

APPENDIX I - IT'S YOUR CHOICE

UNIT 3 Imaginary creatures

1. Obelix at the gym

(Instead of the pair work: A Monster's ID, page 29)

Obelix wants to lose weight. He is talking to the receptionist of a gym centre. Look at his ID card, complete the dialogue and act it out.

Receptionist: _____ ?
Obelix: My name is _____
Receptionist: _____ ?
Obelix: I'm _____
Receptionist: _____ ?
Obelix: I _____
Receptionist: _____ ?
Obelix: _____
Receptionist: Do you have any _____ ?
Obelix: _____

Member's ID

Name: Obelix
Age: 25
Height: 6 feet
Weight: 250 pounds
Health problems: none

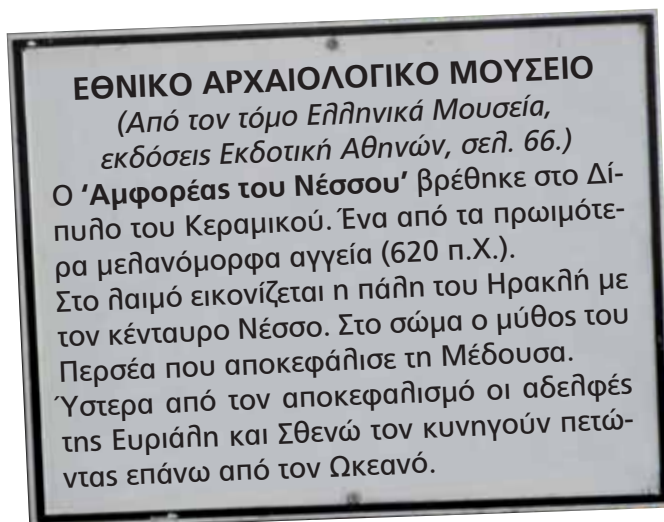


2. Ancient Greek pottery

A. Look at the Ancient Greek pottery below and describe the monsters on it. Use the Greek text on the left if you need help.



What do you know about the creatures shown?
What do they look like? Find more information about them in your workbook (Unit 3 - Exercise 6).



B. Search the Internet to find other pottery showing the same or similar creatures. If possible, organize a visit to the local museum and look for similar items.
C. After your research, write your report and present it in class.

Differentiated instructions



3. Class comparisons

Work in pairs. Ask each other about the following and find a classmate who:

runs the **fastest**

sings the **most beautifully**

play football the **best**

solves a math problem the **most quickly**

NAME

Example:

Pupil 1: Who do you think runs the fastest in class?

Pupil 2: I think Tom does.

Find more facts about these people and present your findings in class. Speak about their unusual abilities or skills using comparatives and superlatives.

UNIT 4 The history of the aeroplane



1. Aviation and Space Education Outreach Program*

Work in pairs to find the right answer to the following 'AVIATION TRIVIA' questions from <http://www.faa.gov/education>.

*Source: <http://www.faa.gov/education>

1. Which of these is a military aircraft?

- a. F-17
- b. A-300
- c. Boeing 727

2. What does supersonic mean?

- a. Faster than the speed of sound.
- b. Really loud.
- c. Faster than the speed of light.

3. Which one of these aircraft is supersonic?

- a. Learjet
- b. Concorde
- c. Boeing-747

4. Which aircraft is known as "Hercules"?

- a. C-5
- b. KC-135
- c. C-130

5. Which aircraft has a motor but no wings?

- a. Rocket
- b. Glider
- c. Blimp

6. Which aircraft has wings but no motor?

- a. Helicopter
- b. Glider
- c. Blimp

7. In the late 1920's *dirigibles* were known as:

- a. Flying balloons
- b. Zeppelin
- c. Kasseplins

8. Who invented the kite about 2,000 years ago?

- a. The Chinese
- b. The Japanese
- c. The Russians

9. Who invented the rocket?

- a. The Chinese
- b. The Japanese
- c. The Russians

KEY to AVIATION TRIVIA
1a, 2a, 3b, 4c, 5c, 6b, 7b, 8a, 9a

APPENDIX I - IT'S YOUR CHOICE

2. A Quiz

Match the columns and make true statements about famous travellers you have read about.

A	B
Marco Polo	managed to travel around the world in 80 days.
Gulliver	flew on a golden-haired ram to Colchis.
Captain Nemo	shipwrecked on the Lilliputian island.
Phrixos and Ellie	crossed the continent of Asia all the way to India.
Phileas Fogg	travelled on a magic carpet.
Marco Polo	captained Nautilus in 2000 leagues under the sea.
Aladdin	<i>started travelling when he was 15.</i>

3. The Story Writing Competition

You are taking part in story writing competition. Here is the beginning and the end of the story. Complete it.

The clues will help you.

bad weather / air pocket / serve passengers / watch video / scared / shout / say prayers / fasten seat belt / ...

Beginning: While my uncle and I were flying to... we had a(n)... experience.

.....

End: After a few minutes which seemed like an hour, we were all relieved!!!

UNIT 5 Travelling through time

1. Means of Transport

- a. Your friend Tony from U.S.A. is coming on a tour around Greece. How can he travel while in Greece? How many different types of transport can you think of? Tell him.

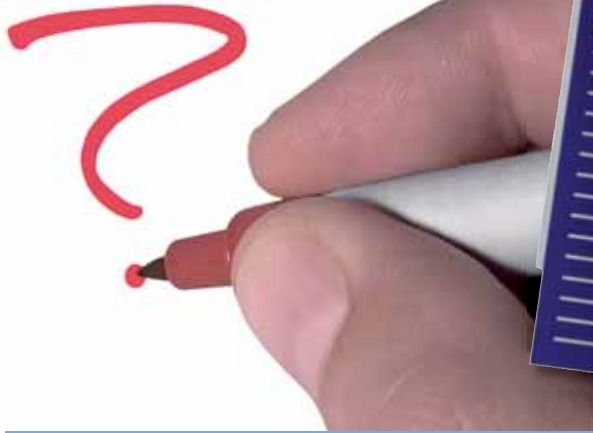


- b. The Public Transport Company is carrying out a survey about people's opinion on safe means of transport. Here is a questionnaire travellers have to answer.



Differentiated instructions

Answer it yourself.



QUESTIONNAIRE
Tick **P** or Cross **O**

Travelling by train is more dangerous than cycling. _____

Cycling is less dangerous than flying. _____

Driving a car is more dangerous than travelling by train. _____

Motorcycling is more dangerous than flying. _____

Travelling by train is less dangerous than motorcycling. _____

Flying is not as dangerous as driving a car. _____

Now write your opinion:

_____ is the safest way of travelling.



2. Personal Qualities

Think about your own personal qualities. Have you changed over the past few years? Write as many sentences as you can to complete the table

I used to be like this:	Now, I'm like this:
I used to get into trouble for being late.	Now, I'm trying to be punctual.
I used to be very noisy in the classroom.	Now, I'm calm and quiet.
I used to ask my mother to help me with my homework.	I can do my homework alone now. I am more independent/ confident.
I used to...	Now, I'm...

APPENDIX I - IT'S YOUR CHOICE

UNIT 6 Me, Myself and my Future Job

1. Reading

Lesson 1, Reading (easier version)




A. Jewellery Designer

I'm a jewellery designer.

I take metal and expensive stones and make rings, necklaces, earrings and other jewellery. I can use many hand tools to make the jewellery. Sometimes, I may use computers and laser to design these fine pieces.

When you work, it is necessary to look at every detail. It is also important to use your hands skilfully, to synchronize your eyes, to be patient and be careful in what you are doing. You must also know everything about art and fashion.



C. Home Health Nurses


I'm a home health nurse. I go to patients' homes to care for them. I also advise family members on how to take care of the patient who may need help for many different reasons. Some may be ill and some may be getting better from an accident. I spend a lot of time travelling to different places. I may visit many patients in one day.

The time I spend with the patients depends on their needs. It is important for nurses to like to help people, to be hard working, responsible, caring and cheerful. Classes in first aid, health sciences, home economics and diet are helpful for this career.

B. Air Traffic Controller

I'm an air traffic controller. My job is to direct the movement of aeroplanes, and make sure that they keep flying programmes.

An air traffic controller takes care of every plane that is taking off or landing. I usually work forty-hour weeks. I may work night or weekend shifts. It is a very stressful job. Speech communication, mathematics, science, foreign languages, and electronics are helpful for this career.



D. Hairdresser

I'm a hairdresser.

I cut and style hair using different tools such as scissors, razors, rollers, hot brushes and dryers.

I can use gel, mousse, wax or spray. I may colour, perm or straighten hair using shampoos, conditioners, lotions etc. It is important for hairdressers to be creative, able to work quickly, hardworking and self-confident. Biology, chemistry, science courses and communication skills are helpful.

E. Ecologists

I'm an ecologist. Ecologists can work in a lab but also go out to the place where a plant grows or an animal lives and study them. I may do some work without taking any money, too. Next summer I'm travelling to the Amazon to study some kinds of plants there.

Working in a team and working alone are good skills for someone who wants to be an ecologist. Good communication skills are also important. Useful subjects are biology, mathematics, and computer science.

Differentiated instructions



2. Role play

Lesson 1, Practice A

You read the following information on a poster in your neighbourhood:

Pupil A: You see the above information and want to work as a life guard volunteer. Call the Town Hall, ask for information and offer to help.

Pupil B: You are a clerk at the Town Hall. The Town Council wants a volunteer life guard. Answer the telephone and give the volunteer life guard all the information he asks for.



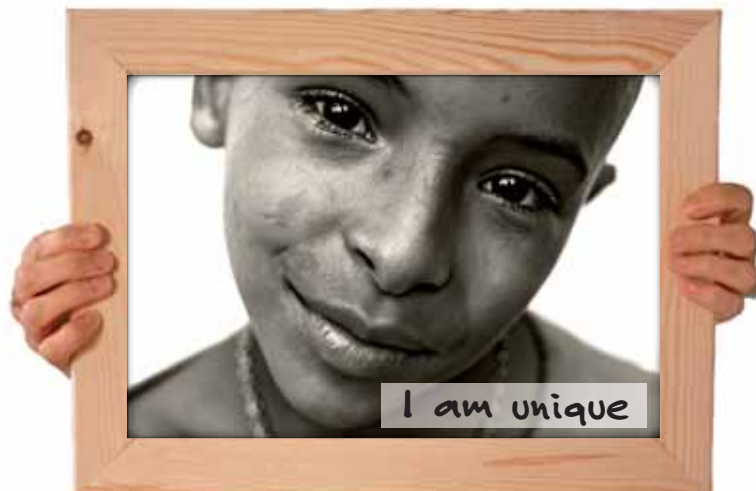
3. Maria's Profile

Read Maria's profile. Which of the jobs do you think she will choose to do in future? Discuss it with your partner and decide.



Maria is interested in many things. She likes machines very much and wants to learn how they operate. She also likes reading many books and she is very good at maths and science at school. She is a brave girl and always helps other people. Maria's dream is to travel to many countries and make a lot of friends all over the world.

Answer: I think she will choose to be a _____



APPENDIX I - IT'S YOUR CHOICE

UNIT 7 Share Your Experiences

Example:
I have eaten five ice-creams
in an hour.

1. Your personal records

Tick which of the following are your personal records and write your sentences below:



eat... ice-creams _____

score... goals _____

collect... stickers/stamps/CDs/ coins etc. _____

read... books _____

watch... films _____

buy... pair of shoes in a year _____

write... poems _____

sing... pop songs _____

visit... museums in a year _____

be to a funfair... times _____

What else? _____



2. Questionnaire Do you know...

- a. Which American World Champion has taken a Muslim name?
- b. Which singer has been No 1 in both America and Britain for many years?
- c. Which famous football player mostly used this left foot to kick the ball?
- d. Which basketball coach has led his team beat the USA Dream Team at the World Championship in Japan?
- e. Which South American football player has also played for an Italian team?
- f. Which American World Champion has also worked for peace?

For the answers, read the TEXTS on pp.64-65 in your Workbook.

Differentiated instructions

3. Greek achievements

What have other Greeks achieved in recent years? Here is a report about Pyrrros Dimas. Fill in the gaps to complete the report and present it to your class.

Use the words:
medals,
was born,
weightlifter,
has finished,
nickname,
Captain,
national,
has won,
came



Pyrrros Dimas has been the best Greek of all times. He
..... in Himara, Albania in 1971 and he.....to Greece in 1991.
His birthplace created his "The Lion of Himara". He
3 Olympic Gold and 1 bronze. This number of gold medals has given him another nickname "Midas". Dimas
his career as a hero.
For his successes, the Government of Greece has awarded him the distinction of ain the Hellenic Army.

4. Beijing 2008 Paralympic Games

You were interested in the 2008 Paralympics in Beijing. Read the following newspaper extract and tell your class about the emblem of the Beijing Paralympics (talk about the figure, the colours etc.).



"Sky, Earth and Human Beings," the emblem of the Beijing Paralympics is a figure of an athlete in motion, showing the tremendous efforts a disabled person has to make in sports as well as in real life. With the harmony of "sky, earth and human beings," the emblem joins Chinese characters, calligraphy and the Paralympic spirit. It embodies the Paralympic motto of "Spirit in Motion" and shows the integration of heart, body and spirit in human beings - the core of the philosophy of Chinese culture. The three colours in the emblem represent the sun (red), the sky (blue) and the earth (green).

<http://en.beijing2008.cn/spirit/beijing2008/>

5. Mediation

You and your English-speaking friend Joan are talking about athletes with special abilities. Read the following newspaper extract and tell your friend about the success of some athletes with special abilities.

Η Ανθή Καραγιάννη βραβεύτηκε ως η καλύτερη αθλήτρια με αναπηρία από τον ΠΣΑΤ*

Σε λαμπρή τελετή βράβευσε τη Δευτέρα 10 Δεκεμβρίου 2007 ο Πανελλήνιος Σύνδεσμος Αθλητικών Συντακτών (ΠΣΑΤ) τους καλύτερους αθλητές και αθλήτριες της χρονιάς 2007. Ως καλύτερη αθλήτρια με αναπηρία με 980 ψήφους αναδείχθηκε η Ανθή Καραγιάννη, αθλήτρια του Στίβου που πρόσφατα κατέκτησε ένα χρυσό και ένα Χάλκινο μετάλλιο στους Παγκόσμιους Αγώνες Τυφλών στο Σάο Πάολο της Βραζιλίας. Δεύτερος με λίγες ψήφους διαφορά ήρθε ο Χαράλαμπος Τσιγανίδης, αθλητής Κολύμβησης που φέτος κατέκτησε 2 Χρυσά Μετάλλια στους Παγκόσμιους Αγώνες Τυφλών και τρίτος ο Παύλος Μάμαλος αθλητής Άρσης Βαρών σε Πάγκο που κατέκτησε το καλοκαίρι στο Πανευρωπαϊκό πρωτάθλημα στην Καβάλα το Χρυσό Μετάλλιο και σημείωσε Πανευρωπαϊκό Ρεκόρ.

<http://www.paralympic.gr/index.php?lang=gr&sec=&ctg=&cid=212>

APPENDIX I - IT'S YOUR CHOICE

UNIT 8 Blow Your Own Trumpet

1. Family Budget

Follow up to Activity C. p.93

If you were a parent (mother/father) what would you spend money on? Choose from the following:

- | | | | |
|------------------------------|--------------------------|----------------------------|--------------------------|
| newspapers / magazines _____ | <input type="checkbox"/> | children's education _____ | <input type="checkbox"/> |
| food _____ | <input type="checkbox"/> | clothes _____ | <input type="checkbox"/> |
| presents _____ | <input type="checkbox"/> | doctors / medicine _____ | <input type="checkbox"/> |
| sweets _____ | <input type="checkbox"/> | transportation _____ | <input type="checkbox"/> |
| bills _____ | <input type="checkbox"/> | books _____ | <input type="checkbox"/> |
| holidays _____ | <input type="checkbox"/> | rent _____ | <input type="checkbox"/> |
| other _____ | <input type="checkbox"/> | | |

Now compare with your class list on page 93.

2. Golden rules for living



1. If you open it, close it.
2. If you turn it on, _____
3. If you unlock it, _____
4. If you break it, _____
5. If you borrow it, _____
6. If you value it, _____
7. If you make a mess, _____
8. If you move it, _____
9. If it belongs to someone else and you want to use it, _____
10. If you don't know how to operate it, _____

Now remember to follow the rules.

Differentiated instructions

3. The story of the Little Red Riding-Hood

Your friend has taken notes about the story of the Little Red Riding Hood but he / she has mixed them up and has forgotten to write the end. Read the notes, put them in the right order and give your ending. The first one is done for you.

1. *One day, Little Red Riding Hood decided to go her Grandma's house because she was ill.*

- The wolf went to grandma's house.
- In the wood, she met a big wolf and talked to him.
- He slipped into grandma's bed and waited for the little girl.
- The little girl made her way through the wood and stopped to pick up some strawberries for her grandmother.
- The wolf jumped out of bed and swallowed the little girl, too.
- A hunter looked through the window and saw the large wolf, with a fat full tummy, sleeping in Grandma's bed.
- The wolf came into the room and swallowed the old lady.
- "Got you at last!" the hunter shouted and he _____

One day, Little Red Riding Hood decided to go her Grandma's house because she was ill. _____

"Got you at last!" the hunter shouted and he _____

UNIT 9 Earth Day everyday!

1. Lions



You have found information about lions on the Internet. Read it and inform your class about lions by writing a report. You can add photos or drawings in it. The notes below will help you.

A lion is a very powerful animal. It is related to the cat family. Most people are afraid of lions because of their big roar and their teeth. Lions can live in cool or warm places. Some lions live in the woods, grassy plains, and places where there is a lot of food. In the ancient times, lions lived in Europe, in the Middle East, India, and much of Africa. Lions are very strong but

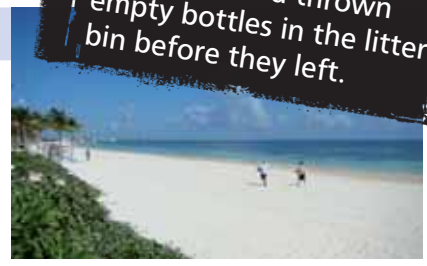
Write about ...

- Where lions usually live
- Where lions lived in the ancient times
- Why people are afraid of lions
- Why a male lion looks bigger than a female lion
- Why lions are called 'Kings'

not very fast animals. Male lions are the only cats with manes. Male lions look bigger because of their manes. Lions are called "The King of Beasts". They are also called the "King of the Jungle". Lions do not allow strange animals to hunt in their territory and they may kill them.

APPENDIX I - IT'S YOUR CHOICE

Example:
Swimmers had thrown empty bottles in the litter bin before they left.



2. Keep the beach clean!

Alternative activity

With your partner, look at the picture. Find out what the swimmers had done before leaving the beach. Think about: empty bottles / cans, cigarette ends, plastic bags, etc.

3. A Project: Save the environment!

ALTERNATIVE PROJECT ABOUT THE ENVIRONMENT (instead of project on p.106)

- A.** Draw a picture or make a poster. Show some of the ways the air or water is polluted. Show the results of pollution on animals / plants / people. Give a title to your work.
- B.** Discuss with your family about the things you throw away (batteries, chemicals, detergents, old gadgets etc.) Suggest ways you can protect the environment.
- C.** Finally, present your ideas in class and display your works on your classroom walls.

UNIT 10 Time for fun

1. Eight below

Your friend Kate is interested in going to the cinema to see the film 'Eight Below' but she doesn't know much about it. Look at the back of your book p. 146 and find information about the story and the reviews. You may use adjectives ending in -ing /-ed to describe it. Now send an e-mail to Kate explaining what the film is about. Start like this:

Dear Kate,
I have seen Eight Below.
It is about two Antarctic explorers who ...
It's a/an -ing story...

2. Which film? Make a movie riddle using the following clues. Read the riddle to the class and let your classmates guess the film.

Title _____ (keep it secret) CLUES: **a.** It's a... (genre), **b.** It takes place in..., **c.** (Who) is in it., **d.** It's about..., **e.** In the end...

EXAMPLE CLUES:

- a.** It's an animated comedy.
- b.** It takes place in Central Park Zoo in New York and in the jungle of Madagascar
- c.** The voices of Ben Stiller, Chris Rock, David Schwimmer, Jada Pinkett Smith, Sacha Baron Cohen, Cedric the Entertainer and Andy Richter are heard in it.
- d.** It's about four zoo animals that find themselves in the wild jungle of Madagascar and don't know how to take care of themselves.
- e.** In the end ...

TITLE: Madagascar

A	B
Tickets are sold here.	Hotel
Audience is requested to have their mobiles switched off.	Beach
Breakfast is served between 7-9 a.m.	Cinema box-office
Taking photos is not allowed.	Theatre
Throwing rubbish is strictly forbidden.	Museum

3. Signs

Where can you see the following signs? Match **A** with **B**:

APPENDIX II

Resources

Resource materials

UNIT 1 Our multicultural class

p. 5: Lesson 1 – 3B (Pupil A: QUESTION SHEET)

Look at the table below. Use the prompts to ask 5 questions then complete the table.

Country	
brother / sister	
people / work	
people / like	
father/ spend free time	
mother/ spend free time	

UNIT 3

Imaginary creatures

p. 29: Lesson 1 – 3B

A MONSTER'S ID: Pupil B

Monster's ID

Name:

Shrek

Age:

20 years old

Height:

6.5 feet (1.95 m) tall

Weight:

300 lbs (145 kg)

Eyes:

two ugly eyes



UNIT 2

Going shopping

p. 17: Lesson 1 – 3C

(AT THE SCHOOL CANTEEN)

SCHOOL CANTEEN MENU

SANDWICHES

Tomato, cucumber, lettuce, carrot, onion	€ 0.50
EXTRA Cheese	€ 0.60
Egg	€ 0.80
Ham	€ 1.20

PITA ROLLS

Salad (tomato, lettuce, cucumber, carrot, mayo)	€ 1.00
Ham Salad	€ 1.30
Chicken Salad	€ 1.30

SALAD PLATES

Plain (lettuce, tomato, cucumber, carrot, apple, onion)	€ 1.50
Ham Salad (as per plain salad plus ham)	€ 1.80
Chicken Salad (as per plain salad plus chicken)	€ 2.00

SOMETHING HOT

Meat Pie	€ 1.70
Chicken Pie	€ 1.50
PIZZA – Ham & Pineapple or Supreme	€ 1.80

MILK

Chocolate, strawberry, iced coffee	€ 0.40
------------------------------------	--------

DRINKS (Please return containers for 5c deposit)

Fresh fruit juice (Orange or Apple)	€ 0.70
100% fruit juice (Orange/ Tropical/ Apple)	€ 0.50
Fruit Box (assorted flavours)	€ 0.30

THE LITTLE EXTRAS

Chocolate Cake	€ 0.60
Carrot & Walnut Cake	€ 0.60
Sultana Cake	€ 0.60
Fruits in season	€ 0.50
Popcorn	€ 0.50
Chips (plain, light, salt & vinegar, oregano)	€ 0.30

APPENDIX II - RESOURCE MATERIALS

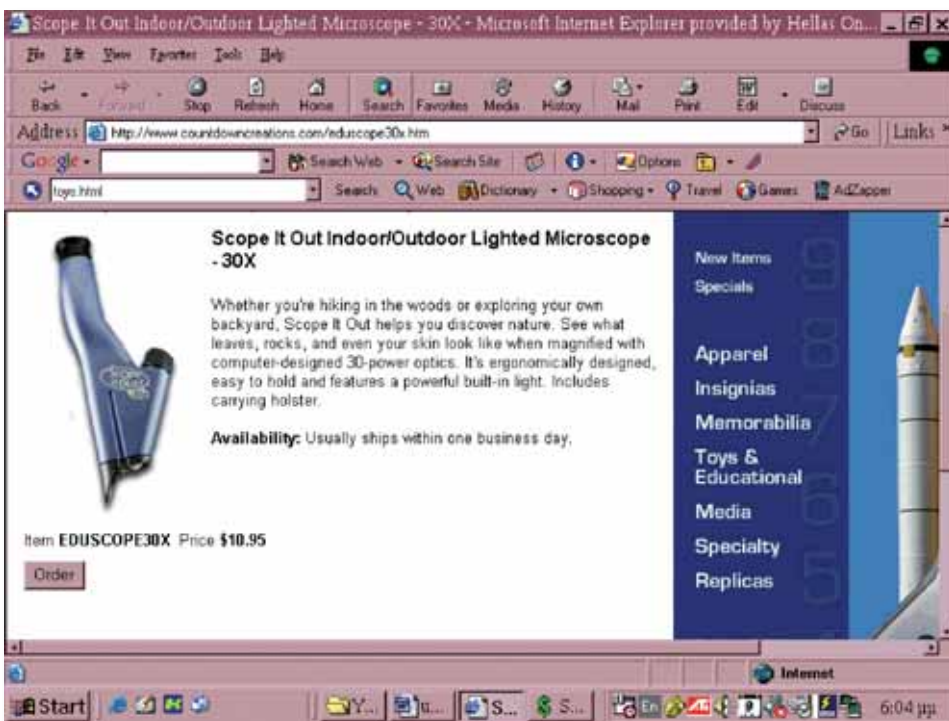
UNIT 2 Going shopping

p. 19: Lesson 2 – 2C
(LISTEN, READ AND ANSWER)



UNIT 2 Going shopping

p. 22: Lesson 3 – 1B (INTERNET SITE)



Planet Quest Game - Microsoft Internet Explorer provided by Hellas On Line

Home > Toys & Educational > Games



Planet Quest Game

The first animal in space was a dog. True or False? The sun is a star. True or False? Learning about our solar system is much more than memorizing planets! It's full of fascinating facts. For 2-4 players or teams, this board game includes 132 true/false questions on the nine planets, the Earth's moon, supernovas, asteroids and much more. Earn planet cards for correct answers. Put the planets in the right order, and you win!

Availability: Usually ships within one business day.

- Home
- Shopping Cart
- New Items
- Specials
- Apparel
- Insignias
- Memorabilia
- Toys & Educational
- Media
- Specialty
- Replicas

Glow In The Dark Space Quest Activity Kit - Microsoft Internet Explorer provided by Hellas On Line

Activity Kit



Draw, color, paint and learn, with this really cool Space Quest activity kit!

Kit Contains: Stencils, Markers, Stickers, Paints, Puzzle Templates, Brushes, Poster, And Space Cards to Color.

Availability: Usually ships within one business day.

- New Items
- Specials
- Apparel
- Insignias
- Memorabilia
- Toys & Educational


Item TOYSPQUESTKIT Price \$9.95

Order

[2 items remaining] Opening page http://www

ZoomCam Binoculars & 35mm Telephoto Camera - Microsoft Internet Explorer provided by Hellas On Line

Home > Toys & Educational > Mission Gear



ZoomCam Binoculars & 35mm Telephoto Camera

Scout landscapes from afar while snapping photographs to send picture postcards home with our Off The Map ZoomCam by Wild Planet. Combines a pair of binoculars with a 35mm camera to capture long range photos. Pictures develop with cool pathfinder frames. Two button cell batteries and a roll of film are included. Recommended for ages 6 and up

Availability: Usually ships within one business day.

Item GEARZOOMC Price \$19.95

Order

- Home
- Shopping Cart
- New Items
- Specials
- Apparel
- Insignias
- Memorabilia
- Toys & Educational
- Media
- Specialty
- Replicas

APPENDIX II - RESOURCE MATERIALS

UNIT 1 **Our multicultural class**

p. 5: Lesson 1 – 3B
(Pupil B: INFORMATION)

Read the information below and answer the reporter's questions:



My name is Chris / Christina. I come from Warsaw, Poland. I have a brother and a sister. People work hard in coal mines in Poland. They are outgoing people. They enjoy music and dancing. My mother usually plays the violin and my father goes to traditional dancing classes at the weekend.

UNIT 3 **Imaginary creatures**

p. 29: Lesson 1 – 3B
A MONSTER'S ID: Pupil A

Monster's ID

Name:
Polyphemus
Age:
75 years old
Height:
8 feet (2.40 m) tall
Weight:
560 lbs (270 kg)
Eyes:
one fierce eye



p. 31: Lesson 2 – 1E (Answers to QUIZ)

What do monsters read everyday?	Their horror -scope
What do we call a friendly and handsome monster?	A failure
What do monsters eat for lunch?	Fish and ships
What do we call a famous monster?	A mon- star

UNIT 6 Me, myself and my future job

p. 65: Lesson 1 – 3D (Looking for a job)

TEMPORARY PART TIME HOTEL RECEPTIONIST

We are looking for a part time hotel receptionist to work for approx 2 weeks:

3-5 evenings a week 4.00pm - 11.00pm.
(Could be weekends)

To answer hotel telephone, to check clients in and out & take payment for the rooms.

Live in position

PRIMARY SCHOOL TEACHER

Our dynamic and well organized school is looking for

a primary school teacher
for September start.

We are happy to interview not qualified teachers and teachers that are more experienced as well.

The support at the school is fantastic and the facilities are excellent.

If you are interested, please email your CV to

sleth@prot.-teachers.com

or call **020 8203 0860**.

PRACTICE NURSE

There is an opportunity for a **Practice nurse** to work in a health centre in Manchester.

Candidates should have a post graduate Diploma and several years experience.

They must show ability to work under pressure.

Excellent salary and benefits package.

To find out more please contact Anthony Reilly at Medacs International at **02074387200** or Anth.reil@medacs.com

SWIMMING INSTRUCTORS

Do you love working with people?

Are you a great team player?

Do you have loads of energy and enthusiasm?
Do you enjoy teaching swimmers of all ages, helping our members to learn to swim in a fun and caring way?

*Then contact
Cannons Swimming School
in Reading*

We are looking for **swimming teachers** to work in our new swim school pool. You need to be qualified and have experience in teaching both adults and children.

UNIT 7 Share your experiences

p. 81: Lesson 2 –
Practice A. PAIR WORK

PUPIL A

When / born?

When / start? How long ... training?

How many Olympic Games / participate?

How many Olympic medals / win?

How long / be an Olympic champion?

...

APPENDIX II - RESOURCE MATERIALS

UNIT 7 Share your experiences

p. 75: Lesson 1 – Reading D
(Why is Ian Thorpe retiring?)

November 21, 2006

Australia's greatest Olympian Ian Thorpe has announced his retirement from competitive swimming.

The five-time Olympic gold medallist, and multiple world record holder, has told the audience at a press conference in Sydney that he is quitting the pool at the age of 24. He told today of the dizzying heights and setbacks that marked his career as he announced that he is stopping his professional swimming career.

He said swimming was no longer at the top of his priority list, saying there were other things more important in his life.

Thorpe said he made the decision on Sunday shortly after deciding he would not compete at next year's world championships in Melbourne.

"As of 2:53 on Sunday afternoon I decided I would not be swimming the world championships again," Thorpe said. "I also made a very difficult decision that day that I am actually going to discontinue my professional swimming career..."

From <http://www.smh.com.au/articles/2006/11/21/1163871376986.html>

UNIT 7 Share your experiences

p. 77: Lesson 1 – Practice C: BINGO

broken a bone	won a competition	sung karaoke	slept in a tent
NAME: _____	NAME: _____	NAME: _____	NAME: _____
been on a plane	done volunteer work	climbed a tree	gone surfing
NAME: _____	NAME: _____	NAME: _____	NAME: _____
played hopscotch	eaten Chinese food	kept a dog as a pet	been to a theater
NAME: _____	NAME: _____	NAME: _____	NAME: _____
cheated on an exam	ridden a horse	done skateboarding	swum in a pool
NAME: _____	NAME: _____	NAME: _____	NAME: _____

UNIT 7 Share your experiences

p. 81: Lesson 2 – Practice A. PAIR WORK



PUPIL B	NAME	Konstantinos Fykas
	DATE OF BIRTH	25 Jan 1981
	STARTED SWIMMING	4 years old
	OLYMPIC GAMES	3 (Atlanta 1996, Sydney 2000, Athens 2004)
	OLYMPIC MEDALS	5 (2 gold, 3 silver)
	OLYMPIC CHAMPION	Since 1996

UNIT 9 Earth Day everyday

p. 105: Lesson 2 – Practice A. PAIR WORK

PUPIL B

QUESTIONS:	<i>Where do wolves live?</i>
	<i>What do they look like?</i>
	<i>Why are they endangered animals?</i>

INFORMATION about BEARS:

BEARS are usually darkish brown but they can vary from very light cream to black. They have a large body, powerful limbs, dense fur and a short tail. Despite their large size, bears are extremely fast. Bears live in North America, South America, Europe, and Asia, where they occupy a wide range of habitats, including mountains, forests, and Arctic wilderness. They dine on insects, fruits, nuts, fish and small animals. Bears are endangered species because people hunt them and they take over their habitat.

UNIT 9

Earth Day everyday

p. 106: Lesson 3 –
Project A. A Play

The Awful 8: The Play (A play about eight major air pollutants)



Setting: In front of the Environmental Protection Agency (EPA) building. The air pollutants are picketing the EPA. Some carry picket signs with phrases such as "Dirty Air! Let's Keep It That Way," "Down with the Clean Air Act" and so on. TV reporters Connie Lung and Harry Wheezer are at center stage. In turn, each pollutant comes over to be interviewed, while the other pollutants continue to picket in the background.

<http://www.esi.utexas.edu/outreach/gk12/docs/lessons/eight.pdf>

APPENDIX II - RESOURCE MATERIALS

Connie: Hi! I'm Connie Lung.

Harry: And I'm Harry Wheezer. We're here at the Environmental Protection Agency to cover a late-breaking story. Eight of the world's worst air pollutants are picketing the EPA to protest against clean-air legislation.

Connie: In tonight's special report, we'll give you the scoop on where these pollutants come from and the ways they can hurt people and other living things.

Harry: Our first interview is with the Particulates. *(Particulates walk over, carrying signs and chanting.)*

Particulates: Dust, soot and grime.

Pollution's not a crime

Soot, grime and dust,

The EPA's unjust!

Connie: *(coughs)* So-- you're the Particulates.

Particulates 1(Soot): Yeah- I'm Soot, this is Grime and this is Dust.

Harry: You guys are those tiny bits of pollution that make the air look really dirty?

Grime: Yeah! Some of us are stirred up during construction, mining and farming. *(throws some dirt in air.)*

Soot: But most of us get into the air when stuff is burned-- like gasoline in cars and trucks or coal in a power plant and even wood in a wood-burning stove!

Dust: And we just love to get into your eyes and make them itch and make your throat hurt and...

Grime: *(interrupts)* Come on, Dust, quit bragging! We gotta get back to the picket line. *(Particulates return to picket line. Carbon Monoxide sneaks up behind Harry.)*

Harry: Let's introduce the folks at home to our next pollutant, Carbon Monoxide. Hey, where did he go? Oh, there you are! Pretty sneaky, Carbon Monoxide!

Carbon Monoxide: Yeah, sneaking up on people is what I do best. I get into the air when cars and trucks burn fuel inefficiently -- but you can't see or smell me.

Connie: Then how can we tell when you're around?

Carbon Monoxide: You'll find out when you breathe me in! I can give you a bad headache and make you really tired. *(gives an evil laugh)*

Harry: *(yawns)* Oh-- I see what you mean. Thanks for talking with us Monoxide. *(yawns again)*

(Carbon Monoxide returns to picket line.)

Connie: *(checking notes)* Next we'd like you to meet some of the most dangerous air pollutants-- The Toxins. *(Toxins walk over, carrying signs and chanting.)*

Harry: You Toxins are made up of all kinds of poisons. How do you get into the air?

Toxins 1: Hey, man, we come from just about everywhere. Chemical plants, dry cleaners, oil refineries, hazardous-waste sites, paint factories...

Toxins 2: Yeah, and cars and trucks dump a lot of us into the air too. You probably don't know it, but gasoline is loaded with us toxins.

Toxins 3: Wow, that's for sure. There's benzene, toluene- all kinds of great stuff in gas.

Connie: Scientists say you cause cancer and other kinds of diseases. What do you think of that?

Toxins 4: They can't prove a thing!

Toxins 5: That's why we're here-- to make sure you people don't pass any more laws that might keep us out of the air. C'mon, Toxins-- we're outta here! *(Toxins return to picket line. Sulphur Dioxide walks over.)*

Connie: Next we'd like you to meet Sulphur Dioxide. *(Turns to face Sulphur Dioxide)* I understand you just blew in from the Midwest.

Sulphur: Hey, I wouldn't miss this for all the pollution in New York City!

Harry: I'm sure the folks at home would like to know how you get into our air.

Sulphur: Well, heck, don't they read the newspapers? I've been making the front page at least once a week! Most of the time, I shoot out of smokestacks when power plants burn coal to make electricity.

Connie: And what kinds of nasty things do you do?

Sulphur: Nasty-- that's me! *(snickers)* I think it's cool to make it hard for some people to breathe. And I can make trees and other plants grow more slowly. But here's the most rotten thing I do: When I get way up into the air, I react with oxygen in water in the sky, and presto! You get acid rain! *(sprays water at audience)*

Harry: Acid rain is a big problem. It can hurt or kill fish and other animals that live in lakes and rivers and some scientists think it makes trees sick. Acid rain can even eat away at statues and buildings.

Sulphur: *(proudly)* That's right. Hey, I can even

travel a long way to do my dirty work. If I get pumped out of a smokestack in Ohio, I can ride the wind for hundreds of miles and turn up as acid rain in Vermont!

Connie: I sure hope we can get rid of you soon, Sulphur Dioxide!

Sulphur: Good luck, guys! I gotta do some more picketing before I catch the next east wind! (*Sulphur Dioxide returns to picket line. Nitros walk over.*)

Harry: (*to the audience*) He's really rotten!

Nitros: (*all together*) You think Sulphur Dioxide is rotten? You haven't met us!

Connie: You must be the Nitrogen Oxides.

Nitro 1: Just call us the Nitros for short. (*turns to audience*) Give me an "N"!

Audience and other Nitros respond: "N"!

Nitro 2: Give me an "I"!

Audience and other Nitros respond: "I"!

Nitro 3: Give me an "T"!

Audience and other Nitros respond: "T"!

Nitro 4: Give me a "R"!

Audience and other Nitros respond: "R"!

Nitro 5: Give me an "O"!

Audience and other Nitros respond: "O"!

Nitro 1: What's that spell?

Audience and other Nitros: NITRO!

Nitro 2: What's that mean?

Other Nitros: DIRTY AIR!

Harry: Hey, I didn't know pollutants could spell.

Nitro 4: Very funny, Harry.

Connie: So, how do you Nitros get into the air?

Nitro 5: We get airborne when cars, planes, trucks and power plants burn fuel.

Harry: And what happens once you're in the air?

Nitro 1: We can make people's lungs hurt when they breathe-- especially people who already have asthma.

Nitro 2: And, like Sulphur Dioxide, we react with water in the air and form acid rain.

Nitro 3: But we also make another form of pollution. And here she is-- BAD OZONE! (*Bad Ozone waves and walks over. Nitros return to picket line.*)

Bad Ozone: Well, my friends, the Nitros, pour into the air, they get together with some other pollutants. As the sun shines on all these lovely pollutants, it heats them up—and creates me, Bad Ozone. And where there's ozone, there's smog.

Harry: (*to audience*) Smog contains a lot of ozone.

Connie: That's right, Harry. And smog can really make city life miserable. It can make your eyes burn, your head ache and it can damage your lungs.

Harry: But what I want to know is, if ozone is so bad, why are people worried about holes in the ozone layer? (*Good Ozone walks in from offstage.*)

Good Ozone: That low-level ozone is my rotten twin sister-- she's just a good gas turned bad! I'm the good ozone that forms a layer high above the Earth. I help absorb the harmful rays of the sun.

Bad Ozone: (*nastily to Good Ozone*) So what are you doing here, sis?

Good Ozone: I'm here to support the clean air laws. If certain chemicals keep getting pumped into the atmosphere, I'll disappear. And without me, the harmful rays of the sun will kill some kinds of plants and give many more people skin cancer and eye disease!

Harry: But what kinds of chemicals are making you disappear?

Good Ozone: It's those terrible CFCs! (*CFCs walk over from picket line.*)

CFC 1: Hey, we're not so bad! People have used us CFCs in coolants for refrigerators and air conditioners for your home and car.

CFC 2: So what if we destroy a little bit of ozone? There's enough to last for years!

CFC 3: Yeah- who needs ozone anyway?

Good Ozone: People do! Tell them what else you CFCs are doing!

CFC 4: What's Ozone complaining about now-- global warming? (*EPA scientists walk in from offstage. Good and Bad Ozone walk offstage.*)

Scientist 1: Excuse me, but did I just hear someone mention global warming?

CFC 2: Yeah. What do you want?

Scientist 2: We just happen to be experts on global climate change.

Connie: Are CFCs really changing the world's climate?

Scientist 1: Well, we're not positive. But over the past 100 years or so, people have been pouring gases, such as CFCs and carbon dioxide, into the air.

Scientist 2: And as they build up in the atmosphere, these gases may be acting like the glass in a greenhouse.

Scientist 1: That's right. They let the radiation

APPENDIX II - RESOURCE MATERIALS

from the sun in -- but they keep the heat from getting out. And this may be causing the Earth's climate to become warmer.

Harry: I've read that if the temperature goes up, sea levels may rise. Wow, some cities on the coast might be flooded some day!

Scientist 1: Well, nice talking with you all, but we've got to do some more research so that we can really nail these pollutants. *(Points to CFCs. CFCs give scientists a dirty look, stick out tongues. Scientists walk offstage.)*

CFC 1: Hey, we're not even the biggest cause of global climate change. You gotta talk to another of the big pollutants about that.

Harry: *(checks notes)* There's only one other pollutant on the list: Carbon Dioxide. *(CFCs return to picket line. Carbon Dioxide 1 and 2 walk over.)*

Dioxide 1: Did we hear you mention our name? We aren't really a bad gas, in the right amount. About a hundred years ago, there was just the right amount of us in the air.

Dioxide 2: But then people started burning more and more things -- they built power plants that burn coal, and cars and trucks that burn gasoline. And they started cutting down and burning forests! Every bit of that burning releases

extra amounts of us into the air.

Dioxide 1: As more and more of us got into the air, people started saying that the Earth was warming up-- because of us!

Dioxide 2: Yeah-- as if it's our fault! *(to audience)* The reason you're in such a mess is because you use so much fuel and cut down so many trees!

Connie: You're right, Carbon Dioxide. Maybe we should be doing a special report on people-- we're the ones who are really causing most air pollution.

Harry: But people can change! *(turns to audience)* How about you? Can you think of some ways that people can help fight air pollution? *(Audience responds with ideas, such as driving cars less, using less electricity, conserving forests, planting trees and so on.)*

Connie: And that's the end of our special report. The bottom line? These air pollutants are a pretty tough bunch-- but people help create many of them, and people can reduce the amounts that are in our atmosphere. Thank you and good night.

Pollutant curtain call.

The End.

Acknowledgments

Lois Myers, Stephen F. Austin University Nacogdoches TES Course, 1994; Pollution: Let's Clean Up Our Act, [National Wildlife Federation](#), 8925 Leesburg Pike, Vienna, Virginia, 22184, 1-800-822-9919, the Environmental Protection Agency's Guide to Environmental Issues and What You Can Do To Reduce Air Pollution.

p. 105: Lesson 2 – Practice A. PAIR WORK

PUPIL A

QUESTIONS:	<i>Where does the bear live?</i>
	<i>What does it look like?</i>
	<i>Why is it an endangered animal?</i>

INFORMATION about WOLVES:

WOLVES are black-grey or brown. They have powerful teeth, bushy tails, and round eyes. Their habitat is in plains or forests and their den may be a cave, or a hole in the ground. They eat small animals and birds. Wolves are becoming extinct because people regard them as dangerous animals. The fact is that few, if any, healthy wolves have attacked humans. Actually, they try to avoid them. Wolves are valuable animals in the FOOD CHAIN.

UNIT 10 Time for fun


p. 113: Lesson 1 – Practice A. PAIR WORK

Title	War of the Worlds (2005)	
Genre	Action /Adventure / Sci-Fi / Thriller	
Director	Steven Spielberg	
Screenplay writers	Josh Friedman, David Koepp	
Actor / Stars	Tom Cruise (Ray Ferrier), Dakota Fanning (Rachel Ferrier), Justin Chatwin (Robbie Ferrier)	
Setting / background	U.S.A., present time	
Play / Story	A contemporary retelling of H. G. Wells's classic: As Earth is invaded by alien tripod fighting machines, one family fights for survival.	
Reviews	A brilliantly executed movie. It is considered one of the finest disaster movies of all time.	

Title	Ice Age: The Meltdown (2006)	
Genre	Animation / Adventure / Comedy / Family	
Director	Carlos Saldanha	
Screenplay writers	Gerry Swallow, Peter Gaulke (screenplay)	
Actor / Stars	<i>Voices of:</i> Ray Romano (Manny), John Leguizamo (Sid), Denis Leary (Diego), Queen Latifah (Ellie)	
Setting / background	Prehistoric time	
Play / Story	Diego, Manny and Sid return in this sequel to the hit Ice Age. This time the Ice Age is over and is starting to melt, which will destroy their valley. So they must unite and warn everyone about the situation.	
Reviews	It is an impressively animated, family-friendly comedy with likeable characters and some terrific comic set-pieces, carrying an ecological message.	

APPENDIX II - RESOURCE MATERIALS

Title	Eight Below (2006)	
Genre	Adventure / Drama / Family	
Director	Frank Marshal	
Screenplay writers	David DiGilio (screenplay), Toshirô Ishido	
Actor / Stars	Paul Walker (Jerry Shepherd), Bruce Greenwood (David McClaren), Moon Bloodgood (Katie), Jason Biggs (Charlie Cooper)	
Setting / background	The Antarctic	
Play / Story	Heavy cold forces two Antarctic explorers to leave their team of sled dogs behind as they fight for their survival.	
Reviews	A moving story of survival, friendship and adventure	

Title	The Wild (2006)	
Genre	Animation / Adventure / Comedy / Family / Fantasy	
Director	Steve 'Spaz' Williams	
Screenplay writers	Ed Decter, Mark Gibson(written by)	
Actor / Stars	<i>Voices of:</i> Kiefer Sutherland (Samson), James Belushi (Benny), Eddie Izzard (Nigel), Greg Cipes (Ryan), Janeane Garofalo (Bridget)	
Setting / background	New York, Africa	
Play / Story	A lion, a giraffe, an anaconda, a koala, and a squirrel discover what a jungle the city can be when one of their own is mistakenly shipped to the wild and they embark on a dangerous mission to rescue him.	
Reviews	'The Wild' offers consistent laughs, with fresh characters and writing.	

UNIT 1

Simple Present

FORM

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

SPELLING RULES

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

We add **s** to the main verb

work+s = he works

Exceptions

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

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

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

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

USE

We use the simple present tense when:

- something happens regularly
- something is true in general

EXAMPLES

I **live** in Patras.
The Moon **goes** round the Earth.
John's father **drives** a taxi.
He **does not drive** a bus.
My sister and I do **not watch** TV
after 10.00 at night.
Do you always play football on Saturdays?

We use an **ADVERB OF FREQUENCY** like **always, usually, often, sometimes** to say how often something happens.
It comes **before** the verb in the **Present Simple**.
When we have the verb **to be** we put the adverb **after** it.
E.g. We **always** have maths on Monday.
Do you often play football at school?
My brother **is always** early for school.

APPENDIX III - GRAMMAR FILE

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

EXAMPLES

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

Present Continuous

FORM

+	I am		speaking	to you.
	You are		reading	this.
-	She is	not	staying	in London.
	We are		playing	football.
?	Is he		watching	TV?
	Are they		waiting	for John?

SPELLING RULES

We add **-ing** to the main verb: work + ing = working

Exceptions

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

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

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

USE

We use the **present continuous tense** to talk about:

- an action happening exactly now
- an action happening around now

EXAMPLES

Look! The bus **is coming**!
Are you learning French or English?
 We **are not having** breakfast at the moment.

UNIT 2

Countable / Uncountable nouns

EXAMPLES

Countable Nouns		Uncountable Nouns	
Singular	Plural	Singular Only	
a banana an apple	some bananas a lot of bananas (a) few bananas	some milk a lot of milk (a) little milk	affirmative
	any bananas many bananas	any milk much milk	question
	not any bananas not many bananas	not any milk not much milk	negative

Containers / Units of weight

EXAMPLES

Containers			Units of weight		
A can / a tin A box A packet A bar A bottle A jar A carton	of	cider strawberries sugar chocolate orange juice jam milk	A kilo A pound	of	meat mince

UNIT 3

Comparisons of adjectives and adverbs

FORM

	POSITIVE	COMPARATIVE	SUPERLATIVE
SHORT ADJECTIVES	strong big ugly	...-er than	the ...-est of/in
		stronger than bigger than uglier than	the strongest of/in the biggest of/in the ugliest of/in
LONG ADJECTIVES	Horrible	more ... than	the most ... of/in
		more horrible than	the most horrible of/in

APPENDIX III - GRAMMAR FILE

USE In the Comparative form we add -er than in short adjectives and more + adjective + than in long adjectives.
In the Superlative form we add the -est in short adjectives and the most + adjective in long adjectives.

Irregular adjectives

Adjective	Comparative	Superlative
good	better than	the best of/in
bad	worse than	the worst of/in
far	farther/further than	the farthest/furthest of/in
much/many	more than	the most of/in
little	less than	the least of/in

Comparisons of adjectives with *as...as* and *not so... as*

EXAMPLES

<i>The night</i>	<i>is</i>	<i>as</i>	<i>dark</i>	<i>as</i>	<i>hell.</i>
noun or pronoun	positive verb	as	adjective	as	noun or pronoun

<i>Our house</i>	<i>is not</i>	<i>as / so</i>	<i>luxurious</i>	<i>as</i>	<i>a hotel.</i>
noun or pronoun	negative	as / so	adjective	as	noun or pronoun

Comparisons of adverbs

FORM To form a regular adverb we add -ly / -ily to an adjective

ADJECTIVE	ADVERB
quiet	quietly
happy	happily
EXCEPTIONS	
fast	fast
hard	hard
good	well

EXAMPLES
The children are **quiet**. They are playing **quietly**.
That is a **happy** boy. He is singing **happily**.
That is a **fast** horse. It runs **fast**.
This exercise is **hard**. Tom is working **hard** on this exercise.
Jim is a **good** football player. He plays football **well**.

USE We use adverbs when we want to answer the question **HOW**.

UNIT 4

Simple Past

FORM

+	I		worked	very hard.	
	You		went	to school.	
-	He / She	did	not	go	with me.
	We			work	yesterday.
?	Did	you		go	to London?
		they		work	at home?

USE

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

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

EXAMPLES

I **lived** in that house when I was younger.
 He **didn't like** the movie.
 What **did you eat** for dinner?
 John **rode** his bike to school on Monday.
 Mary **did not go** to school yesterday.
Did you play tennis last week?

**PAY ATTENTION
 TO THE IRREGULAR VERBS
 (see p.159)**

Past Continuous

FORM

+	I / he / she	was	watching	TV.	
	You	were	working	hard.	
-	I / he / she	was	not	helping	Mary.
	We	were		joking.	
?	Was	he / she		studying	Maths?
	Were	you / they		playing	football?

USE

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

EXAMPLES

I **was doing my homework** at 6.00 in the evening.
 They **were not playing** football at 9am this morning.
 What **were you doing** at 10pm last night?
 Tony went home early because **it was snowing**.

APPENDIX III - GRAMMAR FILE

Past Continuous + Simple Past

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

We use:

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

EXAMPLES

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

UNIT 5

Used to...

FORM

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

USE

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

REMEMBER

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

Asking for and giving directions / information

When we ask for directions / information we use the following	When we give directions / information we use the following
Excuse me, how can I go/ get to... Can/could you tell me where... is, please? Can/Could you show me the way to...? What time...? How much..., please?	Go up/down... street until you get to... Go straight... Take the bus/ train to... Turn right/left... It's on the corner of... Take the first/second turning... It is near/opposite/behind/in front of/ between...

UNIT 6

Modal verbs: can, may, should

FORM

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

USE

CAN: Possibility / Ability

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

EXAMPLES

She *can fly* a plane.
John *can speak* Spanish.
I *cannot hear* you. (I can't hear you.)
Can you hear me?

CAN, MAY: Permission

We sometimes use can to ask or give permission for something:

Examples

The use of CAN for permission is informal.

Can I leave early today? May I leave early today?

SHOULD: Advice

We sometimes use should to give advice to someone:

Example

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

APPENDIX III - GRAMMAR FILE

Simple Future

FORM

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

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

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

USE

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

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

EXAMPLES

It **will rain** tomorrow. (prediction)
 I'll **bring** it right away! (offer)
 I'll **fix** your car tomorrow. (promise)
 If you don't follow my advice, you **won't get** well. (warning)
Will you **bring** a bottle of water? (request)
 There is no bread left. I'll **go** and buy some! (decision on the spot)

be going to...

USE

We often use *be going to*...

- when we have the intention to do something **before we speak**. We have already **made a decision before speaking**.

EXAMPLES

I have won €1,000. I **am going to buy a new TV**.
 We're **not going to see** my mother tomorrow.
 When **are you going to go** on holiday?

UNIT 7

Present Perfect Simple

FORM

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

USE

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

EXAMPLES

I **have seen** ET.
He **has lived** in Paris.
Have you visited Rome?
They **have never broken** a world record.

NOTE: If we are interested in when an action happened we use Simple Past tense.
Example: Ian Thorpe **won** the 400 m freestyle **in 2004 Athens Olympics**.

Present Perfect Continuous

FORM

+	I / You	have		been	waiting	for one hour.
	He / She	has			talking	too much.
-	It	has	not	been	raining.	
	We	have			playing	football.
?	Have	you		been	seeing	her?
		they			doing	their homework?

We use **for** to talk about a period of time. (for 5 minutes/ 2 weeks/ 6 years)
We use **since** to talk about a point in past time.
(since 9 o'clock/ 1st January/ Monday)

APPENDIX III - GRAMMAR FILE

USE We use the Present Perfect Continuous

- to talk about an action that started in the past and has just stopped. There is usually a result **now**.
- to talk about an action that started in the past and is continuing now. This is often used with **for** or **since**.

EXAMPLES

I **have been reading** for 2 hours. [I am still reading now.]
 We've **been studying** since 9 o'clock. [We're still studying now.]
 How long **have you been learning** English? [You are still learning now.]
 We **have not been watching** TV. [And we are not watching TV now.]
 He **has broken** many records **since** he was 14. [He is still breaking records.]

UNIT 8

Conditional Sentences

FORM

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

USE

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

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

This kind of sentences **often expresses a wish or advice**.

EXAMPLES

Type 1

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

If you like Greek folk music, **register** for this event.

If you want to learn about other cultures, **you can attend** the dances from Peru.

Type 2

If I won a lot of money, **I would (I'd) buy** a lot of CD's.

If I were you, **I'd pay** back all the money I owe.

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

UNIT 9

Past Perfect

FORM

+	I	had	finished	work.
	You		stopped	before me.
-	He	hadn't	gone	to school.
	She		left.	
?	Had	you	arrived?	
		they	eaten	dinner?

USE We use the **Past Perfect** tense to talk about an action that happened in the past before another action. This is '*the past in the past*'.

EXAMPLES

The tide **had washed** up thousands of starfish, when he arrived.
They were hungry. They **had not eaten** for five hours.
I didn't know who he was. **I had never seen** him before.
"Mary wasn't at home when I arrived." "Really? Where **had she gone**?"

Clauses of result / reason

The clauses of result express *the result of an action or a situation*.
They start with ...so and ...as a result.

EXAMPLES

People have built a lot of hotels near the beach **so** baby turtles head for the lights of the hotels.
People have built a lot of hotels near the beach and **as a result**, baby turtles head for the lights of the hotels.

The clauses of reason tell us *why something happens or exists*.
They start with ...because, ...because of and ...as.

EXAMPLES

Fishermen kill them **because** they destroy their fishing nets.
They lose their habitat **because of** tourism.
The Mediterranean seal symbolizes the health of the sea, **as** it can only live in clean non polluted waters.

APPENDIX III - GRAMMAR FILE

UNIT 10

Passive Voice – Simple Present Tense

FORM We form the Simple Present Passive with the verb *to be* in the right form and the Past participle of the main verb.

Simple Present of verb 'to be'	past participle of main verb
î	î
am is are	used/ washed/ finished/ written/ done etc.

USE We use the Passive Voice when we are more interested in the action than in who is responsible for it (agent). When we want to mention who does the action the word *by* comes before it. We also use Passive Voice in notices and signs.

EXAMPLES

The young Bond *is presented* as a tall and scruffy teenager.
The young Bond books *are written by* Charlie Higson.
Smoking *is forbidden*.
Tickets *are sold* out.

APPENDIX IV

Irregular Verbs

Infinitive	Past Simple	Past Participle
be	was/were	been
begin	began	begun
blow	blew	blown
break	broke	broken
bring	brought	brought
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
fight	fought	fought
fly	flew	flown
forget	forgot	forgotten
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hide	hid	hidden

Infinitive	Past Simple	Past Participle
know	knew	known
lead	led	led
learn	learnt	learnt
leave	left	left
light	lit	lit
lose	lost	lost
read	read	read
ride	rode	ridden
ring	rang	rung
run	ran	run
say	said	said
see	saw	seen
shake	shook	shaken
sing	sang	sung
sit	sat	sat
smell	smelt	smelt
speak	spoke	spoken
steal	stole	stolen
stand	stood	stood
swim	swam	swum
take	took	taken
teach	taught	taught
throw	threw	thrown
wake	woke	woken
wear	wore	worn
write	wrote	written

APPENDIX V

Vocabulary List

UNIT 1

OUR MULTI-CULTURAL CLASS

ancient
border
brave
citrus fruit
coal mines
coast
comprise
connect
copper
copy
earthquake
flow
golden fleece
instrument
landmark
landscape
mild
molecule
mountain
multicultural
natural disaster
nuclear power
plant
oil well
outgoing
paste
peninsula
plain
print
race
river
search
split in
temperature
underwater
water supplies

UNIT 2

GOING SHOPPING

baggy
bakery
beef
budget
catwalk
cotton
cute
dairy
delicious
denim
department store
dessert
elegant
fashion model

flavour
flyer
fruit flans
item
lamb ribs
leather
loose
match
menu
mince
muffins
organic products
pair of snickers
pastry
pork chops
poultry
quantity
receipt
selection
silk
skirt
smart
space shuttle
subtotal
suit
sweater
tempting
tight
total
track suit
treat
turkey
unit pice
woolen

UNIT 3

IMAGINARY CREATURES

active
anxious
argue
attractive
cave
coin
cosy
cunning
delicate
delightful
disgusting
dive
dragon
fairy
fall in love
fierce
flames
flee

frightening
goat
handsome
hideous
huge
humans
keep vigil
knight
loyal
luxurious
monster
moody
nasty
naughty
orge
oversized
play tricks
playful
princess
ruins
savage
shipwrecked
spit
sprite
storm
supernatural
power
talkative
tiny
ugly
unpredictable
vicious
wicked
wild
winged
witch

UNIT 4

THE HISTORY OF THE AEROPLANE

accident
admire
airhottess
attached files
captain
cargo
cockpit
design
drag
drown
edge
engine
experiment
field
fix
flight

fly
gravity
grow up
invent
kites
land
landscape
lift
melt
nose
passenger
poem
repair
shepherd
simulator
sound
speed
splash
sweat
tail
thrust
unnoticed
wax
wing
worksheet

UNIT 5

TRAVELLING THROUGH TIME

accompany
admission
adult
alight
banker
beard
behind
bell bottomed
pants
bite one's nails
braids
buttons
canapes
change
conductor
consume
crawl
diary
direction
double-decker bus
female
fruit punch
gap
gift shop
guide
high heeled shoes
hunt game

impose
instruction
keep clear
lean against
levers
linen
mind
omnibus
opposite
parcel
permeable
pony tail
pull
respectfully
shy
signal
skirt
stank
straw
togas
tracks
transportation
treasure
tube train
tunics
turning
underground
uniform
van
wear

UNIT 6

ME MYSELF AND MY FUTURE JOB

ability
air traffic controller
aisles
area
artistic
attention
biology
brave
candidate
car mechanic
care for
career
cheerfulhome
economics
chemistry
communication
compassionate
construct
co-ordination
create
creative

APPENDIX V - VOCABULARY LIST

dexterity
dryer
earrings
ecologist
equipment
facilities
foreign languages
goggles
hair dresser
handle
independently
jewellery designer
knowledge
lab
lifeguard
loads
location
machinery
necklace
nurse
nutrition
occupation
patient
perm
precious stones
prevent
profession
razors
require
responsible
ring
safety rules
schedule
scissors
self-assessment
self-confident
shift
skill
speech
straighten
stressful
tamper
team
tool
variety
volunteer
weather forecaste
well trained

UNIT 7
SHARE YOUR
EXPERIENCES
accomplishment
achievement
among
antiquity

backstroke
beat
billion
board
breaststroke
butterfly
captivate
champion
comedy
compare
compete
competition
composer
contest
destination
dominate
drama
earn
entertainment
event
exceptional
feestyle
ferret
figure
gold medal
habit
holder
hot-air-balloon
imagination
long running
movie
musical
nickname
originally
packed audience
Paralympics
pet
post-show
production
recycling bank
relay team
review
revive
sanctuary
simultaneously
skewer
success
witness

UNIT 8
BLOW YOUR
OWN TRUMPET
adaptation
allowance
approximately
artist

attendsinger
background
band
bill
brochure
chaperones
chore
chorus
consumer
dazzling
downtown
drum
educational
fairy tale
folk music
forgive
generation
guitar
handouts
harmony
income
inspire
instructor
instrument
instumental
intelligent
length
look forward to
lyrics
melody
millionaire
oboe
originate
owe
passionate
percussion
perfomance
perform
persuade
pester
pocket money
provide
register
research
reservation
rhythm
simply
source
stage
string
toiletries
trumpet
trust
venue
verse
violin

vocal
waste
wealthy
wedding
wind
wolf

UNIT 9
EARTH DAY
EVERYDAY
acid rain
become extinct
bend
breath
cancer
carbon monoxide
celebrate
chemical plant
chimney
coal
cover
destroy
disappear
disease
disturb
dry cleanercause
dump
endangered
species
environment
environmental
fuel
get rid of
habitat
head for
industrial
lay eggs
nod
ocean
poison
pollutant
pollution
protect
quit
rough
rubbish
save
shore
stare at
starfish
sulphur dioxide
tide
toxic waste
toxin
truck
turtle

wash up
weigh

UNIT 10
TIME FOR FUN
acne
actor
allow
approve
award
bestseller
bored
breaking news
chance
character
creator
critic
crooked
develop
direct
drawing
evil
experiment
expertise
forbidden
gain
genre
hit the shelves
illustration
messy
mission
mop
moving
nasty
novel
permit
plot
request
screenplay
scruffy
setting
slightly
sold out
sophisticated
spy
switch on/off
title
viewer

APPENDIX VI - MAP

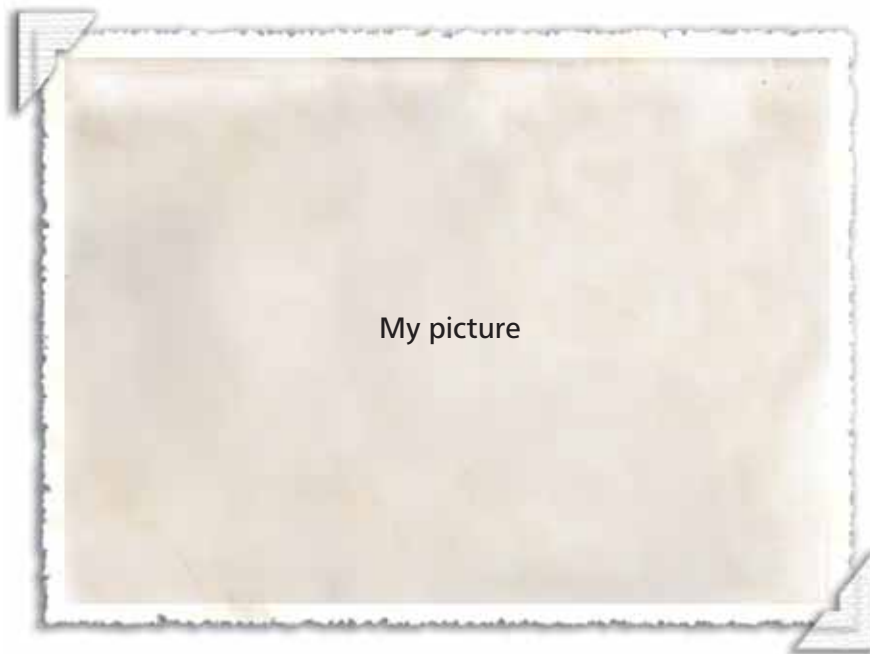


My portfolio by



TABLE OF CONTENTS

Title	Page
Pupil's personal information	
All about me	
All about my friend	
All about my family	
Reading activities	
Speaking & listening activities	
Writing activities	
Revision units	
Projects	
My best / my favourite pieces of work	
Evaluation	
<i>What I have learnt so far</i>	
<i>My weak points, my strong points</i>	



My picture

All about me

MY NAME: _____

My nickname: _____

MY BIRTHDAY: _____

MY ADDRESS: _____

MY SCHOOL: _____

MY CLASS: _____

MY PHONE NUMBER: _____

MY ENGLISH TEACHER:

Mr/Ms _____

WHAT KIND OF LEARNER I AM: Tick ✓ what suits you.

I learn new words better when I...

translate them in Greek _____

see or draw pictures of them _____

write sentences with them _____

play games with them _____

I enjoy my English lesson more when I work...

on my own _____

with another pupil _____

in a group _____

I enjoy my English lesson more when I...

do listening activities _____

read English texts _____

speak English with my classmates _____

write things in English _____

When I need help with English, I prefer to...

ask my teacher _____

ask a friend in class _____

look it up and find out myself _____

When I make mistakes I...

want my teacher to correct them _____

don't want my teacher to correct all the mistakes _____

want my classmates to check my work _____



My friend's picture

All about my Friend

HIS/HER NAME: _____

HIS/HER NICKNAME: _____

HIS/HER BIRTHDAY: _____

HIS/HER SCHOOL: _____

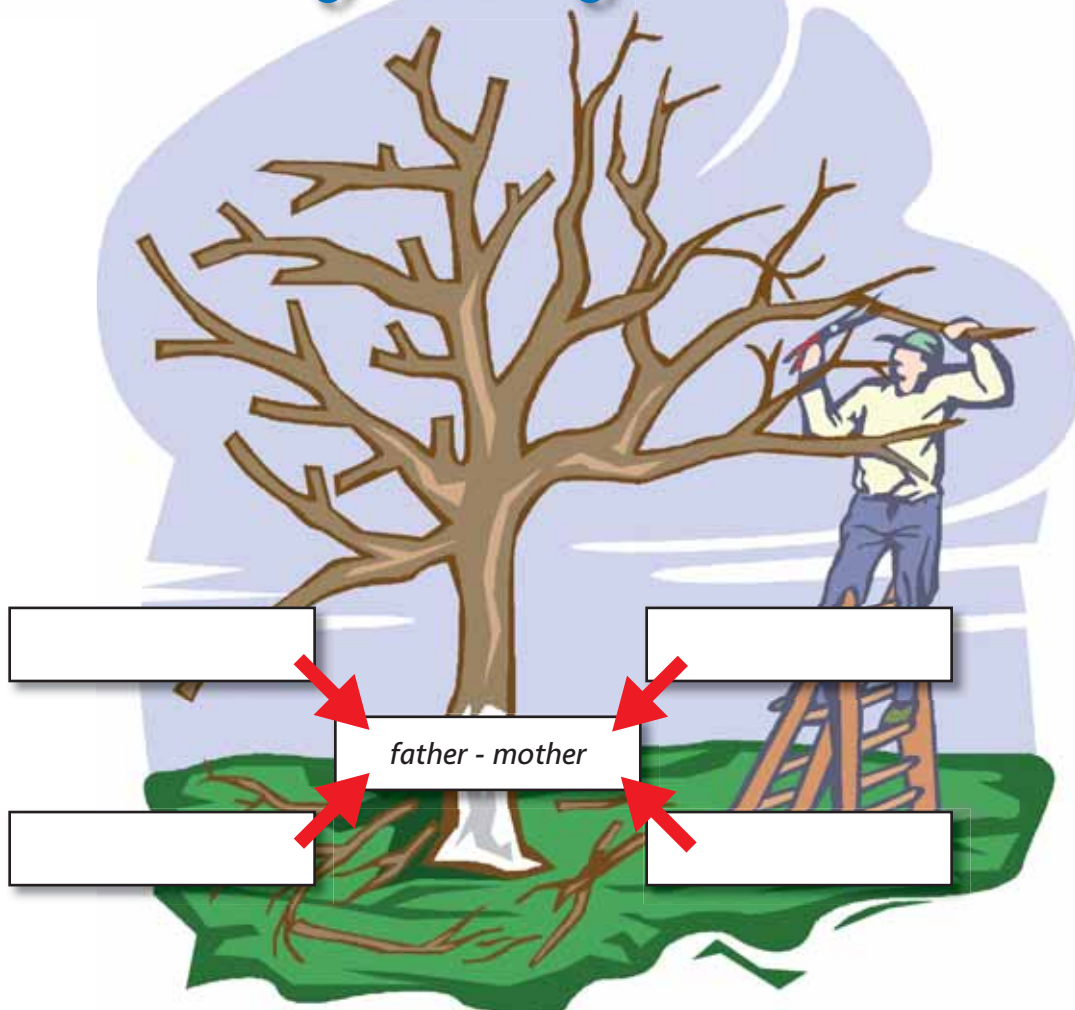
HIS/HER CLASS: _____

HIS/HER PHONE NUMBER: _____

Describe your friend:



All about my Family



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