

Easter in Mexico

Easter celebration in Mexico is held as a combination of two separate big observances - Semana Santa and Pascua. The former means the whole of the Holy Week - Palm Sunday to Easter Saturday. And the Pascua is the observance for the period from the Resurrection Sunday to the following Saturday.

For most Mexicans, this two-week period is the time for a great vacation. People enjoy this time with the community of their choice.

Semana Santa celebrates the last days of the Christ's life. Pascua is the celebration of the Christ's Resurrection. It is also the release from the sacrifices of Lent.

In many communities, the full Passion Play is enacted from the Last Supper, the Betrayal, the Judgement, the Procession of the 12 Stations of the Cross, the Crucifixion and, finally, the Resurrection. In some communities, real crucifixion is included. The enactments are often nicely staged, costumed and acted, with participants preparing for their roles for nearly the full year leading up to Semana Santa.

http://www.theholidayspot.com/easter/world-easter/mexican_easter.htm





Easter in Africa

In Africa, Easter is celebrated as a main function of the Christian communities. In the Easter Vigil hundreds of people assemble in the church building.

In most parish churches the Easter Vigil is anticipated, because there are no lights, usually beginning at 3pm and finishing at dark, around 6pm. The church is decorated by Vitenge and Kanga, clothes made up in the form of butterflies, flowers, banana trees etc.

Christian hymns are accompanied by the beating of drums and Kigelegele, the high-pitched sounds made by women.

www.theholidayspot.com/easter/world-easter/in_africa.htm

HOW TO SAY "HAPPY EASTER" IN DIFFERENT LANGUAGES

• Catalan:	Felices Pasques
• Chinese:	Fu huo jie kuai le
• Croatian:	Sretan Uskrs
• Danish:	Glødelig Pæske
• Dutch:	Gelukkig Paasfest
• French:	Joyeuses Paques
• German:	Frohe Ostern
• Hungarian:	Boldog Husveti ánnepket
• Italian:	Buona Pasqua
• Lihuanian:	Linksmu Velyku
• Modern Greek:	Kalo Pascha
• Norwegian:	God pæske
• Polish:	Wesolych swiat
• Portuguese:	Boa Pascoa
• Russian:	Schtsjastlivyje Paschi
• Serbian:	Hristos voskrese
• Spanish:	Felices Pascuas
• Swedish:	Glad Pæsk
• Turkish:	Mutlo (eller Hos) Paskalya
• Yiddish:	A fraylekhn Pesah



UNIT 9

AMAZING PEOPLE AND PLACES

LESSON 3

HOW TO CREATE A SCHOOL NEWSPAPER

Main Steps

- **SUPPORT:** Have a teacher back your plan – it helps a lot!
- **TEAM:** Find other pupils to make a team. Some to write articles, others to design, others to get sales etc.
- **TITLE:** With the team, come up with a nice name for the newspaper.
- **CONTENT:** Decide what you want to have in the paper: articles, photos, games, advice columns, adverts, etc.
- **DEADLINES:** Set clear dates and times for the articles to be written.
- **EDITING:** Make corrections to the articles and all other material to make sure there aren't any mistakes.
- **TEMPLATE:** Use a computer template for the layout (Microsoft has a newsletter template).
- **MORE EDITING:** Once you have laid it out, the newspaper must be checked again for mistakes.
- **PUBLISH IT:** With your school printer, print the number of copies you need.

Important points

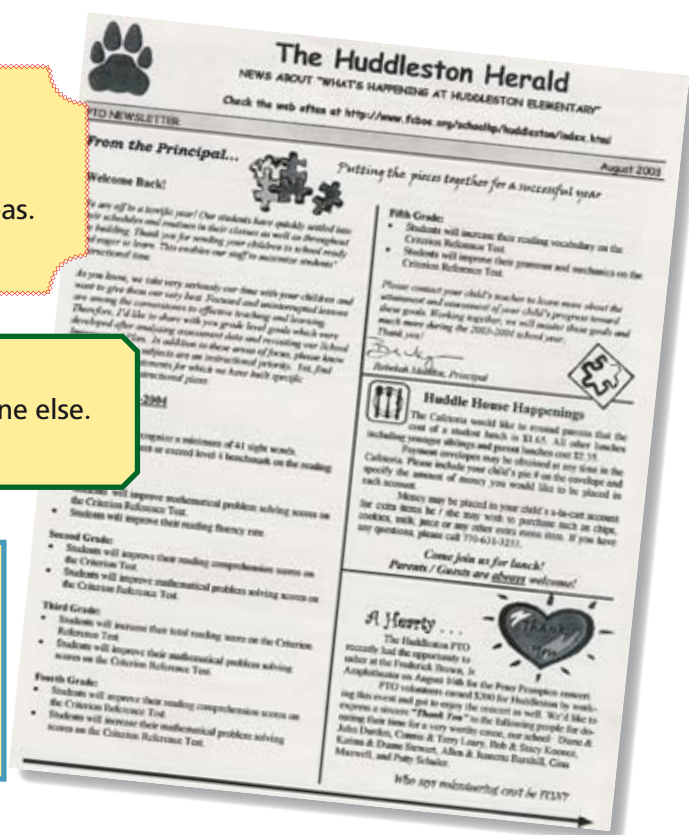
- Make sure the team has all the right skills.
- Set a realistic time for each issue.
- Members of the team respect each other's ideas.
- Good teamwork is essential.

Warnings

- Never print anything that is offensive to anyone else.
- Edit carefully.

What you need

- A computer that has a newsletter template
- A good dictionary
- Good writing skills
- Lots of imagination and creativity
- Good organisation



Useful website: www.e-twinning.net

UNIT 10

SUMMER IS HERE!

LESSON 1-3

Activity A.

Information

1. Serves	London
2. Distance from central London	24km
3. Opening year	1946
4. Number of Runways	2
5. Length of Runways	3900 m.
6. IATA code	LHR
7. Awards	Best Airport in Europe Award 2004
8. Passengers in 2006	67.7 million
9. Served by	Heathrow Express (15 mins.), Underground (60 mins.), 30 Bus Routes.

Activity B.

The school children of Windward School in New York debate the Parthenon Marbles. Read what each student wrote.

The Parthenon marbles should remain in the British Museum. One reason is that in Athens there is too much pollution, which damages the marble. Also, for some people Athens is too far to travel to. Finally, some more people live in Britain, so more people will go to the British Museum and see the Marbles.

Edwin, 6th Grade Student

The Parthenon Marbles should be returned to Athens. People told Lord Elgin he could take what he wanted off the ground. Instead he sawed pieces off the Parthenon. Also, the pieces of the frieze should be together in Athens, because the Parthenon was built in Athens. Finally, The British Museum didn't take good care of the Marbles. When the museum cleaned the Marbles, they damaged them. The Parthenon Marbles must be returned to Athens.

Rhoda

Further Activity: Write an e-mail to the Greek Ministry of Culture (<http://www.yppo.gr/0/gcontact.jsp>) to bring the Parthenon Marbles back to Athens.

Activity C.

<p>5th July</p>	<p>Syntagma: shopping</p> 	<p>Omonoia: walking - shopping</p> 	<p>City Hall Square: visiting</p> 
<p>6th July</p>	<p>Acropolis: visiting</p> 	<p>The National Archaeological Museum: visiting</p> 	<p>The Mall: cinema - shopping</p> 
<p>7th July</p>	<p>Lycabettus: lunch</p> 	<p>Athens metro: visiting</p> 	<p>Restaurants by the sea: dinner</p> 
<p>8th July</p>	<p>Keramikos Ancient Cemetery: walking</p> 	<p>National Gardens: walking</p> 	<p>Plaka: shopping - dinner</p> 

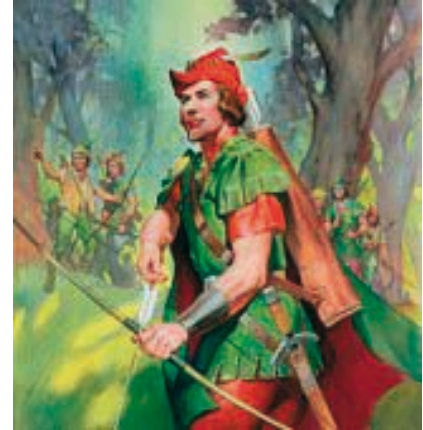
Activity D.

ROBIN HOOD AND HIS MERRY MEN

When Robin first came to live in Sherwood Forest he was sad. He could not forget all he had lost. But he was not lonely for long. When people heard he had gone to live in Sherwood, other poor men, who had been driven out of their homes by the Normans, joined him. They soon formed a band of outlaws. They became known as the "Merry Men."

Robin was no longer Robin of Huntingdon, but Robin of Sherwood Forest. People shortened Sherwood into "Hood". Some say he was called "Hood" from the green hoods he and his men wore. It does not matter much how he came to have his name. He had become known, not only all over England, but in many countries far away, as Robin Hood.

www.mainlesson.com



Activity E.

Pair work. The pictures on Greek vases were often scenes from daily life and Greek myths. Some of them were given as presents or prizes to champion athletes. This vase was one of these.

With your partner decide on an everyday scene and draw it on the vase. Then, write three sentences to describe what the scene is about and what the people in it are doing.



1.
2.
3.

UNIT 1

Likes, dislikes and preferences

like love enjoy prefer dislike hate + ing

These verbs are used to express likes or dislikes and are followed by an -ing form.

e.g. Mark loves studying. Do you enjoy driving? I don't like skiing. Sue prefers eating out.

These verbs are not normally used in the Present Continuous. They are verbs that describe a state. They are used in the Simple Present form even if the action is happening now.

e.g. I enjoy dancing. **NOT** I am enjoying dancing.

✓ **NOTE:** He prefers singing **to** dancing.

Simple Present Tense

We use the present simple for • things that are true in general (general truth) • things that happen sometimes or all the time (states) • routines • timetables and programmes

e.g. I **live** in Sparta but my sister lives in Athens. Jenny **reads** a lot.

Affirmative	Negative		Interrogative
	Long form	Short form	
I/you walk	I/you do not walk	I/you don't walk	Do I/you walk?
He/she/it walks	He/she/it does not walk	He/she/it doesn't walk	Does He/she/it walk?
We/you/they walk	We/you/they do not walk	We/you/they don't walk	Do We/you/they walk?

Short answers	
Do you walk to school?	Yes, I do. / No, I don't.
Does he/she/it walk to school?	Yes, he/she/it does . / No, he/she/it doesn't .
Do they walk to school?	Yes, they do. / No, they don't.

Spelling

Be careful!

he/she/it **-s**: e.g. he takes, my father makes

ss, sh, ch, x, o ∅ **-es** e.g. I do – he **does** / You pass – she **passes** / I finish – he **finishes**

y ∅ **-ies** e.g. I try – he **tries** / You cry – she **cries** / I study – he **studies**

But: I play – he **plays** / I stay – she **stays** / You buy – he **buys**

UNIT 2

Prepositions of time: At - On - In

We can use prepositions of time with the Simple Present. They can go at the beginning or the end of the sentence.

At

at 8 o'clock (time)
at Christmas, at Easter, at the weekend (holidays)
at noon / at night / at midnight

On

on Monday, on Sunday (days of the week)
on April 6th (dates)
on Christmas Eve, on my birthday (specific days) / on weekdays

In

in May, in December (months) / in 2007, in 1998 (years)
in the summer, in the autumn (seasons)
in the morning

Adverbs of frequency

always- usually - often - sometimes - rarely/seldom - never

We can use adverbs of frequency with the Simple Present to show how often an action happens. These words are often with the verb in the middle of the sentence.

e.g. He's **always** late.

They **sometimes** go to the opera. / I **rarely** eat chinese food. / We **usually** play basketball at school.

Be careful!

The adverbs of frequency come *before* the main verbs **but** *after* the verb to be.

e.g. We usually have milk for breakfast. / We are never late for school.

If there are two verbs they come *between* them.

e.g. It doesn't **usually** rain here. / Does she **often** go to school by bus?

UNIT 3

Expressing opinions / Making suggestions

In English we use some phrases to express our opinion to other people or to make suggestions on specific matters. Some of these phrases are followed by the -ing form of the verb and some others are followed by the base form of the verb.

Expressing opinions

I think that / I don't think that / It seems to me that / In my opinion → **-ing**

- e.g. I think that walking to school is the best idea.
It seems to me that recycling is the only solution to save the planet.
In my opinion, keeping our school clean makes us feel better.

Making suggestions

- Why don't we / you • Let's (all) → **base form of the verb (infinitive)**
 e.g. Why don't you ride your bike to school?
Let's all find a solution to the problem.

How about → **-ing**

- e.g. How about speaking to your friends about the problems of the environment?

UNIT 4

Facts and habits vs. actions happening now

We know that we use the Simple Present tense to talk about states and routines. We also know that we use the Present Continuous tense to talk about things that are happening now, at the time of speaking. Of course, we can have both tenses in one sentence to express two different situations.

e.g. Jack usually **goes** to New York for holidays, but this year he **is spending** holidays in London.

We can also use the following time expressions with each verb tense:

Simple Present	always, usually, often, sometimes, rarely/seldom, never, every day, once a day/week/month/year,
Present Continuous	now, at the moment, at present, today, this week / month / year

Feelings

In English we express feelings with the verbs of senses: look – smell – taste – feel.

These verbs do not usually have a continuous tense, because they describe a state and not an action (see also Unit 1 – Likes, dislikes and preferences)

e.g. You **look** nice in your new coat! / It **tastes** delicious. What is it?

UNIT 5

Talking about intentions

In English we can use three different ways to talk about the future.

A. Simple future - will **B.** be going to **C.** Present continuous (future meaning)

A. Simple future - will

We use **will** when we decide to do something at the time of speaking
 with words like: I think, probably

e.g. Ok. I'll come with you. / Will you get me some eggs from the super market? / They will probably come later.

Affirmative		Interrogative	Negative	
Long form	Short form		Long form	Short form
I will play	I'll play	Will I play?	I will not play	I won't play
You will play	You'll play	Will you play?	You will not play	You won't play
He will play	He'll play	Will he play?	He will not play	He won't play
She will play	She'll play	Will she play?	She will not play	She won't play
It will play	It'll play	Will it play?	It will not play	It won't play
We will play	We'll play	Will we play?	We will not play	We won't play
You will play	You'll play	Will you play?	You will not play	You won't play
They will play	They'll play	Will they play?	They will not play	They won't play

Short answers	
Will you come?	Yes, I will. / Yes, we will. • No, I won't. /No, we won't.
Will he/she/it come?	Yes, he/she/it will. • No, he/she/it won't.
Will they come?	Yes, they will. • No, they won't.

We can use these time expressions with the simple future:
tomorrow, next week/month/year, soon, later

B. be going to

We use **be going to** to talk about what we plan or intend to do in the near future to make a prediction based on what we can see or what we know

e.g. I **am going to** play football tomorrow. / He **is going to** study Medicine when he grows up. / What **are you going to** do to save animals in danger?

Affirmative	Negative	Interrogative
I'm going to meet Jim	I'm not going to meet Jim	Am I going to meet Jim?
You're going to meet Jim	You're not going to meet Jim	Are you going to meet Jim?
He's going to meet Jim	He's not going to meet Jim	Is he going to meet Jim?
She's going to meet Jim	She's not going to meet Jim	Is she going to meet Jim?
It's going to meet Jim	It's not going to meet Jim	Is it going to meet Jim?
We're going to meet Jim	We're not going to meet Jim	Are we going to meet Jim?
You're going to meet Jim	You're not going to meet Jim	Are you going to meet Jim?
They're going to meet Jim	They're not going to meet Jim	Are they going to meet Jim?

C. Present continuous (future meaning)

We can use the Present continuous tense to talk about plans or arrangements we've made for the future.

e.g. **We're visiting** our grandmother tomorrow.

Abilities, obligations, advice

In English we use verbs like **can**, **must**, **should** to talk about abilities and obligations or to give advice. These verbs are called **modal verbs**.

They go before other verbs.

They are always followed by the base form of these verbs.

e.g. He **can't come** with us because he doesn't feel very well.

• Can / Can't

We use **can** to talk about ability in the present and the future.

e.g. Mary can swim very well, but her brother can't. He's afraid of water.

• Must / Mustn't

We use **must** to talk about obligation in the present and the future. We use **mustn't** to talk about things we are not allowed to do in the present and the future.

e.g. We must follow the rules.

• Should / Shouldn't

We use **should** to give advice to people. We often use **think** with **should**.

e.g. It's a nice play. You should go and see it.

What do you think I should do?

✓ **NOTE: Must** is stronger than **should**.

e.g. He doesn't feel very well. He should go to the doctor.

UNIT 6

Comparatives

We use comparatives to compare two people, animals or things. We often use the word **than** after the comparative form.

e.g. Bob is **taller than** Mark. / Your car is **bigger than** mine.

• **Short adjectives:** Add **-er** to short adjectives to make the comparative form.

strong - stronger

✓ **NOTE:** If the adjective ends in **-y**, you take off **-y** and you add **-ier**.

e.g. healthy - healthier / easy - easier / pretty - prettier

• **Long adjectives:** With long adjectives we use the word **more** before the adjective to make the comparative form. e.g. *beautiful - more beautiful*

Superlatives

We use superlatives to compare one person or thing to several others.

e.g. This is the **youngest** pupil in the class.

- **Short adjectives:** To form the superlative of short adjectives, we put the word **the** before the adjective and add the ending **-est**.

clever - cleverest

- ✓ **NOTE:** If the adjective ends in **-y**, you take off **-y** and you add **-iest**.
lazy - laziest / crazy - craziest / pretty - prettiest

- **Long adjectives:** To make the superlative form of a long adjective, we put the words **the most** before the adjective.

expensive - the most expensive / difficult - the most difficult

Be careful! Some adjectives have irregular comparative and superlative forms.

good	better	best
bad	worse	worst
many/much	more	most
little	less	least

e.g. Sue is a **better** singer than Mary.

UNIT 7

Talking about the past

In English we use the **Simple Past** tense for

- actions that happened in the past at a definite time
- routines or states in the past that are now finished

e.g. Napoleon **died** in 1821.

I **finished** my homework yesterday.

Last night we **visited** our parents.

He **had** a small boat when he was young.

Positive	Negative		Question
	<i>Long form</i>	<i>Short form</i>	
I finished	I did not finish	I didn't finish	Did I finish?
You finished	You did not finish	You didn't finish	Did you finish?
He finished	He did not finish	He didn't finish	Did he finish?
She finished	She did not finish	She didn't finish	Did she finish?
It finished	It did not finish	It didn't finish	Did it finish?
We finished	We did not finish	We didn't finish	Did we finish?
You finished	You did not finish	You didn't finish	Did you finish?
They finished	They did not finish	They didn't finish	Did they finish?

Short answers

Did you visit your uncle?	Yes, I did. / No, I didn't.
Did he/she visit his/her uncle?	Yes, he/she did. / No, he/she didn't.
Did they visit their uncle?	Yes, they did. / No, they didn't.

✓ **NOTE:** Of course you have noticed that the last part of the past tense verbs (-ed) is the same for all persons and is used **only in the Positive form.**

Spelling!
Be careful!

- verbs ending in **e** add only **d** e.g. lived **d** loved **d** smoked
- verbs ending in **y** change y to **ied** e.g. try-**tried** cry-**cried** study-**studied**
- most verbs ending in one vowel + one consonant (not w or y) change to one vowel + double consonant e.g. travel-**travell**ed**** shop-**shopp**ed****

With the Past Simple we can use the following time expressions:
yesterday, then, ago, last night/week/month/year, in 1995...

UNIT 8

Actions in progress

was/were + ing	e.g. she was running	they were eating
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In English we can use the **Past continuous** tense to

- talk about events or actions which were in progress for some time in the past e.g. We **were dancing** all night long.
- talk for two or more actions which happened at the same time in the past e.g. Sue **was washing** the car while Mark **was watering** the flowers.
- create the atmosphere and the background of a story. e.g. All small creatures were happy in the forest. The birds **were singing**, the rabbits **were playing** and the wild ducks **were swimming** in the lake.

Positive	Negative		Question
	<i>Long form</i>	<i>Short form</i>	
I was walking	I was not walking	I wasn't walking	Was I walking?
You were walking	You were not walking	You weren't walking	Were you walking?
He was walking	He was not walking	He wasn't walking	Was he walking?
She was walking	She was not walking	She wasn't walking	Was she walking?

It was walking	It was not walking	It wasn't walking	Was it walking?
We were walking	We were not walking	We weren't walking	Were we walking?
You were walking	You were not walking	You weren't walking	Were you walking?
They were walking	They were not walking	They weren't walking	Were they walking?

Short forms

Were you running?	Yes, I was. / No, I wasn't.
Was he/she/it running?	Yes, he/she/it was. / No, he/she/it wasn't.
Were they running?	Yes, they were. / No, they weren't.

With the **Past Continuous** tense we can use these time expressions:
while, when, as...

UNIT 9

The perfect tense

Have/has + ed

We use the present perfect tense in order to talk about:

- actions which started in the past and continue up to now
e.g. I **have worked** here for many years.
- actions which happened in the past but we do not know the exact time. Here the action is more important than the time.(compare with the past simple)
e.g. They **have finished** their homework.
- past experiences
e.g. I **have travelled** to France before.

Positive		Negative		Question
Long form	Short form	Long form	Short form	
I have lived abroad.	I've lived abroad	I have not lived abroad.	I haven't lived abroad.	Have I lived abroad?
You have lived abroad.	You've lived abroad	You have not lived abroad.	You haven't lived abroad.	Have you lived abroad?

He has lived abroad.	He's lived abroad	He has not lived abroad.	He hasn't lived abroad.	Has he lived abroad?
She has lived abroad.	She's lived abroad.	She has not lived abroad.	She hasn't lived abroad.	Has she lived abroad?
It has lived abroad.	It's lived abroad.	It has not lived abroad.	It hasn't lived abroad.	Has it lived abroad?
We have lived abroad.	We've lived abroad	We have not lived abroad.	We haven't lived abroad.	Have we lived abroad?
You have lived abroad.	You've lived abroad.	You have not lived abroad.	You haven't lived abroad.	Have you lived abroad?
They have lived abroad.	They've lived abroad.	They have not lived abroad.	They haven't lived abroad.	Have they lived abroad?

Short forms

Have you lived abroad?	Yes, I have / No, I haven't.
Has he/she/it lived abroad?	Yes, he/she/it has. / No, he/she/it hasn't.
Have they lived abroad?	Yes, they have. / No, they haven't.

Time expressions usually used with the **present perfect** are:
for, since, ever, never, yet, already, how long...

Imperial Units			
Length		Weight	
1 inch	=2,54 cm	1 ounce	=28,35 g
1 foot (12 inches)	=20,48 cm	1 pound (16 ounces)	=453,6 g
1 yard (36 inches)	=91,44 cm	1 stone (14 pounds)	=6,35 kg
1 mile (1760 yards)	=1609,34 m	1 ton	=1016 kg
Volum			
1 pint	=568 ml		
1 gallon (8 pints)	=4,546 L		

Present Tense	Past Tense	Past Participle
be	was, were	been
become	became	become
begin	began	begun
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burst	burst	burst
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cut	cut	cut
deal	dealt	dealt
do	did	done
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	gotten
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hide	hid	hidden
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
leave	left	left

Present Tense	Past Tense	Past Participle
let	let	let
lie	lay	lain
lose	lost	lost
make	made	made
meet	met	met
pay	paid	paid
quit	quit	quit
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
shake	shook	shaken
shine	shone	shone
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake (waked)	woke (waked)	woken
wear	wore	worn
win	won	won
write	wrote	written





Athens Metro Map







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