of friend, p. 131

Ss talk about the ways in which they can make new friends. Encourage them to think of ways which did not exist in the past or ways connected with the unlimited opportunities that technology offers today.

parties, school, holidays, excursions, sports clubs, chat rooms, e-pals, e-mail exchange, etc.

2. Friends from afar, p. 131**2.1**

1. Students from Singapore and Brazil.
2. To contact other students wishing to exchange e-mails with them.
3. Ss who might be interested in exchanging e-mails with them.

2.2**Answers:**

1. A, 2. B, 3. A, 4. A, 5. A / B, 6. B

3. An eTwinning project, p. 132

Ss listen to an interview about the use and benefits of the eTwinning programme in Europe. Ask them to read through the statements before listening in order to get an idea of what kind of information they are looking for.

1. No, 2. Yes, 3. No, 4. No, 5. No, 6. Yes, 7. No, 8. Yes

TRANSCRIPT**Student:**

Mr. Bonano, first of all I'd like to thank you for agreeing to see me at such short notice!

Mr. Bonano:

You're very welcome. It was my pleasure.

Student:

Well, first of all, the obvious question: How do we go about finding a school partner?

Mr. Bonano:

Oh, there are lots of ways ... you know ... **through traditional correspondence**, of course, you know, writing letters, etc. ... and there are the more modern ways, via **the Internet and eTwinning**.

Student:

eTwinning?

Mr. Bonano:

Yes, ... eTwinning is a free scheme for schools across Europe wishing to work together and establish a more formal relationship! You can use eTwinning to find new partner schools, or register a partnership that already exists, and work together on a project.

Student:

Is it easy to find another school for a partnership?

Mr. Bonano:

It's quite easy. You register and the wait is not usually very long. There may, of course, be quite a long wait if your school is not an English-speaking one, since **most schools are looking for English-speaking partners**. In this case you could find yourselves waiting for weeks or even months. Another thing is that if you're looking to communicate with a school in a language that is not widely spoken, it could become more difficult ... em ... **it may not be possible** – in some cases – to find a school partner.

Student:

What is the cost involved for someone looking for a school partner?

Mr. Bonano:

Well, actually, **there is no cost for these services. It's free of charge.**

Student:

Can anyone register?

Mr. Bonano:

Well, it depends on what you mean by 'anyone'. **It is for school-age students**, mainly adolescents or very young adults.

Student:

How can someone register?

Mr. Bonano:

First of all, **you fill out the registration form** with all the information needed and you **register electronically**.

Student:

What are some of the benefits of eTwinning?

Mr. Bonano:

First and foremost, the foreign language will seem less difficult after a while and you will be able to use it more easily and confidently. By coming into contact with people of another country, you are also learning - firsthand - amazing things about them and their country, their culture and their traditions. This helps to promote greater understanding throughout the world ... it helps you understand, *truly* understand how other people think ... and this, in turn, - we hope - will bring countries and their people closer.

Student:

That sounds great! Mr. Bonano, one last question. We hear so much about dangers connected with the Internet. Is this safe? I mean, communicating through e-mail?

Mr. Bonano:

Hmm, yes, a very good point. You should ALWAYS, and I stress this, always keep your teachers and parents informed about who you are corresponding with. There should be no secrets – if you feel at all uneasy at any point, let someone older know about it. Now, concerning eTwinning, at the heart of eTwinning is the TwinSpace, a shared, **secure space** which enables “Twin” schools to work together. The TwinSpace provides a wealth of tools to support the schools’ work together.

Student:

Thank you very much. Your information was very useful and interesting, and I’m sure the students of my school will enjoy reading about eTwinning in next month’s copy of our school newspaper.

Mr. Bonano:

It was my pleasure. I hope you succeed in finding a school that’s right for you!

4. Language focus, pp. 132-133

4.1 Remind Ss what ‘Yes / No questions’ and ‘Wh-questions’ are. Point out that there are some differences in the way we transfer these two types of questions from direct to reported speech. Ss read the first set of examples (Yes / No questions) and circle the changes they can see. Go through the questions in the box to elicit the rules. Draw Ss’ attention to the change of tenses and words in reported questions just as in reported statements.

- introductory verb: ask
- extra word: if (you can point out that ‘whether’ can also be used instead of ‘if’)
- no, the auxiliary verb ‘do’ (and ‘did’) is omitted.
- no, other auxiliary verbs are not omitted
- word order changes into **affirmative** form, Subject – Verb – Object

4.2 Ss read the next set of examples. Use the questions in the box to elicit the rules. Refer Ss to the Grammar Reference section on p. 176 for more examples.

- introductory verb: ask
- no, question words are not omitted.
- word order changes into affirmative form, Subject – Verb – Object

5. What did he tell you?, p. 133

Ss report what Spyros’s brother said in the space provided. Briefly revise reported statements and orders if necessary.

Suggested answer:

He asked me where I had been and why I was so late. He wondered if I had been at the skate park again. He asked me not to be late next time. He said that mother was very upset.

Then, he asked me to take the dog out for a walk. He told me that when I came back we could watch TV and then we could send e-mails to our friends.

6. Writing an e-mail, p. 134

6.1

1. The students of Class 8a from the Kendall school near Boston.
2. Par. 1: Introduction / description of the school and activities.
Par. 2: Description of students
Par. 3: Description of a fund-raising event
Par. 4: Closing / Attached files
3. The profile of the students, their hobbies and interests, the programme for the fund-raising event.

6.2 Encourage Ss to brainstorm ideas about the content of their e-mail to a class partner.

Suggested answers:

- Description of students
- Teachers
- Comic situations in class
- Creative corners in the school
- School trips
- School newsletters or newspapers
- Suggestions for the fund-raising event

6.3 Ask Ss what they have to write (an e-mail), for what purpose (to reply to class 8a, giving information about their school and their class, and suggestions for the fund-raising event) and who the reader of their e-mail will be (the students of class 8a).

Stress the importance of planning before beginning to write. Ask Ss to make notes on the kind of information they want to include in their e-mails using ideas from 6.2. Refer them to Unit 6 (Writing an e-mail) to remind them of e-mail conventions.

7. Project time: An eTwinning project, pp. 135-136

eTwinning is the main action of the European Union's eLearning programme. It promotes school collaboration in Europe through the use of Information and Communication Technologies (ICT) by providing support, tools and services to make it easy for schools to form short or long term partnerships in any subject area.

7.1 Ask Ss to read the Greek text about eTwinning, select the information they need and transfer it into English. Provide them with relevant vocabulary such as multilingual, multicultural, fraternisation, etc.

7.2 Ss read the children's comments and take down notes on the benefits of eTwinning programmes. You can ask Ss whether they can think of any other benefits and whether they would like to participate in such a programme.

exchanging e-mails, making 'international' friends, improving language and computer skills

7.3 The procedure of finding a school partner may be simple, but it is suggested that Ss follow the steps with the collaboration of their ICT teacher.

• Decide on the profile of your school partner

Ss get into groups. They discuss what kind of school would meet their requirements. Encourage them to think about student age, country and specific project activities.

• Register your school

Ss follow the steps described on the site to register the profile of their school, in order to become members of the eTwinning network. Once they have registered, their details will be available to schools in Europe which are also members of the network.

• Find your school partner

Ss connect to the Twinning Desktop which

includes a database of schools that are interested in establishing school partnerships. They use TwinFinder to find a school partner.

• Connect with your school partner

Ss get in contact with other schools using a secure internal system of messages. They write a brief e-mail explaining what they would like to learn from the partnership. The e-mail could include information about their own school, the local community, their interest in the partnership, etc. (e.g. *Hi! I would like to get in touch with you regarding an eTwinning project between 14-year-olds. Would you be interested?*).

• Decide on your project

Ss decide on a project they would like to work on. There are lots of activities that they and their partner school might like to do in the early stages of partnership, e.g. activities concerning the partner school's country, weather, lifestyles, hobbies, etc. Encourage Ss to make use of other online resources to find classroom materials and get ideas.

Suggested topics:

Here are some topics Ss can exchange ideas on with their e-partners

- "The impact of climate change on our life"
- "World Peace"
- "Volunteering our time to help others"

• Register your project

Ss write a short description of their project and register it in the portal.

• Work with your school partner

Once the Ss' project has been approved, they get a TwinSpace, where they work with their school partner. The best projects are included in the eTwinning gallery and the most innovative and creative projects win European or national eTwinning awards.

• Develop your partnership

Ss think about other ways in which their partnership can be developed. Initiatives such as Eco-schools or Healthy Schools could provide opportunities for them and their partner school to learn together.

The National Support Service of the Ministry of Education can answer all your questions at:

<http://eTwinning.sch.gr>

email: etwinning@sch.gr

NOTE:

Although eTwinning programmes are considered to be safe, draw Ss' attention to the advice for Safe 'Surfing' which should be taken into account every time the Internet is used.

Unit 8: Welcome to the world

Overview of the Unit

The purpose of this unit is to offer opportunities for recycling and revision through the theme of travelling and various other topics associated with this theme such as food, accommodation, sightseeing, places, architecture, etc. The material is also connected with activities and useful links from <http://xenios.cti.gr> (software created by the Pedagogical Institute).

Cover page, p. 139

1.

Marco Polo's book gave Europeans some of their earliest information about the geography, local products, culture, and fascinating sites of the Orient and stimulated interest in exploration and trade.

2. Ss work in groups, select one of these important figures and make a 5Ws chart about them (see Ss' book, Diagrams, p. 162).

Amelia Mary Earhart (1897-1937), was an American aviation pioneer, and author. She was the first woman to receive the Distinguished Flying Cross, which she was awarded as the first aviatrix to fly solo across the Atlantic Ocean.

Christopher Columbus (1451-1506), was an Italian-born explorer. On August 3, 1492, he left from Palos de la Frontera, Spain and he sailed west in order to find a shorter route to India and China.

Ferdinand Magellan (1480-1521), was a Portuguese sea captain. On August 10, 1519, he set out on a sailing expedition, in an attempt to find a westward route to the Spice Islands of Indonesia. He was the first European to enter the Pacific from the Straits of Magellan, which he discovered.

Sir Francis Drake (1540-1596), was an English navigator and politician. He set out on 15 November 1577, on an expedition against the Spanish. He was the first Englishman to sail around the globe.

James Cook (1728-1779), was an English explorer, navigator, and cartographer. In 1770, he undertook a scientific journey to Tahiti. He achieved the first European contact with the eastern coastline of Australia and the Hawaiian Islands as well as the first recorded circumnavigation of New Zealand.

- Agreeing, disagreeing with other people's suggestions, setting the conditions for reaching agreement
- Developing negotiation skills

Language focus:

Revision of tenses and forms

Vocabulary:

barely, pinch, queue, have a ball, update, magnifique (French) = magnificent, mon ami (French) = my friend, sauerkraut (German) = a kind of cabbage, the leg of the journey, me tea = my tea

1. Setting off, p. 140

Because travelling is synonymous with discovering new places, coming into contact with foreign cultures and languages, meeting new people, expanding your horizons, and growing as a person.

2. A tour of Europe, pp. 140-141

2.1 Ss read a letter about the first part of the journey and trace the route the winners followed on the map. Draw Ss' attention to the fact that there is a flashback in the narration of events.

Greece, Italy, Spain, France, England, Germany, Finland

NOTE:

The Prado National Museum is renowned as being the largest art gallery in the world. It exhibits sculptures, drawings, coins and other works of arts, but it is undoubtedly its large collection of paintings which has given it fame worldwide. It houses more than 8,600 paintings, of which they exhibit about 2,000.

From: www.spanisharts.com

2.2 Ss read the letter again in order to identify the places in the pictures based on information from the text.

Lesson 22 – Breaking the Boundaries

Objectives:

- Reading: letter; for gist and specific information
- Listening: monologue; for specific information
- Speaking: roleplay
- Making inferences from visual and textual stimuli
- Making use of extra-linguistic features (e.g. a map)
- Expressing wishes, likes and dislikes
- Proposing a plan

1. A painting from the Prado National Museum
2. Finland (fjord)
3. The Seine
4. A castle in Germany
5. Shakespeare's house
6. London

At this point, it might be a good idea to explore the content, layout and register of a personal letter. Discuss the beginning and the closing of this letter and ask Ss to identify specific words, phrases or idiomatic language that contribute to the specific register.

2.3 Ss look back at the map and the letter to make inferences about the means of transport the students used throughout their journey.

Suggested answers:

By plane to Spain via Italy, by coach or train to France, by coach or train to and from Britain through the Chunnel (underground tunnel connecting England and France), by train to Germany and by plane to Finland.

3. A school reporter, p. 142

3.1

- | | |
|------------|--------------------|
| 1. 8:30 | 3. smog – fumes |
| 2. Vatican | 4. bee – a sunburn |

3.2

1. F, 2. F, 3. T, 4. F, 5. F, 6. T

TRANSCRIPT

Ahem! Testing one, two, three. Um ... well, we are now in Rome, ... it's ... um ... **8:30 in the evening** and we are in some piazza. Hey ... what's this place called guys? Huh? ... Oh, well, I guess they can't hear me, they're busy taking pictures next to some fountains. There are huge fountains all around us with sculptures and statues ... they're really impressive! And **everyone keeps throwing**

coins into the water, probably for good luck! Anyway, today was an unbelievable day. We started off by visiting **the Vatican**. Great museum. We saw hundreds of statues, sculptures, tapestries, carvings and paintings, you name it, we saw it! Mary bought tons of postcards and souvenirs from the museum gift shops to show you, and did her best to speak some Italian, but no one seemed to understand a word she said. Ha! Ha! We then got kind of hungry, so we went in search of a fast food place to get a bite to eat. Of course, **Joanna the "healthy" eater didn't want to eat burgers**, so we had to walk around the city for more than an hour among crazy Italian drivers, trying to find some healthy, nutritious food. **We all got a little sick from the smog and the fumes**, but we finally found a little place where we tried some great Italian food like grilled chops with pesto and parmesan, tiny fried fish, a fantastic chopped salad and lots of spicy pasta dishes. Chef Emilio asked us if we wanted to try some horsemeat **but we all got cold feet! Yuck!** After milkshakes and tiramisu, we jumped into **a taxi which seemed to be on its last legs** judging from all the noise it made. If we hadn't been so tired, we definitely would have walked back to the hotel! **Georgia managed to get stung by a bee** – we had told her not to wear so much perfume – and **the rest of us got a pretty bad sunburn** from walking around under the hot sun all day long. I don't think we'll be able to sleep tonight! I'm over here! OK, coming! Well I guess that's all for now folks! I have to sign off now because it's dinner time and **Michael found some empty seats at a great outdoor bistro**. I may be sunburnt, but I am also dying of hunger! I'll check in again soon to let you know what's happening. Over and out!

4. An afternoon out, pp. 142-143

4.1 Ask Ss to read through the rubric and the information in the leaflet about what they can do in Hastings. Point out the constraints they should

take into consideration before they decide where they want to spend their afternoon. For example, each member of the group should decide beforehand what they are keen on seeing, how much money they can spend, how long this visit will take etc. Once they have made up their mind, they can act out a free conversation, in which they recycle language associated with expressing opinions, likes or dislikes, agreeing or disagreeing, trying to persuade others and reaching a common decision.

Go through the negotiation tips and the useful expressions with the Ss. Encourage them to take turns, make suggestions, support their choice, point out possible problems and reach a common decision that will satisfy them all.

NOTE:

The Battle of Hastings (14th October 1066) is a significant historical event because it completely changed the course of English history. What makes this event so important to the English is the fact that it was the last time any foreign power was to conquer England.

Optional:

For extra speaking practice, you can exploit the relevant material in <http://xenios.cti.gr>. Ss can do any of the following: make arrangements concerning travelling and accommodation, visit the most important sights and eat out in London.

NOTE:

Always check sites and their links yourself before you ask Ss to visit them.

4.2 Ss report on the outcome of the task and develop an awareness of the process.

Lesson 23 – It's a Small World After All

Objectives:

- Reading: postcards; for global and specific information
- Listening: monologues; for global and specific information
- Writing: postcard
- Identifying places from visual and textual information
- Experiencing the world through the senses
- Making inferences
- Asking for and giving directions

Language focus:

Revision of tenses and forms

Vocabulary:

inhabitants, chopsticks, wind (v), head for, squeeze, majestic, reserve, currency

1. Messages back home, pp. 144-145

1.1 Ask Ss to guess where the pictures were taken and have them justify their guesses. Do not confirm their answers at this point, as they will have to read the postcards to do so. Ask Ss to skim through the postcards and match them with the pictures.

1. c 2. d 3. a 4. b

1.2 Ask Ss to read the postcards again and transfer the appropriate information to the table provided.

1. Russia

see: ballet performance, sightseeing in the famous Red Square

hear: people speak Russian, concert

taste: blinis with sour cream and borscht

feel: the weather was nice and mild, the people are friendly

2. China

see: Beijing – beautiful city, people ride bicycles, Great Wall of China

taste: healthy Chinese food with lots of vegetables

feel: politest people on earth

3. Japan

see: Tokyo is like a big American city, many people everywhere, Mt. Fuji

hear: chaotic and noisy

taste: sushi, seaweed

4. Australia

see: wildlife reserve, kangaroos, koala bears

hear: opera

2. A virtual postcard, p. 146

Ss are asked to send an electronic postcard to their family writing about a city of their choice. They are given precise directions as to how to do this with the help of <http://xenios.cti.gr> and <http://cardengland.com/>.

If they cannot have access to the above sites, ask them to write a conventional postcard. Point out that they should produce a postcard which is like the model texts in terms of genre, register and style. Paragraphing is not necessary but they should produce an appropriately organised cohesive and coherent text.

Optional:

Like a modern-day Marco Polo, you are one of the students from Class B4 going on this world tour. Choose the place that interested you the most and write an entry in your diary about it. The questions below will help you.

- Where is this place?
- What is the geography like in this region? (major rivers / mountains / lakes / terrain etc.)
- What are some of the main products of this region?
- How would you describe the architecture in this region?
- What are the living conditions in this region

like? How do some of the local people make a living?

- What are the most important traditions and cultural aspects of this place?
- What are your impressions and thoughts about this place?

Lesson 24 – A World without End

Objectives:

- Reading: e-mail / poem; for the main idea
- Speaking: about the messages of poetry
- Recycling the theme of 'Unity in Diversity'
- Expressing opinions
- Developing critical thinking skills

Language focus:

Revision of tenses and forms

Vocabulary:

revision

1.1 Guess where, p. 147

Ss read the clues in order to guess the final three countries the students from B4 visited.

- | | | |
|-----------|----------|-----------|
| 1. Brazil | 2. Egypt | 3. Greece |
|-----------|----------|-----------|

1.2

Greece: a, f, Egypt: c, d, Brazil: b, e

2. 'On top of the world', p.147

NOTE:

On top of the world = very happy

Ask Ss to follow the suggested procedure in order to collect pictures from a country of their choice and make a collage portraying different aspects of this country. Try to get Ss to choose countries from all continents so there is not too much overlapping. You can also suggest less well-known countries to spike their interest such as Greenland, Tibet, Cuba, Tanzania, etc.

3. The end of a magical journey, p. 148

3.1 Ask Ss to read Melina's e-mail. Draw their attention to her final comment where she sums up the idea that although people around the world are so different from one another, they are fundamentally the same in that they have similar needs, fears and hopes.

3.2 Refer Ss to the first page of their book and ask them to relate Melina's point of view with the idea of 'Unity in Diversity'.

3.3 Point out that this globe is made up of pieces that come in different sizes, colours and shapes. Yet, they all form together a harmonious whole. Encourage Ss to write down or draw within the globe any words, phrases or images that represent the idea of 'Unity' for them.

4. A magnificent poem, p. 149

Ss discuss the symbolic meaning of Ithaca in the poem by Kavafis.

Suggested answer:

Ithaca in this poem has a symbolic meaning. The journey to Ithaca is in fact an inner-self quest to rediscover who you really are; at the same time it is a celebration of human nature and the capability to achieve your goals, even if it means that you have to overcome the most difficult and unexpected obstacles to reach

those goals. Ithaca acts symbolically as a representation of the achievement of the goals people set in their lives. Consequently, the quest to reach Ithaca ceases to be simply a fantastic voyage full of extraordinary and unrealistic incidents. Instead, it can now be thought of as everybody's quest in life to make their dreams come true.

Ithaca exists for each and every one of us, but in a different way. All of us set goals that we want to realise in our lifetime and we strive to fulfil them. And just like Odysseus, we will all face trials and tribulations as we attempt to achieve them.

However, what happens if we have not achieved all our goals when we finally reach our "Ithaca"? Should we be considered unsuccessful? Should we feel that we have failed? The answer is no. The objective is not necessarily to achieve all the goals that you set before you started your journey. The actual objective lies in making the voyage itself and in facing all the difficulties you encounter along the way; in overcoming the difficulties in life and gaining experience while you are out making the voyage. And by the time you have reached your "Ithaca" you will already have gained so much from the trip, that it does not matter anymore whether you achieved your goals or not.

Unit 1: Unity in Diversity

Lesson 1 – People and Places

1. Vocabulary, pp. 6-9

1.1 1g, 2f, 3e, 4a, 5b, 6c, 7d

1.2

- | | |
|-----------------|---------------|
| 1. absorb | 4. altitude |
| 2. adaptation | 5. evolve |
| 3. surroundings | 6. insulation |

1.3

Age: elderly, adolescent

Body: plump, slim

Hair: spiky, wavy

Face: square, wrinkled

Skin: tanned

Nose: crooked, upturned

Mouth: wears braces

Eyes: thin/thick eyebrows, hazel

1.4 Ss' own answers

1.5

modest – arrogant
calm – nervous
cheerful- miserable
generous – mean
hard-working – lazy
patient – impatient
sociable – shy
polite – rude
sensitive – thoughtless
honest – dishonest

1.7

- | | |
|-------------|----------------|
| 1. mean | 4. thoughtless |
| 2. modest | 5. shy |
| 3. cheerful | 6. lazy |

1.8

- | | |
|--------------|-------------|
| 1. sensitive | 5. generous |
| 2. honest | 6. calm |
| 3. rude | 7. nervous |
| 4. patient | |

1.9

modest – modesty
calm – calmness
cheerful - cheerfulness
miserable - misery
generous – generosity
patient – patience
polite – politeness
sensitive – sensitivity
honest – honesty
rude – rudeness
shy – shyness
lazy – laziness
arrogant – arrogance
nervous – nervousness
mean – meanness
thoughtless – thoughtlessness
dishonest – dishonesty
impatient - impatience

1.10

1. unpleasant
2. impolite
3. disobedient
4. illogical
5. irresponsible
6. insensitive

Examples: illegal, unfriendly, irrational, impractical, dishonest, independent

1.11

- | | |
|---------------------|-------------------|
| 1. rocky mountain | 4. freezing plain |
| 2. scorching desert | 5. cracked earth |
| 3. wet marsh | |

2. Language focus, p. 10

2.1

- | | |
|----------------|-----------------|
| 1. is | 7. is rolling |
| 2. lives | 8. are moving |
| 3. are usually | 9. always helps |
| 4. are often | 10. is tying |
| 5. live | 11. is loading |
| 6. are pulling | 12. never stays |

2.2

1. Do the Japanese always wear kimonos?
No, they don't.
2. Does your French friend often eat snails?
Yes, he does.
3. Are you flying to Italy tomorrow? Yes, I am.
4. Are the children listening to new songs at the moment? No, they aren't.
5. Is it wet today? No, it isn't.
6. Do you usually travel abroad? Yes, I do.

3. Listening, p. 11

3.1 1, 2, 5

TRANSCRIPT

Anna:

Hello, Ndube. It's very nice to meet you.

Ndube:

It's very nice to meet you too, Miss Anna.

Anna:

All right, then, let's talk a bit about you and your family. Do you go to school?

Ndube:Er, yes, I do. My school is far away. **I walk for about half an hour every day.****Anna:**

What time does school start?

Ndube:

It starts, er, at half past eight and finish, finishes at three thirty.

Anna:

What are some of the subjects you do, Ndube?

Ndube:Maths, Science, er, Religion, **English**, History and Life skills.**Anna:**

What about after school? What do you usually do then?

Ndube:

Sometimes I help my father with the fishing or umm... I work on the cocoa farm. Hi, Mahashin!

Girl:

Hi, Ndube.

Ndube:

You see those girls? They are going to the well

to fetch water. They have to do this every day. All girls help with the chores. My sister helps to prepare the food every morning and she also looks after the younger children.

Anna:

It sounds like your days are quite busy... Do you have any time for games?

Ndube:

Er, of course. I love playing football with my friends. I'm very good.

Anna:

OK. Now, what about those men over? What are they doing? It looks difficult!

Ndube:

They are making baskets. They sell them in the market.

Anna:

Are there a lot of people in your family, Ndube?

Ndube:

Oh, yes! I live in the same house together with my parents, my four brothers and sisters and my grandparents.

Anna:

What food do you eat? ... And what's your favourite?

Ndube:

We eat lots of vegetables and a lot of our food is quite spicy. My favourite food is sadza made from corn meal.

Anna:

Mmm... sounds delicious! I'll have to try some. Now, let's see... Are there any festivals in Zimbabwe? How do you entertain yourselves?

Ndube:

We have a festival every month. We dress up in colourful costumes, and we listen to traditional music and dance. It's great fun!

Anna:

OK. I guess that's all. Goodbye Ndube and thank you very much. It was really nice talking to you.

Ndube:

You're welcome Miss Anna. Goodbye to you too.

4. Pronunciation, p. 11

- 4.1** /s/: walks, eats, helps
/z/: has, allows, gives
/iz/: reaches, catches

4.2 Point out to the Ss that the -ing form is pronounced as /ɪŋ/ and that the /g/ is not heard.

4.3 fishing, burning, surroundings, protecting, absorbing, staying, long

Lesson 2 – Joined in our Differences

1. Vocabulary, pp. 12-13

1.1 Text 1

1. customs
2. to bow
3. to greet
4. body language
5. to thrive

Text 2

6. to shake hands
7. a producer
8. cuisine
9. local
10. to appreciate

1.2

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

1.3

1a, 2b, 3a, 4a, 5a

2. Language focus, pp. 13-14

2.1

1. live / look
2. are you looking / is wearing
3. believe / doesn't make
4. am thinking / is having
5. like / think
6. come
7. are moving
8. don't eat

2.2

1. enjoys
2. Do (you) prefer / like
3. Does (your little brother) play
4. is playing
5. is hopping
6. are shooting
7. win
8. don't need
9. consist
10. like
11. believe
12. are showing

3. Speaking, p. 14

Ss' own answers

Optional:

Ask Ss to go through magazines and newspapers and collect pictures of everyday things that come from other countries. Tell them to make a poster with these pictures and write captions, e.g. *The coffee my mother drinks is from Brazil, my CD player is from Japan, etc.*

4. Writing, p. 15

Ask Ss to look at p. 16 of their book to find out what Yoko and Pierre mention about their countries (greetings, food/drinks, entertainment). Ss take down notes on the same aspects of their country's culture. Using the texts for guidance, they write their paragraphs. Ask some of the Ss to read out their pieces in class.

5. Everyday English, p. 15

5.1 Read the sentences in the box and elicit from Ss that these are expressions we use when we greet or introduce each other.

1d, 2b,
3a, 4c

5.2 Play the CD for the Ss to check their answers.

5.3 Ss read the expressions and match them with their uses.

1c, 2d,
3a, 4b

- C. 1. awe-inspiring 4. stable
2. columns 5. attempts
3. lean

Extra word: shallow

- 1.2 1. terraced houses
2. a block of flats
3. a castle
4. a chalet
5. a hut
6. a skyscraper
7. a semi-detached house
8. a cottage
9. a tent
10. an igloo
11. a detached house

6. Quiz, p. 16

1. Scotland (Loch Ness)
2. London (Big Ben)
3. Barcelona
4. Holland
5. Brussels
6. Greece (the island of Gavdos, south of Crete)
7. Germany
8. Austria, Switzerland, France, Italy, Germany
9. Berlin (Former East and West Germany)
10. Latvia, Belarus

1.3 Ss' own answers

1.4 Suggested answers:

1. a chalet, a hut
2. a castle, a cottage
3. a detached house
4. a block of flats
5. a hut
6. a hut
7. an igloo
8. a tent
9. a skyscraper
10. a skyscraper

Lesson 3 – Different places – Different buildings

1. Vocabulary, pp. 17-19

1.1

- A. 1. Pillars 4. marble
2. support 5. distinctive
3. dome

Extra word: soil

- B. 1. construction 4. foundation
2. monuments 5. installed
3. storeys

Extra word: worked

1.5

1. arch 5. temple
2. roof 6. storey
3. monument 7. column
4. tower

2. Language focus, pp. 20-21

2.1

1. bigger, noisier 6. as old
2. worse 7. best
3. the fastest 8. highest
4. more popular 9. the most colourful
5. more 10. more

2.2

- | | |
|---------|---------|
| 1. more | 5. as |
| 2. than | 6. much |
| 3. the | 7. much |
| 4. than | |

2.3

- older, shorter
- largest, most famous
- as tall
- the tallest, as famous
- the most impressive
- more

NOTE:

'Motherland Calls' looks shorter than the Dafo Buddha but its height is measured from the ground to the tip of the sword.

2.4 Suggested answers:

- The castle is more traditional than the skyscrapers.
- The skyscrapers are the highest of all.
- The cottage is more colourful than the castle.
- The skyscrapers are not as beautiful as the cottage.
- The castle is more impressive than the cottage.
- The adobe homes are the plainest of all.

Unit 2: Echoes of the Past

Lesson 4 – Mysteries of Our World

1. Reading, p. 22

- 1.1** They built amazing cities, enormous temples, they had sophisticated systems of arithmetic, writing, astronomy, calendars and all this, hundreds of years ago.

1.2

- did the Maya build / Hundreds of years ago.
- did the Maya bury / In pyramids.
- did the Maya use / To tell the stories of their leaders, their lives and their battles.
- did the Maya leave / It's still a mystery.

2. Vocabulary, p. 23

2.1

- | | |
|--------------|---------------|
| 1. varied | 6. accepted |
| 2. possibly | 7. wealth |
| 3. beneath | 8. advanced |
| 4. preserved | 9. challenged |
| 5. exciting | 10. myth |

2.2

- | | |
|---------------------|---------------------|
| 1. location (n) | 5. impressive (adj) |
| 2. discovery (n) | 6. proof (n) |
| 3. well-known (adj) | 7. explorer (n) |
| 4. eruption (n) | 8. existence (n) |

2.3

- | | |
|---------|---------|
| 1. lied | 3. laid |
| 2. lie | 4. lay |

3. Pronunciation, p. 23

- 3.1**
- | | |
|---------------|--------------|
| 1. travelled | 4. proved |
| 2. finished | 5. excavated |
| 3. discovered | |

4. Language focus, pp. 24-25

4.1

- | | |
|---------------|--------------|
| 1. have held | 5. were |
| 2. began | 6. travelled |
| 3. united | 7. had |
| 4. controlled | 8. mined |

- | | |
|------------|--------------------------|
| 9. brought | 13. have shown |
| 10. lasted | 14. haven't investigated |
| 11. came | 15. have recently found |
| 12. sought | |

4.2

- 800 years ago, in 1532
- for centuries, since the beginning of the 20th century, yet, recently

4.3**refer to past**

- last May
- 10 minutes ago
- in 2004
- at 4 o'clock
- yesterday

bridge past and present

- this week
- since last year
- lately
- for 5 days

4.4

- Have you asked the History teacher for help yet?
Yes, I have already done that.
- Have you collected pictures yet?
No, I haven't done that yet.
- Have you decided which information to include yet?
Yes, I have already done that.
- Have you written down the information yet?
No, I haven't done that yet.

4.5**NOTE:**

Machu Picchu means "Old Peak".

- Who found Machu Picchu?
- How long ago / When did he find it?
- Where did he discover / find it?
- What was it like?
- Why did they build them?
- When did they leave the city (and why?)

7. What discoveries have you made? (*explain to Ss that we "make" discoveries, we don't "find" them*).

8. How long have you worked in Machu Picchu?

4.6

Hidden sentence: The Incas called 'gold' the "SWEAT of the SUN".

Lesson 5 – Across the Ages**1. Vocabulary, pp. 26-27**

1.1 Point out that a compound word is a word made up of two or more smaller words whose individual meaning usually helps determine the meaning of the compound. Ask Ss to locate the compound words in the text and explain their meaning. You could also draw Ss' attention to the fact that compound words usually take the main stress on the first part of the combination, e.g. **tea**-cup.

- metalworker: someone who works with metal
- glassblower: someone who makes glass objects
- passer-by: someone who is walking past something
- earthquake: violent shaking of the earth
- half-eaten: something we have eaten a part of

1.2

1b, 2c, 3a

1.3

break down: to stop working

break into: to enter by force

break up: to separate

break out of: to escape

1.5

Words for all categories:

tragedy, warning sign, loss of property,

damage, rescue team, missing people, panic, loss of human life, survivors, destruction

Volcanic eruption:

lava, volcano, erupt, layers of ashes, sweep away, tidal wave, collapse, tremble, shake

Fire:

burn, spread, put out, flame, fire fighters

Earthquakes:

collapse, tremble, Richter scale, minor / major quakes, shake, tidal wave

Floods:

(over)flow, drown, sweep away, heavy rain, float, tidal wave

2. Language focus, pp. 28-30

2.1

- | | |
|------------------|-------------|
| 1. fell | 6. said |
| 2. decided | 7. began |
| 3. were speaking | 8. buttoned |
| 4. saw | 9. blew |
| 5. was coming | 10. wrapped |

2.2 They are used to illustrate the order of events.

2.3

- | | |
|-----------------------|-----------------------|
| 1. At first | 3. Then / A bit later |
| 2. a bit later / then | 4. finally |

2.4 Suggested answers:

- In ancient Greece, all boys used to go to school, but in ancient Rome only wealthy boys used to go to school.
- Ancient Greeks used to entertain themselves by watching plays but ancient Romans used to entertain themselves by watching gladiators fight.
- Ancient Greek men used to gather in the Agora but ancient Romans used to gather in the Forum.
- Both ancient Greek and Roman girls used to learn to weave, sew and cook at home, but Roman girls didn't use to learn to read and write at home.

2.5

- No, they weren't. At the time of the eruption the people were doing various things.
- No, they didn't. Archaeologists found buildings, household items and food.
- ✓
- ✓
- No, they didn't. Only wealthy Roman boys used to go to school.
- No, they didn't. Ancient Romans used to go to arenas to watch gladiators fight.

2.6

- | | |
|-----------------|------------------|
| 1. lifted | 7. decided |
| 2. was making | 8. was going |
| 3. went | 9. was |
| 4. looked | 10. began |
| 5. were running | 11. was erupting |
| 6. were closing | |

3. Everyday English, p. 30

3.1

Really? Did they?
That's great news.
How wonderful!
That's a great relief!
Oh no! / What a pity!
That's a real shame!

TRANSCRIPT

- I've heard that the Smiths won the lottery.
– Really? Did they? That's great news!
- Sue is getting married next month.
– How wonderful!
- His father will be out of the hospital very soon.
– That's a great relief!
- I've failed the test again!
– Oh no! What a pity!
- I can't come to the cinema with you tonight.
– That's a real shame!

3.2 Suggested answers:

- That's a great relief!
- How terrible!

3.3 Suggested answers:

- – A big earthquake has stricken India. The number of injured people is still unknown.
– That's terrible!
- – A child escaped unhurt from the ruins of the building that collapsed yesterday.
– Really? What a relief!
- – Brave firemen rescued an elderly couple that was caught in a burning building.
– That's great news!
- – Firemen found animals and birds that had been burnt in the forest fire on Mt. Parnitha.
– How terrible! Some of them, especially the deer, are endangered species.

Lesson 6 – Life on the Water**1. Vocabulary, pp. 31-32****1.1**

- | | |
|----------------|---------------|
| 1. accompanied | 4. flooded |
| 2. remarkable | 5. lay |
| 3. equipment | 6. structures |

1.2**Missing word:** Camels**1.3**

- | | |
|----------------|-------------|
| 1. wrapped | 4. imposing |
| 2. constructed | 5. dragged |
| 3. managed | |

Extra words: dedicated, preserved**1.4**

- | | |
|------------------|--------------|
| 1. sophisticated | 5. preserved |
| 2. lasted | 6. internal |
| 3. fertile | 7. removed |
| 4. dedicated | |

These words have a slightly different meaning in a different context.

2. Language focus, pp. 33-35**2.1**

- Workers had begun the excavations - Past Perfect

- They stopped to ask for information - Simple Past
- Actions happening at the same time - Past Continuous
- Actions happening one after the other - Simple Past
- They found the ruins - Simple Past
- Yes (they are still living there) - Present Perfect Simple
- No (they aren't living there now) - Simple Past

2.2

- | | |
|---------------|------------------|
| 1. shared | 6. wove |
| 2. was | 7. had travelled |
| 3. had cooked | 8. made |
| 4. fed | 9. sold |
| 5. cared | 10. worked |

Extra verb: open**2.3**

- | | |
|---------------------------|--------------|
| 1. have you ever wondered | 6. left |
| 2. didn't use | 7. ✓ |
| 3. wrote | 8. had dried |
| 4. cut | 9. rubbed |
| 5. ✓ | 10. ✓ |

2.4

- After Khufu **had become/became** pharaoh in 2606 BC, he **decided** to build the biggest pyramid that anyone **had ever built** before.
- Before construction **began**, the architects **had already drawn** up plans and **shown** them to the Pharaoh.
- From sunrise to sunset workmen **cut** huge blocks of stone from quarries and others **took** them to the building site.
- As many as 30,000 people **worked** on this huge project. There **were** craftsmen and many peasants. Some of them even **carved** their names in the giant blocks.
- They **used** the stone blocks only after they **had rubbed** and **smoothed** their surface carefully.

6. The workers **dragged** the blocks up earthen ramps to the top after they **had tied** them securely with ropes and **put** them in place.

7. Sometimes after a long tiring workweek **had gone** by, the labourers **sat** down to a feast of roast fish and wine!

Unit 3: Time Out

Lesson 7 – Get on Board

1. Reading, p. 36

Ss complete the questionnaire. Explain any unknown vocabulary if necessary. Ask Ss to report back to class what type of holiday-maker they are.

2. Vocabulary, pp. 37-38

2.1

1g, 2a, 3e, 4h, 5c, 6f, 7b, 8d

2.2

- | | |
|-----------------|------------------|
| 1. destination | 5. currency |
| 2. brochure | 6. luggage |
| 3. resort | 7. accommodation |
| 4. reservations | |

Extra word: admission

2.3

- | | |
|--------------------|----------------------|
| 1. check-in | 5. stewards |
| 2. boarding card | 6. runway |
| 3. hand luggage | 7. baggage reclaim |
| 4. overhead locker | 8. terminal building |

2.4

1e, 2f, 3b, 4a, 5d, 6c

2.5

- | | |
|---------|---------|
| 1. on | 4. off |
| 2. down | 5. up |
| 3. out | 6. into |

3. Language focus, pp. 38-39

3.1

- | | |
|---------------|---------------|
| 1. travelling | 5. fly |
| 2. visiting | 6. flying |
| 3. learning | 7. travelling |
| 4. to come | 8. waiting |

3.2

- 1e. bird watching
- 2g. scuba diving
- 3h. parachute jumping
- 4b. rock climbing
- 5a. water skiing
- 6j. hang gliding
- 7c. kite surfing
- 8f. off road cycling
- 9k. ice skating
- 10i. roller blading / skating

3.3 Ss can follow the example. They can expand their dialogues and find out more about these activities and their classmates' likes and dislikes. If necessary, provide them with another example.

- Have you ever tried any of these activities?
- Yes, actually I'm keen on rock climbing. I've been a member of a climbing club for 2 years.
- Why do you like it?
- I enjoy exploring new places and being close to nature.
- Is there any other activity you would like to do?
- I'd like to go scuba diving because sea life is very interesting.

4. Listening: Booking a holiday, p. 39

TRANSCRIPT

Travel Agent:

Siegel's Travel Agency, how may I help you?

Girl:

Hello, Um... I was looking through one of your brochures on Adventure Holidays and they seemed very interesting! A group of my friends

and I were thinking of doing something different on our holidays this year, so if you could give me some information.

Travel Agent:

Of course! Anything at all! Is there a specific holiday that caught your eye?

Girl:

Well, yes, as a matter of fact there is. The Mountain Trail Hiking Holiday.

Travel Agent:

Ah, yes! A lovely choice...it's one of our most popular actually...What would you like to know?

Girl:

OK. Well first of all, the dates we're interested in are from 15 July to the 20th.

Travel Agent:

Hmm. Let me see. That's peak season of course. And things are a bit rushed. Hmm. How many of you are there?

Girl:

Eight.

Travel Agent:

Yes. I think we'll be able to arrange something for 8 people. But not from the 15th. The first opening I have here is on the 16th. Is that OK? From the 16th to the 20th.

Girl:

Yes, I guess so.

Travel Agent:

Would you like me to book rooms for you?

Girl:

Yes. But before we do that, I'll need a few details.

Travel Agent:

Of course.

Girl:

What's the name of the hotel?

Travel Agent:

The Royal Hotel, a 4-star hotel.

Girl:

Is it near the hiking trails?

Travel Agent:

Yes, of course. The Royal Hotel is situated at the foot of the mountain near the trails in beautiful countryside.

Girl:

Do you have a telephone number for the hotel?

Travel Agent:

Of course. It's **area code 603 4219205, that's 603 4219205**.

Girl:

Thank you. Now, are there any other facilities at the hotel? What else can we do there?

Travel Agent:

I think you'll find that we have something for everyone! Apart from the **indoor** and outdoor swimming pools, there are 2 tennis **courts**, open all day, a football pitch, a mini-golf course and special trails for mountain **biking**. Oh and of course you can relax at the spa.

Girl:

That sounds great. Let me ask you something about the hiking. Will there be a guide to take us along the mountain trails? We wouldn't want to get lost!...

Travel Agent:

Of course there are experienced guides on demand. **They cost an extra 100 euros for 5 hours**.

Girl:

Will we need special equipment?

Travel Agent:

Well, not really! But you'll need **suitable clothes, and good sturdy hiking boots**.

Girl:

Hmm. OK. that sounds good! Um. One last question. The rooms, what about rooms?

Travel Agent:

Let me see what's available on the dates you mentioned. The 16th to 20th. Well I guess you're in luck! I have four double rooms.

Girl:

How much are they?

Travel Agent:

Double rooms are 80 euros per night, a full breakfast is included.

Girl:

That sounds reasonable. I think we'll book our holiday now because later may be too late! There are also some things...

- | | |
|---|-------------|
| 1. 16 th – 20 th July | 6. biking |
| 2. Royal Hotel | 7. 100 |
| 3. 6034219205 | 8. suitable |
| 4. indoor | 9. hiking |
| 5. tennis courts | 10. double |

5. Everyday English, p. 40

Go through the expressions used for asking and giving directions and explain any unknown words. Ss work in pairs and use the map and the language in the boxes to act out short dialogues for the situations given.

6. Getting around London, pp. 41-42

Ask Ss to read the text and the directions below the map in order to identify the places on the map and write their names in the boxes provided.

1. British Museum
2. St Paul's Cathedral
3. Big Ben
4. London Eye
5. Buckingham Palace

7. Listening, p. 42

TRANSCRIPT

All right everyone! Please sit down... Are you all in your seats? Madam, please take your seat so we can begin.

Now, if you could all take out your maps. Good... I'm going to very briefly go over the sights we'll be stopping at, so please find them on your maps and mark them with a number in the order we will be visiting them.

OK... Now, as you can all see, we are at Hyde Park. The first sight on our tour is **Marble Arch**, right in front of us, in the corner of the park. That's **number one**. Doesn't it remind you of ancient Greek and Roman arches? OK, now after that, we'll be passing directly in front of the Planetarium and **Madame Tussaud's**. That's straight up ahead in Marylebone road. The planetarium has a big dome on top and right

next to it is Madame Tussaud's, the famous wax museum. This is stop **number 2**. It's really unbelievable! Life-size wax figures which look so real that visitors want to touch them. Now, put down a number two there, and let's move on. We're going to pass the British Museum and St. Paul's Cathedral, and we're going to go a bit to the east along the banks of the river Thames. It's such a beautiful sight! We're going to go as far as **Tower Bridge** – put down a **number three** at the bridge and maybe – if there's enough time, we can stop so you can visit the Tower of London. Some people say it's haunted... Who knows, we might bump into a ghost or two... Anyway, that's number 3, all right? Now, we'll be moving west after that, towards the London Eye. We won't be stopping there, but, across the bridge, next to Big Ben, we'll take a look at the **Houses of Parliament** – put down a **number 4** there.

At the end of our tour comes the fun part for those of you who want to do some serious shopping. Moving north, past Nelson's Column in Trafalgar square is Regent street. At the south end of Regent street is the **Trocadero**, a big shopping mall. That's our final stop, so write down **number 5**. You'll have two hours to do your shopping there. Any questions? All right then? Let's begin our tour...

1. Marble Arch
2. Madame Tussaud's
3. Tower Bridge
4. Houses of Parliament
5. Trocadero

Lesson 8 – What an Experience!

1. Vocabulary, pp. 43-45

1.1

- | | |
|----------------|-----------------|
| 1. sensational | 5. attractions |
| /spectacular | |
| 2. thrills | 6. breathtaking |
| 3. giggle | 7. unlimited |
| 4. variety | 8. admit |

1.2

At a party: gifts, guests, invitation, music and dancing, drinks and snacks

On your PC: keyboard, surfing the Internet, monitor, chat-room

At the theatre/cinema: audience, reservations, ticket booth, director, actor, queue, play, reviews, subtitles, aisle, row, music and dancing, performance

At a restaurant: main course, bill, reservations, starter, order, dessert, queue, reviews, tip

1.3

1. to book a ticket
2. to attend a performance
3. to pay the bill
4. to go on-line
5. to make a toast
6. to wait in a queue
7. to order a meal
8. to congratulate the actors
9. to accept an invitation
10. to make a reservation

1.4

1. order a meal
2. go on-line
3. make a reservation
4. wait in a queue
5. pay the bill
6. book a ticket
7. make a toast
8. accept an invitation

2. Language focus, p. 46**2.1**

1. are you going to do, I am going to take, 'll come
2. is going to buy, is going to drop, 'll help
3. 'll take, 'll have
4. is going to rain, starts, does it begin
5. is she going to do, will see
6. finishes
7. Are you coming, 'll see

2.2

1. When you finish ...
2. ...does (the play) start?
3. ...I will join...
4. ...opens.
5. Correct
6. ... are attending / are going to attend ...
7. ...are having a party.

3. Everyday English, p. 47-48**3.1**

1. How about ...
... a great idea.
2. ... can we do ...
... don't we go ...
... don't really feel like ...
... let's do that.

3.2**TRANSCRIPT**

1. – Where shall we go tonight?
– **How about** going to the cinema?
– Yes, that's **a great** idea! There's a new science fiction film on.
2. – What **can we do** at the weekend?
– Why **don't we go** on a trip?
– Well, I **don't really feel like** it. Let's invite some friends.
– OK, **let's do that**.

3.3**Asking for suggestions**

What shall we do tonight?

What can we do this weekend?

Where shall we go for?

Making suggestions

Do you fancy going out tonight?

What about / How about going to?

Would you like to go to?

Why don't we go to?

Let's spend the weekend in ...

It would be a good idea to...

Accepting suggestions

That seems all right.
That sounds great!
OK, let's do that.
Yes, that's a good / great idea.
That would be nice.

Refusing suggestions

Well, I'm not sure. I don't really like...
Well, I think I'd rather / I'd prefer to
I don't really feel like...
I don't think that's a good idea because...
I've got a better idea.

4. Roleplay, p. 48

Allow Ss a few minutes to read their role card and think about what they are going to say. Tell Ss that they should listen to their partner carefully before formulating their own response. Remind them that although they may have different preferences, they should try to agree on a certain plan. Tell Ss not to worry about making mistakes. The focus here is on fluency rather than accuracy.

Lesson 9 – ...Let the Games Begin!

1. Vocabulary, pp. 49-50

1.1

DO: aerobics, tae-kwon-do, gymnastics, weight lifting
GO: running, cycling, horse racing, swimming
PLAY: football, golf, tennis, basketball

1.2

Do: yoga, judo / **Go:** rowing, skiing / **Play:** ice-hockey, baseball

1.3

track: running, cycling, horse racing
court: tennis, basketball
pitch: football
course: golf
gym: aerobics, gymnastics, tae-kwon-do, weight lifting

1.4 / 1.5

1. boots: walking / hiking / climbing
2. mat: gymnastics
3. rope: climbing
4. racket: tennis
5. club: golf
6. stick: hockey
7. helmet: cycling
8. parallel bars: gymnastics
9. rollerskate: rollerskating
10. trainers: running (nearly every sport)
11. javelin: javelin throwing

1.6

1. False: for baseball and table tennis you need a bat, for golf you need a club
2. True
3. True
4. False: tennis is played on a court
5. True
6. True
7. False: they're the spectators
8. True

2. Listening, pp. 50-51

2.1

1. A 2. D 3. C 4. B

TRANSCRIPT

Speaker A:

Rollerblading is really the best sport! Your rollerblades get you around fast and it's great exercise for the whole body. It may not be for everyone of course. It can be quite dangerous – when you're playing roller-hockey for example you can get hit by a hockey stick or someone might knock you down! This hasn't happened to me but of course I'm always very careful!...

Speaker B:

Tennis is my hobby. I've only been playing for a few months, so I'm not very good, but I try to go as often as I can! About 2 or 3 times a week I put on my trainers, grab my racket and tennis

balls and head for the tennis court. I really can't think of a better way to spend my free time!

Speaker C:

I joined my mountain-climbing club 3 years ago and I've climbed over a dozen mountains since! Many people think climbing is difficult and dangerous but if you're careful, it's not. You must always wear a helmet and special boots so that you don't slip and fall – and most of the times you're safely tied to other climbers with a rope, so don't worry! It's easier than it looks.

Speaker D:

I'm a gymnast – I've been training for 12 years; since I was 7! I'm hoping to become good enough to qualify for the Olympics! I train every day trying to perfect my jumps and vaults on a special mat. I'm quite good but I need some more work on the parallel bars. They seem to be the hardest for me, but I won't give up trying.

TRANSCRIPT + Answers:

e.g. She won the medal, didn't she? **(rising)**
Nice day, isn't it? **(falling)**

1. The cyclist was injured, wasn't he? **(falling)**
2. Football rules are international, aren't they? **(falling)**
3. They went dancing yesterday, didn't they? **(rising)**
4. He doesn't go to the gym every day, does he? **(falling)**
5. You'll help me with the project, won't you? **(rising)**
6. You've spent a lot on this equipment, haven't you? **(rising)**
7. You aren't going to do more exercise, are you? **(falling)**
8. John can't participate in the competition, can he? **(falling)**

3. Language focus, pp. 51-53

3.1

2. ... is it? No, it isn't yet, because it hasn't got any rules or referees.
3. ... aren't there? Yes, there are.
4. ... were there? No, there weren't because of World Wars I and II.
5. ... have they? No, they haven't.
6. ... can he? Yes, he can.
7. ... isn't it? Yes, it is.
8. ... don't they? Yes, they do. Because of their weight, they often have heart trouble and die young.
(Explain that 'have' is not always an auxiliary verb. In this case it takes do / does to make questions).
9. ... doesn't it? Yes, it does.
10. ... didn't it? No, it didn't. It remained unbroken for 23 years.

3.2

1. so
2. such
3. so
4. such
5. so
6. such

3.3

1. too
2. enough
3. too
4. enough
5. enough

3.4

1. so
2. too
3. such
4. so
5. so
6. enough
7. enough
8. enough
9. too

3.5

1. I have too many responsibilities to go on holidays.
2. Peter plays football well enough to be a professional football player.
3. Mary doesn't have enough free time to go on holiday. / has too little free time...
4. Tom is tall and fit enough to be a basketball player.
5. George is too busy to take up a sport.
6. It's windy enough today to go windsurfing.

3.6

1. She has such a lot of / so many hobbies that she doesn't have time for her studies.
2. Scuba diving equipment is so expensive that I can't afford it.
3. It's so hot that we can't go running.
4. She's so adventurous that she may try bungee jumping.
5. It's such good weather today that we can go swimming.
6. They're such good skaters that I can't compete with them.

Unit 4: Let's change our schools

Lesson 10 – Looking at Other Schools

1. Vocabulary, pp. 54-56

1.1

1. involve
2. elect
3. grateful
4. extracurricular
5. discipline
6. fortune
7. experiment

1.2 underestimate: to not understand how large, strong or important sth is or how skillful, intelligent and determined someone is

overcrowded: containing too many people

- | | |
|-----------------------|----------------|
| 1. overcharged | 5. underpaid |
| 2. is underachieving | 6. overdo |
| 3. underdone | 7. overcrowded |
| 4. have overestimated | |

1.3

1e, 2h, 3a, 4f, 5g, 6b, 7c

Extra: d

1.4

- | | |
|------------------|-----------------|
| 1. break the law | 5. break a rule |
|------------------|-----------------|

- | | |
|--------------------|------------------|
| 2. break the news | 6. break a habit |
| 3. break a record | 7. break the ice |
| 4. break a promise | |

1.5

1. headmaster
2. nursery
3. fees
4. degree
5. take
6. boarding
7. attended
8. research

1.6

- | | |
|--------------|------------|
| 1. countries | 4. band |
| 2. languages | 5. foreign |
| 3. variety | 6. charity |

2. Language focus, pp. 56-58

2.1

Part A

Suggested questions:

1. What is a typical school day / your school day like in England?
2. What subjects do you study / do at school?
3. How long are your holidays?

NOTE:

IT: Information Technology

PE: Physical Education

Part B

1. have to / must 4. must / have to
2. don't have to 5. must
3. don't have to

2.2

1. private / public
2. state
3. secondary
4. university
5. primary

2.3 Suggested answers:

- You shouldn't speak with your mouth full.
- You shouldn't interrupt others when they are speaking.
- You should cover your mouth when you cough or sneeze.
- You should say 'hello' when you meet a neighbour.
- You shouldn't point at others.
- You mustn't smoke in public places.
- You should buy a present when you're invited to somebody's home.

3. In a Summer School, p. 59**3.1 Suggested answers:**

language lessons, sports, games, competitions, performances, excursions, parties, etc.

3.2

- | | |
|--------------|--------------------|
| 1. Sports | 6. London |
| 2. Lessons | 7. Scottish |
| 3. games | 8. Arts and Crafts |
| 4. swimming | 9. Project |
| 5. 9 o'clock | 10. Free |

TRANSCRIPT

Hello everyone and a very warm welcome to Haileybury College and the International Student Club Summer School. I'm delighted that you've all made it from your various countries and I'm sure we're going to have a great time together for the next few weeks, I'd – I'd like to begin by giving you some information on the programme that we're going to follow here. So, every day you will have four English lessons. Before we put you into classes, we will give you a placement test, so this is what we're going to do on Monday morning. On **Monday afternoon** we start our activity programme. We've got a lot of – lots of activities staff here, who are going to do **sports** with you, and we're going to be doing arts and crafts and lots of fun things. So sports will begin on Monday afternoon. On Monday evening we're doing a 'welcome' disco in the Big School. So please all come along to the welcome disco and get to know your new friends. On **Tuesday morning**, we'll all be in **lessons**. After lunch, we're all going to Hertford, where we will be welcomed by the town Mayor and then we'll do a town trail of Hertford, with your teachers, going around, looking at the interesting ... buildings and places in the town. On **Tuesday evening**, instead of dinner there's a barbecue, and after the barbecue, we'll have some **games** organised for you so we'll do, we'll do things like volleyball and football and rounders, which is a traditional English game. On Wednesday morning, we have some sports for you again. On **Wednesday afternoon** there are lessons again. And then, there is a special treat. You can all do **swimming** for an hour after lessons. For **Wednesday evening** we've organised a talent show, in the Theatre, **at 9 o' clock**. We want you all to participate and show us what you can do, so you could sing or you could dance or do anything you want to do, but it's your show, on Wednesday night. On **Thursday**, we're going on a **full day trip to London** to see the sights. Then we're going to go to the British

Museum by coach, where you will have about, probably about an hour, or an hour and a half, to look at the exhibits there. **In the evening**, after dinner, we've got some **Scottish dancers** coming into the school, to teach you how to do Scottish dancing, so, I hope that you will all join in because it's really great fun. On Friday morning, we have lessons again, all morning, and then during the afternoon, we have sports or ... arts and crafts. On Friday night we have one of the major events of the course; we have our International Evening, where all of the students put on a show, to present something from their country. So again, you may sing or dance or do any kind of performance, something that is typical of your home country, so that all the other students can learn a little bit about your culture. On Saturday morning, we have lessons, because our full-day trip is on Thursday during the week, so we have lessons on **Saturday** morning. **After lunch**, we'll be doing **arts and crafts**, and then, in the evening, we have our Project presentations in Bradby. You will be working on your projects all week in class with your teachers, and on **Saturday evening** we have the big **Project Show**. It's a very nice show and I know that you will all work very hard for it. So good luck with that one. **Sunday** is a **free day** and you can have a very lazy day on site. We tend to have a late breakfast, then we go for a walk, we have lunch, generally we just, we kind of catch up a little bit. So Sunday is a free day. And then on Sunday evening we have our sports tournament finals. So, please put your names down for the tournaments. We want you all to participate and we'll have prizes for the winners of all tournaments. So that's our programme for the week. I hope you will enjoy it and join in everything, and I hope you'll have a lot of fun. Thank you very much.

3.3 Suggested answer:

The programme offers students language lessons. But a foreign language is not only

learnt through lessons. A very effective way to learn a foreign language is to be exposed to natural speech and to be given plenty of opportunities to use this language in real-life situations. Any kind of social interaction (parties, shows, excursions, etc.) where the means of communication is English is a great opportunity to practise and learn it.

The programme also offers a lot of opportunities for physical activity through sports, tournaments, etc.

Last but not least, leaving home, travelling on their own, being responsible for themselves, meeting new people, staying in a foreign country and learning about its language and culture, are some of the things that help young people discover themselves and the world around them.

Lesson 11 – Schools Change through Time

1. Vocabulary, pp. 60-62

1.1 1c, 2e, 3a, 4f, 5b, 6d

1.2

1. motivating – boring
2. disciplined – chaotic
3. relaxed – demanding

1.3

- | | | |
|---------------|--------------|----------------|
| 1. motivating | 3. relaxed | 5. chaotic |
| 2. boring | 4. demanding | 6. disciplined |

Optional:

Ask Ss to use the words in 1.3 to describe other everyday situations.

e.g. He is a demanding employer. He wants everything to be perfect.

1.4

- | | | |
|---------|---------|----------|
| 1. do | 5. make | 9. do |
| 2. make | 6. do | 10. make |
| 3. make | 7. do | |
| 4. do | 8. do | |

1.5

1. making progress
2. Don't make noise
3. do my homework
4. do harm
5. making an effort
6. You've made a mistake

1.6 1c, 2e, 3a, 4d, 5b**1.7**

1. begins to fly
2. left without telling anyone where he was going
3. has had a sudden success
4. remove

1.8

1. doctor, social worker, nurse
2. scientist
3. software designer, computer programmer
4. journalist
5. electrician, mechanic, engineer
6. actor, architect, musician
7. bank clerk, accountant

Ss can work in pairs or groups of four and tell each other what they would like to do when they finish school. Help with vocabulary if necessary. Have some Ss report back their answers.

1.9 Suggested answers:

1. What do you do? / What's your job?
2. Where do you work?
3. What does your job involve?
4. How much holiday do you get?
5. Do you do / work overtime?
6. What do you enjoy most about your job?
/ How does your job make you feel?

2. Language focus, p. 63**2.1**

1. They may be in the chemistry lab.
2. Our school might get new software.

3. We could get a new library in our school.
4. I may not attend the history class today.
5. The professor might not be in the office.

2.2

1. making a request / describing ability
2. expressing possibility
3. expressing necessity
4. expressing lack of necessity
5. expressing prohibition
6. asking for permission
7. giving advice
8. describing ability

2.3 Suggested answers:

1. You should join the art club. You may / could find it interesting.
2. Can / Could we have a short break after the test?
3. Students must / have to be on time for classes.
4. Students mustn't use mobile phones in the classroom.
5. We may / might / could organise a bazaar for charity reasons.
6. Can / Could I ask you a question, please?
7. You don't have to help with the chores today.
8. I had to send e-mails to all my friends.

3. Speaking, p. 64**3.1** 1F, 2F, 3F, 4T, 5T

3.2 Knowledge of English, experience in sports and group activities, organisational skills, patience, kindness, prior experience

4. Everyday English, p. 65**4.1** 1e, 2a, 3b, 4d, 5c, 6g, 7f**4.2 Suggested answers:**

1. – Can I borrow your CD player?
– Yes, go ahead. I don't need it right now.
2. – Is it OK if I invite some friends for the weekend?

- No, I'm sorry, you can't.
- 3. – Could I use your e-mail?
– Yes, of course.
- 4. – May I bring food to the classroom?
– Of course not. Food is not allowed in the classroom.
- 5. – Can I go swimming after school?
– No, I'm afraid not.
- 6. – Is it all right if I sit at your table?
– Yes, certainly.

Lesson 12 – Change: An Ongoing Process

1. Vocabulary, pp. 66-68

1.1

1. script
2. carving
3. estimated
4. converted
5. conventional
6. revolutionise
7. alternative
8. time-consuming

The word in the boxes: printing

1.2

- | | |
|----------------|-------------------|
| 1. estimated | 5. time-consuming |
| 2. carving | 6. revolutionise |
| 3. script | 7. conventional |
| 4. alternative | 8. converted |

1.3

- | | |
|------------|----------------|
| 1. advance | 4. rush |
| 2. spread | 5. viewed |
| 3. durable | 6. undoubtedly |

1.4 1c, 2a, 3b

Suggested examples:

1. This doll has movable arms and legs.
2. Items made of stone are durable.
3. It's unthinkable that his parents won't let him have a party.

1.5

- | | |
|-----------------|-----------------|
| 1. changeable | 9. breakable |
| 2. expensive | 10. admirable |
| 3. attractive | 11. reliable |
| 4. suitable | 12. traditional |
| 5. acceptable | 13. industrial |
| 6. enjoyable | 14. inventive |
| 7. creative | 15. political |
| 8. conventional | |

1.6

- | | |
|-----------------|------------------------|
| 1. changeable | 5. enjoyable |
| 2. conventional | 6. breakable/expensive |
| 3. reliable | 7. industrial |
| 4. inventive | 8. traditional |

2. Language focus, pp. 68-69

2.1 1d, 2e, 3a, 4f, 5g, 6c, 7b

1. Leonardo da Vinci is the artist who sketched the first flying machine.
2. Mozart is the musician who had composed 3 symphonies by the age of eleven.
3. Roald Dahl is the author who wrote "Charlie and the Chocolate Factory".
4. Magellan is the explorer who sailed around the world first.
5. Seferis and Elytis are the Greek poets who received the Nobel prize in Literature.
6. Louis Braille is the teacher who invented printing for blind people in 1829.

2.2

- | | |
|-------------------|----------|
| 1. (which / that) | 5. which |
| 2. (which / that) | 6. whose |
| 3. who | 7. who |
| 4. (who) | 8. where |

2.3

- | | |
|-----------------|---------------|
| 1. which / that | 5. whose |
| 2. who / that | 6. whose |
| 3. ✓ | 7. which |
| 4. ✓ | 8. who / that |

2.4

1. The students who/that participated in a writing competition wrote short stories.
2. Jenny found the CD player (which/that) someone had left on the bus.
3. I've lost a book whose cover is black and white.
4. It was the day of the exams when we had a quarrel.
5. We visited a new school where many foreign students go.
6. I have a new friend whose father is a famous writer.

3. Pronunciation, p. 69**3.1**

/ɒ/: plot, modern, often

/ʌ/: cover, other

/ɔ:/: form, more, ordinary

3.2

- | | |
|------------|----------|
| 1. clock | 4. story |
| 2. mother | 5. won |
| 3. nothing | 6. war |

Unit 5: The arts**Lesson 13 – Quite an Art!****1. Vocabulary, pp. 70-71****1.1**

- | | |
|--------------|---------------|
| 1. civil war | 4. eyewitness |
| 2. reveal | 5. stunned |
| 3. massacre | 6. mural |

1.2

- | | |
|---------------|---------------|
| 1. suffering | 5. criticised |
| 2. experience | 6. depicts |
| 3. chaos | 7. interpret |
| 4. crammed | 8. immense |

1.3

- | | |
|--------------|---------------|
| 1. drawings | 5. sculptures |
| 2. mixture | 6. painted |
| 3. materials | 7. landscapes |
| 4. marble | 8. decorate |

Extra word: murals

1.4 Materials people used in their artwork: soot, copper, glass, seashells, chalk, rocks, clay, soil, gold, stones, terracotta, bronze, marble, silk, paper, wood, metal.

2. Language focus, p. 72**2.1**

- | | |
|------------------|---------------------|
| 1. are mixed | 5. are often stolen |
| 2. are used | 6. is admired |
| 3. are cleaned | 7. is used |
| 4. are dissolved | |

2.2

1. Valuable paintings are kept in museums.
2. Works of art are bought at auctions.
3. Museums are guarded by security guards.
4. An old painting is often examined by specialists.
5. Famous paintings and sculptures are often copied by other artists.
6. The Prado Museum is visited by thousands every year.
7. The Louvre is cleaned and locked every evening.
8. Visitors are admitted to some museums after a fare is paid.
9. Sometimes works of art are stolen from museums and are never found.

10. Tours are organised by guides in some museums. Visitors are informed about the exhibits and are led through the whole museum.

3. Artists and their styles, pp. 73-74

3.1

- | | |
|-----------------|----------------|
| 1. was | 10. of |
| 2. that / which | 11. with |
| 3. went | 12. which |
| 4. as | 13. at |
| 5. had | 14. many/other |
| 6. an | 15. where |
| 7. when | 16. until |
| 8. could | 17. for |
| 9. called | |

3.2

1. T, 2. F, 3. T, 4. T, 5. F, 6. F

4. Everyday English, p. 74

4.1

- 1b, 2c, 3d, 4a

4.2 Ss follow the example to act out short exchanges. You can provide them with more expressions for asking for and giving an opinion.

More expressions

Asking for an opinion

Have you got any comments on / regarding ...?
What is your reaction to ...?
What are your feelings about ...?

Giving your opinion

I don't think that ...
I'd say ...
As I see it ...
In my view ...
From my point of view ...
It seems to me ...
To my mind ...
If you ask me, ...

Lesson 14 – It's Music to my Ears

1. Vocabulary, pp. 75-77

1.1

- metal
- sound
- drum
- instrument
- musicians
- materials

1.2

wind: flute, trumpet, clarinet, bagpipes, harmonica, tuba, recorder

stringed: violin, viola, cello, harp, piano

percussion: drums, castanets, gong, xylophone, triangle, tambourine

1.3

1. pianist, 2. violinist, 3. saxophonist, 4. cellist, 5. guitarist, 6. flautist

1.4

people: trumpeter, songwriter, composer, drummer, conductor, audience

musical instruments: guitar, saxophone, bells, mandolin

kinds of music: jazz, classical, folk, rock

musical terms: band, orchestra, choir, harmony, note, tune, melody, rhythm, lyrics, record (n)

verbs: perform, rehearse, compose, record (v)

1.5

- 1F (three - Oscar, Richard, Johann), 2T (1813), 3T, 4F (at the age of 5), 5T, 6F, 7T.

2. Language focus, pp. 77-78

2.1

- | | |
|-----------------|-----------------|
| 1. are sent | 5. are sold |
| 2. are written | 6. are given |
| 3. (are) given | 7. is presented |
| 4. is announced | 8. are awarded |

2.2

1. It was held in Stewart Music Hall.

2. Short speeches were given by celebrities.
3. The winners were announced by young musicians.
4. A film on the History of European Music was shown.
5. British singers were invited to sing.
6. The audience was amazed by the dance show.
7. Money was raised for homeless people by the celebrities.

2.3

- | | |
|-----------------------|-------------------|
| 1. gathered | 5. were raised |
| 2. urged | 6. was |
| 3. was joined | 7. watched |
| 4. was also organised | 8. are not asking |

NOTE: U2 is a famous rock band and Bono is their lead singer. He is very well-known for his humanitarian work, he has donated thousands of dollars to worthy causes and was nominated for the 2005 Nobel Peace Prize.

3. Song and Music, p. 79

3.1 Title of the Song: 'Just be True to you'

- | | |
|----------|---------|
| 1. tears | 5. same |
| 2. much | 6. who |
| 3. away | 7. one |
| 4. lean | 8. true |

3.3

1d, 2g, 3b, 4e, 5i, 6f, 7a, 8c, 9h, 10j

Lesson 15 – Acting Up!...

1. Making a choice, pp. 80-81

1.1 Ask Ss to read the advertisements about these theatre productions. Then have them work in groups to reach an agreement on the performance most suitable for their class, taking into consideration the age of the students, the theme of the play and its duration. Have the groups report back their choices and give reasons.

NOTE: West End is the area with the highest concentration of theatres in London.

1.2

1. 'Stones in his Pockets'
2. 'Hamlet'
3. 'Spot's Birthday Party', 'The Lion King'
4. 'Cats', 'The Lion King'
5. 'The Mousetrap'
6. 'Cats', 'Singing in the Rain'
7. 'Les Miserables', 'The Phantom of the Opera'

Optional:

Most of these plays have been made into films and most of the soundtracks exist on CDs. Ask Ss to choose one they like and bring it to class to view / listen to with their classmates.

2. Vocabulary, pp. 82-83

2.1

- award-winning comedy
- longest-running, hugely popular, spectacular and tense musical
- longest-running play
- captivating mystery
- fantastic, superb costumes
- charming, award-winning show
- special effects

If you want to make the task more demanding, ask Ss to find more adjectives that can describe these nouns.

Suggested answers:

side-splitting / hilarious comedy
 entertaining musical
 magnificent / moving / gripping play
 chilling / thrilling / violent mystery
 stunning / impressive costumes
 sold-out show
 realistic / life-like effects

2.2 1d, 2f, 3e, 4a, 5b, 6c

2.3

- | | | |
|-------------|-------------|-------------|
| 1. play | 4. leading | 7. dressing |
| 2. roles | 5. set | 8. audience |
| 3. director | 6. costumes | 9. seats |

- | | | |
|-------------|-------------|-------------|
| 10. curtain | 12. lines | 14. critics |
| 11. stage | 13. applaud | 15. reviews |

2.4

- | | |
|--------------------|---------------|
| 1. hatred | 5. misfortune |
| 2. feast | 6. joy |
| 3. in disguise | 7. confessed |
| 4. caught sight of | 8. despair |

2.5 1e, 2b, 3c, 4a, 5d

2.6

1. recover consciousness
2. happen again
3. change my mind and agree
4. visit

3. Pronunciation, p. 84

3.1

- /ə/: theatre, comedy, daughter
 /eɪ/: lane, play, stage
 /ɜ:/: world, return

3.2

- | | | |
|-------------|-------------|-------------|
| 1. word | 3. together | 5. take |
| 2. portrait | 4. superb | 6. maintain |

4. Language focus, pp. 84-86

4.1

- | | |
|----------------------|----------------------------|
| 1. are staged | 5. are sold / will be sold |
| 2. were written | 6. are / will be provided |
| 3. will be directed | 7. is found / can be found |
| 4. will be performed | |

4.2 1.A, 2.P, 3.P, 4.A / P, 5.P, 6.A, 7.A, 8.P

4.3

1. is visited by many tourists
2. were applauded by the audience
3. booked the tickets for the musical
4. create
5. will not be opened by the mayor
6. have played

4.4

1. Many plays and poems were written by Shakespeare.
2. Wind and stringed instruments will be used in the concert.
3. Is rock music played in this club?
4. An art exhibition is held in our school every year.
5. When was 'Guernica' painted by Picasso?
6. Sculptures were not made by Dali.
7. Fireworks were lit on the opening day of the museum.
8. The roles haven't been rehearsed by the students yet.

5. Speaking, p. 87

Ss work in pairs. One is the English friend and the other is the Greek friend who has to transfer the information about the films to his / her English friend. Ss follow the guidelines and discuss the information given in order to decide which film they are going to see. Monitor the Ss and help with vocabulary if necessary.

The task is intended to provide additional practice in asking for and giving information about films. Ss are free to use any language structures available to them to complete the activity. Have 2 or 3 pairs act out the dialogue.

Unit 6: Healthy Living

Lesson 16 – You Are What You Eat

1. Vocabulary, pp. 88-92

1.1

- | | |
|--------------------|--------------|
| 1. nutrients | 3. concerned |
| 2. a balanced diet | 4. improve |

- | | |
|----------------|-----------------------|
| 5. provide | 8. petition |
| 6. nutritional | 9. funding package |
| 7. disgust | 10. make a difference |

1.2

- | | | |
|-----------|----------|-----------|
| 1. smoked | 4. spicy | 7. sour |
| 2. salted | 5. stale | 8. tender |
| 3. raw | 6. fatty | |

1.3 Suggested answers:

- | | | |
|-----------|-----------|-----------|
| 1. stale | 4. spicy | 7. sour |
| 2. smoked | 5. fatty | 8. tender |
| 3. raw | 6. salted | |

1.4

Grains: cereals, bread, crackers, pasta, rice
Vegetables: spinach, peas, lettuce, cabbage, celery, broccoli

Fruits: dried peaches, fruit juice, tinned pineapple, watermelon, plums, pears

Dairy: yoghurt, cheese, ice cream, sour cream, butter

Meat and other proteins: poultry, eggs, pulses, nuts, fish, lamb, beef, pork, salmon

Ss work in pairs and talk about which of the foods they like or dislike. They can mention other foods too. Help with vocabulary if necessary.

Ss can add more types of food to the groups (e.g. *aubergines, courgettes, corn, green beans, onions, strawberries, cherries, melon, grapes, custard, lentils, etc.*)

1.5

- | | | |
|--------------|---------------|-----------|
| 1. variety | 4. grains | 7. dairy |
| 2. nutrients | 5. vegetables | 8. active |
| 3. poultry | 6. dried | |

Extra word: fats

1.6 Mention who is doing what, based on the picture (e.g. *The chef in picture 1 is mashing potatoes*)

2. pouring wine, 3. roasting beef, 4. slicing bread, 5. frying eggs, 6. peeling an orange, 7. baking a cake, 8. chopping onions, 9. draining pasta, 10. stirring soup, 11. sprinkling pepper,

12. grilling a steak, 13. melting butter, 14. boiling broccoli, 15. grating cheese

1.7

- | | |
|----------|-------------|
| 1. Chop | 5. Add |
| 2. Peel | 6. stir |
| 3. grate | 7. Sprinkle |
| 4. fry | 8. bake |

Optional:

- Write a recipe to be published in a magazine for teenagers. Think of your favourite dish or dessert.
- Search the Internet for traditional dishes from the UK or other countries.

1.9 Explain what a 'starter', a 'main course, and a 'dessert' are.

1.10 1e, 2f, 3a, 4g, 5d, 6h, 7b, 8c

2. Language focus, pp. 92-93**2.1**

1. drink / keeps (**coffee**)
2. leave / melts (**ice cream**)
3. uses / smells (**garlic**)
4. makes / goes (**pepper**)
5. don't like / grill (**a steak**)
6. am / prefer (**water**)

2.2 Suggested answers:

1. ... your body gets a variety of nutrients.
2. ... you can eat cheese instead.
3. ... you don't like it fresh.
4. ... they should eat dairy products.
5. ... you will become fitter.
6. ... their parents help them.

2.3

1. don't combine
2. chooses
3. ✓
4. eat
5. if you want

3. Listening, p. 93

3.1. Have Ss guess what Jamie Oliver will mention. Accept all answers as long as Ss can justify them.

3.2 He mentions

- the children's reactions
- his relationship with the dinner ladies
- his feelings
- the heavy schedule

TRANSCRIPT

Interviewer:

When you turned up at school on that first day, were the kids different from what you'd expected?

Jamie:

I had to get used to the 2005 'language' used by children pretty quick, but otherwise **things haven't changed that much**, except some kids are more sophisticated and others are more backward than when I was at school.

Interviewer:

In the series you sometimes had the role of a teacher as much as a chef. Is teaching something you enjoy?

Jamie:

Yeah, I suppose I'm always teaching in kitchens, I do it a lot. In Programme 2, I was a teacher. My job there was to try and understand where the kids were coming from and see if I could persuade them to make better decisions about what they were eating. It wasn't easy – it gave me a reality check on what teachers do, and **how hard it is to be a teacher**.

Interviewer:

What about those teenagers who wouldn't try the food and demonstrated against you. How was that?

Jamie:

Not very much fun. Especially when you're trying to change things and get them to be more open-minded. I wanted to present them

with something different. It really takes time, but when they stopped moaning and got on with it, they didn't want to go back to the old rubbish, 'cos this was much better.

Interviewer:

You had your ups and downs with Nora, one of the dinner ladies. How are you getting on with her now?

Jamie:

She knew I was coming in to experiment, and I took her well out of her comfort zone. But she stuck with it – she could have kicked me out on day two, but she didn't. It's funny really, after the way it started with her, but in the end without her it wouldn't have worked. **She was a huge support**. Nora's a really amazing lady. But dinner ladies like her need supporting with more money.

Interviewer:

What were the high points of making the series?

Jamie:

Seeing the **dinner ladies transformed** and taken to another level. And seeing the **children transformed, too**. Feeling that with my school dinners I could get kids to try new things, and actually enjoy stuff that was much better for them. It was a struggle, though. You want them all to be trying things and they don't want to. But it's gotta be fun, not forced, then slowly, **they'll start to shift**.

Interviewer:

And the low points?

Jamie:

Too many. Trying to change a whole borough, get the teachers and dinner ladies behind me, bring the parents and kids onside. It was very tiring and a bit depressing sometimes. Hard to focus, because it was just so big. And the schedule was exhausting – dreadful.

Interviewer:

Did you achieve what you set out to do?

Jamie:

Yes, and I've still got four people working on school dinners in Greenwich – chefs going into schools to help them to change.

Interviewer:

What have you learnt from doing the series?

Jamie:

One of the most shocking things that I just hadn't realised was how much food is taken on the go, it's not there to be shared or enjoyed. **A lot of kids don't even have a table at home**, they just take their food and go upstairs and eat it in front of their PlayStations. I mean, I like a bowl of noodles in front of the telly, but it's also great to share meals with others, and sometimes it's fantastic for the family to sit down and eat together.

The other really important thing is making parents understand. Parents say: 'My kid eats this or that junk food, and he's all right.' **They don't realise what the long-term effect's gonna be.** It takes a doctor or pediatrician to say to them, your kid's storing up this, that or the other health problem. The information's all there: the statistics show that we're growing more obese, getting more diseases linked with poor diet. If we don't act now, in 100 years what will people think – they'll look back and see, all the signs were there – and they'll say "why didn't they do something?"

3.3 1a, 2b, 3a, 4c, 5a, 6a

4. Everyday English, p. 94

1c, 2a, 3d, 4b

5. Herbs and spices to the rescue, p. 94

Ss become acquainted with the healing and medicinal properties of herbs and spices most of which they are probably already familiar with as they are a part of the Greek diet. For example, they may have drunk chamomile tea, or tasted oregano and rosemary in their mother's cooking. Mastic, which is found exclusively on the Greek island of Chios, is used to flavour many Greek foods and is also used to make chewing gum. Saffron is part of a small flower (crocus) that grows in Kozani among other places in the world and must be painstakingly gathered by hand, making it quite expensive. Ginseng roots have

been a part of the Chinese diet for centuries. Most of these herbs are found easily, so you or your Ss can bring rosemary or oregano sprigs to class for everyone to see and smell.

Ss read the leaflet. Help with any unknown vocabulary. Ask them which of these herbs they are familiar with and what they know about them. Then they read the situations and act out short dialogues in pairs using the information given. Encourage Ss to use the structures and expressions from 4 and any other suitable structures to give advice and suggestions. Have some pairs act out the dialogues to the rest of the class.

Suggested answers:

1. If I were you, I'd include oregano in my diet.
2. If I had the same problem, I'd try drinking chamomile tea at bedtime.
3. I think you should use ginseng and rosemary in your food.
4. Why don't you add oregano to your meals?
5. You could chew some mastic or try saffron in your food.

Lesson 17 – The 'Greenest' Way to School

1. Vocabulary, pp. 95-96

1.1

- | | |
|----------------|---------------|
| 1. alert | 5. congestion |
| 2. performance | 6. emissions |
| 3. confident | 7. demand |
| 4. independent | 8. exhausted |

1.2

- | | | |
|----------------|--------------|--------------|
| 1. emissions | 3. alert | 5. confident |
| 2. performance | 4. exhausted | 6. demand |

1.3

1. confidence
2. strong
3. alertness
4. safe
5. fitness
6. beneficial
7. awareness
8. free

9. health
10. brain
11. emit
12. encouragement
13. perform
14. improvement
15. pollute

1.4

1. work out
2. junk food
3. fitness
4. achievement
5. improve
6. skills
7. promoting
8. concentration
9. motivated
10. alert

2. Reading, p. 97

2.1 1.D, 2.A, 3.E, 4.F, 5.B, 6.C

Missing word: skills

3. Language focus, p. 98

3.1

1. rode / would be
2. walked / would get
3. would perform / didn't eat
4. had / would use
5. took up / would probably be
6. would feel / ate / exercised
7. were / wouldn't try
8. didn't use / wouldn't suffer

3.2

1. If more people cared about the environment, they would recycle.
2. If you don't turn off the lights when you're not in the room, your electricity bill will be huge.
3. If something breaks, mend it, don't replace it.
4. If you don't wear your helmet when you ride your bike, you may be injured.

5. If their habitats weren't polluted, many animals wouldn't die.
6. If this ring weren't made of ivory, I would buy it.
7. We wouldn't waste a lot of water if we didn't take long showers.
8. If the earth's temperature rises more, the polar ice will melt.

4. Speaking, p. 99

Ss carry out the task in pairs. Go around the class monitoring the process and providing assistance where needed. You can ask them to share some of their ideas in class.

5. Pronunciation, p. 99

5.1

/æ/: tram, transport, flat, add

/ɑ:/: car, demand

/eə/: bear, compared

5.2

- | | | |
|---------|-----------|------------|
| 1. air | 3. gland | 5. hair |
| 2. park | 4. charge | 6. married |

Lesson 18 – Going 'Green'

1. Vocabulary, p. 100

1.1 1d, 2f, 3c, 4b, 5g, 6e, 7a

1.2

1. estimate
We were all involved in the environmental programme.
2. distribute
The new road has affected the value of our house.
3. sensitise
These light bulbs don't consume much electricity.
4. monitor
The man had to measure his garden before he could start to plant trees.

1.3 1g, 2h, 3f, 4b, 5e, 6c, 7a, 8d

2. Reading, p. 101

Tell Ss that there are usually key words in a passage that help them link 'previous' to 'following' information. Have them underline these 'key' words before they choose the sentences they think are appropriate. In line 2, 'carbon dioxide' links with 'this' in (d). In line 6, 'One result of this ...' – 'this' is the trapped heat. In line 7, the text talks about warm temperatures and (e) mentions ice melting. In line 9, the sea level rising is what could endanger coastal areas in (b).

1d, 2a, 3e, 4b

Extra: c

3. Language focus, pp. 101-103

3.1 Suggested answers:

1. If the amount of carbon dioxide didn't increase so much, the heat wouldn't be trapped in the atmosphere.
2. Coastal towns and cities will be endangered if the sea level rises in the near future.
3. Unless we change things now, the greenhouse effect will speed out of control.

3.2 Suggested answers:

1. If we commute by bicycle, there will be less traffic.
2. If we pollute the environment, our planet will be in great danger in a few years.
3. If we save our planet, future generations will have a better life.
4. Unless we conserve our resources, they will run out very soon.
5. Unless we increase our efforts to protect the earth, plants and animals will disappear.
6. If we assist the government, the results will be immediate.

3.3

1. Therefore / As a result
2. Therefore / As a result
3. in order not to
4. in order to / to

5. so / therefore,
6. To / In order to
7. in order not to

3.4

1. a. If you waste energy, it slowly dies.
b. If you don't consume energy thoughtlessly, it blooms / will bloom.
c. The digital flower will / can inform you in its own special way if you forget the lights or the air conditioning on.
2. a. On a rainy day, if you put your wet umbrella in the stand, water from it helps / can help your plants grow.
b. If it rains a lot in your country, your plants will grow quickly.
c. Remember to water the plants yourself if it doesn't rain much.

4. Crossword, p. 103

	1.	2.	3.	4.	5.	6.	7.	8.	9.
			T			S			
1.	P	O	L	L	U	T	I	O	N
		X			N				A
2.	T	I	P			W			T
3.			C	O	N	T	A	M	I
	G		I			S			R
4.	A		S			T	R	A	S
5.	S	M	O	G		E		P	A
6.			N					B	I
7.	F	U	M	E	S			L	S
8.	I			D	A	M		O	I
	L				F				
9.	L		G	R	E	E	N	H	O

Unit 7: Embracing our world

Lesson 19 – Against the Odds

1. Reading, p. 104

1.1

1b, 2d, 3a, 4c

1.2

1. courageous (par. 5)
2. loosen (par. 3)
3. grip (par. 3)
4. deadly (par. 3)
5. bravery (par. 5)
6. petrified (par. 4)

2. Vocabulary, pp. 105-107

2.1

- | | |
|------|------|
| 1. b | 5. c |
| 2. a | 6. b |
| 3. b | 7. c |
| 4. c | 8. a |

2.2

- | | |
|--------------|---------------|
| 1. bravery | 6. grab |
| 2. panicked | 7. shore |
| 3. splashed | 8. tow |
| 4. screaming | 9. fearless |
| 5. paddled | 10. qualifies |

Extra word: spin

- 2.3** 1. N, 2. N, 3. N, 4. N, 5. N, 6. V, 7. N, 8. N, 9. V, 10. V, 11. N, 12. N

2.4

- | | | |
|-----------|---------|-------------|
| 1. help | 4. fear | 7. surfaced |
| 2. water | 5. risk | 8. approach |
| 3. dipped | 6. end | |

2.5

- | | |
|----------|------------|
| 1. up to | 4. through |
| 2. after | 5. up |
| 3. into | |

2.6

1. They all admire Amanda. She's very brave.
2. Can you take care of the children while I'm out?

3. They are investigating the causes of the accident.
4. I read a few brochures quickly.
5. I'm finding the meaning of these words in the dictionary.

3. Language focus, pp. 107-108

3.1

- 1 ... that the trapped boy was very scared as he waited for help from the police.
- 2 ... that she had finished her essay on friendship.
- 3 ... to stay home and not let anyone in.
- 4 ... that most of her friends were older than she was.
- 5 ... that I had to support Jim and added that she thought he needed my help.
- 6 ... that he hadn't seen his best friend for a long time because he was studying abroad.
- 7 ... not to worry because she could invite all our classmates to the party.

3.2

- | | |
|---------|---------------|
| 1. says | 6. tell |
| 2. say | 7. say – tell |
| 3. tell | 8. tell |
| 4. told | 9. say |
| 5. says | 10. said |

3.3

Krishna said that the shark had towed him out into the frigid ocean. He said he was / had been very scared so he prayed / had prayed to God. He added that he had tried to get free, but the shark was / had been stronger and had pulled him under the water. Then he went on to say that he had punched it hard on the nose and it had suddenly swum away. Krishna was very grateful to be alive. He said he knew God had been with him that day.

4. Listening, p. 109

- 4.1** Ask Ss to go through the text before they listen, as this will help them focus on the missing information, making the completion of the

listening activity easier. Stress the fact that if they miss any information during the first listening, they will have the chance to listen again. Play the CD twice.

1. help
2. sea
3. blind
4. his son
5. swimmer
6. 50 metres
7. the shore
8. marathons / marathon races
9. climbed
10. medals

TRANSCRIPT

Presenter:

... amazing heroes all around us and we don't even know it! Isn't that true, Andrew?

Andrew:

Yes, that's right. It's true, everyday people just like you and me and, as a matter of fact, the rescue story I have for you today is truly unbelievable, even more special than those we talked about yesterday. And do you know why? Because our story's hero is completely, totally you know what? I won't tell you just listen to my story and find out for yourselves!

Presenter:

I must say Andrew, you've got us all excited and curious? Do go on...

Andrew:

Well ... all right... When David Hurst heard desperate cries for **help** from a panicked swimmer, he plunged into the rough **sea** to save the man's life. What David didn't tell the swimmer until he got him to shore was that he is completely **blind**!

David was playing with **his son** on the beach near his home in Borth, Wales, when he heard the panicked calls of a drowning **swimmer**. So

David jumped into the huge waves and swam out to the drowning man, using the man's cries as a beacon. He was probably only **50 metres** out, but he was tired and kept saying he couldn't get back out. David managed to get him back to the **shore** and that's when he told the man that he was blind. What a shock! Even more of a shock was the fact that David has participated in **marathon races**, he has **climbed** some of the highest mountains and is a judo and water-skiing champion with many **medals** at home! It's really incredible – you can't help but wonder how a blind person could do all that.

Presenter:

Well, I must say that is truly unbelievable! ... Amazing! Thank you, Andrew ... And now those incredible 15-year-olds who managed to ...

4.2

"David has always been a very brave man. His blindness is not a handicap. He can do almost anything he wants to. This is the first time David has rescued someone. I'm very proud of him. I'll never forget this day".

Lesson 20 – Seeing Through a Friend's Eyes

1. Vocabulary, pp. 110-112

1.1

1. whisper
2. sneeze
3. puff and pant
4. whistle
5. scream
6. yell
7. sigh
8. sniff

1.2

- | | |
|-----------|-----------|
| 1. slam | 3. splash |
| 2. rustle | 4. squeal |

- | | |
|----------|--------------|
| 5. bang | 7. crash |
| 6. creak | 8. hum - hum |

1.3

1. smooth (silk)
2. rough (hands, road)
3. stiff (cardboard)
4. sticky (tape)
5. greasy (hair)
6. sharp (knife)
7. fluffy (ball, teddy bear)

1.4

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

1.5

1. tapped
2. groped
3. seized
4. squeeze
5. stroked

1.6

- | | |
|----------------|---------------|
| 1. observation | 5. approached |
| 2. inclined | 6. bawl |
| 3. eager | 7. plain |
| 4. spear | 8. sturdy |

Word in the boxes: elephant

1.7

Ss bring all the senses together in a simple language arts activity called a 'sensory poem'. They may choose their themes, but they must involve all the senses. Holidays, seasons, and other broad concepts make nice topics. Use the poem given as an example. Elicit the five senses (sight, smell, hearing, taste, touch). One of them is addressed in each line of the poem. The first line should include a colour, and the last may include touch or emotion. Ss may put the other lines in any order they choose.

2. Language focus, pp. 112-113

2.1

1. She said that she felt the need for communication with those around her.
2. She added that she began to make simple signs which her parents could understand.
3. She said that when she was unable to express her thoughts, she felt very angry.
4. She said that her teacher had come to reveal all things to her.
5. She went on to say that that day her teacher had made her understand that everything had a name and she added that she had learned many new words.
6. She said that she was lying in her bed thinking over the joy that day had brought her.
7. She said that the following day she would wake with joy in her heart because she could see everything with the new beautiful sight which had been given to her.

2.2

Her teacher replied that love was there in her heart. She told Helen to feel her heartbeats. She added that love was something like the clouds that were in the sky before the sun came out. She explained that she could not touch the clouds but she felt the rain and knew how glad the flowers were to have it after a hot day. She added that she could not touch love either but she felt the sweetness that it poured into everything and that without love she wouldn't be happy or want to play.

Lesson 21 – Friends without Frontiers

1. Vocabulary, pp. 114-115

1.1 Text A

1. vibrant
2. imaginative
3. fortnight
4. exchange
5. multicultural

Text B

6. hardships
7. impact
8. be concerned about
9. globe
10. fundraising

1.2

- | | |
|----------------|-----------------------|
| 1. vibrant | 5. fortnight/exchange |
| 2. impact | 6. concerned |
| 3. hardship | 7. globe |
| 4. imaginative | |

1.3

1. multidimensional
2. multitasker
3. multinational
4. multimedia
5. multicultural
6. multilingual
7. multimillionaire
8. multistorey

1.4

1. Do (you still) keep in touch
2. lost touch
3. get in touch
4. am out of touch

2. Language focus, p. 116**2.1**

My friend asked me how things were at school. He informed me that his school was working with other European schools on an e-Project on the environment. He asked me if we are / were involved in any similar projects. He also wanted to know if we had ever participated in anything like that. He said they are / were really enjoying it. He thought that young people could do a lot to improve the world around them. He asked me if our school would join efforts with them. He finished his e-mail by encouraging us not to hesitate and asked me to e-mail him as soon as possible.

2.2

- | | |
|-------------------|-------------------|
| 1. asked | 6. said |
| 2. answered | 7. wanted to know |
| 3. wanted to know | 8. explained |
| 4. advised | 9. asked |
| 5. wondered | |

2.3

1. What information do we have to include in our first e-mails?
2. You can introduce yourselves, your family and your school.
3. How long should our e-mails be?
4. Don't write too much in your first e-mail.
5. Can we add information about events we have attended?
6. It's a good idea!
7. What will the topic of our next e-mail be?
8. You can talk about your country and you may send pictures.
9. Send your e-mails tomorrow, please.

3. Everyday English p. 117**Some suggested answers:**

1. – Sir, you've left your wallet in our shop.
– Oh dear. I didn't realise it. Thank you so much.
– Not at all! Don't mention it.
2. – Excuse me, madam. Would you like to sit down?
– That's very kind of you. Thank you.
– You're very welcome.
3. – I really appreciate your help. Thanks a million!
– My pleasure.

4. Pronunciation, p. 117**4.1**

sigh	although
thought	walk
night	listen
write	should
fight	knee
wrong	right

4.2

answer	knight
high	half
know	wreck
though	would
talk	

Unit 8: Welcome to the World

Lesson 22 – Breaking the Boundaries

1. On the go, p. 118

1.1

1g, 2a, 3e, 4c, 5b, 6d, 7f

1.2

1. have been on the go
2. have (just) set off
3. catch your breath
4. Cross over
5. will show you around
6. zip on
7. had a ball

2. Favourite pastimes, pp. 118-119

2.1

- | | |
|-----------------|--------------------|
| 1. sailing | 5. hiking, walking |
| 2. rowing | 6. sledging |
| 3. climbing | 7. sunbathing |
| 4. birdwatching | 8. jogging |

2.2

- | | |
|----------------|-----------------|
| 1. look up to | 5. put up with |
| 2. taking up | 6. turning down |
| 3. make up | 7. come round |
| 4. came across | |

Extra: turn into

2.3

across: accommodation, sightseeing, departure, admission, reservation

down: luggage, package holiday, currency, destination, resort

3. 'When in Rome, do as the Romans do', pp. 120-121

3.1

- | | |
|-------------------|----------------------------|
| 1. Japan | 5. Italy |
| 2. France | 6. New Zealand (the Maori) |
| 3. Thailand | 7. England |
| 4. Africa (Benin) | |

3.2 Suggested answers:

You should be on time.

You'd better sit upright and keep your elbows off the table.

You mustn't make noise eating.

Don't chew with your mouth open.

4. Check your memory, p. 121

4.1

1.T, 2.F, 3.F, 4.F, 5.F, 6.T, 7.F, 8.T

5. Coins and Flags, p. 122

5.1

NOTE: The singular of pence is 'penny'. The symbol for the penny is 'p'; an amount such as 50p is often pronounced 'fifty pee' rather than 'fifty pence'.

1d. 20 pence

2f. 5 pence (thistle: prickly-leaved plant with purple flowers)

3e. 10 pence

4c. 50 pence

5h. 1 pound

6b. 1 penny (portcullis: strong gate)

7g. 2 pence

8a. 2 pounds

5.2

The United Kingdom of Great Britain and Northern Ireland uses as its national flag the royal banner locally known as the **Union Flag** or, popularly, **Union Jack**. The current design of the Union Flag dates from the union of Ireland and Great Britain in 1801. It consists of the red cross of Saint George (patron saint of England), edged in white, superimposed on the Flag of the Saint Patrick Knights (of a slightly different shape to the Cross of St Patrick, the patron saint of Ireland), which are superimposed on the Saltire of Saint Andrew (patron saint of Scotland).

The **flag of Greece**, popularly referred to as the **Γαλανόλευκη** or the **Κυανόλευκη**, is based on nine equal horizontal stripes of

blue alternating with white. There is a blue canton in the upper hoist-side corner bearing a white cross; the cross symbolises Greek Orthodoxy. According to popular tradition, the nine stripes represent the nine syllables of the phrase “**Ελευθερία ή Θάνατος**”, the five blue stripes for the syllables “Ελευθερία” and the four white stripes “ή Θάνατος”. There is also a different theory, that the nine stripes symbolise the nine Muses, the goddesses of art and civilisation.

The above patterns were officially adopted by the First National Assembly at Epidaurus on 13 January, 1822. Blue and white have many interpretations, symbolising the colours of the famed Greek sky and sea (combined with the white clouds and waves), the traditional colours of Greek clothes on the islands and the mainland, etc.

www.wikipedia.gr

Optional:

1. Assign Ss to create a unique flag representing themselves, their family, their town. Encourage them to find colours that stand for something important to them. Have students display their flags for the class and explain the use of colour, symbolism and design.
2. Have Ss work together to design a flag that represents their class. Place it prominently in the classroom.

Lesson 23 – It’s a Small World After All

1. Watching the weather, pp. 123-124

1.1 Suggested answers:

1. In Moscow it is drier than in Sydney.
2. Sydney is wetter than Beijing.
3. Sydney is the coldest city of all.
4. The temperature in Delhi is higher than that in Helsinki.

1.2

- | | |
|---------------|-----------------|
| 1. climate | 6. blizzards |
| 2. dry | 7. glaciers |
| 3. wet | 8. temperatures |
| 4. Equator | 9. flooding |
| 5. vegetation | 10. droughts |

2. Making our town a better place, p. 125

Suggested answers:

1. I think, if more buses are/were provided, it will/would be easier to get around in the city.
2. I feel that if there are/were more ramps, I will/would be able to get around on my own.
3. In my opinion, if there are/were safe footpaths, there won’t/wouldn’t be so many accidents.
4. If more cycling lanes are/were built, I will/would cycle to school every day.

3. Another kind of cuisine, p. 126

3.1

1. Mexico, 2. Japan, 3. India, 4. China
5. Spain

3.2

- | | |
|---------------|--------------|
| 1. Speaker 4, | 4. Speaker 2 |
| 2. Speaker 5 | 5. Speaker 1 |
| 3. Speaker 3 | |

TRANSCRIPT

Speaker 1:

Hi, I’m Amiel Ruiz. Tacos are very popular in my country. They’re prepared with beef or chicken and corn tortillas. They are very simple to make. First, you just mix the corn flour with water, to make tortillas which, as you may know, are a flat, round kind of bread. Then you put some beef or chicken on a tortilla. **In Australia or the US some restaurants try to make Mexican tacos, but the tacos they make are very different, and they don’t taste the same.**

In **Mexico**, most people eat tortillas every day. They are very popular.

Speaker 2:

I'm Yoko Kaku. I've prepared **triangle-shaped rice patties** with filling inside wrapped with dry seaweed. They're called onigiri. We usually make them for lunch. They are delicious! When I eat them, I really feel that "I am **Japanese**"! You need cooked rice, salmon, tuna fish mixed with mayonnaise or whatever you like, some salt and dry seaweed. After cooking the rice, wet your hands and while the rice is warm, place a handful of rice on the palm of your hand. Place your favourite filling in the centre of rice and form the rice into a **triangular shape** by tossing the rice in your hands. Make sure the filling is inside the rice patty. Finally, cut the dry seaweed into strips and wrap around the rice patties. Have one. They're very crispy!

Speaker 3:

Hi everyone! I'm Rajiv. I can't wait to try my friends' dishes. They all look delicious. Well, I've prepared **an Indian salad for you**, which is fresh and healthy. It's called rayta and it's a cucumber salad. So... you need one medium cucumber, one finely chopped onion, some salt, one ripe tomato... chopped, some yoghurt and one teaspoon of ground cumin. This is what you have to do: peel the cucumber, slice it lengthwise and cut it into thin slices. Combine the cucumber, onions, and salt in a small bowl. Add the tomato pieces, then stir in the yoghurt and cumin. Mix gently with a spoon to combine. Finally, cover and **refrigerate** for one hour before serving. I hope you'll like it.

Speaker 4:

Hi, I'm Yao Ming. My favourite food is **Peking duck** but it's difficult to make, **so I've prepared a simple recipe for you to try**. This is a noodle dish that is popular in my country: **Chinese** noodles with chicken. It's very easy to make. You need

250 gr meat, any kind, vegetables, soy sauce and noodles. First, slice the vegetables and cook until brown. Then, put the meat in the pan and after a few minutes, add the white noodles with the soy sauce and wait until they are cooked. You can serve the fried noodles on a platter. Mmm, it smells great!

Speaker 5:

Hi, I'm Agustina and I've made a tortilla **espanolla**! You need eggs, potatoes, one small onion, oil and a little salt. Cut both the potatoes and the onion into small slices, add the salt and fry them in a pan. Meanwhile, in a medium-sized bowl, beat the eggs and mix them with the fried potatoes and onions. Then, pour the eggs, the fried potatoes and the onions into the pan. Leave the omelette on the stove for three or four minutes and then turn it over using a flat dish. Wait until the eggs are cooked. Your **Spanish** omelette is ready to eat. **It is the perfect dish for a picnic. If you decide to have a party**, that's another good occasion to cook a Spanish omelette. I'm sure your guests will enjoy it.

3.3

- | | |
|------------------|------------------|
| 1. would eat | 6. was strolling |
| 2. moves | 7. saw |
| 3. had been | 8. were arranged |
| 4. had practised | 9. tastes |
| 5. were given | 10. visit |

4. Souvenirs, p. 127

4.1

1. a / Tatami mats
2. f / a samovar
3. g / eucalyptus soap
4. b / a brass dragon
5. d / a nesting doll
6. h / a kimono
7. c / a boomerang
8. e / Beijing tea cups

4.2

Ss act out dialogues in order to choose 3 objects they feel are representative of their country's history and / or culture and would make good souvenirs. They then choose one of these and write a short paragraph explaining what this object represents and how it would be associated with their country.

Lesson 24 – A World without End**1. Game: Bingo, pp. 128-129**

This is a fun activity to be done in class with all Ss. Ss take turns to ask their peers one question each. The first student to have four 'Yes' boxes ticked (horizontally, vertically or diagonally) wins.

2. Quiz, pp. 130-131**2.**

- | | |
|--------------|--------------------------|
| 1. Helsinki | 9. Alps (the) |
| 2. Atlantis | 10. Tragedies |
| 3. Vesuvius | 11. Spain |
| 4. Elytis | 12. United Kingdom (the) |
| 5. Australia | 13. Mozart |
| 6. Gutenberg | 14. Mummies |
| 7. Realism | 15. Eiffel Tower (the) |
| 8. Edison | 16. Rio de Janeiro |

Hidden phrase: HAVE A GREAT SUMMER!

It's up to you – Student's Book

Unit 1 – Unity in diversity

Lesson 1 – People and Places

Activity 2.2, p. 11

1. dark
2. allows vitamin D to be absorbed
3. flat
4. the heat
5. sturdy
6. the cold

Lesson 2 – Joined in our Differences

Extra - activity 1.2, p. 15

- 1b, 2d, 3c, 4a
- | | |
|------------|--------------|
| 1. harmony | 3. tolerance |
| 2. unity | 4. diversity |

Unit 2 - Echoes of the past

Lesson 4 – Mysteries of Our World

Extra – Reading, p. 32

Suggested answers:

Who: inhabitants of the island.

Where: on Easter island in the Pacific Ocean.

When: about 200 years before the 18th century.

What: they carved huge decorative statues using primitive tools.

Why: to decorate coastal temples.

Lesson 5 – Across the Ages

Activity 2.2, p. 34

1. They were shopkeepers, potters, metalworkers and glassblowers.
2. They went to the theatre, to bars, taverns and public baths. They also went to the amphitheatre to watch gladiators fight.
3. Tons of rock, ash and hot lava buried Pompeii.
4. In 1748
5. They found people's bodies, wall paintings, a half-eaten loaf of bread, eggs, a kettle on the fire, a sign saying 'Cave Canem'.

Extra – Language focus, activity 6, p. 37

Suggested answers:

1. Spartan boys used to attend military school at age 6 or 7.
2. They used to learn survival skills to become great soldiers.
3. They used to walk barefoot, sleep on hard beds and do a lot of physical activities.
4. Spartan girls used to go to school at age 6.
5. They used to learn wrestling and gymnastics.
6. When they passed the fitness test at age 18 they used to get married and return home.

Activity 8, p. 38

1e, 2g, 3a, 4j, 5b, 6i, 7c, 8h, 9f, 10d

Lesson 6 – Life on the Water

Activity 2.4, p. 41

1.F, 2.F, 3.NM, 4.T, 5.NM, 6.F

Extra – Language focus, activity 5, p. 42

1. After the miners had prepared themselves carefully and had worn special leather caps to protect their heads, they entered the dark tunnels.
2. Before they started going deep into the earth, they had put many pine torches in their backpacks so they could light their way.
3. After the miners had struck the hard rock carefully with their picks, they removed blocks of salt that weighed about 12 kg each.

Unit 3 - Time out!

Lesson 7 – Get on Board!

Extra Activity - Vocabulary, p. 49

1. tropical heat / paradise
2. exotic safari
3. rapid stream
4. scorching heat

5. haunted towns
6. exciting destinations
7. icy plains
8. handmade crafts

Lesson 9 - ...Let the Games Begin!

Extra – Reading, activity 4, p. 59

2. a. sports section
- b. doping
- c. donation / charity

Unit 4 – Let's change our schools

Lesson 12 – Change: An Ongoing Process

Extra - Language focus, activity 6, p. 79

Suggested answers:

1. My best friend is a person who makes me laugh all the time.
2. English is a language which helps people all over the world communicate.
3. Do you remember the year when we first met?
4. My home is a place where I relax.
5. A scientist is a person who is interested in natural and physical laws.
6. A dictionary is a book which contains a list of words and their meaning.
7. This school is only for children whose first language is not Greek.
8. The place where we spend our holidays is wonderful.

Unit 5 – The arts!

Lesson 13 – Quite an Art!

Activity 7, p. 87

- Answers 1-5: same as in S's book.
6. Pets are not allowed on the premises.
 7. Smoking is forbidden in all areas of the art centre.
 8. Mobile phones are not permitted in the concert hall.
 9. Teachers are kindly requested to confirm group arrivals one day in advance.

Lesson 14 – It's Music to My Ears

Extra – Language focus, activity 5, p. 92

1.

1. Mount Everest was climbed by Sir Edmund Hillary.
2. The Inca and the Maya civilisations were destroyed by Spanish explorers.
3. Hamlet was performed by Sir Lawrence Olivier.
4. The Parthenon was designed by Iktinos and Kallikrates.
5. "The Odyssey" and "The Iliad" were written by Homer.

2.

1. The Capella Sixtina was painted by Michelangelo.
2. Julius Ceasar was killed / assassinated by Brutus.
3. The first tragedies and comedies were performed by ancient Greeks.
4. The Greek National Anthem was composed by Nikolaos Mantzaris.
5. Coca Cola was invented by John Pemberton in 1886.
6. St. Paul's Cathedral was destroyed in the Great Fire of London.

Lesson 15 – Acting Up!

Extra – Reading, p. 94

NOTE: Shakespeare is often called 'the bard'.

- 1,277: number of characters in his plays
- 1,778: number of lines in "Comedy of Errors"
- (over) 30,000: words used in his plays
- 11,610: number of words spoken by Hamlet's character
- 1610: the year Shakespeare stopped writing
- 1,530: number of lines Hamlet's character speaks
- 1590: the year Shakespeare started writing drama
- 3,931: number of lines in the play "Hamlet"
- 100,000: number of lines of drama that Shakespeare wrote

Extra - Language focus, p. 96

- A. 1. is considered 4. is thought
 2. is believed 5. is called
 3. is cursed
- B. 1. was written 4. was brought
 2. was murdered 5. was discovered
 3. was found

Unit 6 – Healthy living**Lesson 16 – You are What you Eat!****Extra – Vocabulary, activity 2.1, p. 103**

- a. spill the beans d. a piece of cake
 b. in a nutshell e. a bad egg
 c. a lemon f. be nuts about

Lesson 17 – The ‘Greenest’ Way to School**Extra – Reading, activity 2.2, p. 110****Suggested answers:**

1. A system through which children get to school on foot safely under the supervision of one or more adults.
2. Fewer cars outside the school gate and less congested streets around school - this makes getting to school a lot safer.
Less pollution from cars.
Getting to know your neighbourhood on foot.
Making new friends.
Taking exercise - children get to school more alert and more stimulated, the best way to start the day.
Acquiring good road safety habits, which kids won't learn if they're in the car all the time.

Activity 6, p. 112**Problems:** 1, 3, 5, 6, 7**Suggestions:** 2, 4, 8, 9**Lesson 18 – Going ‘Green’****Extra – Reading, p. 114**

1.

1. A, B 3. B, C, D
 2. D 4. A, B, C, D

2.

Suggested answers:

They are slower than conventional vehicles.
 Some of them must be charged often.
 People-powered vehicles are tiring, can't cover large distances.
 They can't carry much or transport a lot of people.

3.

1. charge

You can **store** electricity in the battery of the car.

2. operate

I'm trying to **plug** the kettle into this socket.

3. pollutants

Car **exhaust** is the main reason for the city's smog problem.

4. efficient

He's not prepared to try anything new. He's so **conventional**.

5. hybrid

Scientists have discovered a **fossil** belonging to a prehistoric creature.

6. Emissions

We all have **devices** in our houses that are not necessary.

7. obtain

It's dangerous. They may **suffocate** in the fumes.

8. span

Wood, oil and gas are all different kinds of **fuel**.

Unit 7 – Embracing our world**Lesson 19 – Against the Odds****Extra – Vocabulary, p. 123**

1e, 2g, 3b, 4c, 5a, 6d, 7f

Lesson 20 – Seeing through a Friend's Eyes**Activity 2.2, p. 128**

1, 2: Ss' own answers

3. Because his new friend has given him confidence. He has someone he can lean on and trust.

It's up to you – Workbook

Unit 1 – Unity in diversity

Lesson 1 – People and Places

Extra – Vocabulary, activity 1.11, p. 9

- | | |
|----------------|---------------|
| 1. scorching | 8. altitudes |
| 2. temperature | 9. harsh |
| 3. dry | 10. icy |
| 4. drought | 11. terrain |
| 5. vegetation | 12. blizzards |
| 6. barren | 13. frostbite |
| 7. rocky | 14. regions |

Extra words: breeze, heat

Did you know?: They use oxygen tanks

Activity 2.2, p. 10

1. Do Indians always wear saris? No, they don't.
2. Does your Italian friend often eat pasta? Yes, he does.
3. Are you packing your bags tonight? Yes, I am.
4. Are the children playing computer games at the moment? No, they aren't.
5. Is it hot today? No, it isn't.
6. Do you usually travel abroad? Yes, I do.

Lesson 2 – Joined in our Differences

Extra – Language focus, activity 2.1, p. 13

- | | |
|-----------------|-----------|
| 1. Do you like | 5. have |
| 2. Do you think | 6. prefer |
| 3. lives | 7. exist |
| 4. sounds | 8. need |

Extra – Language focus, activity 2.2, p. 14

1. are you thinking about?
2. tastes
3. are having
4. Do you think / look
5. Is Nicki seeing
6. smells
7. is tasting
8. is smelling / don't think
9. have
10. does (this coat) belong

Lesson 3 – Different Places

– Different Buildings

Extra - Language focus, p. 20

Suggested answers:

1. The Burj Dubai is the tallest tower of all.
2. The Petronas Towers are shorter than Taipei 101
3. Taipei 101 has got more storeys than the Petronas Towers.
4. The Sears Tower is the oldest of all.
5. The Burj Tower is the most modern of all.

Unit 2 - Echoes of the past

Lesson 4 – Mysteries of Our World

Activity 1.2, p. 22

1. Where and when did the Maya build their amazing cities?
2. Have their temples survived up to now?
3. What is Chichén Itzá known for?
4. Were the pyramids tall?
5. Why did the priests climb to the top of the pyramids?
6. What were their gods like?
7. What did they have in common with the Egyptians?

Extra – Vocabulary, p. 23

- | | |
|--------------|-----------------|
| 1. deep | 5. leaders |
| 2. religious | 6. nature |
| 3. survived | 7. civilisation |
| 4. known | 8. mysterious |

Lesson 5 – Across the Ages

Extra – Vocabulary, p. 26

1.

1e, 2d, 3b, 4c, 5a

grandchild: child of someone's son or daughter

songwriter: person who writes songs

storyteller: person who tells stories

night light: soft light which burns throughout the night

gold fish: type of fish

2.

- | | |
|---------------|-------------|
| 1. footprints | 4. footnote |
| 2. banknote | 5. notebook |
| 3. bankbook | |

3.

Compound nouns

- | | |
|-------------|----------------|
| 1. headache | 4. chairman |
| 2. overtime | 5. sightseeing |
| 3. rainfall | 6. haircut |

Compound adjectives

- | | |
|-----------------|-------------------|
| 1. well-known | 4. kind-hearted |
| 2. home-made | 5. take-away |
| 3. right-handed | 6. time-consuming |

4.

- | | |
|-----------------|-------------------|
| 1. right-handed | 5. time-consuming |
| 2. kind-hearted | 6. rainfall |
| 3. take-away | 7. overtime |
| 4. sightseeing | 8. home-made |

Activity 1.3, p. 26

1. broke out
2. breaks down
3. have broken up
4. break out of
5. was breaking into

Activity 1.5, p. 27

WORDS FOR ALL CATEGORIES:

perish, victim

VOLCANIC ERUPTION:

tremor, rumble, sparks, smoke

FIRE:

extinguish, sparks, smoke

EARTHQUAKES:

tremor, rumble

FLOODS:

sink

Activity 2.6, p. 30

- | | |
|-----------------|------------------|
| 1. lifted | 11. was erupting |
| 2. was making | 12. reached |
| 3. went | 13. got |
| 4. looked | 14. didn't know |
| 5. were running | 15. was trying |
| 6. were closing | 16. took |
| 7. decided | 17. pulled |
| 8. was going | 18. started |
| 9. was | 19. didn't know |
| 10. began | 20. looked |

Lesson 6 – Life on the Water

Activity 1.3, p. 31

- | | |
|----------------|--------------|
| 1. wrapped | 5. dedicated |
| 2. preserved | 6. imposing |
| 3. dragged | 7. managed |
| 4. constructed | 8. wrapped |

Extra - Language focus, activity 2.4, p. 35

- | | |
|-----------------|-----------------|
| 1. was crossing | 7. ordered |
| 2. knew | 8. was standing |
| 3. (had) lived | 9. sealed |
| 4. had | 10. died |
| 5. said | 11. was sinking |
| 6. dared | |

The ship's name is **the Titanic**.

Unit 3 - Time out!

Lesson 7 – Get on Board!

Extra - Language focus, activity 3.1, p. 38

- | | |
|--------------|---------------------|
| 1. waiting | 5. travelling |
| 2. splashing | 6. watching – going |
| 3. to join | 7. to visit – stay |
| 4. eating | 8. book |

Lesson 8 – What an Experience!

Extra - Language focus, activity 2.1, p.46

1. does the mall close
2. close

3. Are you going to buy
4. will get
5. will help
6. will find
7. decide
8. will wait
9. am going to be
10. does the last train leave
11. will take/is going to take
12. will come

Lesson 9 – ...Let the Games Begin!

Extra – Vocabulary, p. 49

1.

- | | |
|---------------------|---------------------|
| 1. width, widen | 4. weight |
| 2. length, lengthen | 5. breadth, broaden |
| 3. height, heighten | |

2.

- | | |
|-----------|-------------|
| 1. weigh | 5. weight |
| 2. height | 6. broaden |
| 3. length | 7. lengthen |
| 4. width | |

Extra – Vocabulary, activity 1.3, p. 49

- | | |
|----------|-----------|
| 1. pitch | 4. pool |
| 2. court | 5. centre |
| 3. rink | 6. course |

Unit 4 – Let's change our schools

Lesson 10 – Looking at Other Schools

Extra – Language focus, pp. 56-57

- | | |
|----------------------|-------------------|
| 1. mustn't | 6. has to |
| 2. have to | 7. must |
| 3. doesn't have | 8. must – mustn't |
| 4. did (you) have to | 9. should |
| 5. shouldn't | 10. Should |

Lesson 11 – Change through Time

Extra – Vocabulary, activity 1.4, p. 60

- | | |
|---------|------|
| 1. do | 1. e |
| 2. make | 2. a |

- | | |
|---------|------|
| 3. make | 3. c |
| 4. do | 4. g |
| 5. make | 5. b |
| 6. make | 6. d |
| 7. do | 7. f |
| 8. make | 8. i |
| 9. make | 9. h |

Activity 3.3, p. 64

Suggested dialogue:

- Interviewer: What's your name?
 You: (XXX)
 Interviewer: How old are you?
 You: (18)
 Interviewer: Have you ever worked as a group leader before?
 You: Yes, I have. I worked as a group leader in a summer camp in Kalamata last year.
 Interviewer: And what do you know about sport games?
 You: I can play football, volleyball and tennis, I can swim very well, and I can organise interesting games and activities.
 Interviewer: Have you got any other hobbies?
 You: I like music; actually, I have a lot of CDs. I'm also a member of a drama club.
 Interviewer: Do you speak any other languages?
 You: Oh, yes, I do. I speak English very well, and I also speak German and French.
 Interviewer: Why do you think you are good for this job?
 You: Because I love children, I get on well with them and I have a lot of patience.
 Interviewer: Would you like to ask me anything else about the job?
 You: Yes. What will my duties be?

Interviewer: You will have to accompany the children inside and outside the camp, you will help them if they have any problems and you will organise interesting activities for them. Do you have any other questions?

You: Well, how much money will I get for this job?

Interviewer: 500 €. So, if that's all, you will hear from us soon. Goodbye.

You: Thank you very much. Goodbye.

Lesson 12 – Change: An Ongoing Process

Extra – Vocabulary, activity 1.1, p. 66

1. hand 2. view 3. use

Extra – Language focus, activity 2.2, p. 68

- | | |
|---------------|-----------------|
| 1. – | 6. which / that |
| 2. who / that | 7. who / that |
| 3. who / that | 8. – |
| 4. who / that | 9. – |
| 5. whose | 10. whose |

Unit 5 – The arts!

Lesson 13 – Quite an Art!

Extra – Vocabulary, activity 1.1, p. 70

1.

- | | |
|-------------|------------|
| 1. numerous | 3. images |
| 2. violence | 4. trapped |

2.

- | | |
|--------------|---------------|
| 1. define | 4. exact |
| 2. civilians | 5. interpret |
| 3. brutal | 6. criticised |

Extra – Vocabulary, activity 1.3, pp. 70-71

- | | |
|-------------|---------------|
| 1. known | 6. symbolic |
| 2. found | 7. pierced |
| 3. believed | 8. successful |
| 4. depict | 9. natural |

5. accepted 10. mixed
Extra word: stored

Extra – Language focus, activity 2.2, p. 72

1. are exhibited
2. are sold
3. must be mixed
4. are sold
5. are believed
6. are fascinated by / are considered
7. are found / are guarded / are used
8. is considered / is put / is controlled

Lesson 14 – It's Music to My Ears

Extra – Language focus, activity 2.2, p. 78

1.

- | | |
|----------------|------------------|
| 1. was written | 3. were left |
| 2. were lost | 4. was rewritten |

2.

- | | |
|-------------------|------------------|
| 1. was made | 4. was used |
| 2. are considered | 5. was written |
| 3. were trained | 6. was destroyed |

Lesson 15 – Acting Up!

Extra – Reading, activity 1.2, p. 80

1. six (mouse, cat, monkey, hippo, crocodile, lion)
2. 'The Phantom of the Opera'
3. 'Les Misérables'
4. Hollywood star Lisa Lamont
5. 'The Phantom of the Opera'
6. 'Hamlet' / 'The Lion King'

Extra – Vocabulary, activity 2.3, p. 82

1. culture
2. original
3. dialogue
4. scenery / special effects
5. scenery / special effects
6. performers
7. characters
8. lines

Unit 6 – Healthy living

Lesson 16 – You are What you Eat!

Extra – Vocabulary, activity 1.7, p. 91

- | | | |
|----------|----------|--------------|
| 1. Open | 5. Chop | 9. spread |
| 2. drain | 6. add | 10. Sprinkle |
| 3. Put | 7. Mix | |
| 4. flake | 8. Slice | |

Activity 2.2, p. 93

- your body will get a variety of nutrients.
- you can have orange juice
- you don't like fresh
- he should eat dairy products
- you will become fitter
- their parents help them

Lesson 17 – The 'Greenest' Way to School

Extra – Language focus, p. 99

1.

- | | |
|---------------|---------------|
| 1. would have | 5. would be |
| 2. walk | 6. were |
| 3. didn't eat | 7. would join |
| 4. would wake | 8. had |

2.

1h, 2e, 3d, 4c, 5g, 6b, 7f, 8a

Lesson 18 – Going 'Green'

Extra – Vocabulary, activity 4.1, p. 104

- | | | |
|-------------------|-------------|------------|
| 1. Take / install | 5. Recharge | 9. Collect |
| 2. Turn off | 6. Recycle | 10. Plant |
| 3. Unplug | 7. Walk | |
| 4. Use | 8. Repair | |

Extra – Vocabulary, activity 5, p. 105

1d, 2j, 3a, 4f, 5e, 6g, 7b, 8i, 9h, 10c

Unit 7 – Embracing our world

Lesson 19 – Against the Odds

Activity 2.3, p. 108

- | | |
|-------------------|--------------------|
| 1. panic / scream | 4. surface – crack |
|-------------------|--------------------|

2. surfaced

3. grip

5. head

6. scream

Extra - Language focus, activity 3.1, p. 109

- not to worry and added that she was all right.
- she couldn't leave Fay all alone.
- he had to ask mother before he left the house.
- Sylvana had invited her to her party the day before.
- George was definitely a true hero.
- Nick was eating all the ice-cream.

Lesson 20 – Seeing through a Friend's Eyes

Extra – Vocabulary, activity 1.3, p. 112

- ice:** wet, cold, hard, smooth
- flour:** dry, soft, smooth
- steel:** dry, cold, hard
- jelly:** wet, cold, soft

Lesson 21 – Friends without Frontiers

Extra – Language focus, activity 2.1, p. 118

- she had just arrived home and she was getting ready to unpack.
- she couldn't believe her holiday was over.
- she had had a great time and that everything we had done and seen was (had been) amazing.
- she couldn't thank me enough.
- she was very lucky to have me as her friend and that she felt she had known me for all her life.
- it was important to have good friends even if they lived in other countries.
- she truly hoped that she would be able to do the same for me one day.
- I would think about going the following summer.
- not to forget to say hello to my brother Mike for her and to e-mail her soon.

1. Reading

Read the text and find if the sentences are True (T) or False (F).

What was life in ancient Egypt like? Scientists have found writing and drawings on walls that tell us many things about the customs and traditions of the people who lived in the area around the river Nile. Let's go back a bit in time and see what Tipi, a young girl, has to say:

"Egyptian homes are very often built of bricks made of mud that we dry in the sun. In this way, they become very hard. Our houses are usually white to offer shelter from the heat of the sun. There are columns in the front and small windows and doors that also keep the homes cool. The roof is flat and sometimes my family and I sleep there. We eat many things like vegetables, bread and tasty seafood that fishermen catch in the Nile with nets. They must be careful though! The Nile is full of crocodiles! My parents drink wine and a different kind of beer that we make with bread!

I play a lot with my friends. A very popular game among children is one with small balls made of wood or cloth. We also have religious festivals in honour of the many Gods we worship. During these celebrations we wear traditional costumes".

1. Scientists found books with information about ancient Egypt. ☐
2. Scientists' findings tell us about the Egyptian culture. ☐
3. Tipi is a modern Egyptian girl. ☐
4. Egyptians make their houses out of hard stone and mud. ☐
5. The white colour protects their houses from the heat. ☐
6. Egyptians can't fish in the river Nile because of the crocodiles. ☐
7. They like eating fish more than vegetables. ☐
8. Beer and wine are popular drinks. ☐
9. They have celebrations to worship their Gods. ☐
10. They wear special clothes at festivals. ☐

(..... / 10 points)

2. Vocabulary

2.1 Fill in the blanks in the text below using the words given. Be careful! There is one extra word you do not need to use.

religions	cultures	belong	gestures	worship
crowded	features	languages	people	

(e.g.) People all over the world belong to many different (1) The colour of their skin and the (2) of their faces may be different. They may also speak different (3)..... The gods they (4) differ among them and this means that their (5) are also different. They may live in (6) cities or places where nothing grows. No matter what their names are though, they truly (7) to one big 'family': The human 'family'.

(..... / 7 points)

2.2 Circle the **correct** word.

1. The Japanese **remove** / **greet** their shoes when they go home.
2. National **celebrations** / **admiration**s are part of a culture.
3. Greek people are proud of their **greetings** / **ancestors**.
4. A large, hot, dry area of land is called a **marsh** / **desert**.
5. Going to the cinema or the theatre are common ways of **ties** / **entertainment**.

(..... / 2, 5 points)

2.3 Match the words in list A with their opposites in list B.

A		B
1. tall	<input type="text"/>	a. short
2. elderly	<input type="text"/>	b. thin
3. polite	<input type="text"/>	c. dark
4. generous	<input type="text"/>	d. lazy
5. hardworking	<input type="text"/>	e. mean
6. plump	<input type="text"/>	f. rude
7. straight	<input type="text"/>	g. young
8. fair	<input type="text"/>	h. curly

(..... / 8 points)

3. Language focus

3.1 Complete the text with the correct form of the Simple Present or the Present Continuous.

What (e.g.) **do you know** (you / know) about Brazil? Brazil is a very big country in South America. About 150 million people (1) (live) there. They speak Portuguese. Brazil is one of the world's largest producers of coffee. It (2) (not / only / export) coffee but it also (3) (sell) sugar, cocoa, wood and fruit. What (4) (happen) in Brazil at the moment? Brazilians (5) (get) ready for their popular Carnival in Rio.

(..... / 5 points)

3.2 Complete the sentences with the correct form of the adjectives in brackets.

e.g. *Paris is one of **the most beautiful** (beautiful) European capitals.*

1. Timothy is almost (tall) as his father.
2. The Parthenon is (very / old) than the Taj Mahal.
3. Football is (popular) sport in the world.
4. I think French cuisine is (good) than British cuisine.
5. Some languages are (easy) to learn than others.

(..... / 5 points)

1. Reading

Read the text and answer the questions that follow.

For hundreds of years, the inhabitants of Peru had been puzzled by the endless 'lines' that crossed the Nazca desert in every direction. These lines – called the 'Nazca' lines – had been dug into the hard ground, but strangely, they seemed to go nowhere. There were thousands of them, some straight, some curved and some forming zigzags, but no one knew what they were or why they had been made.

Then, in 1927, the Peruvian government started building a long highway from one end of Peru to the other. It was a difficult task, so a crew took off in a plane to map out the road more accurately from high above. Flying at 6,000 feet, surveyor Toribio Xesspe and his pilot looked down at the desert beneath them. Suddenly, they gasped in astonishment. The lines seemed to form portraits of gigantic animals! There were hundreds of monkeys, birds, insects, spirals and triangles.

The ancient civilisation which had drawn these lines, had flourished in 200 BC, about the same time as the Roman Empire. Why had they made these lines visible only from above? Scientists have guessed that they were part of a giant astronomical calendar. Other scientists said that maybe the Nazca people had built hot-air balloons, and flew over the lines. And a famous writer, Erich Von Däniken, claimed that the lines may have been an 'airfield' for alien visitors to land on!

1. What did the people of Peru find strange about the 'Nazca' lines?

.....

2. Why did the government decide to use airplanes?

.....

3. Why were Toribio Xesspe and the pilot astonished?

.....

4. What may the lines have been according to Erich Von Däniken?

.....

(..... / 8 points)

2. Vocabulary

2.1 Read the report about Atlantis and fill in the gaps with a suitable word from the list. There is an extra word you do not need to use.

well-known structures	description genuine	challenge disaster	managed civilisation	lost equipment	discovery
----------------------------------	--------------------------------	-------------------------------	---------------------------------	---------------------------	------------------

In December 2001, researchers used special electronic (1) to reach the sea floor off Cuba. They made a remarkable (2) of mysterious stone (3) deep below the ocean surface, which may have been built by an unknown advanced (4) thousands of years ago.

In October 2003, Dr. Sarmast, a (5) scientist, claimed that the island of Cyprus was part of Atlantis. Using scientific data and clues from Plato's story, he (6) to discover a sunken land stretching from Cyprus toward Syria.

In June 2004, satellite photos of southern Spain showed features in the ground which seem to match the (7) of Atlantis written by Plato. Scientists said that they could have found the remains of the (8) city.

Many scientists still (9) these discoveries and continue to seek Atlantis. But is Plato's story (10) or is it just a myth?

(..... / 10 points)

2.2 Circle the odd word out.

1. explore, discover, find, protect
2. flood, tomb, eruption, earthquake
3. passer-by, astronomer, metalworker, mathematician
4. desert, field, market, shore
5. palace, temple, pyramid, volcano

(..... / 5 points)

2.3 Complete the sentences using the correct form of the word at the end of each sentence.

e.g. This **location** is suitable for the new market

LOCATE

1. Is there enough that there was an ancient city?
2. The of the mountains is breathtaking.
3. At what have they found the artifacts?
4. Do they believe in the of Atlantis?
5. The of the ancient site lasted two weeks.

PROVE

BEAUTIFUL

DEEP

EXIST

EXPLORE

(..... / 5 points)

3. Language focus

3.1 Read about a civilisation in ancient India. Circle the correct tense in **bold**.

In 1922, archaeologists (e.g.) **have found** / **found** the remains of two ancient cities called Harappa and Mohenjo – Daro. Since then, they (1) **didn't discover** / **haven't discovered** other ancient cities of the same period. At that time, houses (2) **were** / **have been** identical, made of stone. Each house (3) **had** / **has had** its own well and courtyard. As the river Indus flooded, the people who lived there (4) **didn't build** / **haven't built** homes in other regions, but they (5) **have rebuilt** / **rebuilt** cities on top of each other.

They were good farmers. They (6) **have grown** / **grew** wheat, melons, peas and dates. They (7) **caught** / **have caught** fish in the river and (8) **kept** / **have kept** farm animals. They were also excellent craftsmen. So far, scientists (9) **didn't find** / **haven't found** large statues but they (10) **discovered** / **have discovered** small statues of gods, pottery with beautiful designs and ornaments.

(..... / 5 points)

1. Reading

Texts A – G are advertisements about things to do this summer in Athens. Read them and answer the questions.

Join the fun in Athens! The ‘**Athens News**’ suggests:

- A. **Schoolwave Festival.** The city of Athens has organised a fest on June 18 at Technopolis. School bands and popular Greek bands will perform.
- B. **Creative kids’ summer workshops.** June 27 to July 9 at Zappion Park. Kids aged 10 – 15 get a chance to try their hand at sculpture, mosaics and painting at a beautiful cultural centre.
- C. **33rd Book Festival.** Dionisiou Aeropagitou walkway will once more host this event July 4-17. Open to the public every day 6 - 10.30pm, Fridays and Saturdays until 11 pm. Sundays 10 am - 2 pm and 6 - 10.30 pm.
- D. **Communication through Humour.** An art exhibition runs at the Athens Gallery, presenting the works of artists such as Akrihakis, Bost, Pavlopoulos.
- E. **Tales of the Games.** A unique exhibition at the Foundation of the Hellenic World attempts to shed light on the history of the modern Olympic Games by using attractive contemporary techniques and media. The exhibition will run throughout the year.
- F. **Barbara Hendricks.** The jazz diva will perform with Mario Frangoulis and the Magnus Lindgren Quartet at the Herodion – August 1. Tickets at 95, 65, 50 and 40 euros, available from the Athens Festival box – office.
- G. **Comics Festival.** Comic magazines celebrate once again at Technopolis – July 7-10. This year, the title of the fest is System (T)error.

1. Which events are only one day?
2. Which events will make you laugh?
3. Which events run for more than a week?
4. Where can you do something artistic yourself?
5. Where can you learn about the Olympic Games?
6. Where can you listen to music?

(..... / 10 points)

2. Vocabulary

2.1 Where do athletes do the following sports? Complete.

1. Football
2. Tennis
3. Golf
4. Swimming
5. Running

(..... / 2,5 points)

2.2 Read the sentences and circle the correct word in **bold**.

1. We **booked** / **ordered** a table for five in the new restaurant.
2. Shall we **wait** / **pay** the bill? It's late.
3. They've **accepted** / **attended** the invitation to the party.
4. The **performance** / **queue** is excellent. Don't miss it.
5. Skiing is an **outdoor** / **outside** sport.
6. I've always admired ice-skaters. The show on TV is **spectacular** / **ordinary**.
7. **Admission** / **Entrance** to the museum is free.
8. He always takes too much **currency** / **luggage** with him. What's in these bags?
9. Dogs are not **needed** / **allowed** in the theme park.
10. Don't **waste** / **satisfy** your time watching TV. Take up a sport.

(..... / 10 points)

3. Language focus**3.1** Complete the dialogue with the correct future form.

- When (1) (you / leave) for Paris?
- Next Friday. We've already bought the tickets. Can you take us to the airport?
- Of course I can! What time (2) (the plane / take off)?
- At 9:00 in the morning, but we have to be there two hours earlier.
- Don't worry. We (3) (be) there on time.
- Have you arranged where to stay?
- We (4) (stay) at a friend's house near the centre.
- I'm sure you (5) (have) a great time!
- We can't wait!

(..... / 5 points)

3.2 Circle the correct answer.

1. Ice-skating is difficult for me. I prefer watching it.
a) too b) such c) enough
2. They're excited about the party that they can't work.
a) too b) so c) such
3. Do you fancy a tropical island?
a) visit b) to visit c) visiting
4. Do you mind me the rules of the game once again?
a) telling b) to tell c) tell
5. It was an interesting exhibition that it was crowded every day.
a) so b) such c) too
6. They are fit to participate in the race.
a) enough b) too c) so
7. Do you have money for the cinema tickets?
a) such b) enough c) so

8. All the guests enjoyed themselves,?
a) did they b) didn't they c) didn't the guests
9. The students know about the painting competition,?
a) do they b) are they c) don't they
10. She hasn't done extreme sports before,?
a) has she b) hasn't she c) has she done

(..... / 10 points)

4. Everyday English

Complete the dialogue below with an appropriate expression from the box:

How can I get	What about	Turn right	I don't think that's a good idea	Why don't we
---------------	------------	------------	----------------------------------	--------------

- Where shall we go tonight?
- (1) eating out?
- (2) I'm on a diet.
- (3) go to the cinema?
- Great! There's a new adventure film on at the Odeon.
- (4) there?
- (5)..... into Green Street. It's at the end of the road.
- The film starts at 9:00. Let's meet at 8.30.
- OK. See you then.

(..... / 2,5 points)

5. Writing

You are on holiday. Write a letter to a British friend describing how you are spending your time and talking about your plans for the rest of your holiday. Ask him / her about his / her holiday plans. Write about 100-120 words.

[illegible]

(..... / 10 points)

1. Reading

1.1 Read the text to find the information missing from the table below.

Thinking Machines

The first machine invented by human beings to do brain work for them was the abacus*, probably developed in ancient Babylon as early as 5000 BC. It took nearly seven thousand years for mankind to progress to what is generally accepted as the prototype of the modern computer: Babbage's 'analytical engine'. Charles Babbage produced the first designs for his calculating machine in 1834. By 1946, technology had advanced to what was known as ENIAC.

Although not the first electronic computer, ENIAC was very powerful compared with previous designs and could perform several thousand calculations a second. But to achieve such speeds, it had to be huge; 150 sq m of floor space – bigger than an average house! And only 30 years after ENIAC, in 1976, the world's most powerful computer, the Cray 1, was performing 100 million calculations a second. The Cray 4, functioning in 1993, was a thousand times more powerful than the Cray 1!

As they become more powerful, computers have become smaller and cheaper; small enough to be portable, like laptops, and cheap enough so that almost everyone can own one. Advances in technology are moving in all directions faster than we can imagine. The possibilities are endless and fascinating. What the future holds can only be imagined ...

* An **abacus** is a calculation tool, often constructed as a wooden frame with beads sliding on wires. It was in use centuries before the adoption of the written Hindu-Arabic numeral system and is still widely used by merchants and clerks in the People's Republic of China, Africa, and elsewhere.

(1)	1834
(2)	1976
First thinking machine made by Man	(3)
(4)	1946
CRAY 4	(5)

1.2 Read the text again and answer the questions.

- Who invented the first computer?
- What was the disadvantage of ENIAC?
- Which is the most powerful computer according to the text?
- What are three advantages of modern computers?
- Which was the first thinking machine made by Man?
(..... / 10 points)

2. Vocabulary

2.1 Choose the right word from the box to complete the following sentences. There are two extra words you do not need to use.

cooperate	interactive	degree	skills	innovative	motivating
gain	secondary	fees	extra-curricular	progress	attend

1. There are boards in the classrooms, so that we can have access to the Internet at any time during the lesson.
2. I find history lessons very I've never missed a class.
3. We have to pay the school at the beginning of the school year.
4. The children have to in groups to complete the project.
5. He's 14 years old. He goes to school.
6. You'll great work experience in this job.
7. I'm going to the lecture on technology. It must be interesting.
8. At the beginning of the year, he wasn't a responsible student. But lately he has made great
.....
9. By reading books and newspapers you can develop your reading
10. Swimming and drama are my favourite activities.

(..... / 10 points)

2.2 Match the parts of the sentences.

- | | | |
|---------------------|----------------------|-----------------------------------|
| 1. She's making | <input type="text"/> | a. off your hat in the classroom. |
| 2. I hope I'll | <input type="text"/> | b. a ten-week course in computing |
| 3. He wants to take | <input type="text"/> | c. a lot of effort this term. |
| 4. We did | <input type="text"/> | d. up gardening. |
| 5. You have to take | <input type="text"/> | e. pass the biology test. |

(..... / 5 points)

3. Language focus**3.1 Rewrite the sentences using the words in brackets.**

1. Don't be late. (must).....
2. Learn how to use a computer. (should).....
3. Perhaps we'll write a maths test tomorrow. (may)
4. It's possible we'll get new sports equipment. (could).....
5. It's not necessary to wear a uniform on the excursion. (have to)
6. When he was a student he worked part-time. (had to)

(..... / 6 points)

3.2 Join the sentences using the words in brackets making the necessary changes.

1. John is a new student. He has come from another country. (who)
2. Look at this video camera. I bought it yesterday. (which)
3. It was the school year 2004-5. Our team won the school championship. (when)
.....

1. Reading

1.1 Read the text and decide if the statements are True (T), False (F) or Not Mentioned (NM).

Shakespeare in Detail

The next time you see a production of Shakespeare's *Hamlet*, think about the prince. In this play, the actor playing the hero has to speak 1530 lines – a total of 11,610 words. The whole play is 3931 lines long. By comparison, *Comedy of Errors*, Shakespeare's shortest play, is only 1770 lines long.

Between about 1590 and 1610, Shakespeare wrote over 100,000 lines of drama and brought to life 1277 characters. His vocabulary was one of the richest of any English writer. There are over 30,000 different words in his works, double the average vocabulary for an educated individual in the late 20th century.

Nearly half of Shakespeare's plays were individually published during his lifetime. The source of these texts was often notes written during a performance and they often included many mistakes. Luckily, after Shakespeare's death in 1616, his friends produced an accurate edition of his plays, the First Folio, which has been the basis for following editions.

Some critics still refuse to believe that a simple actor, who studied at a grammar school, with small Latin and less Greek, could have written such powerful plays. All or part of his work was often said to have been written by other authors.

It is also true that Shakespeare's plays are full of small mistakes. For instance, a clock strikes in ancient Rome, ten centuries before clocks were invented, and Cleopatra plays billiards. In *A Winter's Tale*, a ship lands on the coast of Bohemia – a country with no coasts at all!

But all this counts for nothing. Shakespeare's plays are performed more than those of any other playwright in the history of the world, and are as popular today, as in any time in the last 400 years.

	T	F	NM
1. <i>Comedy of Errors</i> is nearly half the length of <i>Hamlet</i> .			
2. An educated person today cannot understand Shakespeare's plays.			
3. All of Shakespeare's plays were published after his death.			
4. Shakespeare's friends made many mistakes when they reproduced his plays.			

(..... / 4 points)

1.2 Read the text again and answer the questions.

1. Why did some people believe that Shakespeare was not the real author of these plays?

.....

.....

2. What was one problem with *A Winter's Tale*?

.....

.....

3. Why is Shakespeare considered one of the greatest playwrights of all time?

.....

.....

(..... / 6 points)

2. Vocabulary

2.1 Complete the sentences with a suitable word from the box. There are two extra words you do not need to use.

inspire	audience	stunned	collection	criticise	reviews
materials	interpret	wind	longest-running	compose	communicate

- Modern artists use a variety of to create their works.
- He's planning to a new piece of music for the Award Ceremony.
- I always read the before going to the cinema or the theatre.
- They have a great of original paintings in this hotel.
- It's one of the plays. It's about 50 years old.
- We were by the special effects of the show!
- The can participate actively in the play.
- A happy or sad event can a musician to create music.
- I find it difficult to the symbolism of this painting.
- The recorder and the clarinet are instruments.

(..... / 10 points)

2.2 Complete the sentences with a suitable word.

- Actors r _ _ _ _ _ their roles in order to prepare for the performance.
- The c _ _ _ _ _ of the show were superb. All the characters were dressed as cats.
- This comedy won an a _ _ _ _ last year.
- Realism and Cubism are s _ _ _ _ _ of painting.
- Sophocles is one of the greatest p _ _ _ _ _ . Two of his best-known plays are 'Antigone' and 'Oedipus Rex'.
- Beethoven was a great c _ _ _ _ _ of classical music.
- The s _ _ _ _ _ e _ _ _ _ _ of the musical were spectacular.
- I have to learn the lyrics of five new songs. I'm a member of the school c _ _ _ _ .

(..... / 4 points)

3. Language focus

3.1 Put the verbs in brackets in the right passive tense to complete the text.

Take a walk through Plaka and see pieces of a new exhibition. The show opened March 15 with a ceremony which 1) (organise) by the local authorities. The show 2) (not / limit) to one museum but 3) (spread) out over a number of venues around

Athens. Works of 40 artists from numerous countries from around the world 4)
 (include) in the show. A midnight projection of the lives of famous painters 5)
 (show) next week, on March 22, at Thisseio's outdoor movie theatre. A lot of happenings 6)
 (already / arrange). Don't miss them!

(..... / 6 points)

3.2 Complete the sentences keeping the meaning the same. Make any changes if necessary.

1. The ancient Greeks made wall paintings with beautiful colours.

Wall paintings

2. The actors were applauded by the audience many times during the play.

The audience.....

3. Thousands of people visit the British museum every year.

The British museum

4. They sell only percussion instruments in this store.

Only percussion

5. They will not invite popular singers to the show.

Popular singers

6. The roles haven't been memorised by the students yet.

The students.....

(..... / 6 points)

4. Everyday English

Expand the questions and give suitable answers.

1. What / you think / classical music? (excellent)

.....

2. How/ you feel / the new forms of art? (difficult to understand)

.....

3. What / your opinion / this musical? (fascinating)

.....

4. What / your view / this comedy? (unoriginal)

.....

(..... / 4 points)

5. Writing

Write the biography of a person you admire. It can be a family member or a famous person. Write about 100-120 words.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

(..... / 10 points)

1. Reading

Read the text and decide if the statements below are True (T), False (F) or Not Mentioned (NM).

Breakfast Is On the Decline

The number of people eating breakfast is declining in the United States, reports the American Dietetic Association. Breakfast consumption among US adults declined from 86% in 1985, to 70% in 2005. The largest decline was among adolescents and young adults. Recent studies have shown that skipping breakfast makes children less efficient in selecting information to solve problems. Our memory is also affected, as well as verbal fluency and control of attention. School breakfast programmes may therefore help increase children's school attendance and test performance.

	T	F	NM
1. Fewer people eat breakfast in USA today.			
2. More teenagers than adults skip breakfast.			
3. Not having breakfast can only influence our memory.			
4. Breakfast can help students do better at school.			
5. A lot of schools provide students with healthy breakfast.			

(..... / 5 points)

2. Vocabulary

2.1 Complete the sentences with a suitable word from the list. There are two extra words you do not need to use.

waste, emissions, nutrients, support, means, congestion, lanes, conserve, junk, dairy, control, grains

1. We should our natural resources.
2. Don't paper. You can recycle it.
3. She never eats food. She's careful with her diet.
4. products are the best source of calcium.
5. If we cycle or walk more often, carbon dioxide will be reduced.
6. Are there bicycle in your area?
7. Don't go by car to the centre of the city. There is traffic
8. Which of transport do you use the most?
9. We're going to the campaign for the protection of the environment.
10. If you eat vegetables and fruit, you get the right

(..... / 10 points)

2.2 Circle the odd word out.

1. poultry, grains, beef, pork
2. yoghurt, dried fruit, cheese, milk
3. bake, peel, roast, grill
4. unfit, alert, healthy, active
5. boost, consume, promote, enhance

(..... / 5 points)

2.3 Complete the sentences with the right particle(s) of the phrasal verbs.

1. I can't put his rude behaviour any longer.
2. Put all your toys and tidy your room.
3. Can you put me to the manager, please?
4. We'll put the picnic if it rains.
5. They managed to put the fire immediately.

(..... / 5 points)

3. Language focus**3.1 Complete the sentences with the right form of the verbs in brackets.**

1. If you (not / eat) junk food, you'll get fitter.
2. I (ride) to school if I had a bike.
3. If I (be) you, I would take a holiday.
4. Unless we use public transport, air pollution (increase).
5. If you need proteins, you (eat) meat and fish.
6. What (you / do) if you sprained your ankle?

(..... / 6 points)

3.2 Complete the sentences with your own ideas.

1. Unless we respect nature,
2. We should recycle in order to
3. A lot of young people don't have a balanced diet. As a result,
4. A lot of forests get burnt every year. Therefore,

(..... / 4 points)

4. Everyday English

Complete the dialogue with the phrases in the box.

What else do you think I should do	What's wrong
Why don't you	I'll do that
	You'd better

A: You don't look well. 1)

B: I stayed on the beach all morning and now I've got sunburn.

1. Reading

Read the e-mails of two teachers participating in an eTwinning project and answer the questions below:

Angela C. – Cyprus

Twenty-five teenaged students from the beautiful island of Cyprus would like to communicate with teenagers from all over the world, exchange views on current affairs, become friends and, at a later stage, invite their friends to the beautiful island of Aphrodite. We would also like to do a project with English-speaking students. My students have been learning English as a foreign language for 8-9 years and they are very keen on meeting people who are native speakers. How about writing a story with characters that the students will create and draw? Older students can participate in a video-conference on racism and discrimination. I am looking forward to hearing from you asap, either to exchange ideas about the projects, or to give you my students' e-mail addresses. Best regards. Angela C.

Tai L. – China

My students are high school students studying English and Chinese at an international school near Shanghai, China. They come from different parts of China, Korea, and Thailand. All are either native speakers of Mandarin or have studied it for several years. All of the students have studied English for many years and that is the focus of their studies at school. Many of the students would like to attend universities in English-speaking countries, so they are preparing for English exams, and college entrance exams. We would like to find a class of high school students who are studying Chinese, or are interested in Asia, in order to initiate a pen pal exchange over the Internet. We prefer to correspond by e-mail on topics such as the Beijing Olympics, the American and Chinese cultures, and university education. High school students who are studying for exams or preparing for college would be a great match.

Which students, the Cypriot students (A) or the Chinese ones (B)

1. would like to communicate with students who are preparing for exams?
2. would like to invite other students to their country?
3. would like to work on topics about the Olympics or cultures?
4. would like to do a project only with students from English-speaking countries?
5. would like to take part in a videoconference?
6. are preparing for exams?
7. would like to study abroad?
8. would like to write a story? (..... / 8 points)

2. Vocabulary

2.1 Complete the sentences with a suitable word from the box. There are two extra words you do not need to use.

seize	tap	stiff	sturdy	tow	eager	insight
comfort		impact	vibrant	values	options	

1. His illness had a major on his academic career.
 2. This material is We can't bend it.
 3. He was to go home and work on his computer.
 4. You need to every opportunity.
 5. I prefer living in a city to a quiet village.
 6. The book provides a fascinating into the world of technology.
 7. I tried to him, but it was no use. Losing his dog caused him great sorrow.
 8. I don't have many, so I'd better decide now.
 9. I felt a on my shoulder and turned around.
 10. She believes strongly in basic like courage, loyalty and honesty.
- (..... / 10 points)

2.2 Form a suitable word from the words in capital letters to complete the sentences. Two of them remain the same.

- | | |
|--|----------------|
| 1. He made an interesting in his article. | OBSERVE |
| 2. What is the most way to handle this problem? | EFFECT |
| 3. They have suffered years of financial | HARD |
| 4. She's a girl. She saved her brother from the fire. | COURAGE |
| 5. Let's have a quick in the pool before breakfast. | DIP |
| 6. I enjoy doing sports. | COMPETE |
| 7. your grip when I tell you. | LOOSE |
| 8. Everybody admires him for his | BRAVE |
| 9. I think a lot of problems will in the future. | SURFACE |
| 10. Although everybody was scared, he was of the consequences. | FEAR |
- (..... / 10 points)

3. Language focus

Read what a 12-year-old girl said about an incredible experience she and her family had, and report her words.

1. "We live in a house next to the forest, so my mum wanted me to learn how to drive in case of an emergency".

She said

2. "I've been practising driving our car for six months".

She added.....

3. "The forest is on fire and we're home alone", my brother said.

Her brother told her

4. "What shall we do?" he asked. "We're going to die", my little brother shouted.

He asked her and shouted

5. "Don't worry. I can drive us out of here".

She told her brother and reassured him

6. "Stay calm and get the car started", I said to myself.

She told herself

7. "Burning branches are falling on our car", her brother shouted.

Her little brother shouted

8. "Don't panic! We'll be OK", I kept telling him.

She told him

9. "Where is the highway? Is it far?" he kept asking.

He wanted to know

10. "Luckily, we got to the highway safe. I think my driving licence will be a piece of cake!"

She said

(..... / 10 points)

4. Everyday English

Complete the exchanges with the right phrase from the list.

a. It's very kind of you. Thank you	b. I appreciate
c. You'd have done the same in my place	d. Don't mention it

A: Thank you for helping me with the project.

A: your help.

B:

B: I'm glad I was able to help.

A: I bought this present for you.

A: You've saved my life. I'm grateful.

B:

B:, I'm sure.

(..... / 2 points)

5. Writing

You are participating in an e-project on friendship. Write about the best friendship you've ever had. What made (or still makes) it so special? Describe your friend. What are the qualities you appreciate most in this person? Write about 100-120 words.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

(..... / 10 points)

Key to test 1

1. Reading (10 points)

1.F, 2.T, 3.F, 4.F, 5.T, 6.F, 7.F, 8.T, 9.T, 10.T

2. Vocabulary

2.1 (7p)

- | | | |
|--------------|--------------|-----------|
| 1. cultures | 4. worship | 7. belong |
| 2. features | 5. religions | |
| 3. languages | 6. crowded | |

2.2 (2,5p)

- | | | |
|-----------------|--------------|------------------|
| 1. remove | 3. ancestors | 5. entertainment |
| 2. celebrations | 4. desert | |

2.3 (8p)

1a, 2g, 3f, 4e, 5d, 6b, 7h, 8c

3. Language focus

3.1 (5p)

- | | |
|-------------------------|-----------------|
| 1. live | 4. is happening |
| 2. does not only export | 5. are getting |
| 3. sells | |

3.2 (5p)

1. as tall as, 2. much older, 3. the most popular, 4. better, 5. easier

4. Everyday English (2,5p)

Suggested answers:

- | | |
|-------------------------|----------------------|
| 1. How are you doing, | 4. Nice to meet you, |
| 2. Pretty good, thanks. | 5. See you |
| 3. Nice to meet you. | |

Key to test 2

1. Reading (8 points)

- They seemed to go nowhere.
- To map out the road more accurately from high above.
- The lines seemed to form portraits of gigantic animals.
- The lines may have been an 'airfield' for alien visitors to land on.

2. Vocabulary

2.1 (10p)

- | | |
|-----------------|----------------|
| 1. equipment | 6. managed |
| 2. discovery | 7. description |
| 3. structures | 8. lost |
| 4. civilisation | 9. challenge |
| 5. well-known | 10. genuine |

Extra word: disaster

2.2 (5p)

- | | | |
|------------|------------|--------------|
| 1. protect | 2. tomb | 3. passer-by |
| 4. market | 5. volcano | |

2.3 (5p)

- | | | |
|--------------|----------------|----------|
| 1. proof | 2. beauty | 3. depth |
| 4. existence | 5. exploration | |

3. Language focus

3.1 (5p)

- | | |
|-----------------------|---------------------|
| 1. haven't discovered | 6. grew |
| 2. were | 7. caught |
| 3. had | 8. kept |
| 4. didn't build | 9. haven't found |
| 5. rebuilt | 10. have discovered |

3.2 (5p)

- had gone
- found
- had created
- did (ancient Egyptians) build
- did (ancient Greeks) use to do

4. Everyday English (2p)

Suggested answers:

- Do you know that a tsunami washed away some villages in Bali yesterday?
– Oh no! How terrible!
- Have you heard that firemen managed to rescue the children from the forest fire?
– That's great news!

Key to test 3

1. Reading (10 points)

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

2. Vocabulary

2.1 (2,5p)

1. pitch, 2. court, 3. course, 4. pool, 5. track

2.2 (10p)

- | | |
|----------------|----------------|
| 1. booked | 6. spectacular |
| 2. pay | 7. Admission |
| 3. accepted | 8. luggage |
| 4. performance | 9. allowed |
| 5. outdoor | 10. waste |

3. Language focus

3.1 (5p)

1. are you leaving / are you going to leave,
2. does the plane take off, 3. will ('ll) be, 4. are
going to stay / are staying, 5. will ('ll) have

3.2 (10p)

1a, 2b, 3c, 4a, 5b, 6a, 7b, 8b, 9c, 10a

4. Everyday English (2,5p)

- | | |
|---------------------|---------------------|
| 1. How about ... | 3. Why don't we ... |
| 2. I don't think | 4. How can I get... |
| that's a good idea. | 5. Turn right ... |

Key to test 4

1. Reading (10p)

1.1

- Babbage's first designs for calculating machines
- CRAY 1
- 5000 BC
- ENIAC
- 1993

1.2

- Charles Babbage.
- It was too big.
- Cray 4.
- They are powerful, cheap and small.
- The abacus.

2. Vocabulary

2.1 (10p)

- | | |
|----------------|----------------------|
| 1. interactive | 6. gain |
| 2. motivating | 7. attend |
| 3. fees | 8. progress |
| 4. cooperate | 9. skills |
| 5. secondary | 10. extra-curricular |

2.2 (5p)

1c, 2e, 3d, 4b, 5a

3. Language focus

3.1 (6p)

- You mustn't be late.
- You should learn how to use a computer.
- We may write a maths test tomorrow.
- We could get new sports equipment.
- We (you) don't have to wear a uniform on the excursion.
- When he was a student he had to work part-time.

3.2 (5p)

- John is a new student who has come from another country.
- Look at the video camera which I bought yesterday.
- It was the school year 2004-5 when our team won the school championship.
- This is my friend whose father is our science teacher.
- Canterbury University, where we're going to attend a summer language course, is in South England.

4. Everyday English (4p)

1a, 2b, 3a, 4b

Key to test 5

1. Reading

1.1 (4p)

1.T, 2.NM, 3.F, 4.F

1.2 (6p)

1. Because he had studied at a grammar school, and knew only a little Latin and Greek.
2. A ship in the play lands on the coast of a country (Bohemia) that has no coasts!
3. Because Shakespeare's plays are performed more than those of any other playwright in the history of the world, and are as popular today as at any time in the last 400 years.

2. Vocabulary

2.1 (10p)

- | | |
|----------------------|--------------|
| 1. materials | 6. stunned |
| 2. compose | 7. audience |
| 3. reviews | 8. inspire |
| 4. collection | 9. interpret |
| 5. longest – running | 10. wind |

2.2 (4p)

- | | |
|-------------|--------------------|
| 1. rehearse | 5. playwrights |
| 2. costumes | 6. composer |
| 3. award | 7. special effects |
| 4. styles | 8. choir |

3. Language focus

3.1 (6p)

1. was organised
2. is not limited
3. is spread
4. are included
5. will be shown
6. have already been arranged

3.2 (6p)

1. Wall paintings with beautiful colours were made by the ancient Greeks.
2. The audience applauded the actors many times during the play.
3. The British museum is visited by thousands of people every year.
4. Only percussion instruments are sold in this store.
5. Popular singers will not be invited to the show.
6. The students haven't memorised their roles yet.

4. Everyday English (4p)

Suggested answers:

1. What do you think of classical music?
Personally, I think it's excellent.
2. How do you feel about the new forms of art?
I feel they're difficult to understand.
3. What's your opinion of this musical?
In my opinion, it's fascinating.
4. What's your view about/on this comedy?
I believe it's unoriginal.

Key to test 6

1. Reading (5 points)

1.T, 2.T, 3.F, 4.T, 5.NM

2. Vocabulary

2.1 (10p)

1. conserve, 2. waste, 3. junk, 4. Dairy, 5. emissions, 6. lanes, 7. congestion, 8. means, 9. support, 10. nutrients

2.2 (5p)

- | | |
|----------------|------------|
| 1. grains | 4. unfit |
| 2. dried fruit | 5. consume |
| 3. peel | |

2.3 (5p)

- | | |
|------------|--------|
| 1. up with | 4. off |
| 2. away | 5. out |
| 3. through | |

3. Language focus**3.1 (6p)**

- | | |
|---------------|---------------------|
| 1. don't eat | 4. will increase |
| 2. would ride | 5. (can / must) eat |
| 3. were | 6. would you do |

3.2 (4p)**Suggested answers:**

1. Unless we respect nature, things will only get worse.
2. We should recycle in order to reduce the amount of rubbish we produce.
3. A lot of young people don't have a balanced diet. As a result, their health suffers.
4. A lot of forests get burnt every year. Therefore, planting new trees should be our priority.

4. Everyday English (5p)

1. What's wrong?
2. What else do you think I should do?
3. Why don't you
4. I'll do that.
5. You'd better

Key to test 7**1. Reading (8p)**

- 1.B, 2.A, 3.B, 4.A, 5.A, 6.B, 7.B, 8.A

2. Vocabulary**2.1 (10p)**

- | | | |
|-----------|------------|------------|
| 1. impact | 5. vibrant | 9. tap |
| 2. stiff | 6. insight | 10. values |
| 3. eager | 7. comfort | |
| 4. seize | 8. options | |

2.2 (10p)

- | | |
|----------------|----------------|
| 1. observation | 6. competitive |
| 2. effective | 7. Loosen |
| 3. hardship | 8. bravery |
| 4. courageous | 9. surface |
| 5. dip | 10. fearless |

3. Language focus (10p)

1. She said they lived in a house next to the forest so her mum wanted her to learn how to drive in case of an emergency.

2. She added she had been practising driving their car for six months.
3. Her brother told her that the forest was on fire and they were home alone.
4. He asked her what they should do and shouted that they were going to die.
5. She told her brother not to worry and reassured him that she could drive them out of there.
6. She told herself to stay calm and get the car started.
7. Her little brother shouted that burning branches were falling on their car.
8. She told him not to panic and that they would be OK.
9. He wanted to know where the highway was and if/whether it was far.
10. She said that luckily they (had) got to the highway safe and that she thought her driving licence would be a piece of cake!

4. Everyday English (2p)

- 1d, 2a, 3b, 4c

