

## Unit 1

# I'm only human



### Reading

### Lead-in



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

- What colour are the dresses which unmarried girls wear?
- How old are elephants when they start their training?
- What colour are the dresses which married women wear?
- What colour are the trousers which the men wear?
- How many years do elephants usually work?

*Compare your answers with your partner.*

### Task 1

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

The Karen hill tribes live in the mountains of Thailand. They live in bamboo houses and their farm animals, pigs, chickens and buffaloes, live under the houses. The Karen are very skilled at farming in difficult areas.

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

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

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

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

# It's your choice!

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

	TRUE	FALSE
a. In Karen villages, the farm animals live near the houses.		
b. Padaung men and women wear rings around their necks.		
c. Tigers often bite people in the forests.		
d. Elephants start to work when they are about ten years old.		
e. Elephants can lift very heavy things.		
f. Tourists rarely visit Karen hill tribe villages.		

## Task 2

Complete the dialogue by underlining the correct word in italics.

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

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

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

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

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

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

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

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

**A:** Great idea!

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

## Task 3

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



## Reading

### Lead-in

*Quickly read the text and find out the following:*

- How tall are these people?
- Which part of the world do they live in?
- How do the children spend their time?
- What does 'Ba' mean?
- What is 'Jengi'?

*Compare your answer with your partner.*

## The Children of the Forest

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

### Who are they?

Some people call the Pygmies *'The Children of the Forest'* because they are very short. Usually they grow to between 120 and 130 centimetres tall. They are very kind and gentle and you see this in their music, dances and songs. Their songs describe life and their survival. They live in the forests of central and western Africa. There are many different Pygmy groups such as the *Bambuti*, *Batara*, *Bayaka* and *Bagyeli*. The beginning of each name 'Ba' means *people*. Although they all speak different languages, one word which is the same in the different tribes is the name of the forest spirit - *Jengi*.



**It's your choice!**

# It's your choice!

## Task 1

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



### How do they live?

The Pygmies are nomads and move from place to place on foot. They take the important things with them and build a new village in another part of the forest. As nomads, they move to another part of the forest when the area where they are living becomes dirty. It becomes dirty because they do not clean anything and instead they move away from the rubbish. They live in huts, which they make from branches and leaves of trees. All Pygmies live in groups of families. They do not live in villages but their homes are near farming villages. This allows them to sell or exchange the forest plants and wood for crops which they eat, and other goods they use to live on. The male hunts animals such as pigs, and monkeys. He uses a spear and bow and arrows to hunt. The female looks after the children and she gathers honey, wild berries and other plants. The family eats the food at once because it does not have a way to keep it fresh. The children help their parents and do not go to school because the family does not stay in one place very long.

### What problems do they face?

The Pygmies face three problems. First, big companies are cutting down the trees and the Pygmies do not have anywhere to live. The second problem is that the government in each country is taking the forests to make national parks for tourists. Also, many foreign people are coming into the areas where the Pygmies live and they are building houses on the Pygmy land.

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

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

## Task 2

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

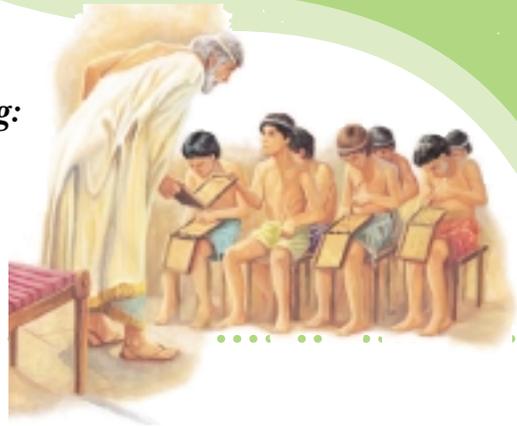
### The Pygmies

LOCATION	FOOD	TRANSPORT	PROBLEMS	TOOLS/WEAPONS

## Task 3

*Work with a partner. Talk about the following:*

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



## Task 4 - Pairwork

*Student A reads the text about children's lives in ancient Athens. Student B turns to p.126.*

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

Most boys of rich families in Athens went to school where they learnt to read and write and do mathematics. Some boys also had the chance to discuss philosophy and learn public speaking. Sometimes, the boys also learnt to dance and play a musical instrument. Games and athletics were also important in all schools.

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

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

- go/ did/ school/ Spartan/ to/ girls?
- Spartan/ do/ girls/ athletics/ did?
- women/ a/ free/ have/ lot/ time/ did/ of?
- Life/ was/ Spartan/ easy/ boys/ for?
- Boys/ what/ learn/ at/ school/ did?
- Play/ games/ boys/ did/ many?



## Task 5

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

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

# It's your choice!

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

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

Life was very difficult for Spartan boys. At the age of seven boys had to leave their family to live in a kind of school. They had to collect plants from rivers to make their beds, their clothes were not warm enough and they did not wear shoes. Their food was horrible and, because they didn't have enough to eat, they had to steal food from farms. If someone found them when they were stealing, they were punished.

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

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

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

## Task 6

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

	Monday	Tuesday	Wednesday	Thursday	Friday
morning					
afternoon					

# Unit 2

## Making a difference

### Task 1 - Pairwork

Complete the biography of *Laskarina Bouboulina* by asking your partner questions for the missing information. Student B turn to page 128.



#### STUDENT A

### The Life of *Laskarina Bouboulina*

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

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

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

By 1811 Bouboulina the mother of (7) ..... (How many?) was twice widowed, but at the same time she was extremely rich from the fortunes of ships, land and cash she inherited from her husbands. The cash alone which she inherited from Bouboulis, was over (8) ..... (How much?) - Spanish golden sovereigns of those days. She managed not only to keep this fortune intact but also to increase it due to her good management and (9) ..... (How?). She became partner in several Spetsiot vessels and soon managed to build three of her own.

While she was in Constantinople in 1818, Bouboulina became a member of the underground organization, *Filiki Etairia* (*Friendly Society*). Bouboulina was the only woman who was allowed to join this organization, as (10) ..... (Why?) in their ranks. She spent her fortune on war ships for a number of years and gave large amounts of food and money to the Greek armies which fought at Nafplion and Tripolis. In this way, she managed to spend the whole of her fortune during the first two years of the war, which lasted for nearly seven years.



## STUDENT B

### The Life of *Laskarina Bouboulina*

Laskarina Bouboulina was born in a prison in (1) ..... (Where?) on May 12 1771. Soon afterwards, her mother returned to the island of Hydra, where they lived for almost four years and then they moved to (2) ..... (Where?).

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

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

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

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

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

# Unit 3

## Technology in our lives



### Reading 1

#### Lead-in

Discuss these questions with your partner.

- Have you got a computer?
- Have you got a play station or a game boy?
- Have you got a mobile phone?
- Do you play computer games?
- What's your favourite computer game?



#### Task 1

Complete the following e-mail by choosing the correct word from the words given in italics.

Hi Jim,

How are you? I'm using my dad's new laptop computer to send you this e-mail! It's *easier/easy* than writing a letter and it's also *most/more* fun! Computers are amazing, aren't they?

This laptop is much *better/best* than my dad's old computer. It's *fastest/faster* than the old one and the graphics are *more/most* colourful. My dad's really interested in new technology now and he says he might even buy me a play station. The problem is that I want the PS 3 which is the *more/most* expensive model and dad says he'll only buy the PS 2 which is *cheapest/cheaper* than the PS 3. But I want one like yours - it's the *good/best*!

How about coming over to my house tomorrow? Don't forget to bring your PS 3 - if my dad likes it, he might buy me one too!

See you soon,  
Mark

#### Task 2

You would like to buy a new mobile phone. Look at the information below and then write an e-mail to your friend telling her/him about why you'd like to buy the new model. Use the e-mail above to help you.

##### My mobile phone

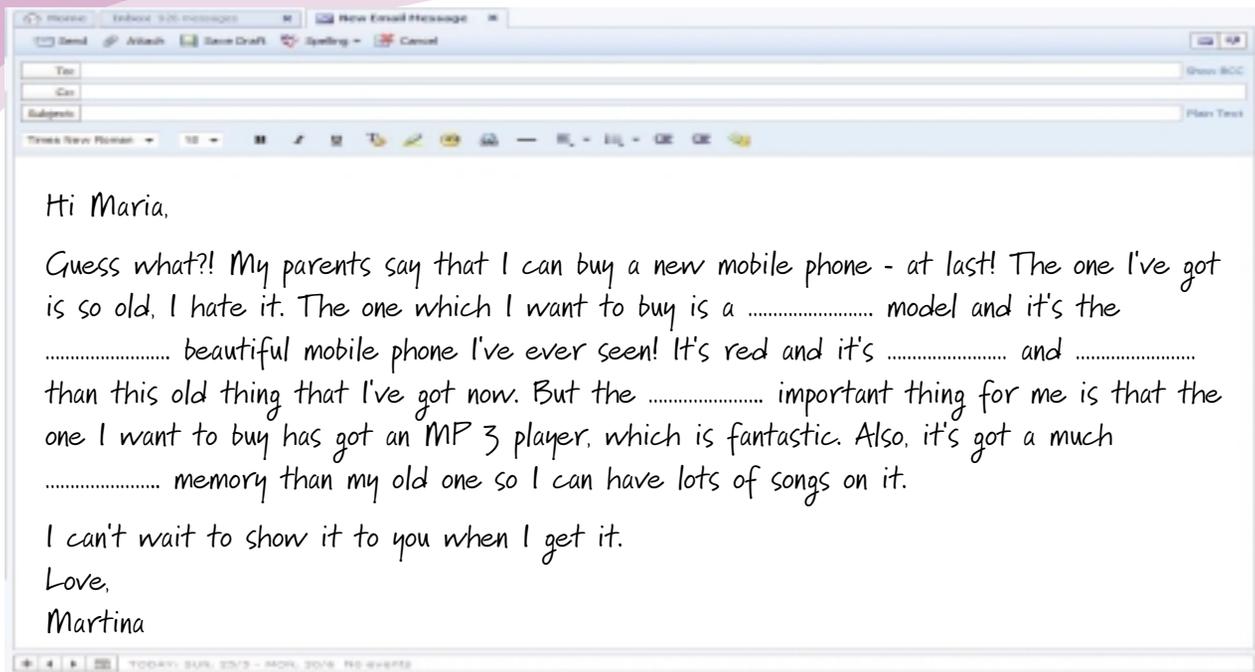
- Very big and heavy
- It's black and it's ugly
- It's old
- It hasn't got an MP3 player
- It's got a very small memory

##### The one I want to buy

- It's small and light
- It's red and beautiful
- It's new
- It's got an MP3 player
- It's got a big memory

It's your choice!

# It's your choice!



## Task 3

*Work in pairs. Go around the class and ask your classmates about computer games. You can ask:*

- Do you play computer games?
- How many hours a week do you play computer games?
- Why do you like computer games?
- What's your favourite game?

*Make a table like this and tick the boxes with the information you find out.*

Name	Play games?	Hours a week	Favourite game	Reasons why

## Task 4

*Tell the class about what you found out in Task 3. Tell them: a) how many hours your classmates usually play computer games each week; b) why computer games are popular in your class; c) what the most popular game is.*

You can start like this:

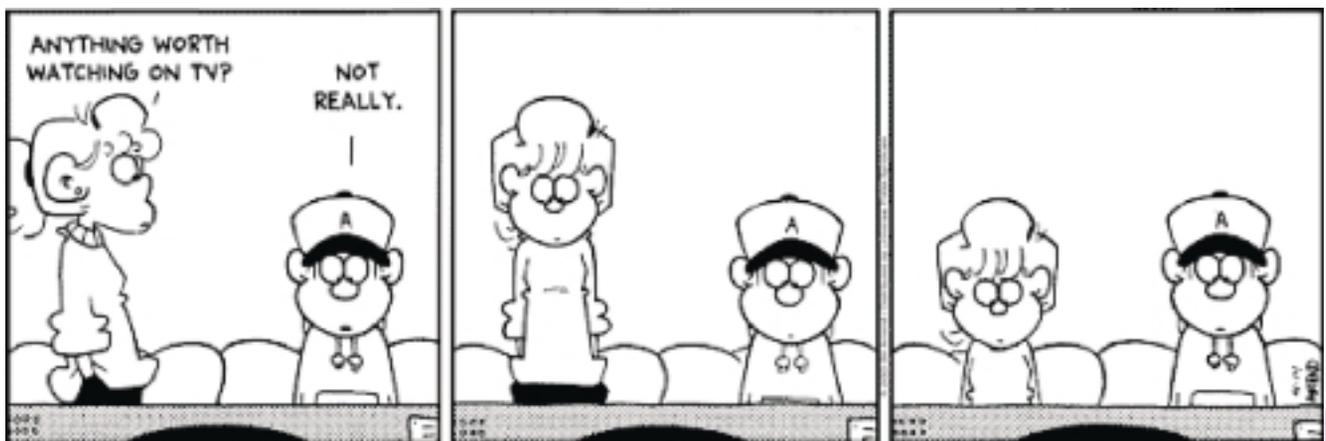
- The children in the class usually play computer games for.....
- Computer games are popular because .....
- The most popular computer game is..... because.....

## Task 5

*Look at the cartoon below. What is the point the cartoonist is making?*

*Discuss the ideas given and choose one you think fits best, or decide on your own title with your partner.*

- a) TV is interesting.
- b) The best form of entertainment is TV.
- c) Our need of the TV.



## Task 6

*Read the following statements in pairs. Do you agree or disagree with each statement? Discuss your ideas with your partner and say why you agree or disagree.*

### STATEMENTS

1. "We are ruled by TV".
2. "They put an off button on the TV for a reason. Turn it off."
3. "If you spend 20 hours per week watching television, by the age of 70 you will have spent 7 years of your life watching TV."
4. "You watch television to turn your brain off and you work on your computer when you want to turn your brain on."
5. "Television is leading people in each country becoming more dumb and unable to think critically".
6. "Divorce, negative influences from the media, and materialism are the three greatest threats to families in society."

# It's your choice!

## Task 7

The chart below is 'The Kaufman Spectrum of Television Addiction' and is intended to help those people who wish to escape from the grasp of television. The spectrum shows four phases and by moving up or down the scale we can change our viewing habits. Read the chart and find what kind of viewer you are. Compare your viewing habits with your partner. Which of you needs more help to stop watching so much TV?

The Kaufman Spectrum of Television Addiction

<b>Viewing Frequency</b>	No TV Watching	Sporadic TV Watching (watch one or two particular shows each week)	Moderate TV Watching (watch at least one program per day)	Heavy TV Watching (more than 4 hours per day)
<b>Television Habits</b>	TV set remains off	Programs are watched in their entirety, then TV set is turned off.	Will research programs before watching. Balance between watching entire programs and channel surfing.	Watch TV out of habit, not interest. Heavy channel changing.
<b>Social Habits</b>	Involved with many non-TV activities. Have many hobbies and interests. Read a lot.	Watch TV out of interest and curiosity. Many non-TV interests and hobbies. Enjoy reading.	Watching TV high on list of favorite activities. Will plan social activities around TV schedule.	Frequent feelings of boredom. Will opt out of social events to watch television. Poor diet, exercise and reading habits.
	<b>Phase 0</b>	<b>Phase 1</b>	<b>Phase 2</b>	<b>Phase 3</b>

© 2005 by Ron Kaufman @ TurnOffYourTV.com

## Task 8

Use the chart to interview four friends or family members to see how much help they need with their TV viewing habits.

# Unit 4

## Communication

### Quiz

*Work with a partner to answer the questions in the quiz. Look at p.134 to check your answers.*

- The capital of Japan is ...
  - Tokyo
  - Beijing
  - Sony
- Traditional Japanese houses were made of
  - metal and glass
  - wood and glass
  - wood and paper
- The Japanese flag is
  - white with a red circle on it
  - red with a blue circle on it
  - red with a white circle on it
- Japanese people enjoy eating meat from
  - crocodiles
  - whales
  - horses
- You must take off your ..... before you go into a Japanese house.
  - hat
  - shoes
  - gloves
- One of the most popular sports in Japan is
  - boxing
  - basketball
  - football





## Reading

### Task 1

*Read the following text about life in Japan. Then, choose a suitable heading for each paragraph.*



- a) Food
- b) Body Talk
- c) At home
- d) At work

1. ....

The Japanese are very polite and they nearly always bow to people when they meet them. They don't touch each other very often and, sometimes, they don't even look at the person they're talking to!

2. ....

If a Japanese person invites you to his house, you must be sure to take your shoes off before you go in. The Japanese don't wear shoes at home because shoes aren't clean enough.

3. ....

A Japanese person usually arrives early for work and doesn't usually leave until his boss has already left. When the worker is leaving to go home, he says to the others "Sorry to leave before you".

4. ....

The Japanese eat with little wooden sticks called chopsticks. They eat a lot of fish and they often eat fish which isn't even cooked. One of their traditional foods is whale meat.



## Task 2

*Read the description of a dream and fill the gaps with the words given.*

Last night I had a very strange (1) ..... I dreamt that it was a beautiful day and I was walking in the countryside but I wasn't wearing any (2) .....

Strangely, my feet didn't hurt me. I walked for a long time until I saw a little forest of olive (3) ..... and I went to pick some olives. The funny thing was, I could even pick the olives from the highest branches because my (4)..... were so long! Then, I put all of the olives into a big (5) ..... that I was carrying with me. I felt tired suddenly and decided to go home. When I got there, I saw lots of (6) ..... all flying around my house. It was amazing!

arms

bag

trees

bees

dream

shoes

## Task 3

*Work with a partner and talk about what the dream means. If you don't remember, look back at p.44.*



## Task 4

*Find a song with the title 'Sweet Dreams are made of this' and report to the class what the song is about.*

## Unit 5 Change and Experience

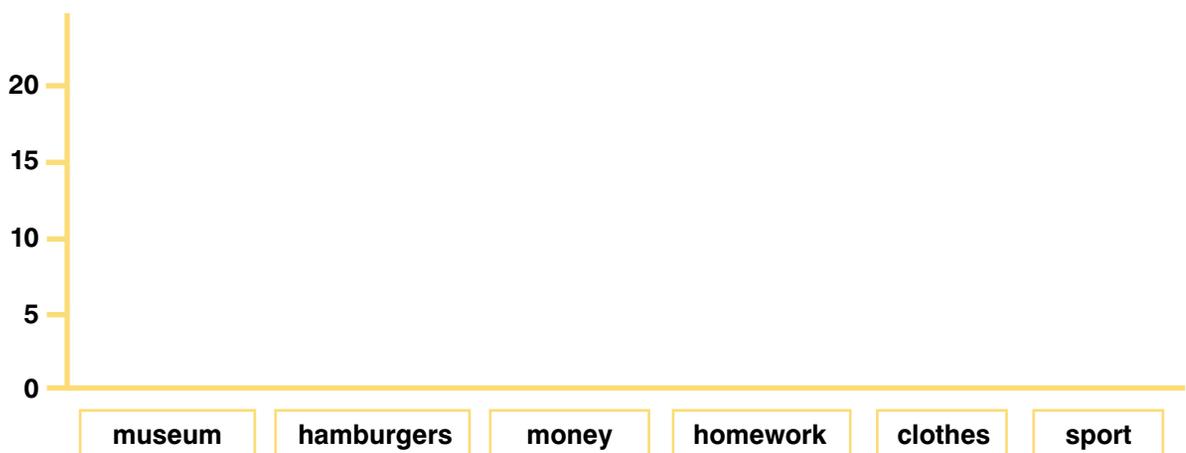
### Task 1

*In pairs, go around the class and find out how many children have done these things in the last month. Fill in the table.*

In the last month, have you ...	Number of children
... been to a museum?	
... eaten a hamburger?	
... saved some money?	
... done your homework?	
... bought new clothes?	
... played a sport?	

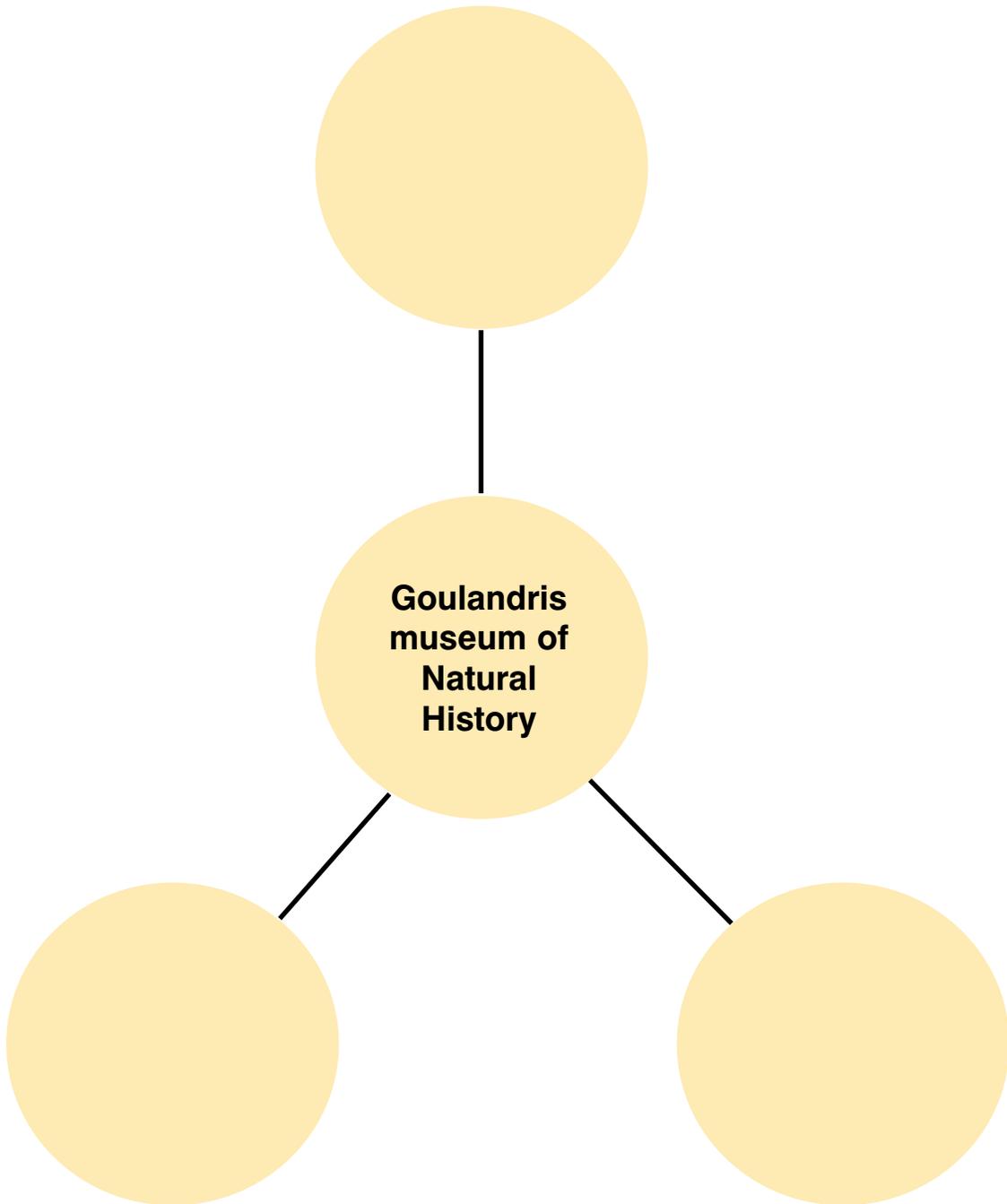
### Task 2

*Use the information you found out in Task 1 to make a bar chart showing the number of children who have done each of the activities in the questions.*

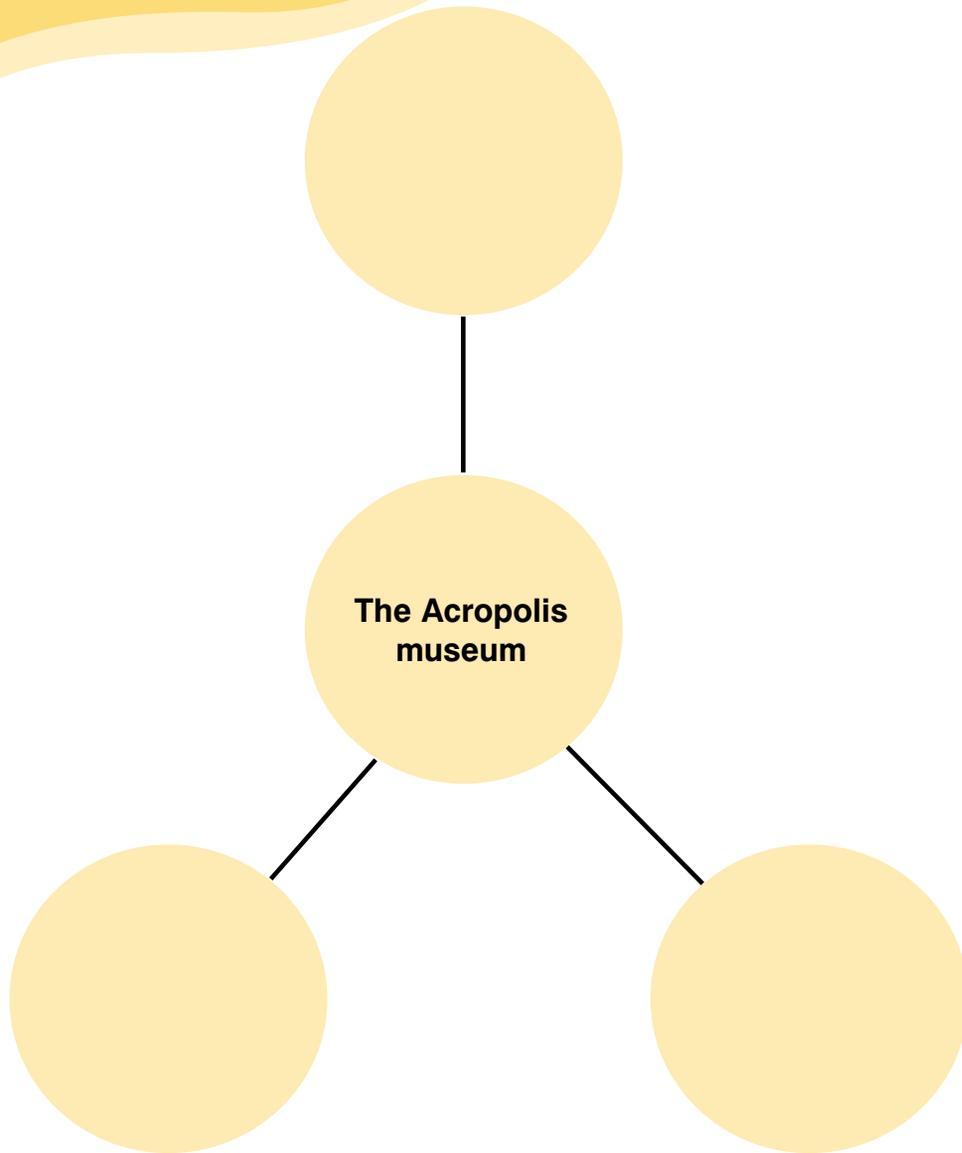


## Task 3

*Fill in the spidergrams below with things that you can do or see in each place. You can look at pages 52 and 53 for ideas.*



# It's your choice!



## Task 4

*Think of a capital city (eg. London). Find information about what you can do there by looking it up on the Internet. When you find the information, imagine that you are on holiday in that city and write a short postcard to a friend telling him/her what you've been doing there since you arrived. Look at page 53 to get some help with writing postcards.*

.....

.....

.....

.....

## Task 5



This exhibition presents the influence of Hellenism in central Asia, India and the Gaddara region in particular, from the first to the fifteenth centuries BC. The ancient Indian province of Gaddara is currently divided between Pakistan -for its greater part- and Afganistan. This region was conquered by Alexander the Great in the fourth century BC and subsequently saw the emergence of a Greco-Buddhist art - mostly sculpture - strongly influenced by Hellenistic artistic trends. The art of Gaddara spread with Buddhism to central Asia, China and Japan, where local artistic production showed Hellenistic elements for many centuries.



The exhibition includes photographs, texts and sculptures from the Manos and Chatzivasileiou collections, and occupies three rooms in the museum's ground floor. The exhibits are grouped in subject units and presented in chronological order, and supplemented by profuse instructive material, which introduces the visitor to this little known aspect of Greco-Buddhist art.  
[http://odysseus.culture.gr/h/4/eh42.jsp?obj\\_id=3588](http://odysseus.culture.gr/h/4/eh42.jsp?obj_id=3588)

***Read the texts below and find a suitable visual for each.***

1. The Olympic Games began at 776 B.C. in ancient Olympia. They were carried out every four years and they were part of celebrations in honour of Zeus. The winners took as awards olive branches that were the symbol of life.
2. The return of sculptures of Parthenon concerns all civilized world. Only the mutilated figures of Cecrops and one of his daughters, last remains of the ancestral glory and guards of their native land, are seen at the monument!

***Read the list of sites and mark where each one is on the map of Greece.***

1986	Temple of Apollo Epicurius at Bassae
1987	Archaeological Site of Delphi
1987	Acropolis, Athens
1988	Mount Athos
1988	Meteora
1988	Paleochristian and Byzantine Monuments of Thessaloniki
1988	Archaeological Site of Epidaurus
1988	Medieval City of Rhodes
1989	Archaeological Site of Olympia
1989	Mystras
1990	Delos
1990	Monasteries of Daphni, Osios Loukas, Nea Moni of Chios
1992	The Pythagoreion and the Heraion of Samos
1996	Archaeological Site of Vergina
1999	Archaeological Sites of Mycenae and Tiryns
1999	Historic Centre (Chora) with the Monastery of Saint John "the Theologian" and the Cave of the Apocalypse on the Island of Patmos



## Task 3

*Read what the children from around the world say about environmental problems in their area.*



- 1) An Eskimo child from Greenland - "The ice is melting because of global warming so it's more difficult for us to hunt for food."
- 2) A Chinese child - "I live in Beijing and there are so many factories near the city that we can't even see clearly because of the air pollution."
- 3) A British child - "In Britain, too many people use plastic bags to carry their shopping"
- 4) A Mexican child - "In Mexico City, there are too many cars so the air is always polluted".
- 5) An Indian child - "I live in Mumbai and they are building so many new buildings that there aren't any parks where we can play."

*Work with a partner to think up solutions to the problems which the children talk about. Write the solutions using first conditional. You can get ideas on pages 63 and 64.*

*For example:*

- 1) If we all look after the environment, the ice will stop melting.

## Task 4

*Work in a group in the class to make a poster showing the problems and solutions from Task 3. Put your poster up on the wall in your classroom.*

**It's your choice!**

## Unit 7

# Magnetism and the world we live in



### Reading

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

#### Text A

Our planet has a magnetic field. On the earth's surface, it is weaker than the typical magnet you find on your fridge door. We see the affect of magnets in our everyday lives. It is common to see a television or computer screen shaking when a mobile phone rings next to it.

#### Text B

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

#### Text C

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

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

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

## Task 1

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

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

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



## Writing - Class Newspaper

Τουρίστες καταστρέφουν την παραλία

Χελώνες νεκρές  
στα δίχτυα των ψαράδων

Cafeterias open on beach

Plastic bags harm turtles



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

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

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

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

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

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

- Choose an editorial team of three. The editorial team is responsible for deciding what stories will be in the paper; where each story goes in the paper; what the headlines for each story will be.
- Choose an artwork team. The artwork team will be responsible for finding the photographs and the pictures for each story.



- Choose 2 sportswriters.
- Choose students to find out about fashion likes and dislikes.
- Choose students to find out about environmental issues.
- Choose students to write about some major events in the local area or city.
- Choose students to create and write advertisements.



**It's your choice!**

## Unit 8 Getting around

### Public Transport in Athens

*An English speaking friend is going to spend a few days in Athens. Look at the different ways of getting around and write a short note to tell him/her how to use each means of transport.*

*Choose a means of transport you think is friendly for people to use in a city and present it to the class. Give your reasons.*



### Lesson 2



### Listening

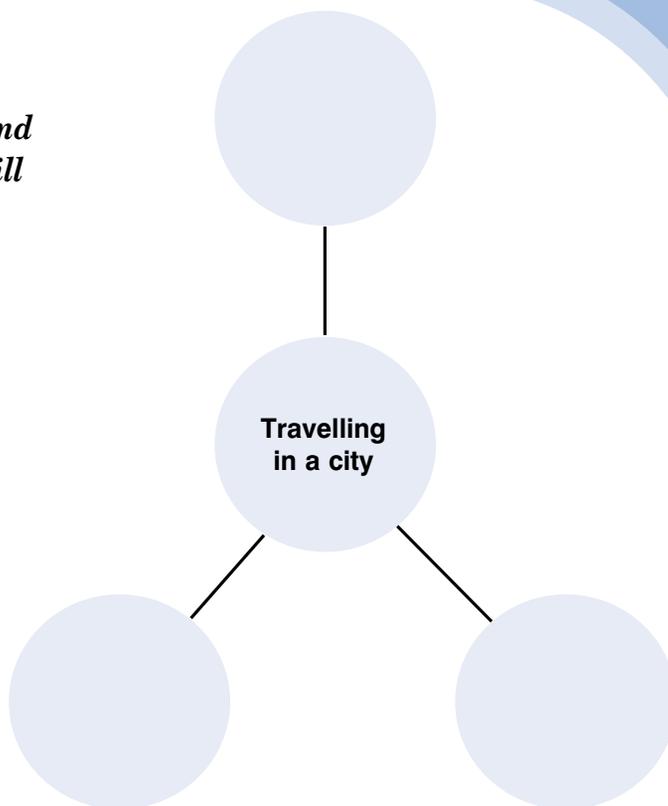
#### Pre-listening

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

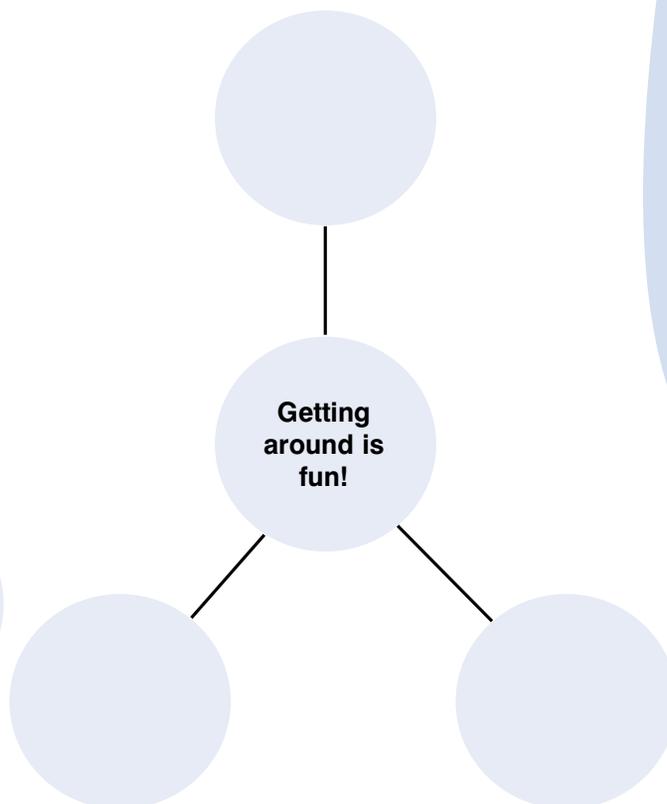
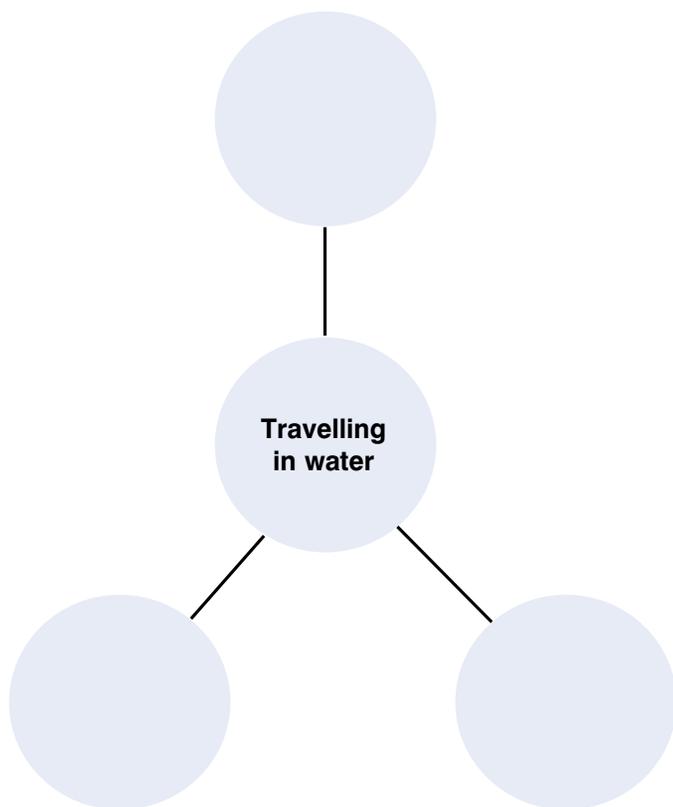
COUNTRY	Greece	India	France	England	Japan
NAME					
SPEED					

## Task 1

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



*Now do the same with the following spidergrams.*



**It's your choice!**



# It's your choice!



## Task 2

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

Paul: Hi, George! How are you?

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

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

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

Paul: Hold your 5) ..... for a minute, George. You don't want to 6)..... the boat, do you? I mean, he's your friend. Wait and see. He promised to give you the money, 7)..... he?

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

Paul: No, of course not. Well I hope you find a solution.

George: So do I!

*Now act out the dialogue with a partner.*

## Task 3

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

### Text 1

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

### Text 2

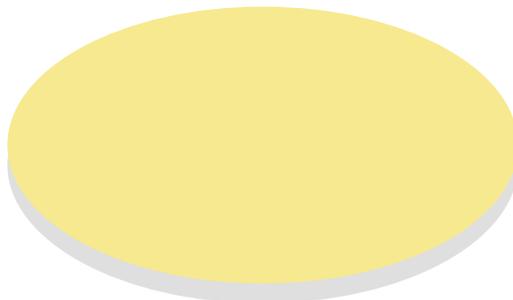
I'm Robin and I live in a small village in the heart of the countryside. The public transport is so bad that most people go everywhere by car and my mum has to give me a lift if I want to go outside the village. There's a local bus service but the bus only passes once a day so it's useless. I have to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

## Task 4

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

Transport	Number of students
Underground train	

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



# Keeping up appearances

### Task 1

Look at p.99 and find the words to label the photograph.

### Task 2

Complete the following with the correct idiom from p.102.

- 1) My mum isn't happy with my marks at school. She says I'll have to .....
- 2) My friend is very sensitive and she always shows her feelings. She .....
- 3) "I'm having a History test tomorrow and I haven't studied anything"  
"I wouldn't like to ....."
- 4) One of the things I like most about Madonna is that she always looks great. She's always .....
- 5) My friend told me that Kylie Minogue is going to give a concert in Athens but she isn't. My friend's .....



### Task 3

Go around the class to find out what your classmates are wearing. Tick the boxes to complete the table. You can add some other clothes to the list in the table.

Clothes	Number of students
Jeans	
T-shirt	
Skirt	
Athletic shoes	
Sweatshirt	

### Task 4

Make a pie chart to show how many students are wearing each item of clothing.



## Writing - 'Teen worries'

### Task 1

*In pairs, look at the cartoon and write down three things that the teenagers worry about concerning their appearance.*



**Picture 1:**

- A:** I am much too fat.  
**B:** I think you look fine.

**Picture 2:**

- A:** I need to get some new trainers.  
**B:** Why? What's wrong with the ones you've got?

**Picture 3:**

- A:** I don't like boys with nose rings.  
**B:** But they look so cute.

**Picture 4:**

- A:** Mary feels shy because of her metal braces.  
**B:** She's silly. They'll straighten her teeth.

**It's your choice!**

# It's your choice!

## Task 2

**A. Read the short texts i-iv from a teen magazine where young people write about their worries and then read the advice from the magazine columnist. In pairs, rate these worries according to how important you think they are.**

i) Dear Liza,  
There's a girl at my school who always copies what I wear. I don't know what to do. I am afraid that if I told her that I didn't like it, she would be upset. Help!  
Ashley

ii) Dear Liza,  
I wish I knew how to match my clothes. I can never get it right with the clothes to wear at parties. I need some help.  
Thanks!  
Hannah

iii) Dear Liza,  
My mum makes me feel awful about my jeans and short T-shirt. I wish she didn't complain all the time. All the other kids in my class are wearing their clothes like this.  
Suzanna

iv) Dear Liza,  
I wish I looked different. I want to get four rings in my ears but I am a bit scared. What do I do?  
Gus.

- |                          |   |
|--------------------------|---|
| 1. very serious:         | — |
| 2. quite serious:        | — |
| 3. not very serious:     | — |
| 4. a little bit serious: | — |
| 5. not serious at all:   | — |

**B. Work in pairs or small groups. Look at the example answer from the magazine and discuss if you agree or disagree with the advice.**

Dear ...,  
If I were you I would choose my clothes according to the weather. It doesn't matter if things match. The fashion now is to wear what is comfortable so don't worry!  
Hope that helps.  
Liza.

**Then, chose one of the problems and think of ideas to help the writer. For example, if someone doesn't know how to match clothes, you might say:**

- If I were you, I would choose clothes that have the same colours
- Think about the reason you need to go somewhere

## Alternative Project

*The National Radio Station has organised a competition which invites young people to write a song to see if they have the talent to be good songwriters.*

### Task 1

*Look at the poster. What is it advertising? How important are each of the following for writing a song?*

- knowledge of music
- a musical ear
- finding a rhythm
- finding rhyming words
- a strong subject.

*Discuss your ideas as a group.*



---

### Mini-Quiz

- Byzantine notes were: *ni, pa, vu, ga, di, ke, zo*. What is the music scale in the Western world?
- What was most unusual about the composer Beethoven?

---

### Task 2

*In groups of three, decide on a topic area and make four short simple statements about the topic.*

*Then, decide on a rhythm or use the rhythm of any song you know.*

*Sing your song.*

# It's your choice!

## Unit 10 A material world



### Reading

#### Lead-in

*In pairs, look at the items in the pictures. Say what each item in the pictures is and then tick the items that are made from oil. Check your answers with your teacher.*



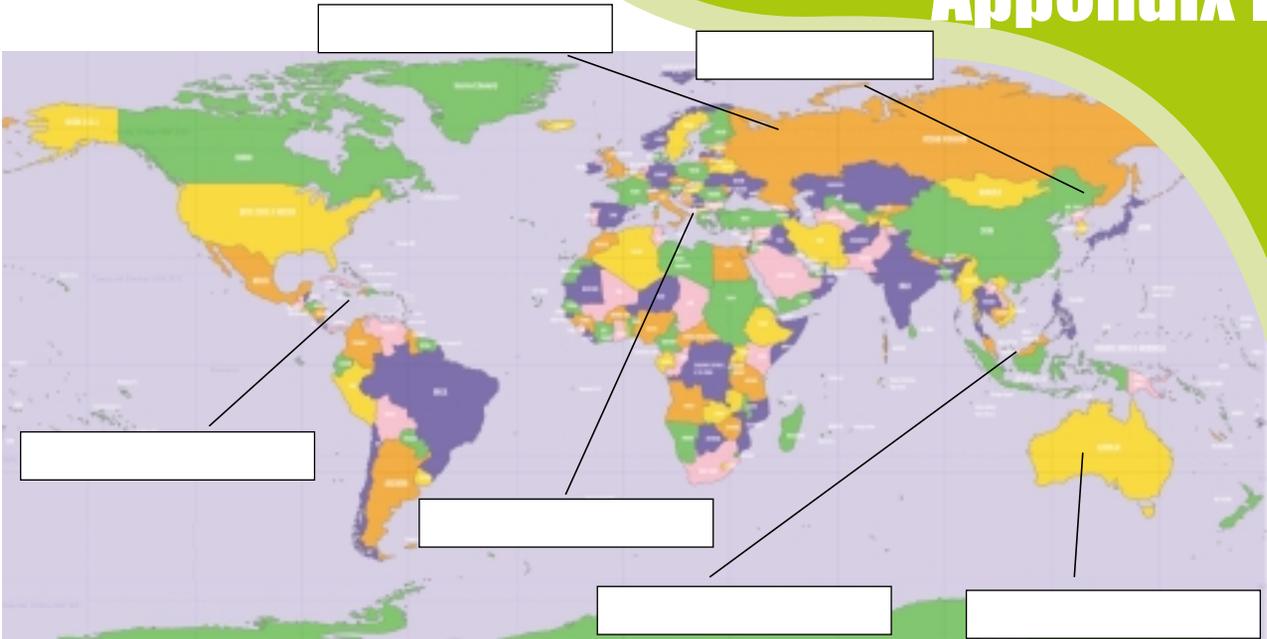
### Task 1

*Read the text on plastic and match the objects to a country on the world map. Write the name of the object in the space for each of the six countries.*

### A Plastic World

Oil was first discovered in Pennsylvania in 1839. It is used to drive many kinds of machines like cars, buses, planes, and ships which are built in the USA. Oil is also used to heat our houses. Plastic is used in Indonesia to make things like supermarket bags, computers and mobile phones.

Plastic is used because it is cheap and can last a long time. Today, many toys and games are produced in China and then they are sent to different parts of the world. Expensive items like mobile telephones are made by big companies in Finland. Look around your house. How many electrical items are made in Japan? Look at your athletic shoes. Maybe they were made in India or Korea. But where does plastic come from? The answer is that plastic comes from oil.



## Writing

Read the information in the letter below and in the Product Order Form about an order sent to Amazon internet service. A school boy ordered CDs but he hasn't received them yet.



### Product Order Form

**Product:** Music Vibes CD  
Album #5

**Ordered:** 18<sup>th</sup> Mar

**Sent:** 29<sup>th</sup> Mar / Express

**Paid:** 20 Euros / credit card

Didn't have any!

Holidays for 5 days

CD's sent to wrong address

Re-sent on 10<sup>th</sup> Apr.

Because of problems we give a discount of 20% less on the price.

Now look at the notes made by the Amazon staff on the Product Order Form and write an email from the company manager to explain what has happened. Begin your email like this:

Dear Christos,

We are sorry about the delay in sending the CD's ordered. Unfortunately,

.....

.....

It's your choice!

## CARD ONE

(Student A: BROCHURE)

### Justinian and Theodora

[The Life of a Byzantine  
Emperor]



*One night only  
8th October*

#### Odeon Theatre

All tickets £5

Starring: **Ornalado Gloom** as Justin  
: **Melinda Sweet** as Theodora

Time : 8.30pm - 11.00pm

## CARD TWO

(Student A: INFORMATION)



### Justinian

[Byzantine  
Emperor]

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

## p. 20: UNIT 2, LESSON 2: Task 3b - The Play

## CARD ONE

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

### The Play

Name of Theatre:

Name of Play:

Place of story:

Time:

Price:

Story:

Cast:

## Justinian

Born:

Home:

Famous for:

Wife:

Died (when):

(where):

## CARD TWO

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

## p. 18: UNIT 2, LESSON 2: Listening 1

## Recording script

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

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

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

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

## p. 19: UNIT 2, LESSON 2: Listening 2

## Recording script (G: George, N: Natasha):

N: Hi George. Seen any good films recently?

G: Yea, I saw one last night and it wasn't that bad.

N: Oh, what was that?

G: It was called Spartacus.

N: Spartacus? You must be joking!

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

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

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

N: Why'd you say that?

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

N: Yea, many films are like that.

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

N: Oh God! Boring!

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

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

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

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

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

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

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

N: Oh, you're impossible.

## p. 17: UNIT 2, LESSON 1: Task 6 - Charities

### **Hellenic Red Cross**

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

### **Doctors without Borders**

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

### **Greenpeace**

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

### **SOS Children's Village**

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

### **Reto Hellas**

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

### **Volunteer Work Athens**

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

## p. 18: UNIT 2, LESSON 2



ΙΤΑΛΙΑ, το 73 π.Χ., η μεγαλύτερη επανάσταση δούλων της αρχαιότητας. Το κίνημα, με αρχηγό το δούλο από τη Θράκη Σπάρτακο, πήρε γρήγορα μεγάλες διαστάσεις. Ο στρατός των δούλων, στον οποίο φαίνεται ότι είχαν προσχωρήσει και πολλοί φτωχοί Ρωμαίοι, κυρίως αγρότες, νίκησε πολλές φορές της ρωμαϊκές λεγεώνες. Δεν μπόρεσε όμως τελικά να κρατήσει τη συνοχή του και διασπάστηκε, γιατί τον αποτελούσαν άνθρωποι από διάφορες εθνικότητες και γιατί παρουσιάστηκαν διαφωνίες σχετικά με τον τρόπο δράσης.

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

## p. 46: UNIT 4, LESSON 3: Project

### Alternative Project

#### Project 2

*You have to create an outfit for a young schoolgirl who wants to go to her friend's birthday party next Saturday. In your group, read the text to help you decide what kind of clothes Nefeli will wear to her friend's party next Saturday.*

*Discuss in your group the kinds of things Nefeli should or shouldn't wear. Discuss what you will have to do to make clothes to suit her.*

#### New Young Designers Competition

Nefeli is a 14 year old girl who is 1.68 tall and has got long black hair. She is a bit shy and doesn't like to wear clothes that show her to be different from all her friends. When she goes to a party she likes to mix in with all the other kids and doesn't like clothes that are different from all the other kids at the party. Because she is quite tall and slim, she likes loose clothes and shoes with low heels.

## p. 74: UNIT 7, LESSON 1: Listening

### Cartoon 1

A: Ah! Look at those birds...

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

### Cartoon 2

C: How do you know?

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

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

### Cartoon 3

C: How do they know it's north?

B: It's their instinct.

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

B/C: What? *[surprised tone]*. Magnetism? How do you know?

### Cartoon 4

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

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

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

### Cartoon 5

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

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

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

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

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

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

C: Amazing!

A: Not really! Just physics!

## p. 78: UNIT 7, LESSON 2: Vocabulary

Ο λόγος εκφωνήθηκε στο κλείσιμο της 12ης ετήσιας συνεδρίασης της Παγκόσμιας Τράπεζας, τον Οκτώβριο του 1957 στη Νέα Υόρκη, όπου ο Ξενοφών Ζολώτας παραβρέθηκε ως Διοικητής της Τράπεζας Ελλάδος. Ο Ξ. Ζολώτας ξεκίνησε την ομιλία του στα Αγγλικά, και τη συνέχισε επίσης στα «Αγγλικά» αλλά με αποκλειστικά ελληνογενείς λέξεις, αν εξαιρέσουμε κάποιες λίγες αναπόφευκτες αγγλικές, δηλαδή άρθρα, προθέσεις, συνδέσμους και βοηθητικά ρήματα.

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

*"Kyrie, I eulogize the archons of the Panethnic Numismatic Thesaurus and the Ecumenical Trapeza for the orthodoxy of their axioms, methods and policies, although there is an episode of cacophony of the Trapeza with Hellas. With enthusiasm we dialogue and synagonize at the synods of our didymous organizations in which polymorphous economic ideas and dogmas are analyzed and synthesized. Our critical problems such as the numismatic plethora generate some agony and melancholy. This phenomenon is characteristic of our epoch. But, to my thesis, we have the dynamism to program therapeutic practices as a prophylaxis from chaos and catastrophe. In parallel, a Panethnic unhypocritical economic synergy and harmonization in a democratic climate is basic. I apologize for my eccentric monologue. I emphasize my euharistia to you, Kyrie to the eugenic and generous American Ethnos and to the organizers and protagonists of his Amphictyony and the gastronomic symposia".*



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

### DONATION FORM

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

Name: .....

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

TOTAL DONATION:

## p. 94: UNIT 8, LESSON 3: Ideas to help people in Namibia

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

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

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

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

## p. 92: UNIT 8, LESSON 2: Pre-listening, Task 4

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

Is it a Bird? Is it a plane?

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

p. 99: UNIT 9, LESSON 1, Task 4



# SELF-EVALUATION

## UNIT 1

### ACTIVITY A

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

### ACTIVITY B

- a- iv
- b- vii
- c- viii
- d- iii
- e- ii
- f- i
- g- ix
- h- v
- i- vi

### ACTIVITY C

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

### ACTIVITY D

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

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

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

### ACTIVITY E

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

## UNIT 2

### ACTIVITY A

Built centres  
Fed the hungry  
Saved lives  
Made a difference  
Took care of  
Asked for permission  
Caught pneumonia  
Spent her life  
Paid their respects

### ACTIVITY B

1. Where did Maria grow up?
2. Did she have a pet when she was young?
3. When did she leave her village? or How old was she when she left her village?
4. Why did she become famous?
5. How did she die?

### ACTIVITY C

Suggested answers:

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

### ACTIVITY D

Stars: Kirk Douglas, Laurence Olivier, Peter Ustinov, Tony Curtis

Director: Stanley Kubrick

Year of release: 1960

Producer: Kirk Douglas

3 main Roman characters: Lentulus Batiatus, Crassus, Sempronius Gracchus

### ACTIVITY E

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

## UNIT 3

### ACTIVITY A

1. False
2. False
3. True
4. False
5. True
6. True

### ACTIVITY B

You own answers.

### ACTIVITY C

Sales Assistant:

Yes, sure. Any particular brand?

Oh, I see. Well, here's the cheapest model we have.

Well, it plays music and that's about it.

How about this one? Only €350.

Okay, suit yourself. Bye.

### ACTIVITY D

1. F
2. B
3. D
4. G
5. E
6. A
7. C

### ACTIVITY E

Suggested Answers

- a. best
- b. better than
- c. cheapest / most expensive ... best / worst
- d. cheapest
- e. better / more expensive

## UNIT 4

### ACTIVITY A

- a) will
- b) have to
- c) shouldn't
- d) won't
- e) needn't
- f) has to / must

### ACTIVITY B

- a) pointed a finger
- b) shrugged their shoulders
- c) clenched his fist
- d) folded their arms
- e) was biting her lip
- f) raised his eyebrows

### ACTIVITY C

- i) stare
- ii) squint
- iii) peep
- iv) glare
- v) gazing

### ACTIVITY D

promise

### ACTIVITY E

1. suit
2. nightmare
3. promised
4. facial
5. communicate
6. terrible

### ACTIVITY F

- 1 - b
- 2 - c
- 3 - a



## UNIT 7

### ACTIVITY D

- a. wrapping
- b. bulb
- c. tins
- d. cans
- e. container
- f. cardboard
- g. paper
- h. tyres
- i. bags
- j. magazine

### ACTIVITY E

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

### ACTIVITY A

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

### ACTIVITY B

- a) invented
- b) discovered
- c) invented
- d) discovered
- e) invented

### ACTIVITY C

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

### ACTIVITY D

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

### ACTIVITY E

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

# SELF-EVALUATION

## UNIT 8

### ACTIVITY A

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

### ACTIVITY B

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

### ACTIVITY C

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

### ACTIVITY D

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

### ACTIVITY E

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

### ACTIVITY F

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

## UNIT 9

### ACTIVITY A

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

### ACTIVITY B

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

### ACTIVITY C

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

### ACTIVITY D

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

### ACTIVITY E

- sportsman: d
- bank employee: a
- shop assistant: e
- school student: b
- actress: c

## UNIT 10

### ACTIVITY A

1. bamboo
2. porcelain
3. leather
4. stone
5. silk

### ACTIVITY B

Suggested answers

- a) v
- b) iii
- c) i
- d) vi
- e) ii
- f) vii
- g) ix
- h) iv
- i) viii

### ACTIVITY C

1. To make bed sheets/ ties/ blouses.
2. make-up, candles, margarine, plastic
3. porcelain cups, saucers and plates
4. bamboo
5. aluminium
6. sugar cane
7. leather
8. copper or iron
9. clay

### ACTIVITY D

Suggested answers

- Toys: China, Greece, Italy  
Cars: China, Italy  
Thread: China, Greece, Italy  
Ships: China, Greece  
Weapons: China, Italy  
Clothes: China, Greece, Italy  
Porcelain: China, Greece, Italy  
Parachutes: China, Italy

### ACTIVITY E

1. is believed
2. were built
3. is used
4. are imported
5. was invented
6. are grown

# GRAMMAR

## UNIT 1

### Simple Present

#### FORM

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

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

It comes **before** the verb in the Present Simple.

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

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

*Do you **often** play football at school?*

*My brother is **always** early for school.*

#### EXAMPLES

*I **live** in Patras.*

*The Moon **goes** round the Earth.*

*John's father **drives** a taxi. He **does not drive** a bus.*

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

*Do you **always** play football on Saturdays?*

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

### EXAMPLES

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

## 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.

### Simple Past

#### FORM

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

#### USE

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

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

#### EXAMPLES

I **lived** in that house when I was younger.

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

What **did you eat** for dinner?

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

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

**PAY ATTENTION TO THE IRREGULAR VERBS**

## UNIT 3

### Comparisons of adjectives and adverbs

#### FORM

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

#### 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

The night is as dark as hell.

noun or pronoun	positive verb	as	adjective	as	noun or pronoun
-----------------	---------------	----	-----------	----	-----------------

Our house is not as / so luxurious as a hotel.

noun or pronoun	negative verb	as / so	adjective	as	noun or pronoun
-----------------	---------------	---------	-----------	----	-----------------

# GRAMMAR

## 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**.

	ADVERB	COMPARATIVE	SUPERLATIVE
SHORT ADVERBS	soon early	sooner earlier	the <b>soonest</b> the <b>earliest</b>
LONG ADVERBS	carefully	<b>more</b> carefully	the <b>most</b> carefully

	ADVERB	COMPARATIVE	SUPERLATIVE
IRREGULAR FORMS	well badly little many / much	<b>better</b> <b>worse</b> <b>less</b> <b>more</b>	the <b>best</b> the <b>worst</b> the <b>least</b> the <b>most</b>

## UNIT 4

## 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

*Can I leave early today?*

*May I leave early today?*

The use of **CAN** for permission is informal.

**SHOULD: Advice**

We sometimes use **should** to give advice to someone:

Examples

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

# GRAMMAR

## Simple Future

### FORM

+	I	will		open	the door.
	You			finish	before me.
-	We	will	not	be	at school tomorrow.
	She			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**.

### 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)

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**.

## UNIT 5

## 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.

### Conditional Sentences

#### FORM

	IF-clause	Result clause
<b>Type 1</b>	Simple Present tense	will, can, must, + bare infinitive or imperative
<b>Type 2</b>	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 7

## 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.*

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

# GRAMMAR

## Used to...

### FORM

In Ancient Greece, people	<b>used to</b>	<b>wear</b>	linen clothes in summer.
When I was fifteen I		<b>listen to</b>	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

<b>When we ask for directions / information we use the following</b>	<b>When we give directions / information we use the following</b>
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 8

## Tag Questions; Relative Pronouns

## FORM

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

Some special cases:

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

## USE

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

We use tag questions at the end of statements to ask for confirmation. They mean something like: "Am I right?" or "Do you agree?" They are very common in English.

## EXAMPLES

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

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

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

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

# GRAMMAR

## Relative Pronouns

### FORM

relative pronoun	use		example
who	subject or object pronoun for people		I told you about the girl <i>who</i> lives next door.
which	subject or object pronoun for animals and things		Do you see the dog <i>which</i> is lying in the garden?
which	referring to a whole sentence		He couldn't swim <i>which</i> surprised me.
whose	possession for people animals and things		Do you know the boy <i>whose</i> mother is a teacher?
that	subject or object pronoun for people, animals and things in defining relative clauses ( <i>who</i> or <i>which</i> are also possible)		I like the dress <i>that</i> Anna is wearing.
relative adverb	meaning	use	example
when	in/on which	refers to a time expression	the day <i>when</i> we met him
where	in/at which	refers to a place	the place <i>where</i> we met him
why	for which	refers to a reason	the reason <i>why</i> we met him

### USE

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

### EXAMPLES

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

I don't care *where* she lives.

The thing *that* annoys her is his laziness

## UNIT 9

## Wish + Past

## FORM

When we want to express a desire for something to happen or to exist, we use the verb *wish* + a past simple form of a verb.

## USE

We use *wish* + past simple to express that we want a situation in the present (or future) to be different.

## EXAMPLES

I wish I spoke Italian. (I don't speak Italian)

## Wish + Would

We use *wish* + *sb* or *sth* + *would* + *bare infinitive* to express impatience, annoyance or dissatisfaction with a present action or situation.

## EXAMPLES

I wish it would stop raining

I wish the children would stop making so much noise

### Passive Voice - Simple Present Tense

#### FORM

We form the Simple Present Passive with 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
↓	↓
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.

## Vocabulary

### unit one

attractive	necklace
avocado	nuts
beads	pollution
berries	pollution
boil	raise money
collect	recycle
companies	recycle
contact	role
control	sequence
cover	slash and burn
destroy	species
drive out	straight
fascinated	support
feathers	threatened
foreign	tough
grapefruit	transport
habitual	tropical
hut	use
insects	vegetation
leaves	weapons
light	wear
loincloth	
mud	
natural habitat	

### unit two

brave	lecture
charity	lonely
childhood	make a decision
citizen	make a difference
comfort	make a promise
composer	make an impression
deeds	make time
desperate	marvellous
discover	permission
earthquake	pet
emperor	play
famous	playwright
feed	radioactivity
freedom	respects
gentle	save
interests	slave
kind	weightlifter

### unit three

abroad	humour
ads	incredible
advertisement	ink cartridges
assistant	international
brand	jargon
buttons	jingles
chart	keyboard
compact disc	least
companion	location
comparative	log onto
copy	memory
cursor	model
desires	multimedia
discount	persuasion
document	portable
drive	predict
exceptions	queue
expensive	refund
experience	salesperson
explanation	situation
fame	superlative
faulty	valuable
floppy disc	value
gadgets	volume
guarantee	
guilt	

### unit four

admission	gaze	point of view
apathetic	gestures	prediction
behaviour	glare	pretty
bite	hairstyle	shrug
braided	injection	shy
breath	jealousy	signs
clench	mental illness	squeeze
communicator	mirror	squint
course	municipality	suit
curious	nightmare	sweatshirt
decoration	nod	take a peep
distance	object	teenagers
dreams	ornaments	tools
embarrassment	outfit	tracksuit
emotions	pay attention	unbelievable
facial expression	peep	warrior
fold	pleasant	wrist band
frown	point	

### unit five

a wide range	for ages
admission	fossils
all the best	in advance
artifacts	jewelry
bus routes	knowledge
civilization	leaflet
coins	minerals
collection	objects
dazzling	on display
destination	on show
displays	passport
documents	souvenirs
dye	treasure
exhibits	works of art

# VOCABULARY

## unit six

aim	junk
bakery	laziness
bill	litter
bins	magazines
breeze	mess
candle holder	mice
cans	on-the-spot
cardboard	packets of
conditions	crisps
container	pieces of wood
dawn	rubbish
decompose	smog
dizzy	toothpaste
ecoart	town council
environment	traffic cones
files	tub
finest	tubes of
floods	toothpaste
fluoride	tyres
habits	waste
	wrapping

## unit seven

according to	natural disaster
brain	needle
cargo	nickname
combine	north
compass	pieces
discover	products
donation	roller coaster
doorknob	ropes
emigrants	sailors
experiment	separate
fridge	surface
immigrants	transfer
instinct	volunteer
intervals	waves
invent	wind
item	
magnet	
magnetic fields	
magnetism	
migrate	

## unit eight

a lift  
ahead  
backseat driver  
best suited  
don't look a gift  
horse in the  
mouth  
drive someone  
crazy  
engineer  
hit the road  
hold your horses  
inventor  
levitation  
miss the boat  
plain sailing  
plastic kit  
population  
potential  
public transport  
puncture  
put the cart  
before the horse  
river bank  
rock the boat  
room  
route  
sailing  
sideways  
take for a ride  
the end of the  
road  
transport  
treading water  
wheel

## unit nine

aggressive	hipster jeans	spotlight
appearance	image	spots
arrogant	immature	stereotype
attention	invisible	success
be in your shoes	items of clothing	sweat shirt
beholder	knee-length	talk through your hat
blouse	leggings	tie
cloak	mature	tights
confident	outfit	trendy
curly hair	pull up your socks	waist
dressed to kill	quality	wear your heart on
gear	round-neck	your sleeve
gelled hair	scarf	wig
good-looking	smart	
heel	spiked hair	

## unit ten

belt	leather	pine	thread
clay	material	porcelain	walkie-talkie
constructions	out of stock	relevant	weapons
cotton	package	silk	wheat
courier	parachutes	steam	wool
grapes	parts	stone	
instruments	petrol	string	

## Irregular Verbs

Infinitive	Past Simple	Past Participle	Infinitive	Past Simple	Past Participle
be	was/were	been	know	knew	known
begin	began	begun	lead	led	led
blow	blew	blown	learn	learnt	learnt
break	broke	broken	leave	left	left
bring	brought	brought	light	lit	lit
buy	bought	bought	lose	lost	lost
catch	caught	caught	read	read	read
choose	chose	chosen	ride	rode	ridden
come	came	come	ring	rang	rung
do	did	done	run	ran	run
draw	drew	drawn	say	said	said
drink	drank	drunk	see	saw	seen
drive	drove	driven	shake	shook	shaken
eat	ate	eaten	sing	sang	sung
fall	fell	fallen	sit	sat	sat
feel	felt	felt	smell	smelt	smelt
fight	fought	fought	speak	spoke	spoken
fly	flew	flown	steal	stole	stolen
forget	forgot	forgotten	stand	stood	stood
get	got	got	swim	swam	swum
give	gave	given	take	took	taken
go	went	gone	teach	taught	taught
grow	grew	grown	throw	threw	thrown
have	had	had	wake	woke	woken
hear	heard	heard	wear	wore	worn
hide	hid	hidden	write	wrote	written

# MAPS



# World Map



# MAPS



# ENGLAND

# APPENDIX VI



# EUROPE

# MAPS

## SOURCES AND RELEVANT INTERNET SITES:

### UNIT 1

- **Lesson 1** - <http://www.Amazonia.com>  
<http://www.en.wikipedia.org/wiki/Spartacus>  
[http://www.en.wikipedia.org/wiki/Nika\\_riots](http://www.en.wikipedia.org/wiki/Nika_riots)
- **It's your choice!**  
Σελίδες 121 & 123-124, *Reading 1 & 2* - Προσαρμοσμένα κείμενα από: <http://www.peoplesoftheworld.org>.

### UNIT 4

- **Lesson 1**  
Σελίδα 40, *Reading* - Προσαρμοσμένο κείμενο από: <http://www.lichaamstaal.com/english/>
- **Lesson 3**  
Πληροφορίες από: [http://www.changingminds.org/explanations/behaviors/body\\_language/mehrabian.htm](http://www.changingminds.org/explanations/behaviors/body_language/mehrabian.htm)

### UNIT 5

- **Lesson 1** - Σελίδα 52, *Reading* - Προσαρμοσμένο κείμενο από: <http://www.bristol.gov.uk>
- **Lesson 3** - Σελίδα 58, *Διαμεσολάβηση* - Προσαρμοσμένο κείμενο από: <http://www.cinamad.gr>

### UNIT 6

- **Lesson 3** - Σελίδα 70 - <http://www.redcross.org/news/in/asia/020410aral.html>

### UNIT 7

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

### UNIT 8

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

### UNIT 9

- **Lesson 3** - Σελίδα 106 - <http://www.costumes.org/classes/fashiondress/byzantium.htm>

### UNIT 10

- **Lesson 3** - Σελίδα 118 - <http://www.etl.uom.gr/mr/Antikythera/price.htm>

